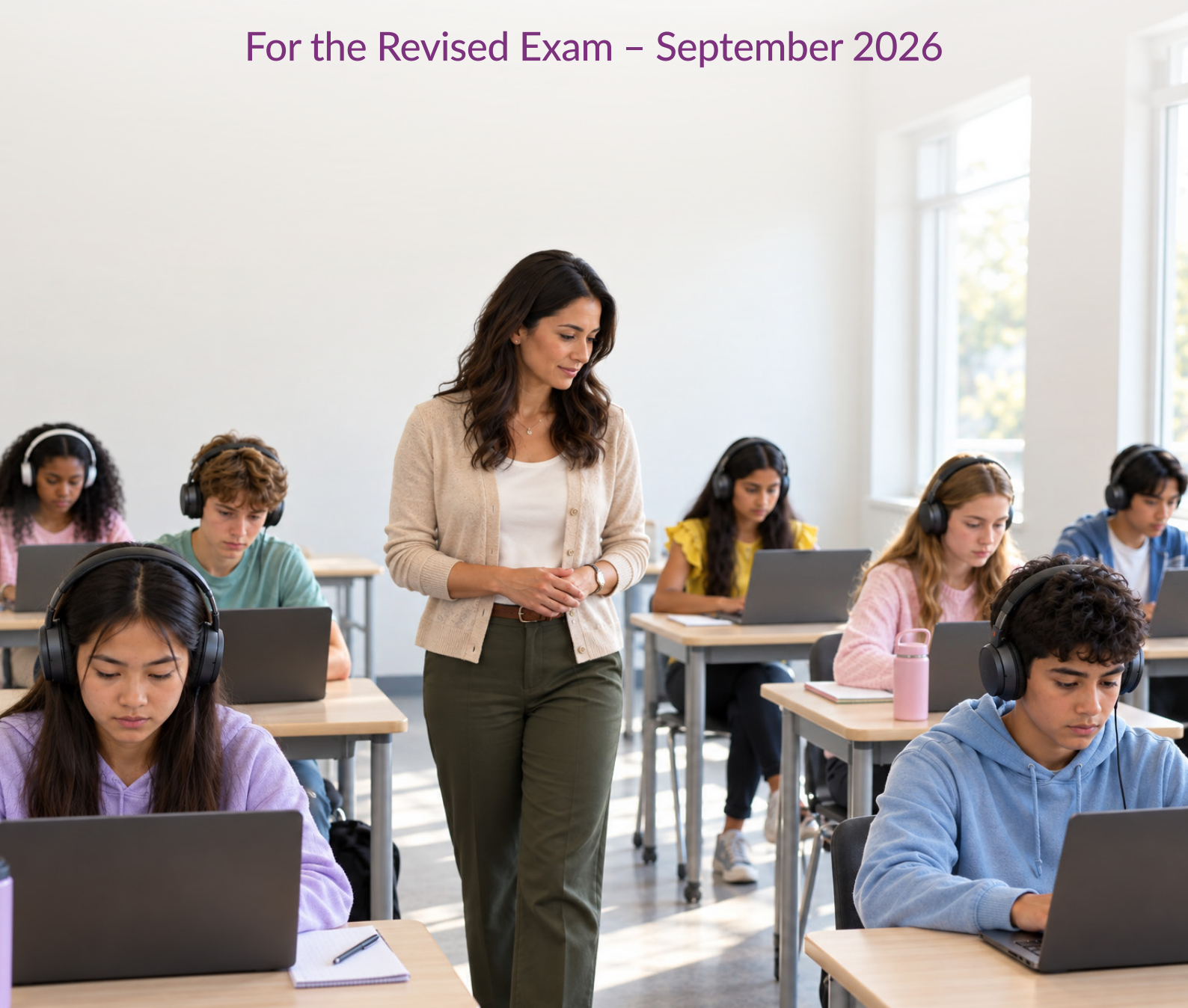


VTest English for Schools: Ages 11–15

Teacher's Guide

For the Revised Exam – September 2026



About this guide

This guide applies to the revised Burlington VTest English for Schools: Ages 11–15 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).



www.VTest.com
info@VTest.com



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Introduction

Who is VTest English for Schools: Ages 11–15 for?

VTest English for Schools: Ages 11–15 is designed for young learners aged 11 to 15 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 C1 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, Writing, and Speaking. 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 C1 level?

Very few learners in the 11–15 age group have the English language skills required at C2, which is why this level is not covered on Burlington VTest English for Schools: Ages 11–15. Burlington VTest General English assesses all CEFR levels up to and including C2.

What else does Burlington VTest for Schools include?

Burlington VTest English for Schools: Ages 11–15 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

1 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. Once a student moves to the next item, they cannot return to a previous item or change their answer.

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 Writing and Speaking 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: About 20 minutes

The Listening section has five parts, each with a different focus, and is adaptive.

- In Part 1, all students complete nine items, beginning with items from Pre-A1 to A2. Later items adapt to their performance, allowing students across the Pre-A1 to C1 ability range to receive appropriately leveled items.
- Performance in Part 1 determines the level range of the three short conversations students receive in Part 2.
- Performance in Part 2 determines the two longer conversations students receive in Part 3. These are at the student's estimated level and one level above, except at the lowest and highest levels. For example, if a student reaches A1 in Part 2, they will receive one A1 conversation and one A2 conversation in Part 3.
- Performance in Part 3 determines the level of the monologue students receive in Part 4. Monologues are available at every level from Pre-A1 to C1.
- Performance in Part 4 determines which interview students receive in Part 5. Interviews are available at combined Pre-A1/A1/A2 levels, combined B1/B2 levels, and C1.

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: Conversation with 3-Picture Choices (Pre-A1 to C1)	9	± 10:00 min
Part 2: Short conversation with one question (Pre-A1 to C1)	3	± 4:00 min
Part 3: Longer conversation with three questions (Pre-A1 to C1)	6	± 4:00 min
Part 4: Monologue with five True/False statements (Pre-A1 to C1)	5	± 1:30 min
Part 5: Interview with five questions (Pre-A1 to C1)	5	± 3:30 min

Table 1: Listening section overview

Listening Task Types

Listening Part I

In this part, students listen to nine short conversations. For each conversation, they read a question and choose the correct picture from three options. The items adapt to students' performance and range from Pre-A1 to C1.

The conversations cover familiar objects, common situations, and everyday activities, such as asking for directions, giving instructions, discussing plans, and telling personal anecdotes.

Assessment: Students are assessed on their ability to understand short conversations, identify the speakers' intended meaning, and distinguish the correct answer from plausible alternatives mentioned or implied in the conversation.

A1 example:

The screenshot shows the Burlington VTest interface. At the top left is the logo 'Burlington VTest For Schools'. At the top right is a globe icon. Below the logo is a circular profile picture of a girl. To the right of the profile picture is a text box with instructions: 'Look at the pictures. Click ► and listen. You will hear the audio twice. Choose the correct picture. Click **NEXT** when you finish.' To the right of the text box is a circular timer showing '00:46'. Below the instructions is a 'Play Audio' button with a play icon. Below the play button is the text 'Number of plays left: 1'. To the right of the play button is the question 'Where is the girl going?' followed by three small square images: a person on a bicycle, a fruit stand, and a person at a counter. At the bottom right is a 'NEXT' button.

This is what students hear:

Boy	Where are you going? To the library?
Girl	No, back to school. I left a book in my classroom. I need it for my homework.
Boy	Oh, well, I need to go to the supermarket – it's near the school. Do you want to walk together?



Suggested classroom activities

- 1 **Choose the picture.** Find or prepare sets of three pictures related to the same topic. Talk about all three pictures but include information that clearly identifies one of them. At higher levels, include a contrast, correction, or change of plan. Students listen and choose the correct picture.
- 2 **Create the distractors.** Prepare a short conversation and one picture representing its key information. In pairs, students find or draw two plausible distractor pictures. They then rewrite the conversation so that one of the distractors becomes the correct answer. Finally, pairs present their pictures and read or perform their conversation while other students choose the correct picture.

Listening Part 2

In this part, students listen to three short conversations and answer one multiple-choice question about each conversation. Each question has three written options. The level range of the conversations is determined by students' performance in Part 1.

The conversations cover everyday objects and activities, locations, personal relationships and emotions, professions, and other familiar situations.

Assessment: Students are assessed on their ability to understand the content and context of short conversations and identify details, situations, speakers' attitudes or intentions, and implied meaning.

A2 example:

The screenshot shows the Burlington VTest interface. At the top left is the logo 'Burlington VTest For Schools'. On the left is a circular profile picture of a woman. To the right of the profile picture is a text box containing instructions: 'Click ► and listen. Read the question. Choose the correct answer. You will hear the conversation twice. Click **NEXT** when you finish.' To the right of the instructions is a circular timer showing '00:41'. Below the instructions is a 'Play Audio' button with a play icon. Below the play button is the text 'Number of plays left: 1'. To the right of the play button is the question 'What is the problem?' followed by three radio button options: 'They need to go home soon.', 'They are not finished.', and 'They are late for school.' At the bottom right is a 'NEXT' button.

This is what students hear:

Girl	It's almost time to leave now. Class starts in fifteen minutes. I don't want to be late.
Boy	Oh, I didn't see the time. Sorry about that.
Girl	What do you need to do? Can I help you with anything?
Boy	No, I'm almost finished. Please give me a second: I only need to get some things for class. And then we need to run!



Suggested classroom activities

- 1 Write the questions.** Find or prepare several four-line conversations. Read each conversation to pairs or small groups and ask them to write as many short questions as possible about it, such as *Who are the people? Where are they? How do they feel?* or *Where are they going?* Groups then exchange their questions and answer them.
- 2 Pause and discuss.** Show a short video featuring a conversation between two people. After each speaker has spoken twice, pause the video. Ask students questions such as: *Who is speaking? What is their relationship? Where are they? What are they talking about? How do they feel? What might happen next?*

Listening Part 3

In this part, students listen to two longer conversations and answer three multiple-choice questions about each one. Each question has three written options. The conversations are selected based on students' performance in Part 2 and are generally at the student's estimated level and one level above, with adjustments at the lowest and highest levels.

The conversations cover a range of familiar personal, social, and educational situations.

Assessment: Students are assessed on their ability to follow a longer conversation and understand its main idea, key details, sequence of events, speakers' relationships, attitudes and opinions, and implied meaning.

B1 example:

Burlington VTest For Schools

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

01:41

Play Audio

Number of plays left: 1

Why does the girl want to move to Canada?

- ☐ Because of the snow and the skiing
- ☐ Because it has clean, modern cities
- ☐ Because she knows people who live there

What does the girl say is true for both Canada and Australia?

- ☐ The people are friendly.
- ☐ They have good schools.
- ☐ There is a lot to do outdoors.

What does the boy suggest they do?

NEXT

This is what students hear:

Girl	Have you ever thought about moving somewhere else? I've been dreaming about living in Canada.
Boy	Really? Why Canada?
Girl	I don't know. I see a lot of pictures of the snow and mountains, and it looks clean. I can see myself learning to ski, or something like that. I've read the schools there are pretty good, too.
Boy	Yeah, I've heard that. But you know where I'd like to move? Australia. I think I'd like the beaches and surfing, going out into the bush, and all that stuff. I could get used to that.
Girl	I'd like to check out Australia, too. I think I'd like anywhere I could be outside more. Cities are cool, but I'd enjoy more of an outdoor lifestyle. You can do that in both places.
Boy	Anyway, we should probably at least visit these places before we decide to move anywhere.



Suggested classroom activities

- 1 **Predict the context.** Choose an extract from an interview or discussion and give students several phrases or statements from it without the full context. In pairs or groups, students discuss who might be speaking, what they might be discussing, and what the speakers might mean. They then listen to the extract and check their predictions.
- 2 **Build a picture of the conversation.** Choose an extract from a movie or a suitable podcast featuring two speakers. Ask students to listen individually and make notes about:
 - the speakers' jobs
 - their relationship
 - where they are
 - what they are talking about
 - how they are feeling
 - what may have happened before the extract
 - what is likely to happen as a result of the conversation

Ask students to record one or more keywords supporting each conclusion. Then put them in pairs to compare and discuss their notes.

Listening Part 4

In this part, students listen to one monologue and decide whether five statements about it are true or false. The level of the monologue is determined by students' performance in Part 3. Monologues are available at every level from Pre-A1 to C1.

The monologues may include presentations, news reports, personal anecdotes, welcome speeches, guided tours, stories, product descriptions, and summaries. The style may be formal, informal, or neutral.

Assessment: Students are assessed on their ability to identify and understand the main ideas and key details in a sustained monologue.

B2 example:



Click ► and listen to a talk. Read the sentences. Choose TRUE or FALSE for each sentence. You will hear the talk twice. Click **NEXT** when you finish.

05:01

 Number of plays left: 1



The experiment uses salt, sugar, and water. ☐ TRUE ☐ FALSE

It is better if the potatoes are cut into different shapes and sizes. ☐ TRUE ☐ FALSE

The potato slices should be left in the solutions for one hour. ☐ TRUE ☐ FALSE

One of the potato slices is expected to get larger, while the others should get smaller. ☐ TRUE ☐ FALSE

The experiment is designed to show how plants react to pollution in the environment. ☐ TRUE ☐ FALSE

NEXT

This is what students hear:

Woman

Today we're going to conduct a science experiment on plant osmosis using potato slices. It's interesting and shows how plants absorb water. First, you'll need to gather your materials: a few potatoes, salt, sugar, water, and some glass containers.

First, let's cut the potatoes into equal slices. It's important they're the same size for accurate results. Now, we're going to prepare three solutions. The first one is saltwater – obviously, that's just water mixed with salt. The second is sugar water. And the third is just plain water for comparison.

Next, we're going to place one potato slice in each container and leave them in the solutions for about an hour. During this time, observe what happens to the slices. After an hour, remove the slices and record your observations. Compare the size of each potato slice. The one in plain water should expand in size, while the ones in saltwater and sugar water should shrink. This is because of osmosis: the movement of water through a thin layer of something, called a membrane.

What this experiment does is help us to understand how plants absorb water and nutrients differently depending on their environment. It's a simple but effective experiment to learn about an important biological process.



Suggested classroom activities

- 1 **Write and locate the statements.** Prepare a monologue about an everyday situation, such as a visit to an interesting place, a television program, a concert, or something happening locally. Give students a transcript and put them in pairs or small groups. Read the monologue and ask each group to write five True/False statements about it. Read the monologue again. Students tell you to stop when you reach the part related to one of their statements. They read the statement aloud, and the other students decide whether it is true or false.
- 2 **Build a True/False activity.** Prepare or record a suitable monologue and put students in pairs or small groups. Explain that they will write as many True/False statements about it as possible. Play the complete monologue once so students understand the general topic. Play it again, pausing after each sentence or at another convenient point. At each pause, groups discuss and write one or more statements about what they heard. Groups then exchange their statements. Play the monologue once more while students answer the other group's statements.

Listening Part 5

In this part, students listen to an interviewer introduce a topic and two people give their views on it. The two interviewees speak separately and may express similar or contrasting opinions. Students answer five multiple-choice questions: two about each interviewee and one requiring them to compare or synthesize the two viewpoints.

Performance in Part 4 determines which interview students receive. Interviews are provided at combined Pre-A1/A1/A2 levels, combined B1/B2 levels, and C1.

Assessment: Students are assessed on their ability to understand the key points in two related monologues and recognize similarities and differences between the speakers' views.

C1 example:

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

05:43

Number of plays left: 1

What does the girl say about the people of her generation?

- ☐ They will continue to pass many traditions on to their children when they are older.
- ☐ They value traditions that teach them about their culture.
- ☐ They are less interested in their families' traditions than are older generations.

What point does the girl make about the people of her parents' generation?

- ☐ They taught her generation the value of cultural preservation.
- ☐ They did not pass many traditions on to her generation.
- ☐ They valued traditions as a way of connecting with their roots.

What is the boy's main point about traditions?

NEXT

This is what students hear:

Man	Cultural traditions play a significant role in our lives. But are they relevant to today's youth? This morning, we're talking about whether cultural traditions still matter in the modern world. Let's hear from two young people with different perspectives on the issue.
Girl	I feel a little sad when I look at how disconnected my generation is from our cultural traditions. I mean, when we lose our traditions, it's like we abandon something that connects us to our roots. Like, when my parents were younger, they used to have all these traditions around the holidays: things they'd eat, games they'd play. And these were ways to connect with their heritage and where they came from. But my generation doesn't prioritize traditions like that, and I think it's a bit sad. I think there are ways we can maintain traditions and maybe update them to fit our generation. But we don't want to lose them.
Man	And now for another view.
Boy	Traditions are important, but you know: the world's evolving, and you can't stay stuck in the past. I don't mean we should abandon traditions, but more like – we need to embrace a blend of old and new. Some traditions are awesome and important for culture, and I think we should preserve them, but I also want my generation to move forward. I mean, in my culture, there are traditional games that are supposed to be played around the New Year – but nobody plays them anymore! They're just not fun! But, like, we still celebrate the new year, right? So, it's not about ditching traditions; it's about finding a balance between preserving our heritage and looking ahead to the future.



Suggested classroom activities

- 1 **Present opposing views.** Choose a topic on which people may have different opinions and prepare one or more questions about it, such as *Should all schools have a uniform?* or *Should companies be required to use renewable energy?* Present one viewpoint to the class. In pairs or small groups, students prepare arguments opposing the points you made. Groups then present their arguments while listeners note the similarities and differences between the speakers' views.
- 2 **Switch sides.** Choose a topic or statement likely to divide opinion, such as *Dogs make better pets than cats*, *Schools should encourage students to eat a vegetarian diet*, or *Teenagers should be allowed to work for money*. Assign half the pairs or groups to prepare arguments in favor of the statement and the other half to prepare arguments against it. Students make bullet-point notes of their arguments. Put opposing groups together but ask each group to argue the viewpoint opposite to the one they prepared. As groups present their new positions, their opponents listen and note how many of their original points are mentioned.

Reading Section: Structure and Tasks

Total length: About 25 minutes

The Reading section has five parts, each with a different focus, and is adaptive.

- In Part 1, all students complete 15 picture-based True/False items, beginning with items from Pre-A1 to A2 and adapting based on their performance. This allows students from Pre-A1 to C1 to receive appropriately leveled items within the part.
- Performance in Part 1 determines the starting level of the sentence-paraphrase items students receive in Part 2.
- Performance in Part 2 determines the level range of the cloze text students receive in Part 3.
- Performance in Part 3 determines the two text-sequencing tasks students receive in Part 4. These are at the student's estimated level and one level above, except at the lowest and highest levels. For example, if a student reaches A2 in Part 3, they will receive one A2 text-sequencing task and one B1 task in Part 4.
- Performance in Part 4 determines the level of the text students receive in Part 5. Texts are available at every level from Pre-A1 to C1.

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



Reading section overview

Part	# of items	Time
Part 1: Picture-based True/False statements (Pre-A1 to C1)	15	± 8:00 min
Part 2: Sentence paraphrase (Pre-A1 to C1)	9	± 6:00 min
Part 3: Cloze text (Pre-A1 to C1)	8	± 3:00 min
Part 4: Text sequencing (Pre-A1 to C1)	6 or 8 (in C1)	± 2:00 min
Part 5: Text-based True/False statements (Pre-A1 to C1)	5	± 4:00 min

Table 2: Reading section overview

Reading Task Types

Reading Part I

In this part, students see a picture and read five statements about it. They decide whether each statement is true or false. There are three tasks, giving a total of 15 items. The items begin at combined Pre-A1/A1/A2 levels and adapt based on students' performance, with items available up to C1.

The pictures show recognizable everyday situations or settings. These may be indoors or outdoors and may be formal or informal.

Assessment: Students are assessed on their ability to understand descriptive statements and decide whether they accurately represent explicit or implied information about the people, objects, locations, and activities shown in a picture.

Pre-A1/A1/A2 example:





Look at the picture. Read the sentences. Choose TRUE or FALSE for each sentence. Click **NEXT** when you finish.

02:29



The animals are sleeping in the grass. ☐ TRUE ☐ FALSE

It is a rainy day. ☐ TRUE ☐ FALSE

Some of the elephants are big and some are small. ☐ TRUE ☐ FALSE

The elephants are all walking in the same direction. ☐ TRUE ☐ FALSE

The animals that live in this place are probably wild and could be dangerous. ☐ TRUE ☐ FALSE

NEXT



Suggested classroom activities

- 1 Remember the picture.** Choose a picture showing one or more people doing something and prepare 5–10 True/False statements about it. Include both true and false statements. Put students in pairs or small groups and let them study the picture for one minute. Hide the picture, give them the statements, and ask them to decide which are true or false from memory.
- 2 Write the statements.** Find a photo showing one or more people in a familiar situation. In pairs or small groups, students have five minutes to write as many True/False statements about it as possible. Groups then exchange their statements and take turns answering them. Alternatively, give different photos to different groups before they write and exchange their statements.

Reading Part 2

In each item, students read a sentence followed by three alternative sentences. They choose the alternative that has approximately the same meaning as the original. There are nine items in this part, presented in three sets of three. The items adapt based on students' performance, with items available from Pre-A1 to C1.

The topic, length, and complexity of the sentences vary by CEFR level. At higher levels, the sentences are generally longer and more abstract, and the differences in meaning are more subtle.

Assessment: Students are assessed on their ability to recognize equivalent meanings expressed using different vocabulary, grammatical structures, or idiomatic language.

A2 example:

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01:54

Read the sentence in bold. Choose the sentence that says the same thing. Click **NEXT** when you finish.

This is the best book I've read in years.

☐ I haven't read a better book than this in a long time.

☐ I read this book years ago and it's the best.

☐ I have been reading books like this since last year.

Paul was walking home when he realized he had lost his keys.

☐ While walking to his house, Paul discovered he had lost his keys.

☐ When he got home, Paul found the keys he thought he had lost.

☐ Paul was at home when he realized he did not have his keys.

If it's too hot tomorrow, we'll stay in and not go to the park.

☐

NEXT



Suggested classroom activities

- 1 Paraphrase the sentence.** Write one or more sentences on the board, such as *Last week, I watched a great movie*, *I don't like cheese*, or *We are going to Canada for three weeks this winter*. In pairs or small groups, students have two minutes to write as many different ways of expressing the same meaning as possible. Groups then compare their versions and discuss any differences in meaning.
- 2 Find the matching sentences.** Prepare several key sentences. For each one, write one sentence with the same meaning and two or more sentences that contain similar words or ideas but have a different overall meaning. Write every sentence on a separate piece of paper and prepare a complete set for each group.

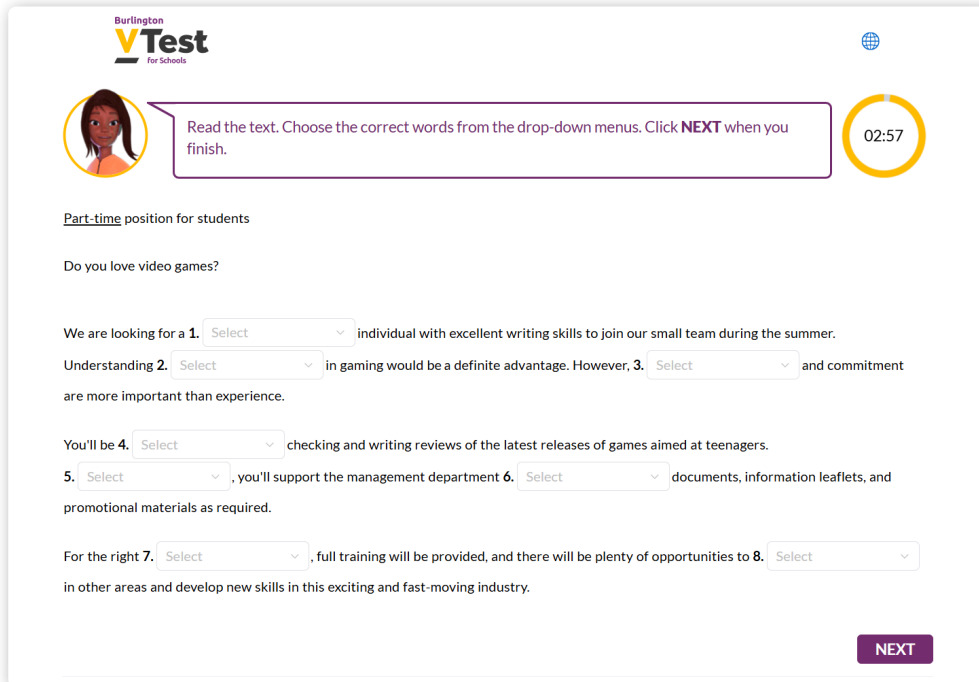
Place the sentences face down. Students turn over one sentence, discuss its meaning, and suggest other ways of expressing it. After one minute, they turn it face down and reveal another sentence. They decide whether it has the same meaning as the first. Students continue examining one sentence at a time until they identify all the matching pairs. The first group to match all the sentences wins.

Reading Part 3

In this part, students read one text containing eight gaps. For each gap, they choose the word or short phrase that best completes the text from three options. The text is selected based on students' performance in Part 2 and is provided at combined Pre-A1/A1/A2 levels, combined B1/B2 levels, or C1.

Assessment: Students are assessed on their ability to use grammatical, lexical, and contextual information to identify the word or phrase that completes a text most appropriately.

B1/B2 example:



The screenshot shows the Burlington VTest interface. At the top left is the logo 'Burlington VTest For Schools'. At the top right is a globe icon. Below the logo is a circular profile picture of a student. To the right of the profile picture is a text box with the instruction: 'Read the text. Choose the correct words from the drop-down menus. Click **NEXT** when you finish.' To the right of this instruction is a circular timer showing '02:57'. Below the instruction box, the text 'Part-time position for students' is underlined. The main text of the exercise is: 'Do you love video games? We are looking for a 1. individual with excellent writing skills to join our small team during the summer. Understanding 2. in gaming would be a definite advantage. However, 3. and commitment are more important than experience. You'll be 4. checking and writing reviews of the latest releases of games aimed at teenagers. 5. , you'll support the management department 6. documents, information leaflets, and promotional materials as required. For the right 7. , full training will be provided, and there will be plenty of opportunities to 8. in other areas and develop new skills in this exciting and fast-moving industry.' At the bottom right is a purple button labeled 'NEXT'.



Suggested classroom activities

- 1 **Create a cloze text.** Find a suitable text and give copies to pairs or small groups. Ask each group to choose eight words or phrases to remove and rewrite the text with gaps in their place. Form new pairs or groups with students who did not work together originally. Students exchange their gapped texts and try to complete them. They then compare their answers with the original texts.
- 2 **Find the alternatives.** Choose eight words or phrases from a suitable text. Using a dictionary or synonym finder, prepare an alternative word or phrase with a similar meaning for each one. List the alternatives in random order beside the text. In pairs or small groups, students match each alternative to the corresponding word or phrase in the text.

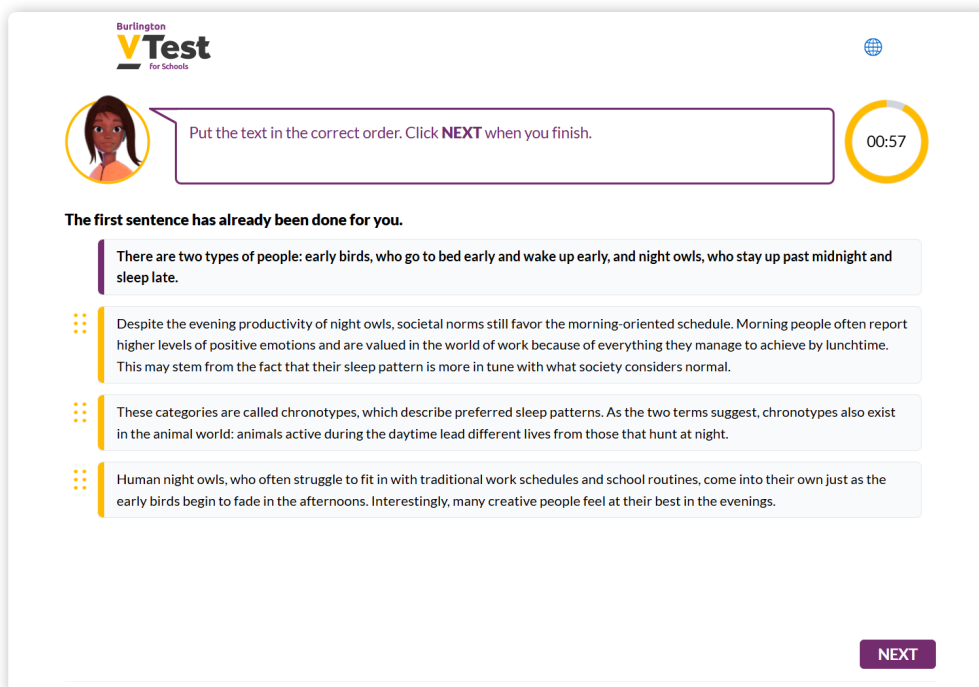
Reading Part 4

In each task, students read a text divided into sections. The opening section is fixed in the correct position, and students arrange the remaining sections to reconstruct the text in a logical sequence. There are two tasks in this part. At Pre-A1 to B2, students sequence three sections in each text; at C1, they sequence four.

The texts are selected based on students' performance in Part 3 and are generally at the student's estimated level and one level above, with adjustments at the lowest and highest levels.

Assessment: Students are assessed on their ability to recognize coherence, cohesion, and contextual logic, and use these features to sequence sections of a text correctly.

B2 example:



Burlington
VTest
For Schools

Put the text in the correct order. Click **NEXT** when you finish.

00:57

The first sentence has already been done for you.

- There are two types of people: early birds, who go to bed early and wake up early, and night owls, who stay up past midnight and sleep late.
- Despite the evening productivity of night owls, societal norms still favor the morning-oriented schedule. Morning people often report higher levels of positive emotions and are valued in the world of work because of everything they manage to achieve by lunchtime. This may stem from the fact that their sleep pattern is more in tune with what society considers normal.
- These categories are called chronotypes, which describe preferred sleep patterns. As the two terms suggest, chronotypes also exist in the animal world: animals active during the daytime lead different lives from those that hunt at night.
- Human night owls, who often struggle to fit in with traditional work schedules and school routines, come into their own just as the early birds begin to fade in the afternoons. Interestingly, many creative people feel at their best in the evenings.

NEXT



Suggested classroom activities

- 1 Sequence the text.** Find or write a suitable text and keep one complete copy for reference. Divide another copy into four or more sections and scramble them. In pairs or small groups, students arrange the sections in the correct order. When checking their work, ask them to explain which words, ideas, or other textual clues helped them decide where each section belonged.
- 2 Reconstruct the missing paragraph.** Find or write a text containing at least five paragraphs and keep a complete copy for reference. Prepare several versions, each with a different paragraph removed. Keep the opening paragraph in every version.

Give each pair or group one incomplete version. Students read it and discuss what information the missing paragraph is likely to contain. Form new groups containing students who worked with different versions. They work through the text paragraph by paragraph, explaining what they thought was missing and comparing their predictions with the original text.

Reading Part 5

In each part, students read one text and decide whether five statements about it are true or false. The level of the text is determined by students' performance in Part 4. Texts are available at every level from Pre-A1 to C1.

At lower levels, the statements focus primarily on key information in the text. At higher levels, they may also require students to understand the writer's attitudes and opinions, recognize implicit meaning, and make appropriate inferences.

Assessment: Students are assessed on their ability to understand the main ideas and key details of a text and, at higher levels, distinguish between explicit and implicit meaning.

C1 example:

Burlington VTest
For Schools

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

03:56

Are you right-eyed or left-eyed?

Some 80 percent of people are right-handed. Many fewer are left-handed, and a fraction are equally comfortable with both hands. This appears to be universally true for all human populations.

This dominance does not always apply to animals. Chimpanzees display a preference for left-handedness for tasks such as fishing for ants to eat, but favor their right hands when cracking open nuts.

Left-handers enjoy some advantages, exhibiting better coordination between parts of the brain responsible for processing language. They also often excel in sports like boxing and baseball because their stance and left-handedness are unusual.

There is also ocular dominance, when people favor the right or left eye. Evident in tasks such as aiming or focusing, it significantly influences activities such as photography and sports. Historically, it was assumed that right eyes were as dominant as right hands. However, recent research indicates that this is not the case.

According to the author, handedness in humans varies across different populations, with some cultures having more left-handed individuals than others. ☐ TRUE ☐ FALSE

The author suggests that chimpanzees uniformly prefer using their right hand for most tasks, showing a clear contrast to the varied preferences observed in human populations. ☐ TRUE ☐ FALSE

The author claims that left-handed people often have better brain coordination for language and may perform. ☐ TRUE ☐ FALSE

NEXT



Suggested classroom activities

- 1 Write True/False statements.** Find or write a suitable text and give copies to pairs or small groups. Students have five minutes to write as many True/False statements about the text as possible. When the time is up, groups exchange their statements and answer them.
- 2 Identify the worksheet.** Find or write a suitable text. Prepare five true statements and five false statements about it. Use these to create six worksheets, each containing five statements:
 - five true statements
 - four true statements and one false statement
 - three true statements and two false statements
 - two true statements and three false statements
 - one true statement and four false statements
 - five false statements

Give each pair or group one worksheet. Students read the text, decide whether each statement is true or false, and identify which version of the worksheet they received. They can then create the versions they did not receive. Groups exchange worksheets, identify each version, and finally compare the teacher-prepared worksheets with the ones they created.

Writing Section: Structure and Tasks

Total length: About 30 minutes

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

Part 1 is adaptive and determines the level of the tasks students complete in Parts 2–4. Once this level range has been assigned, it remains the same throughout the rest of the section.

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



Writing section overview

Part	# of items	Time
Part 1: Sentence completion (Pre-A1 to C1)	10	± 3:30 min
Part 2: Picture-based writing (Pre-A1/A1/A2; B1/B2; C1)	1 task	± 8:30 min
Part 3: Correspondence (Pre-A1/A1/A2; B1/B2; C1)	1 email	± 8:30 min
Part 4: Essay (Pre-A1/A1/A2; B1/B2; C1)	1 essay	± 8:30 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 read a sentence with a missing word or phrase and choose the option that completes it correctly. Each item has three options. There are ten items, which adapt based on students' performance and range from Pre-A1 to C1.

Purpose: This screening task determines the level range of the tasks students receive in Parts 2–4. Responses in Part 1 do not contribute to the reported Writing score.

Example:

The screenshot shows the Burlington VTest For Schools interface. At the top left is the logo 'Burlington VTest For Schools'. At the top right is a globe icon. Below the logo is a circular profile picture of a woman. To the right of the profile picture is a speech bubble containing the instruction: 'Read the sentences. Choose the correct words to complete each sentence. Click **NEXT** when you finish.' To the right of the speech bubble is a yellow circular timer showing '00:57'. Below the instruction, there are three sentences, each followed by three radio button options:

- Sentence 1: 'I had lunch yesterday at ____.'
 - ☐ Julian is at his house
 - ☐ Julian's house
 - ☐ to Julian's house
- Sentence 2: '____ to go swimming on Friday?'
 - ☐ Can we please
 - ☐ Would you like
 - ☐ Does he enjoy
- Sentence 3: 'Thank you for the book; I'll give ____ next week.'

At the bottom right of the interface is a purple button labeled 'NEXT'.



Suggested classroom activities

- 1 Choose the correct option.** Select 5–10 sentences or extracts from a text recently studied in class. Remove one key word or phrase from each and provide the correct answer and two plausible but incorrect alternatives. Put students in pairs or small groups to discuss which option completes each gap and explain why. Once they are familiar with the activity, ask them to create similar exercises for one another using texts they have studied or chosen themselves.
- 2 Explore different expressions.** Choose 5–10 sentences from familiar texts and underline two or three words or phrases in each one. Assign different pairs or groups to focus on different underlined sections. Give them five minutes to find as many alternative ways of expressing the same general idea as possible. Groups then compare their suggestions.

Alternatively, give each pair a different sentence with one or more sections underlined. After brainstorming alternative expressions, students read their sentence and alternatives aloud. The other students try to identify the word or phrase used in the original text.

Writing Part 2

In this part, students write about a picture and address three content points. The picture is the same for all students, but the prompt is at the level range determined by their performance in Part 1.

The content points may ask students to describe what they see, explain reasons or possible outcomes, express an opinion, or make recommendations.

The recommended minimum word counts are as follows:

- Pre-A1/A1/A2: 50 words
- B1/B2: 75 words
- C1: 100 words

Students may write more.

Assessment: Students are assessed on their ability to address the required content points and produce a clear, relevant, and appropriately organized response using suitable grammar, vocabulary, and spelling.

B1/B2 example:





Look at the picture and read the question. Write your answer. Click **NEXT** when you finish.





Write about what you can see in the picture and say:

- what the people are doing
- why people enjoy attending events like this
- whether following sports brings people closer together or drives them apart, and why you think so

Number of words input: 0

Please input

Write this many words or more: 75

NEXT



Suggested classroom activities

- 1 Develop the content points.** Find a picture showing one or more people and prepare three questions about it. These might ask where the people are, what they are doing, how they feel, what may happen next, what could go wrong, or what advice or recommendations students would give.

Display the picture and the first question. In pairs or small groups, students discuss their answers. Invite contributions from the class and ask students to write their own response. Repeat the process with the remaining questions. Students then combine and organize their answers into one connected text.

- 2 Discuss, write, and compare.** Find a suitable picture and prepare three questions about it. Show the first question and give pairs or groups two minutes to discuss it, followed by one minute to write their answer. Ask several students to read what they wrote while the others listen for similarities and differences. Repeat the process with the remaining questions. Finally, students review and connect their answers to create a complete response.

Writing Part 3

In this part, students read an email and write an appropriate reply addressing the questions or content points it contains. The email is written at the level range determined by their performance in Part 1.

The correspondence may involve a message from a friend about future plans, a request for information about local activities or events, or a school-related opportunity. Students should respond in an appropriate style and provide relevant supporting information.

The recommended minimum word counts are as follows:

- Pre-A1/A1/A2: 50 words
- B1/B2: 75 words
- C1: 100 words

Students may write more.

Assessment: Students are assessed on their ability to address the required content points and write a clear, relevant, appropriately organized reply using suitable style, grammar, vocabulary, and spelling.

B1/B2 example:

Burlington
VTest
For Schools

Read the message and answer the questions. Write as much as you can. Click **NEXT** when you finish.

07:58

EMAIL

Hi,
As you know, I was sick last week, so I read some books and watched a lot of TV. There were so many ads on TV! I wonder if it is the same in your country. What sort of advertisements do you have on TV in your country? Do you like them, or not? Have you ever bought anything because of an ad? If yes, what was it?

See you soon, I hope.
Justina

Number of words input: 0

Please input

Write this many words or more: 75

NEXT



Suggested classroom activities

- 1 **Reply to the class message.** Write an email or social media message to the class containing at least three questions. For example, describe your weekend and ask what students did, when they did it, and who they were with. Alternatively, mention a television program or movie and ask about something they have watched.

Students write a complete reply addressing all the questions. Display the replies around the classroom and ask students to read them and identify which response is most similar to and most different from their own.

- 2 **Predict the questions.** Tell students that you received an email or message from a friend who wants to visit and that it contains several questions. Ask students to predict what the questions might be, such as *Can I visit you next week?* *What can we do together?* or *What places should I visit?* Write their suggestions on the board. Students then choose three questions and write a complete reply, including an appropriate opening and closing.

Writing Part 4

In this part, students write an essay in response to a prompt. They may be asked to describe a personal experience or express and support their views on a topic. The prompt is at the level range determined by their performance in Part 1.

At lower levels, students respond to a familiar topic and explain their answer. At higher levels, prompts require more detailed support and may include more abstract aspects of the topic.

The recommended minimum word counts are as follows:

- Pre-A1/A1/A2: 50 words
- B1/B2: 75 words
- C1: 100 words

Students may write more.

Assessment: Students are assessed on their ability to address the prompt and produce a clear, relevant, and appropriately organized essay using suitable grammar, vocabulary, and spelling.

C1 example:

Burlington VTest For Schools

Read the instructions and write your essay. Write as much as you can. Click **NEXT** when you finish.

07:45

Some people say that it's easier to give advice than to accept it. What do you think? Write your answer.

Say:

- whether you agree or disagree, and why
- why people sometimes find it hard to accept advice
- how giving advice can be different from offering suggestions, and in what situations each is most appropriate.

Number of words input: 0

Please input

Write this many words or more: 100

NEXT



Suggested classroom activities

- 1 Compare two ideas.** Write on the board: *Some people say _____ is better than _____. What do you think?* In pairs, students brainstorm ways to complete the statement and write their suggestions on the board. Each pair chooses a statement suggested by another pair and discusses their views. Students then write an essay explaining their position and supporting it with personal examples. Display the essays around the classroom and ask students to identify those they agree with most and least.
- 2 Develop the prompt.** Prepare prompts such as *Write about a problem you have had, a great vacation you have taken, a concert you have attended, a place you would love to visit, an ambition you have, or a job you would like to do.* Give different prompts to pairs or small groups and ask them to discuss their ideas and personal examples.

Each pair reads its prompt aloud and shares its examples. The other students suggest additional questions that could help develop the topic, which you write on the board. Repeat the process with the other prompts. Students then choose at least two of the additional questions and write an essay addressing the original prompt and the selected questions.

Speaking Section: Structure and Tasks

Total length: About 18 minutes

There are five parts to the Speaking section, each with a different focus. The section combines selected-response and open-ended tasks. All students complete all five parts.

Part 1 is adaptive and determines the level of the tasks students complete in Parts 3–5. Once this level range has been assigned, it remains the same throughout the rest of the section. All students complete the same read-aloud task in Part 2.

Students are not expected to speak with a specific accent. The focus is on whether they 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 (Pre-A1 to C1)	10	± 7:00 min
Part 2: Read aloud (same text at all levels)	1	± 2:00 min
Part 3: Short answers (Pre-A1 to C1)	6	± 2:00 min
Part 4: Picture comparison (Pre-A1/A1/A2; B1/B2; C1)	3	± 4:00 min
Part 5: Open-ended question (Pre-A1/A1/A2; B1/B2; C1)	1	± 2:00 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. They then hear and read three possible responses and choose the most appropriate one. There are ten items which adapt based on students' performance and range from Pre-A1 to C1.

The exchanges may include questions and answers, instructions and replies, opinions and comments, criticisms and apologies, or other common interaction patterns. The speakers may be friends, family members, customers and employees, or strangers.

The task focuses on students' ability to understand the context and relationship between the speakers and follow the logical flow of a conversational exchange.

Purpose: This screening task determines the level range of the tasks students complete in Parts 3–5. Responses in Part 1 do not contribute to the reported Speaking score.

Example:

Burlington
VTest
for schools

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

00:27

Play Audio

Number of plays left: 1

☐ She's a doctor.

☐ When she's at work.

☐ No, she doesn't.

NEXT

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Suggested classroom activities

- 1 Choose the logical response.** Write or find the beginning of a short conversation. Prepare several responses, including both logical and inappropriate continuations. Read the opening and ask pairs or small groups to predict a suitable response. Show and read one of your prepared responses. Students discuss whether it continues the conversation logically and explain why. Repeat with the remaining responses.
- 2 Create the opening.** Prepare several sets of three short responses, such as *Not often* / *Every day* / *Never* or *I'm not sure* / *That's right* / *Nobody knows*. In pairs or small groups, students discuss what the first speaker could have said to make each response appropriate. Groups then compare and discuss their suggested openings.

Speaking Part 2

In this part, students read a text and record themselves reading it aloud. All students read the same text. It is approximately 130–150 words long and becomes progressively more complex, with grammar and vocabulary ranging from Pre-A1 to B2.

The text includes features such as contracted forms, questions, and positive and negative statements, allowing students to demonstrate control of different pronunciation and intonation patterns.

Assessment: Students are assessed on their ability to read aloud fluently and intelligibly, pronounce words clearly, and use appropriate stress, rhythm, and intonation without excessive hesitation or repetition.

Example:

Burlington
VTest
For Schools

Press the **CLICK HERE TO START RECORDING** button and read aloud.

01:28

CLICK HERE TO START RECORDING

My mother, father, sister, and I all like sports. My parents play tennis on Saturdays and Sundays, and Sarah is on her school swimming team.

And me? Of course, I enjoy running, and playing soccer in the park with my friends. But actually, the sport I love best is basketball. It's definitely my favorite.

Most days, you'll find me on the court, shooting hoops. At least, that was true until recently. Maybe you're curious to know what happened. Well, I had an unfortunate accident during my last game. I jumped and shot, but landed badly and twisted my ankle.

Now, I find myself navigating life on crutches, facing a recovery that's likely to last at least another three weeks. The only consolation for me is that I made the final score for our side, and we won the game!

NEXT



Suggested classroom activities

- 1 Mark the stress and pauses.** Give students a short text and explain that you will read it aloud. As they listen, students underline the words you stress and mark where you pause. Read the text, then check their answers as a class. In pairs, students take turns reading the text aloud using the same stress patterns and pauses.
- 2 Make it sound natural.** Read a short text in a deliberately flat voice without natural intonation. Pause at the end of each phrase or sentence and ask students to read the same section aloud with more natural stress and intonation. Discuss how these features help communicate meaning and make speech easier to follow.

Speaking Part 3

In this part, students see six pictures and answer a question about each one. The questions usually ask students to identify an object, activity, profession, situation, or location and then provide related information about it. The level range of the questions is determined by students' performance in Part 1.

Typical questions may ask students to identify an object and explain how it is used, name an activity and say why people do it, or identify a profession and explain why it is important.

Assessment: Students are assessed on their ability to identify and describe familiar objects, activities, professions, situations, and locations and provide relevant additional information using appropriate grammar and vocabulary with suitable fluency.

B1 example:

Burlington
VTest
For Schools



Look at the picture. Press the **CLICK HERE TO START RECORDING** button and answer the question.

00:11

CLICK HERE TO START RECORDING



What's she doing and where is she doing it?

NEXT



Suggested classroom activities

- 1 Ask about the object.** Find a picture of a familiar object, such as a bottle opener, laptop, scarf, or fork. In pairs or small groups, students think of as many questions as possible about it, such as *What is it? Who uses it? When do people use it? Why do people use it? or How useful is it?* Combine two pairs or groups and have them take turns asking and answering their questions.
- 2 Describe and guess.** Give pairs or small groups pictures of professions, activities, animals, locations, and familiar situations. Alternatively, provide a written list. Students discuss how to describe each item and what additional information they could give about it. Combine two pairs or groups. Students take turns giving clues without naming the item while the other group tries to identify it.

Speaking Part 4

In this part, students see two pictures related to a common theme and answer three questions about them. They first compare and contrast the pictures, then answer two broader questions about the theme. The pictures are the same for all students, but the questions are at the level range determined by their performance in Part 1.

Assessment: Students are assessed on their ability to compare and contrast pictures and discuss a related theme using appropriate grammar and vocabulary with suitable fluency.

B1/B2 example:

Burlington
VTest
For Schools

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

03:28

CLICK HERE TO START RECORDING

1 

2 

Question 1
What is the same and what is different in the two pictures?

NEXT



Suggested classroom activities

- 1 Find the connections.** Show students several pictures of different people, places, and activities. Put students in pairs and give them five minutes to find as many connections as possible between any two pictures. Students then compare their lists and discuss what is the same and what is different in each pair of connected pictures.
- 2 Choose a matching picture.** Show students two pictures connected by a common theme and ask them to identify the theme. Then show them a single picture. Put students in pairs and give them five minutes to brainstorm as many possibilities as they can for a second, logically connected picture. When the time is up, students compare their ideas.
 - Students then discuss personalized questions about the pictures, such as:
 - Have you ever been in a situation like this? If so, how did you feel, and what happened?
 - Which situation would you prefer, and why?
 - Which picture represents something more important or useful, in your opinion, and why?

Speaking Part 5

In this part, students read an open-ended question and three related content points, then record an extended response. The question and content points are at the level range determined by their performance in Part 1.

Assessment: Students are assessed on their ability to develop a relevant response and speak fluently on a topic using appropriate grammar and vocabulary.

C1 example:

Burlington VTest For Schools

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

CLICK HERE TO START RECORDING

How important is it for young people to be informed about what's happening in the world?

In your answer, say:

- why it is or isn't important for young people to keep up with current events
- what issues are most important for young people to know about
- what the most and least reliable sources of information about issues are, and why you think this

NEXT



Suggested classroom activities

- 1 **Complete and answer the questions.** For students at Pre-A1/A1/A2, write the beginning of a question on the board, such as *What do you do ... ?* or *Where do you go ... ?* Put students in pairs and ask them to brainstorm as many ways of completing the question as possible – for example, *What do you do on the weekend/after school/during the summer vacation/in the morning before school?*

For students at B1/B2 or C1, use a question beginning such as *If you could change one thing about ..., what would it be?* Possible topics include *transportation in your area*, *last week*, or *stores where you live*. Then put pairs together to ask and answer one another's questions.

- 2 **Create questions about a topic.** Write a single word representing a suitable topic on the board, such as *sports*, *science*, *internet*, or *food*. Add possible question beginnings. At Pre-A1/A1/A2, these could include *Why ... ? What ... ? When ... ? Who ... ? Where ... ?* and *How ... ?* At B1/B2 and C1, you could also include *To what extent ... ? In which situations ... ? How often ... ? How serious ... ?* and *How important ... ?*

Put students in pairs and give them five minutes to create as many questions as possible using the prompts. When the time is up, put pairs together to take turns asking and answering their questions.

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 difficulty of tasks.

In the Writing and Speaking 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 Writing and open-ended Speaking responses are then evaluated automatically. In Writing, the system evaluates grammatical and lexical accuracy and appropriacy, as well as task relevance and completion. In Speaking, it evaluates intelligibility, stress and intonation, and control of grammatical and lexical resources.

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 11–15

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)	- 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.	read and understand - 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, and 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.
B1.1 & B1.2 (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.	- 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.

VTest Levels (CEFR)				
	Listening	Reading	Writing	Speaking
Students can				
B2.1 & B2.2 (B2)	- understand the main ideas of complex conversations on a range of familiar and less familiar topics. - understand specific details in what people say, including reasons, explanations, and examples. - follow extended talks and conversations and understand how speakers develop their ideas and arguments. - understand podcasts, interviews, videos, and other audio on both concrete and abstract topics, including speakers' opinions, attitudes, and points of view.	- recognize when a text provides factual information, and when it intends to convince or persuade the reader of something. - use a variety of strategies to help understand a text, including using contextual clues to identify the main points and to check their own understanding. - understand personal letters, emails, and other texts even when some colloquial or idiomatic language is used. - recognize how texts are structured, for example, when they present contrasting arguments, offer problems and solutions, or deal with cause and effect. - scan quickly through longer and more complex texts to find the most relevant details.	- use a range of grammar structures accurately. - spell with reasonable accuracy. - write clear and detailed descriptions on a variety of subjects related to things they are interested in. - write letters, texts, and emails for a variety of purposes, such as expressing emotions, explaining why events or experiences are important to them, or giving their opinions. - write essays that develop an argument by giving reasons for or against a particular point of view, or explaining the advantages and disadvantages of different options.	- articulate individual sounds clearly and use stress, rhythm, and intonation effectively, so that their speech is generally easy to understand. - use a range of simple and complex grammatical structures with generally accurate control. - use a broad enough range of vocabulary to discuss familiar and less familiar topics, with little obvious searching for words. - speak in detail about a range of topics, comparing and contrasting situations, expressing viewpoints, and developing ideas with supporting reasons.

VTest Levels (CEFR)				
	Listening	Reading	Writing	Speaking
	Students can			
C1	• follow extended speech on a range of topics even when the information is not clearly presented. • understand detailed discussions and debates even when the topics are abstract, complex, or unfamiliar. • understand talks and conversations that use a wide range of idiomatic expressions. • follow a wide range of audio content and understand both main points and supporting details. • understand speakers' attitudes and opinions even when they are not mentioned explicitly.	• understand main points and supporting details in a wide range of long, complex texts. • identify and understand both explicit and implied opinions, attitudes, and emotions in a range of text types. • follow how ideas and arguments are organized and developed in long, complex texts.	• use grammar with a high degree of accuracy across different types of writing. • spell most words accurately. • write clear, detailed, and well-structured texts, such as descriptions and imaginative pieces, developing ideas fully and using a natural style. • write clear and precise emails or messages to friends and acquaintances, adjusting their tone and wording to suit the situation. • write clear, well-structured essays on complex topics, developing ideas and identifying the most important issues.	• use language flexibly and effectively to express feelings, attitudes, and subtle meanings. • speak with clear pronunciation and effective stress, rhythm, and intonation, so that their speech is readily understood. • use a wide range of vocabulary and grammatical structures with strong control, allowing them to express ideas clearly and precisely with little need to rephrase. • compare and contrast pictures in detail, making fine distinctions between the situations, ideas, and themes they represent. • give extended, well-organized responses to complex questions, developing different aspects of a topic and supporting their ideas with relevant details and reasons.



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info@VTest.com

