

VTest English for Schools: Ages 7-10

Teacher's Guide

For the Revised Exam – September 2026



About this guide

This guide applies to the revised Burlington VTest English for Schools: Ages 7-10 exam available from September 2026.

The information in this guide is correct at the time of publication. Burlington VTest may update exam content, procedures, platform features or supporting materials from time to time. For the most up-to-date information, always refer to the latest online version of this guide and the information available on the VTest website, or contact your VTest representative.

About Burlington VTest

Burlington VTest is the assessment division of the Burlington Group, an organization with over 40 years of experience in English language education, teacher training, and educational research. The Burlington Group operates internationally, supporting learners, teachers, and educational institutions around the world.

VTest develops and delivers digital language assessments for educational, academic, and professional contexts. Its assessment portfolio includes general English proficiency, assessments for school-aged learners, academic English, and professional and workplace communication.

In addition, the VTest Custom Platform enables partner institutions to develop and administer their own assessments within a controlled digital environment. The platform supports item development, test assembly, scoring configuration, and results reporting.

VTest is a member of professional organizations relevant to language assessment, including the Association of Test Publishers (ATP), the International Language Testing Association (ILTA), and the Association of Language Testers in Europe (ALTE).



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Introduction

Who is VTest English for Schools: Ages 7-10 for?

VTest English for Schools: Ages 7–10 is designed for young learners aged 7 to 10 around the world.

What does the exam look like?

The exam is modular. There are separate sections for Listening, Reading, Writing and Speaking. They can be taken individually, or in any combination. Our exams are designed to offer students maximum flexibility.

When can learners take the exam?

The exam can be taken at any time. The exam sections are all online, so they can be taken anywhere with a good internet connection.

What device do I need to take the exam?

You can use any computer, laptop or tablet with a good internet connection. We recommend a headset with a microphone for the Speaking section.

What reasonable adjustments are available?

Candidates with a disability, medical condition, or specific learning need may request reasonable adjustments, such as extra time, rest breaks, or changes to the exam setting. Requests are considered individually and should be submitted at least four weeks before the preferred exam date. See the VTest Guide to Reasonable Adjustments for full details.

What levels of English does the exam cover?

The exam covers the levels from Pre-A1 to B1 on the Common European Framework of Reference for Languages (CEFR).

What do the CEFR levels mean?

The CEFR describes broad divisions of linguistic proficiency using a system of letters and numbers. From lowest to highest, the levels are: Pre-A1, A1, A2, B1, B2, C1, and C2.

Each level describes what a learner should be able to do in the four skills of Listening, Reading, Speaking and Writing. This is done with a set of relevant 'Can Do' descriptors that state the specific abilities learners should be capable of as practical users of the language.

See the end of this document for the full list of 'Can Do' Statements the exam focuses on in each skill for each level of proficiency.

What about learners who are above B1 level?

Very few learners in the 7–10 age group have the English language skills required at B2, C1, or C2 levels, which is why these higher levels are not covered on Burlington VTest English for Schools: Ages 7–10. Burlington VTest English for Schools: Ages 11–15 covers CEFR levels from Pre-A1 to C1.

What else does Burlington VTest for Schools include?

Burlington VTest English for Schools: Ages 7–10 is part of the wider Burlington VTest for Schools offering, which provides an integrated assessment experience for students, teachers, school leaders, and parents.

It has three key elements:

 The VTest for Schools assessment portfolio	 VTest Analytics	 The VTest Teacher Academy
A range of age-appropriate English assessments that provide meaningful information about students' abilities in Listening, Reading, Writing, and Speaking.	A flexible platform for organizing, filtering, comparing, and analyzing assessment data according to each school's or organization's structure and priorities.	Customized training and pedagogical support for teachers and school leaders before, during, and after implementation.

For more information, please visit:

<https://www.vtest.com/solutions/solution-for-schools/>
or email support@vtest.com.



What Teachers Should Know

I The exam is adaptive.

Students may receive different tasks, work at different levels, and finish at different times. This is normal and allows the exam to identify the most appropriate level for each student.

2 Students should be familiar with the exam format and platform, but they do not need special exam preparation.

Before exam day, students should use the familiarization materials and practice using the platform. They should know how to select answers, drag and drop information, play recordings, use the microphone, start a recording, and move between tasks. They should also understand the preparation and response times for Speaking and Writing tasks. The aim is to make sure the technology and exam format are familiar so students can focus on showing what they can do in English.

3 Students can move on when they are ready.

Many tasks have a maximum time, but students do not have to use all of it. Once they have answered, they can click NEXT to continue. If students click NEXT without providing an answer, the platform will warn them and ask them to confirm that they want to continue. This gives students flexibility to work at their own pace within each part of the exam.

4 Students must start audio and recordings themselves.

In Listening and Speaking tasks, students follow the onscreen instructions to play audio or begin recording. They should understand the difference between **PLAY**, **START RECORDING**, and **NEXT** before taking the exam. Students should not click **NEXT** until they have finished listening or have completed and checked their response.

5 The testing environment matters.

Teachers and staff involved in the assessment should read the VTest Administration Manual and the relevant supporting materials before exam day. Schools should make sure students take the exam in suitable, controlled conditions. This is especially important for Speaking. The room should be quiet, students should have enough space between them, and microphones should not pick up other students' responses.

6 Teachers can help with technical issues, but not with answers.

During the exam, teachers may help if a student has a device or technical problem. They should not explain or translate questions, suggest answers, clarify the meaning of language in a task, or help students complete a response.

7 Different skill results are normal.

A student may be stronger in Listening than in Writing, for example. Reporting each skill separately provides a fuller and more useful picture of the student's English proficiency.

8 The result is one source of information about the learner.

VTest results can help teachers identify areas of strength and areas where students may need further support. Teachers can use individual and group results to inform classroom planning, set appropriate learning goals, and monitor progress over time.

Results should be considered together with the teacher's knowledge of each student and the student's performance in class. The exam is not intended to provide a detailed diagnosis of every language subskill or to be used on its own for high-stakes decisions.

9 Teachers should prepare students for the exam experience.

Before exam day, teachers should explain why students are taking the exam and what will happen. Students should understand that the purpose is to show what they can do in English and to identify their strengths and areas for further development.

The experience should be presented positively and clearly so students know what to expect and can approach the exam with confidence.

10 The exam is designed to show what students can do.

Students are not expected to answer every task correctly. Because the exam is adaptive, some tasks are deliberately more challenging than others. If students find a question difficult, they should try their best and continue.

Listening Section: Structure and Tasks

Total length: 10-15 minutes

The Listening section has up to four parts, each with a different focus, and is adaptive.

- All students begin with the same Pre-A1 task in Part 1.
- Based on their performance, they may continue at Pre-A1 or move to A1 in Part 2.
- Their performance in Part 2 determines whether they receive a Pre-A1, A1, or A2 task in Part 3.
- Students performing at the lowest level may finish the Listening section after Part 3.
- Students who demonstrate sufficient ability continue to Part 4, which includes tasks from A1 to B1.

Students press Play to start each recording. Each recording is played twice, giving students a chance to check their answers.

Table 1 below summarizes the different parts of the Listening section.



Listening section overview

Part	# of items	Time
Part 1: Picture matching (Pre-A1)	5	± 2 min
Part 2: Short dialogue multiple-choice (Pre-A1 and A1)	5	± 5 min
Part 3: Hotspot matching (Pre-A1 to A2)	5	± 3 min
Part 4: Matching (A1 to B1)	5	3-5 min depending on level

Table 1: Listening section overview



Listening Task Types

Listening Part I

In this part, students see eight pictures on the screen and listen to five short conversations. For each conversation, they choose the picture that shows what the speakers mention. Three pictures are not used.

The conversations include familiar topics such as everyday objects (for example, furniture, food, or clothing) and simple daily situations.

Assessment: Students are assessed on their ability to understand short conversations and recognize key vocabulary items related to familiar objects and situations.

Pre-A1 example:

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Listening - Part 1

01:16

Look at the pictures. Click ► and listen. You will hear the audio twice. Choose the correct picture. Click **NEXT** when you finish.

There are five conversations.

► 

► 

► 

► 

NEXT

This is what students hear:

Girl	What's that?
Boy	That's my new toy taxi.



Suggested classroom activities

- 1 Name the objects.** Ask students to name and label objects found in different rooms at school or at home. To make it a game, write a letter of the alphabet on the board and have pairs or groups find as many objects as they can that begin with that letter. The group with the most words wins.
- 2 Guess the item or action.** Describe an everyday object or activity and have students guess what it is. For example, *I do this at 7:30 every morning (answer: have breakfast)*. The first team to guess correctly scores a point.

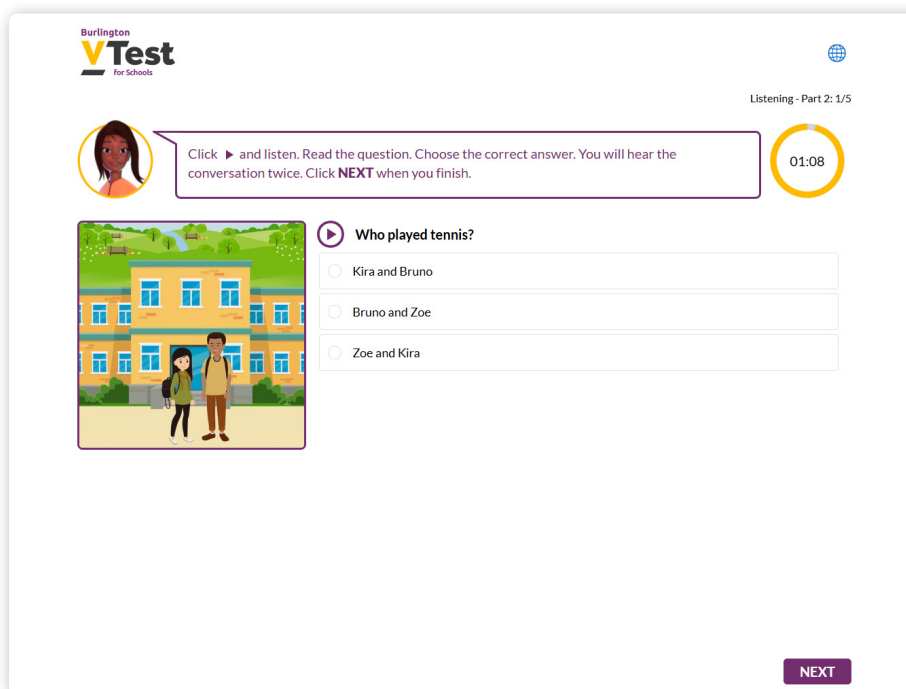
Listening Part 2

In this part, students listen to a short conversation divided into five parts and answer one multiple-choice question after each part. Each question has three options.

The conversations use familiar language about times, dates, places, activities, and personal information.

Assessment: Students are assessed on their ability to understand short factual conversations about everyday events and familiar situations.

A1 example:



Burlington VTest For Schools

Listening - Part 2: 1/5

01:08

Click ► and listen. Read the question. Choose the correct answer. You will hear the conversation twice. Click **NEXT** when you finish.

Who played tennis?

☐ Kira and Bruno

☐ Bruno and Zoe

☐ Zoe and Kira

NEXT

This is what students hear (excerpt):

Young Boy	Hi, Kira!
Young Girl	Hi, Bruno!
Young Boy	Where do you want to go?
Young Girl	Let's go to the park. I like it there.
Young Boy	I played tennis there yesterday with my friend Zoe. She's very good – much better than me. Next time you can play with us.
Young Girl	That sounds like fun!
Young Boy	...



Suggested classroom activities

- 1 Spell and guess.** Practice the alphabet by spelling out the name of an object in the room, one letter at a time. The first student to identify the object wins.
- 2 Find the facts.** Give short listening or speaking tasks that include information such as *days, dates, times, prices, or places*. Ask students to note or repeat the key facts they hear.

Listening Part 3

Students see a picture of a location such as a room, street, or shopping center and listen to a conversation describing it. In each picture, five objects or parts of the scene are missing. The missing objects are shown outside the picture along with three objects that do not belong. Students decide which of the missing objects belong in the picture, and where they should be placed correctly.

Assessment: Students are assessed on their ability to accurately locate key elements of a description in an image by following a conversation.

A2 example:

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Listening - Part 3

02:59

Click ► and listen to the conversation. Put each picture in the correct place. You will hear the conversation twice. Click **NEXT** when you finish.

►

Computer monitor, Photo display, Bookshelf, Water bottle, Moon, Umbrellas, Pencils

NEXT

This is what students hear (excerpt):

Man	Welcome to our school, Amira! I'm Mr. Hutton.
Girl	Nice to meet you, Mr. Hutton. I see you have a computer on your desk. Do I need to bring my computer to class?
Man	No, we have a computer room for students to use. But of course, you do need to come with a notebook and things to write with.
Girl	Are we allowed to eat and drink here?
Man	Sorry. No food or drink in class. You can eat in the cafeteria.
Girl	Who are those people in the photos on the wall by the door? Are they my classmates?
Man	That's right. Everyone's name is there. That will help you learn them quickly.
Girl	...



Suggested classroom activities

- Find what's the same.** Bring in two pictures of similar locations, such as kitchens, parks, or classrooms. In pairs, students each describe one picture and try to find what the two have in common.
- Draw what you hear.** Ask students to take or draw a picture of a familiar place, such as *a room* or *a street*. In pairs or groups, one student describes their picture while the others draw what they hear. When finished, they compare their drawings with the original.

Listening Part 4

Students who continue to Part 4 receive an A1, A2, or B1 task. In this part, they listen to a single extended conversation and match five statements to the correct option in a two-column chart. Each conversation is played twice.

The column headings are either True/False or the names of the two speakers (e.g., Vicky/Fred).

The conversations cover familiar topics and everyday situations appropriate for young learners. Students listen for key information and decide which column each statement belongs in.

Assessment: Students are assessed on their ability to identify and understand key points in an extended conversation and match related information accurately.

B1 example:

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Listening - Part 4

02:05

Click ► and listen. Read the questions. Choose the correct answers. You will hear the conversation twice. Click **NEXT** when you finish.

Number of plays left: 0

Emma's grandparents forgot to give her anything for her birthday. ☐ TRUE ☒ FALSE

When Oliver's father was a boy, he bought a lot of candy. ☐ TRUE ☒ FALSE

Oliver is saving money to buy a new watch. ☐ TRUE ☐ FALSE

Emma recommends going on an exciting journey. ☐ TRUE ☐ FALSE

In Emma's opinion, Oliver was given useful advice about what to do with money. ☐ TRUE ☐ FALSE

NEXT

This is what students hear (excerpt):

Girl	My grandparents gave me some money for my birthday. What do you think I should do, save it or spend it?
Boy	Well, Emma, that's a difficult question. I think your grandparents would want you to save it, because one day you might need it for something important.
Girl	And what do you think?
Boy	...



Suggested classroom activities

- 1 Who said it?** Ask students to write two or three true sentences about themselves (for example, *where they live, what they like, or what they did yesterday*). Read or display the sentences and have students guess which person each one describes.
- 2 Choose the category.** Select two contrasting topics, such as *dogs and cats, football and swimming, or kitchens and bedrooms*. Read short statements that are true for only one category. Students decide which they belong to.

Reading Section: Structure and Tasks

Total length: 7-10 minutes

The Reading section has up to four parts, each with a different focus, and is adaptive.

- All students begin with the same Pre-A1 task in Part 1.
- Based on their performance, they may continue at Pre-A1 or move to A1 in Part 2.
- Their performance in Part 2 determines whether they receive a Pre-A1, A1, or A2 task in Part 3.
- Students performing at the lowest level may finish the Reading section after Part 3.
- Students who demonstrate sufficient ability continue to Part 4, which includes tasks from A1 to B1.

Table 2 below summarizes the different parts of the Reading section.



Reading section overview

Part	# of items	Time
Part 1: Sentence matching (Pre-A1)	5	± 2 min
Part 2: Picture choice (Pre-A1 and A1)	5	± 3 min
Part 3: Two-column matching (Pre-A1 to A2)	5	± 2 min
Part 4: 3-option multiple-choice (A1 to B1)	5	± 3 min

Table 2: Reading section overview



Reading Task Types

Reading Part 1

Students see a picture and make sentences that describe the picture. They do this by reading and matching sentence beginnings and endings. There are five sentences. There are more sentence endings than beginnings, so not all the sentence endings are used.

Students have up to two minutes and 30 seconds to match the sentence halves.

Part 1 tests students' understanding of basic sentence structure, common word combinations and descriptions of familiar scenes.

Assessment: Students are assessed on their ability to complete the sentences by matching the two halves to make them both logical and grammatically correct.

Pre-A1 example:

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Reading - Part 1

02:28

Look at the picture. Put the words in the correct place to make sentences. Click **NEXT** when you finish.

behind the bus stop. eating ice cream.
a black hat. going to her school.
a big shopping bag. next to the doors.
in front of the old man. in the morning.

- The lady has _____
- There is a brown dog _____
- The bus driver has _____
- There are two tall trees _____
- The three children are _____

NEXT



Suggested classroom activities

- 1 **True or false.** Choose a picture showing people engaged in familiar activities. Write 10–15 sentences about it, using known vocabulary. Include some false sentences. Students read and decide which are true.
- 2 **Match the halves.** Show a picture of a scene. In pairs, students write several sentences about it on strips of paper, then fold each strip so only the beginning or end is visible.

Examples:

There's a tall tree ... on the right of the picture.

A boy is ... playing soccer with his friends.

Two girls are ... sitting on a bench and talking.

Pairs exchange strips and try to predict or match the missing halves.

Reading Part 2

In this part, students read a short text and answer a question about it by choosing the picture that best matches its meaning. There are five questions, each with three options. Students have 30 seconds to choose each answer.

The statements use familiar vocabulary and short phrases about everyday topics such as home, school, and free time.

Assessment: Students are assessed on their ability to read and understand simple written messages and choose the picture that best represents their meaning.

A1 example:

The screenshot shows a digital test interface. At the top left is the 'Burlington VTest For Schools' logo. At the top right is a globe icon and the text 'Reading - Part 2: 1/5'. Below the logo is a circular profile picture of a woman. To the right of the profile picture is a text box containing the instruction: 'Read the question. Choose the correct picture. Click **NEXT** when you finish.' To the right of this text box is a circular timer showing '00:26'. Below the instruction box is a text box containing the question: 'My sister and I love music. I play the violin and she plays the guitar. We both want to learn the piano.' To the right of the question box is another text box asking: 'Which picture shows Theresa's sister now?'. Below this question box are three rectangular boxes, each containing a cartoon illustration of a girl playing a musical instrument. The top-left box shows a girl in a pink dress playing a black grand piano. The top-right box shows a girl in a purple dress playing a yellow acoustic guitar. The bottom box shows a girl in a black dress playing a violin. At the bottom right of the interface is a purple button with the word 'NEXT' in white.



Suggested classroom activities

- 1 **Spot the difference.** Give prompts such as: *Write a sentence about two sports you like and one you don't, or Write about two things in your room and one that isn't.* Students write their sentences and draw pictures for the three items. They then swap papers and circle the picture or word that they think doesn't belong.
- 2 **Ask and guess.** Write a topic on the board (for example, *sports, food, or shopping*). Invite students to ask you a question such as *Which sports do you like?* Write an answer that mentions three items (for example, *I like tennis and swimming, but I don't like soccer*). Then ask follow-up questions like *Which sport do I dislike?* Students take turns doing the same in pairs.

Reading Part 3

Students read a short text and answer five questions about it.

At Pre-A1 level, students answer Yes/No questions. At A1 and A2 levels, they answer True/False questions.

The texts are examples of everyday written communication, such as emails, messages, letters, notes, or notices. They cover familiar topics and situations appropriate for young learners.

Students have two minutes to read the text and answer the five questions.

Assessment: Students are assessed on their ability to locate and understand key information in a text.

A2 example:

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Reading - Part 3

01:59

Read the text and the sentences. Choose TRUE or FALSE for each sentence. Click **NEXT** when you finish.

Hi Andrea,
Did I tell you my parents bought me a bike from the shop that opened last week? It's great, but I was riding it yesterday when I saw there was a problem with the brakes. I couldn't believe it! Dad said he'll take me back to the shop tomorrow to get them checked. He also said we could go for ice cream afterwards.

I hope they can repair my bike quickly. I don't think the problem is too bad. If they can fix it, can we go for a ride on Saturday? There's a new bike path along the river and my mom said it's the best one she has been on. Maybe we can have a picnic somewhere. Can you make one of your special fruit salads? They're great. I can ask Mom to make some pasta for us too. We should check the weather before we go. If the weather is bad, we can go to see a movie or just play some board games at home.

See you,
Sergio

Sergio has a new bike. ☐ TRUE ☐ FALSE

Sergio asks Andrea to go to the bike shop with him. ☐ TRUE ☐ FALSE

Sergio's mother likes the new bike path. ☐ TRUE ☐ FALSE

Andrea and Sergio will make something together for the picnic. ☐ TRUE ☐ FALSE

If it rains on Saturday, Sergio won't meet Andrea. ☐ TRUE ☐ FALSE

NEXT



Suggested classroom activities

- 1 Stand up for Yes or No.** Choose or write a short text about your school, town, or another familiar topic. Prepare a few True/False statements about it. Read each one aloud. In pairs or groups, students discuss briefly, then stand up if they think the statement is true. Ask a few students to explain their choices.
- 2 Correct the false ones.** Write a short list of simple statements on a familiar topic (for example, *We have English on Tuesday. There are 20 students in the class. The school is near the airport.*). Students mark each as true or false and correct the false ones. They then compare their answers in pairs or groups.

Reading Part 4

Students who continue to Part 4 receive an A1, A2, or B1 task. In this part, they read a longer text and answer five multiple-choice questions. Each question has three options.

The questions may focus on the main idea, key details, simple inferences, or the purpose of information in the text.

Students have two minutes and 30 seconds to read the text and answer the five questions.

The length and complexity of the text and questions increase according to level.

Assessment: Students are assessed on their ability to understand the main ideas and key details of an extended text and draw appropriate conclusions from what they read.

B1 example:

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Reading - Part 4

02:29

Read the questions. Choose the correct answers. Click **NEXT** when you finish.

Our New Player

Hi, my name's Fotis and I play football. Our football team is not that great. Last year we played 17 games and lost 16 of them. They stopped the one game we didn't lose before any goals were scored because of the weather. It was so bad that you couldn't see more than 10 feet in front of you! I remember that day very clearly because I had a terrible cold. I should have spent the day in bed instead.

This year, things are much better. We've won six of the seven games we've played so far. Why the change? Well, we have a new player. "What's his name?" many of my friends are asking. That's the wrong question. Her name is Toni and she is the best football player our club has ever had. She's already scored 13 amazing goals; with her head, her great left foot and even greater right foot. Other teams laugh when they see we have a girl on the team, but they don't laugh for long when she starts playing.

Toni has pictures of her favorite football players all over her bedroom. She doesn't sleep with a teddy bear – she sleeps with a football in her arms. How do I know so much about Toni? Well, we have the same parents!

What was the weather like in the match the team didn't lose last year?

☐ Cold

☐ Foggy

☐ Rainy

What pleases Fotis about this year's team?

☐ It is playing against better teams.

☐ It is winning more often.

☐ It has several new players.

How does Toni score goals?

☐ Almost always with her right foot

NEXT



Suggested classroom activities

- 1 Write your own questions.** Choose a short text from your coursebook or another suitable source and divide it into three or four parts. Assign each pair or group one section and ask them to write as many comprehension questions as they can about it. When finished, students take turns asking and answering questions about all sections of the text.
- 2 Spot the key words.** Use a short text with multiple-choice questions from your coursebook or another source. In pairs, students underline key words in each question and option, then reread the text to find the part that matches each idea – whether exact words, synonyms, or paraphrases. They then decide which option is correct and explain why.

As an alternative, students can underline 10–20 key words in the text itself, brainstorm synonyms or paraphrases for them, and compare lists in pairs.

Writing Section: Structure and Tasks

Total length: 15-20 minutes

There are three parts to the Writing section, each with a different focus. The section includes sentence-level tasks and open-ended writing based on pictures and familiar topics.

Table 3 below summarizes the different parts of the Writing section.



Writing section overview

Part	# of items	Time
Part 1: Word order	6 or 12 depending on level	4-9 min
Part 2: Picture response	3	± 5 min
Part 3: Open-ended writing	1 prompt	± 6 min

Table 3: Writing section overview

Important! Encourage students to give full answers. Any minimum word guidance is there to help students understand what is expected; they should not be treated as a target. Students should write as fully as they can, developing their answers with relevant details, ideas, and examples where appropriate. Fuller responses give students a better opportunity to demonstrate their English ability.



Writing Task Types

Writing Part I

In this part, students complete sentences by putting a group of words in the correct order. Each sentence has several missing words, which appear in a word pool on screen. Students drag and drop the words into the correct spaces to complete the sentence.

Students have 45 seconds to complete each sentence. The sentences gradually become more complex, and the number of missing words increases as the task progresses.

Purpose: This screening task helps identify the appropriate level of Writing tasks for the student. Responses in Part 1 do not contribute to the reported Writing score.

Example:

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Writing - Part 1: 1/8

Put the words in the correct place. Click **NEXT** when you finish.

00:44

best my is friend

This is my dog, Max. He _____.

NEXT



Suggested classroom activities

- 1 Rebuild the sentence.** Choose a short text students know. Remove one set of three words from a sentence, four from another, and five from another. Make copies and write all the missing words in random order on the board. Students work in pairs to reconstruct each sentence correctly.
- 2 Two versions.** Choose a short text of six or more sentences and make two versions. In Version A, remove one set of three words from a sentence; in Version B, remove a different set of three words – either from the same or the next sentence. Continue removing different sets of four, five, and six words from other sentences. Write all the missing words at the bottom of each page in scrambled order. Half the class gets Version A and half Version B. When they finish, pair one student from each version to compare their texts and check their answers.

Writing Part 2

In this part, students see a picture and answer three questions about it.

They have 30 seconds to study the picture and prepare their answers. For each question, they have 90 seconds to write. Students are encouraged to write at least 20 words, but should develop their answer as fully as they can within the available time.

Typical pictures show everyday scenes such as shopping, playing sports, celebrating with family, or taking part in a school activity. They may also include a surprising event or a problem for students to describe, explain, or respond to.

Assessment: Students are assessed on their ability to use appropriate grammar and vocabulary to write clear and relevant sentences about a picture.

Example:

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Writing - Part 2: 1/3

Write your answer. Start now.

01:24

Where are the people and what are they doing?

Number of words input: 0

Please input

Write this many words or more: 20

NEXT



Suggested classroom activities

- 1 Who is it?** Show a picture where several people are doing different things. In pairs or small groups, students write two or three sentences describing what the person is doing, why they may be doing it, and how they might be feeling. They take turns reading their sentences aloud while others guess which person in the picture is being described.
- 2 What happens next?** Using the same picture or a new one, write on the board: *What do you think is going to happen next? What do you think isn't going to happen?* In pairs or small groups, students discuss their ideas for one minute, then write their predictions. After three minutes, groups compare and discuss their answers.

Writing Part 3

In this part, students write a short, connected text in response to a single prompt on a familiar topic. Each prompt includes three guiding bullets to help students organize their ideas and develop a simple paragraph.

Topics are age-appropriate and relate to everyday experiences, such as school, family, hobbies, or free-time activities.

Assessment: Students are assessed on their ability to write a clear, relevant, and connected response using vocabulary and grammar appropriate to their level.

Example:

The screenshot shows the Burlington VTest For Schools interface for Writing Part 3. At the top left is the logo "Burlington VTest For Schools". At the top right is a globe icon and the text "Writing - Part 3: 1/2". Below the logo is a circular profile picture of a student and a text box with the prompt "Write your answer. Start now." To the right of the text box is a circular timer showing "04:59". Below the text box is the prompt "Write about a day when you did something new at school. Say:" followed by three bullet points: "What you did", "Why you did it", and "How it made you feel". Below the bullet points is the instruction "Write as much as you can." To the right of the text input area is the text "Number of words input: 0". Below the text input area is a large text box with the placeholder "Please input". Below the text box is the instruction "Write this many words or more: 40". At the bottom right is a purple button labeled "NEXT".

Suggested classroom activities

- 1 Guided paragraph writing.** Give students prompts on familiar topics such as *My favorite weekend activity* or *A time I helped someone*. Provide three bullet points to guide their writing (for example: *What you did*, *Who was there*, *How you felt*). Encourage students to link ideas with simple connectors such as *and*, *but*, *because*, or *so*.
- 2 Building short paragraphs.** Practice writing short paragraphs that start with a clear main idea and include two or three supporting sentences. At lower levels, this may be a sequence of simple connected sentences rather than a full paragraph. Encourage students to reread their writing to check that it is complete, logical, and easy to follow.

Speaking Section: Structure and Tasks

Total length: About 11-14 minutes.

There are four parts in the Speaking section, each with a different focus. The section combines selected-response and open-ended tasks. All students complete all four parts, starting with Part 1.

Students are not expected to speak with a specific accent. In Speaking, the focus is on whether students can communicate clearly and appropriately.

Table 4 below summarizes the different parts of the Speaking section.



Speaking section overview

Part	# of items	Time
Part 1: Rejoinders	6 or 12 depending on level	3-6 min
Part 2: Picture description	5	± 3 min
Part 3: Picture story	1 four-picture sequence + 1 follow-up question	± 3 min
Part 4: Open-ended question	1	± 2 min

Table 4: Speaking section overview

Important! Encourage students to give full answers. Any minimum response prompts are there to help students understand what is expected; they should not be treated as a target. Students should speak as fully as they can, developing their answers with relevant details, ideas, and examples where appropriate. Fuller responses give students a better opportunity to demonstrate their English ability.



Speaking Task Types

Speaking Part 1

In this part, students hear the beginning of a short conversation and choose the best reply from three options. There are 6-12 questions. Students begin with easier items and, based on their performance, may move to higher levels. The task covers CEFR levels from Pre-A1 to B1. Students have 30 seconds to choose each answer.

Exchanges may include greetings, questions, instructions, opinions, or everyday comments. The speakers may have different relationships, such as friends, family members, or a customer and a shop assistant. Students need to understand who is speaking, what the situation is, and which reply would continue the conversation naturally.

Purpose: This screening task helps identify the appropriate level of Speaking tasks for the student. Responses in Part 1 do not contribute to the reported Speaking score.

A1 Example:

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Speaking - Part 1: 1/3

Click ► and listen. Choose the correct ending to the conversation. You will hear it twice. Click **NEXT** when you finish.

00:52

Play Audio

Number of plays left: 1

☐ He's a teacher.

☐ No, he doesn't.

☐ At work every day.

NEXT



Suggested classroom activities

- 1 Predict the reply.** Read aloud the beginning of a short conversation and ask students to predict how the other person might respond. Then show several possible replies, some appropriate and some not. In pairs or groups, students discuss which reply fits best and why.
- 2 Create the opening.** Give students sets of three possible replies. Students decide what the first speaker could have said, then compare their ideas as a class.

For example:

A. Yes, a little.

B. No, it doesn't.

C. I play there every day.

Possible opening: Can you play the guitar?

Speaking Part 2

In this part, students see a picture showing a familiar, everyday scene and answer three questions about it.

Students have 30 seconds to look at the picture and prepare, then 30 seconds to answer each question. Students should use the available time to develop their answer as fully as they can.

Typical questions might ask students to say what people are doing or how they are feeling, to explain why something is happening, or to speculate about what might happen next.

Assessment: Students are assessed on their ability to use appropriate grammar and vocabulary to give clear and coherent spoken answers.

Example:

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Speaking - Part 2: 1/3

Now press the **CLICK HERE TO START RECORDING** button and start speaking!

CLICK HERE TO START RECORDING

00:34

What is the girl at the front table doing?

NEXT



Suggested classroom activities

- 1 **Picture questions.** Find a picture showing people doing different things. Ask simple questions such as *What is this person doing?* *Where is this person going?* and *How is this person feeling?* Encourage full-sentence answers.
- 2 **Act it out.** Put students in pairs or small groups. Each group prepares a short scene, such as getting ready for school, buying something in a shop, or visiting a friend. As they act it out, call *Stop!* halfway through and ask the class to predict what will happen next.

Speaking Part 3

In this part, students tell a story based on a sequence of four connected pictures, then answer one follow-up question on the same theme.

Students have 30 seconds to study the pictures and prepare their story. They then have one minute to record it. After this, they answer one open-ended question that connects the topic to their own experiences and invites an opinion or explanation. The question includes three short prompts to guide the response.

Students should use the available time to develop their answer as fully as they can.

The pictures show familiar, everyday situations – often with a small surprise or humorous twist to make the story more engaging.

Assessment: Students are assessed on their ability to use appropriate grammar and vocabulary to tell a coherent story and give a clear, relevant, personal response.

Example (story):





Speaking - Part 3: 1/2



Press the **CLICK HERE TO START RECORDING** button and tell the story.

01:04

CLICK HERE TO START RECORDING

Look at the pictures. What is the story?



NEXT





Speaking - Part 3: 2/2



Now press the **CLICK HERE TO START RECORDING** button and start speaking!

01:04

CLICK HERE TO START RECORDING

What do you like to do with your family?
Say:

- Where you go or stay
- What you do
- Why you like it

Say as much as you can.

NEXT



Suggested classroom activities

- 1 **Sequencing practice.** Find a short cartoon or picture story with three or more parts. Write sequencing expressions on the board (for example: *first, then, next, later, finally, but, unfortunately*). Students use these expressions to link the pictures as they tell the story for about a minute. Afterwards, ask one or two short questions to help them relate the story to their own experiences or ideas.
- 2 **Story puzzle.** Find a cartoon or picture story with three or more parts. Put students in small groups and give each student one picture. They describe their pictures, decide the order, and tell the complete story together. Then ask follow-up questions that invite personal connections (for example: *Have you ever had a day like this? / Why do people enjoy doing this activity?*).

Speaking Part 4

In this final part, students respond to an open question supported by three prompts on the same theme. There are separate questions for combined Pre-A1 and A1 levels, A2 level, and B1 level. The themes and questions differ at each level.

Students have 30 seconds to prepare and 60 seconds to speak.

Assessment: Students are assessed on their ability to speak clearly and coherently on a topic, using appropriate vocabulary and grammar to develop their ideas.

Example:

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Speaking - Part 4

01:03

Now press the **CLICK HERE TO START RECORDING** button and start speaking!

CLICK HERE TO START RECORDING

Why do people sometimes get upset when their plans change?
Say:

- Why some people don't like when their plans change
- What can people do to feel less upset when their plans change
- Why it's important to stay positive when plans change

Say as much as you can.

NEXT



Suggested classroom activities

- 1 Build an answer.** Give students an open question with three supporting prompts, similar to the exam format. Work through one example as a class. At lower levels, students write one word or short phrase for each prompt, then use a simple sentence frame to turn each note into a sentence. They practice saying the three sentences in order, using basic connectors such as *and* or *because* where possible. At higher levels, students add reasons, examples, and extra detail before giving the full response.
- 2 Build a question set.** Write a single topic on the board, such as *sports*, *science*, *the internet*, or *food*, and add question starters. At lower levels, use prompts like *Why ... ? What ... ? When ... ? Who ... ?* At higher levels, include *Do you think ... ?* or *How important ... ?* Students create as many questions as they can in pairs, then join another pair to ask and answer them.

Scoring

In the Listening and Reading sections, responses are scored as correct or incorrect. The exam uses the student's performance at each stage to determine the appropriate difficulty of the tasks that follow. Students who demonstrate stronger performance are presented with more challenging tasks, while students who need more accessible tasks continue at an appropriate level. This adaptive process allows the exam to identify each student's level efficiently without requiring every student to complete the same number or difficulty of tasks.

In the Speaking and Writing sections, Part 1 is used for screening purposes only and does not contribute to the reported score. Performance in Part 1 helps determine the appropriate level of the scored tasks that follow. The open-ended Speaking and Writing responses are then evaluated automatically. In Speaking, the system evaluates intelligibility, stress and intonation, and control of grammatical and lexical resources. In Writing, it evaluates grammatical and lexical accuracy and appropriacy, as well as task relevance and completion.

Automated scoring has been developed specifically for VTest tasks and is subject to ongoing quality assurance and review. Human reviewers are involved throughout the scoring and quality-control process to verify performance, review selected responses and cases, and monitor the consistency and reliability of the scoring system.

'Can Do' Statements

The CEFR describes specific performance abilities at each level through what are known as 'Can Do' Statements. These statements outline what learners at each level can do across the different language skills.

There is some overlap between levels, since learners at higher levels are assumed to be able to do everything described at lower levels, as well as additional, more advanced tasks.

The following pages summarize the CEFR 'Can Do' statements for each level by skill area.

'Can Do' Statements¹ for VTest English for Schools: Ages 7-10

VTest Levels (CEFR)				
	Listening	Reading	Writing	Speaking
Students can:				
Pre-A1	recognize and understand: - everyday, familiar words in simple questions and answers when they are spoken slowly and clearly. - numbers, prices, dates, and days of the week when spoken slowly and clearly in simple questions and answers. - simple descriptions of rooms and familiar places with the help of pictures. - simple factual information in short conversations.	read and: - recognize familiar everyday words with the help of pictures. - understand information about the days, times, and locations of events they are being invited to in short letters, cards, emails, or text messages. - understand basic information such as menus with the help of pictures. - understand simple personal letters, emails, and other short messages.	- spell a number of familiar words with the help of pictures. - write some simple phrases and short sentences using the correct word order. - write answers to very simple questions and give basic personal information about themselves and other people.	- understand and reply to simple questions and name some familiar people, objects, animals, and actions. - give a basic description of situations at home or school, or of their free-time activities. - talk about a picture story in simple words and phrases.
A1.1 & A1.2 & A1.3 (A1)	- identify when people give important and specific information, for example about places, dates and times. - understand simple descriptions of rooms, familiar places, and objects with the help of pictures. - understand important information about people, their likes and dislikes, and everyday activities in short conversations when speakers speak slowly and clearly.	- the main points of a short, simple text with the help of pictures. - short texts on a number of subjects of personal interest such as news, travel, and music, when they are written with simple words and supported by illustrations or pictures. - simple text messages or emails, for example those with details such as what to do, or when and where to meet. - short, illustrated stories about everyday activities described in simple words.	- spell familiar words with the help of pictures. - recognize and use the correct word order in some simple phrases. - write simple phrases and sentences to give information about themselves and other people. - write simple messages, cards, or emails.	- use some English sounds and stress patterns clearly. - answer questions on everyday topics with simple phrases and sentences. - describe pictures of familiar scenes with simple phrases and sentences. - tell simple stories using basic words and expressions to give information about people and what they are doing.

¹Adapted from: Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.

VTest Levels (CEFR)				
	Listening	Reading	Writing	Speaking
Students can:				
A2.1 & A2.2 (A2)	- understand the most important information from short recordings when people are talking about familiar everyday situations. - follow short conversations about people, their lives and daily routines, what they like or don't like. - understand basic details in descriptions of people, places, objects, and activities.	read and: - understand short, simple personal letters. - understand short narratives and descriptions of people's lives and everyday situations. - find factual information in short texts about familiar topics and situations.	- spell a range of words and phrases about basic and familiar situations correctly. - use simple grammatical structures with some control. - write short, simple stories based on pictures and using their own ideas. - write notes, emails, and text messages to friends, family, and other people, for example replying to questions, and making or accepting invitations.	- pronounce familiar words and phrases clearly, and generally use correct stress, rhythm, and intonation. - answer a range of questions about everyday objects, places, and activities that people do. - describe people, places, possessions, daily routines, and everyday activities shown in pictures, and give a simple opinion about what they see. - tell a very short story using a range of words and phrases and simple grammatical structures.
B1	- follow the main points of extended discussions on everyday familiar topics. - identify the most important information about people, places, objects, and activities when people are having everyday conversations on familiar topics.	read and: - understand descriptions of places, events, feelings, and people's opinions in a range of different types of text, including short stories. - find the key factual information in different types of short texts. - understand letters, notes, messages, and emails sent by friends, family, and other people.	- use in writing a range of vocabulary related to familiar topics and everyday situations. - write sentences about familiar situations using the correct grammar. - write detailed descriptions of people, places, objects, and activities in predictable situations. - write and reply to personal letters and messages, adding some details, and using an appropriate style.	- pronounce words clearly enough for their overall message to be understood, using stress, rhythm, and intonation effectively. - use a range of common grammatical structures with reasonable accuracy when talking about familiar topics and situations. - use a range of vocabulary to talk about a variety of familiar topics and everyday situations, and can usually describe what they mean when they do not know a particular word. - speak with reasonable fluency about familiar topics, giving straightforward descriptions or narratives and expressing opinions and reactions.



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