VTest English for Schools: Ages 11–15

Teacher's Guide

Burlington

VTest

for Schools

VTest English for Schools: Ages 11–15

Teacher's Guide to Listening, Reading, Speaking, and Writing Sections

All details are correct at the time of going to print.

This Guide may be subject to periodic revisions and updates for the purpose of improving its content and accuracy. These revisions may occur without prior notice. Please make sure that you use the most updated version.

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www.vtest.com • info@vtest.com

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Introduction

Who is this Burlington VTest for?

It is designed for young learners of all nationalities aged 11 to 15.

What does the test look like?

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

When can learners take the test?

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

What device do I need to take the test?

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 levels of English does the test cover?

The test covers levels 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, 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 test 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 level, which approaches complete native-speaker fluency. That is why this level is not covered on the Burlington VTest English for Schools: Ages 11–15. However, the Burlington VTest General English covers all CEFR levels up to and including C2.

Listening section: Structure and tasks

Total length: About 21 minutes

There are five distinct parts to the Listening section, each with a different focus.

The Listening section is adaptive. All students start with the same set of three items at Pre-A1 + A1 + A2 levels in Part 1. Based on their performance with this first set of three items, students either have three more items at the same Pre-A1 + A1 + A2 levels in the second set, or receive three items at B1 + B2 levels. The final set has items at Pre-A1 + A1 + A2 levels, B1 + B2 levels, and also at C1 level. This means that students at all levels of ability from Pre-A1 to C1 level will receive items at their level in this first part.

Based on their score in Part 1, students listen to three short conversations at three different levels in Part 2: one is below their level, one is at their level, and one is above their level. This is designed to check that they didn't underperform in Part 1, and to stretch them so they can, if appropriate, proceed to a higher level in the next part.

In Part 3, students listen to two longer conversations, one at the level of their performance in Part 2, and one above their level. Again, this gives them an opportunity for promotion to a higher level in the next part.

For Part 4, based on their performance in Part 3, students listen to a single monologue with five questions. There are monologues at all levels from Pre-A1 to C1.

Finally, for Part 5, students listen to an interview where two people give their opinions on the same topic to an interviewer. There is one interview at combined Pre-A1 + A1 + A2 levels, one at combined B1 + B2 levels, and one at C1 level.

Each audio recording is played twice in the Listening section, so students have a chance to listen again and check their answers. Each task begins with a helpful example to demonstrate to students what they have to do.

The speakers in all recordings in the Listening section use British English.

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

Table 1: Listening section overview

Part	# of items	Time
Part 1: Conversation with 3-picture choice (Pre-A1 to C1)	9	About 9 minutes
Part 2: Short conversation with one question (Pre-A1 to C1)	3	About 3 minutes
Part 3: Longer conversation with three questions (Pre-A1 to C1)	6	About 3 minutes 30 seconds
Part 4: Monologue with five True/False statements (Pre-A1 to C1)	5	About 1 minute 30 seconds
Part 5: Interview with five questions (Pre-A1 + A1 + A2; B1 + B2; C1)	5	About 3 minutes 30 seconds

Listening task types

Listening Part 1

Students listen to a short conversation and choose the correct picture from a set of three. There are nine conversations in this part. All students begin with conversations at **Pre-A1** + **A1** + **A2** level. Depending on their performance, students can progress up to **C1** level in this part.

The items that are tested will be everyday objects such as furniture, food and drink, clothing, and so on; common situations such as asking for directions, giving instructions, or making recommendations; or everyday activities such as talking about daily routines, discussing future plans, or telling personal anecdotes.

Assessment: Students are assessed on their ability to understand short conversations, identify key vocabulary items mentioned in the conversations, and disregard distractors.

A typical example conversation at Pre-A1 level might be:

Girl:	What time is the film? Is it at five pm?
Boy:	No. It starts at six pm. We take the bus at five pm, and we arrive at half-past five.
Girl:	OK, see you at the bus stop.

When is the film?

Tips for how to prepare students for this part:

1 Find or prepare sets of three pictures that represent different elements of a related theme, for example, rooms in a building, different sports, some places in a town, or items of clothing. Then talk about all three, but make sure you give additional information that identifies the one that is your favorite, where you went at a certain time, or where you met a friend. Students listen and identify the key item.

2 Find or prepare some short conversations between two people, for example, about summer holiday plans, films they want to see, or food they enjoy, and show a single picture that represents the key idea of each conversation. Read the conversation to the students, and ask students in pairs or small groups to find two additional pictures that could act as suitable distractors. Then pairs or groups compare and discuss their pictures. Next, ask pairs or groups to rewrite the conversation so one of the two distractors is now the answer. Then students read their new conversation to other pairs or groups, who try to identify the key item.

Listening Part 2

Students listen to a short conversation between two speakers and answer a question about an aspect of the conversation. Students must choose the correct answer from a set of three written options.

In this part, students are tested in particular on their understanding of everyday objects and activities, locations, personal relationships and emotions, professions, and familiar situations.

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

This is an example of what the students might hear at Pre-A1 level:

Girl: Good morning, teacher.
Man: Good morning, Sandra.
Girl: Sorry I'm late.
Man: Don't worry. Please sit down at your desk.

Who are the people?
A teacher and a student
A father and a daughter
Two friends

Tips for how to prepare students for this part:

1 Find or prepare some four-line conversations. Put the students in pairs or small groups. Read the conversations to the students, and ask pairs or groups to write as many short questions as possible for each. Possible examples of questions might be: Who are the people? Where are the people? How do they feel? Where are they going? Then pairs or groups work with other pairs or groups and ask and answer their questions.

2 Find a short film extract that features a conversation between two people. After the speakers have each had two turns, stop the film and ask students questions such as: Who's talking? What is their relationship? Where are they? What are they talking about? How do they feel? What's going to happen next?

Listening Part 3

Students listen to two separate, longer conversations. One is at the students' level, and one is above their level, based on the students' performance in Part 2.

Each conversation is followed by three multiple-choice questions (plus an example). One of the questions focuses on the contextual meaning of a phrase or expression in the conversation. The meaning is dependent on the specific context in the listening.

This listening comprehension activity tests students' ability to follow a conversation in some detail, in addition to understanding the speakers' relationship, attitudes and opinions, and their use of idiomatic expressions.

Assessment: Students are assessed on their ability to understand the main details in a short conversation, and to determine the meaning of an idiomatic phrase or expression in a specific context.

Here is an example of what students might hear at B2 level:

Girl: Have you been to the new shopping center in town? Everyone says it's brilliant.

Boy: No, not yet. My mum went there after work and she said it was quite interesting. That's rather positive for her, as she normally only likes things like antiques shops and garden centers! Imagine.

Girl: From what I hear, it's fantastic. I looked it up online – it's got a great range of stores, and not just the big chain stores. They have a discount store where everything is really cheap, and it's good stuff, too. And lots of clothes boutiques I'd like to check out. Apparently, there are some great bargains. They've even got a supermarket that's – I don't know how to describe it – wholly automated? Anyway, you buy a store card, then just pick up what you want to buy. You don't even have to go to a checkout to pay: they automatically take payment from your card as you go out the doors.

Boy: Really?! That's impressive! I've never heard of anything like that.

Girl: On top of that, there's a huge food court that offers an amazing variety of dishes from all over the world.

Boy: Sounds like we could spend the whole day there. Why don't we go together on Saturday?

Girl: You're on.

Example: What's the relationship between the speakers?

Two friends

Brother and sister

Father and daughter

1 **What does the boy imply about his mother?**

She has a surprisingly favorable opinion of the shopping center.

She is reluctant to visit the shopping center again.

She was disappointed with the shopping center's gardening supplies.

2 **What is special about the supermarket?**

There are no cashiers in the store.

They have bargain prices that can't be found elsewhere.

It has an exceptionally impressive variety of goods.

3 **What does the girl mean when she says: 'You're on'?**

She accepts her friend's challenge.

She agrees with her friend's suggestion.

She expects her friend to plan their next activity.

Tips for how to prepare students for this part:

1 Choose an extract from an interview or a discussion between two speakers that includes idiomatic expressions (you can find many examples online). Copy some of the idiomatic expressions, but without the full context they appeared in. Put students in pairs or small groups and give them a copy of the expressions. Ask students to discuss who they think might be talking, what they are talking about, and what the idiomatic expressions might mean. Then play the interview or discussion for students to check their answers.

2 Choose an extract from a film where two characters are talking (or you might prefer a suitable podcast with two speakers). Ask students to listen individually and make notes about:

- the speakers' jobs
- the speakers' relationship
- where the speakers are
- what the speakers are talking about
- how the speakers are feeling
- what happened before this extract
- what is likely to happen as a result of the talk

In addition, ask students to note one or more keywords for each element above. Then put students in pairs and ask them to compare their notes.

Listening Part 4

Students listen to a single monologue at their level, based on their performance in Part 3. There are monologues at all levels from **Pre-A1** to **C1**. Students read and answer five True/False statements, following an initial example.

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

Assessment: Students are assessed on their ability to identify and understand the key points of sustained monologues.

Here is an example of what students might hear at B1 level:

I'm really glad I read the review of the film, because I'm not sure I would have chosen to see the film otherwise – the title didn't sound particularly interesting, and I didn't know any of the actors. Anyway, I decided to go with some friends who'd also heard good things about it. We saw the film on the weekend, and it was just amazing. Of course, reviews never tell you what actually happens in a film because they don't want to spoil the surprise. And talk about surprises! The film was full of them.

It's a drama about the life of a musician who doesn't follow any of the fashions in music, or in anything else. He's a fantastic guitarist, and he plays in various bands to pay his bills. You even see him playing with some famous musicians: that was one surprise. You'd think that would be his big chance – but each time he decides he doesn't want to be part of a band. It turns out that his neighbor, who is deaf, likes his company in part because the musician annoys the people in the other flats. And the neighbor makes things happen. You wouldn't believe it …

Example: The girl decided to see the film based on something she read.	True	False
1 The girl saw the film on her own.	True	False
2 The girl found the plot difficult to believe.	True	False
3 The girl didn't expect to see famous people in the film.	True	False
4 The musician dislikes the other musicians he plays with.	True	False
5 The neighbor is not particularly popular.	True	False

Tips for how to prepare students for this part:

1 Prepare a monologue about an everyday situation, such as a visit somewhere interesting, a program you've watched on TV, a concert you've been to, or things happening in the local area. Make a transcript for the students. Put students in pairs or small groups. Read the monologue. Tell students to write five True/False statements based on the transcript. Read the monologue again and ask students to tell you to stop when they get to a True/False statement that they wrote which relates to the part you have just read. The students who wrote the statement read it aloud; the other students decide if the statement is true or false.

2 Prepare a monologue, or make a recording of a single speaker talking about a suitable topic. Put students in pairs or small groups. Explain that the students will write as many True/False statements as possible about the monologue. Next, play the monologue in full so the students know what it is about. Then play it again, and this time, stop at the end of each sentence (or at a convenient point). When you stop, students discuss in their pairs or groups what True/False statement(s) they could write about what they heard. Continue in the same manner throughout the monologue. Next, tell students to exchange their statements, and then play the monologue again. Students answer one another's True/False statements.

Listening Part 5

This final part of the Listening section is an interview. An interviewer asks two different people for their views on the same topic. The two people do not interact with each other, each gives his or her views in a single long turn. There are differences between the two interviewee's views; these are likely to be significant at lower levels, and much more nuanced at the higher levels.

There are listenings at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. In each case, there are five multiple-choice questions (plus an example) to answer. There are two questions about what each interviewee said, followed by one question that requires students to compare, contrast, or synthesize the views of the two interviewees.

Assessment: Students are assessed on their ability to understand both the key points and also the similarities and differences between what two speakers say in two related monologues.

This is an example of what students might hear at combined B1 + B2 level:

Interviewer:	Governments worry about levels of fitness in the population. One idea is to make all students do sports until the age of 16. Do you think that's a good idea?
Boy:	I'm against that. I think it's a bad idea. Firstly, not all students are interested in sports, so it isn't fair to make them do something that they don't enjoy. Another thing: sports clothes and things like training shoes can be very expensive. Not every family can afford it.
	On top of that, if we have to do sports, that will mean we have less time to do something else, for example, important subjects that we need for our future, such as math and science, and IT.
Girl:	Yes, I think that's a good idea. It's true that it's easy for people to sit in front of a screen and get little exercise, and that's just not healthy. It's important to move, not just because it helps you stay fit. Everyone knows that young people have a lot of stress these days. Doing sports helps reduce that.
	People sometimes forget that when you play sports, for example, if you are on a team, you learn important things like how to work together with other people. You learn to follow rules, and to help your team. These things are important for later in life, like when we will be working. Another thing, of course, is that you often feel good when you have been active.

Example: What are the speakers talking about?
    Governments and work
    Sports and competition
    School and sports

1 Why is the boy against making all students do sports?
    He thinks students need more time for important subjects.
    He doesn't consider sports to be useful.
    He believes that not all students are interested in sports.

2 Why does the boy mention money?
    He thinks playing sports costs a lot.
    He says his family doesn't have much money.
    He believes some things you need for sports are expensive.

3 Why does the girl say sports can help?
    Young people will spend less time using mobiles and laptops.
    People feel good when they play sports.
    Sports stop people from getting ill.

4 What does the girl say about stress?
    Sports teach you how to forget stress.
    Stress is part of playing on a team.
    Playing sports can reduce stress.

5 What do the boy and girl both mention?
    Learning to work on a team
    Preparing for the world of work
    Staying healthy

Tips for how to prepare students for this part:

1 Choose a topic on which people can have different opinions, and prepare one or more questions on it, for example: Should all jobs be paid the same? Should companies be forced to use renewable energy sources? Should all schools have a uniform? Should human cloning be banned? You then present one viewpoint on the chosen topic. Ask students to work in pairs or small groups and prepare opposing arguments to the points you made. Students then take turns to present their arguments. The listeners make notes on the similarities and differences between speakers' views.

2 Choose a suitable topic on which people can have different opinions, or a statement that is likely to divide opinion (for example: dogs are better pets than cats; schools should encourage children to eat a vegetarian diet; it should be illegal to drive gas cars; fast food is too cheap; holidays are too long; teenagers should not be allowed to work for money, etc.). Put students in pairs or small groups. Give half the pairs or small groups the job of arguing in favor of the statement; tell the other half of the pairs or groups that they have to find arguments against the statement. Students should make bullet point notes of their arguments. Then, put for and against pairs or groups together, BUT they now have to argue for the other viewpoint, so groups that worked on arguments in favor now have to argue against. The groups now take turns to argue their (new) cases. At the same time, they listen carefully to their opponents to see how many of the bullet points are mentioned.

Reading section: Structure and tasks

Total length: About 26 minutes

There are five distinct parts to the Reading section, each with a different focus. Like the Listening section, the Reading section is adaptive.

All students start with the same combined **Pre-A1** + **A1** + **A2** picture-based items in Part 1, and have the chance to move up to items at **C1** level over the course of this part. In Part 2, there are three sets of three items; each item requires students to identify the paraphrase which is closest in meaning to a given sentence.

Part 3 is a cloze text with eight gaps. There are texts at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. In each case, students choose the correct option from a choice of three to complete each gap.

In Part 4, students have to put the parts of two short texts or paragraphs in the correct sequence. The level of the texts again depends on the students' performance in Part 3. One text is at their level, and one is above, which allows students who perform well to progress to a higher level in Part 5.

Finally, in Part 5, students have a text with five True/False statements. There are texts at all levels from **Pre-A1** to **C1**.

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

Table 2: Reading section overview

Part	# of items	Time
Part 1: Picture-based True/False statements (all levels)	15	About 8 minutes
Part 2: Sentence paraphrase (all levels)	9	About 5 minutes 30 seconds
Part 3: Cloze text (all levels)	8	About 3 minutes 30 seconds
Part 4: Text sequencing (all levels)	2 texts with 3 items (Pre-A1-B2) 2 texts with 4 items (C1)	About 5 minutes
Part 5: Text-based True/False statements (all levels)	5	About 3 minutes 30 seconds

Reading task types

Reading Part 1

Students see a picture and read five statements. Students must decide if the statements are true or false. The first picture has an example. There are three separate pictures in this section, so students respond to 15 True/False statements in total. Students have 2 minutes 30 seconds to choose the right answers for each set of five statements.

The first picture has statements at **Pre-A1** + **A1** + **A2** levels. Depending on how they perform, the second picture students receive will either have more statements at the same level or have statements at **B1** + **B2** levels. Again, depending on their performance here, students will either have a final set of five statements at combined **Pre-A1** + **A1** + **A2** levels, or at combined **B1** + **B2** levels, or at **C1** level.

The pictures will show people in recognizable situations engaged in activities of some sort. Locations may be indoors or outdoors, and the situations may be formal or informal; there may be a single person or a group of people in the picture.

Assessment: Students are assessed on their ability to read descriptive statements and decide whether they accurately reflect the people, objects, locations, and activities represented in a picture.

Here is an example at combined Pre-A1 + A1 + A2 levels:

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Example: The people are in a zoo.	True	False
1 The people are in a blue car.	True	False
2 There are lots of tall trees in the background	True	False
3 Some elephants are walking away from the people.	True	False
4 The driver has parked on the side of the road so the tourists can take good photos.	True	False
5 The animals that live in this place are wild and could be dangerous.	True	False

Tips for how to prepare students for this part:

1 Choose a picture of a scene that includes one or more people doing something. Write 5–10 True/False statements about the picture. Make sure you have a mixture of true and false statements. Put the students in pairs or small groups. Allow them to look at the picture for one minute. Then hide the picture and give the students the statements. Can they remember the details of the picture and decide which statements are true and which are false?

2 Find a suitable photo that shows a person or people doing something in a familiar situation. Put students in pairs or small groups. Give students five minutes to write as many True/False statements about the picture as possible. When the time is up, pairs or groups exchange their statements and take turns to answer them. As an alternative, find two or more suitable photos so different pairs or groups are writing statements about different pictures.

Reading Part 2

The focus in Part 2 is on sentence paraphrases. Students read nine sentences, and in each case, identify which of three rephrased versions is the closest in meaning to the original. Students have 30 seconds for each answer.

The nine sentences are presented in three sets of three. Each set has one sentence a level below the student's performance in Part 1, one at the student's level, and one above the level. This is to help students who underperformed in Part 1, and to stretch everyone by giving them the chance to be promoted to a higher level. Depending on how they perform, students can receive a set with items at the same, or at a higher or lower level in this part.

The topic, length, and complexity of each sentence varies according to the relevant CEFR level, with sentences at higher levels tending to be longer and more abstract, with more subtle differences.

This part tests students' lexical and grammatical range, and their ability to recognize similarities and differences in meaning in short texts.

Assessment: Students are assessed on their ability to identify paraphrased sentences with similar meanings that involve rephrased expressions and synonyms.

Here is an example at Pre-A1 level:

> **Choose the sentence that means about the same as the sentence in bold.**
>
> **Lions live in Africa.**
> This is an African lion.
> Lions come from Africa.
> I like Africa and lions.

Here is an example at B2 level:

> **Camping doesn't really appeal to me.**
> I don't think I'd find camping particularly enjoyable.
> I can't stand the idea of sleeping in a tent.
> I'm not that keen on going camping again.

Tips for how to prepare students for this part:

1 Write one or more key sentences on the board, for example: Last week, I watched a great film. / I don't like cheese. / We are going to Canada for three weeks this winter., etc. Put students in pairs or small groups and give them two minutes to write as many different ways of paraphrasing the sentence. When the time is up, pairs or groups compare their new versions and discuss similarities and differences.

2 Write a number of key sentences, such as the examples in Tip 1 above. For each one, write a sentence that paraphrases the original, and two or more versions that contain elements of the original, but which have a different overall meaning (for example: The film I saw at the Odeon last Wednesday was fantastic. / I like going to the cinema and seeing films a lot. / Last week was the first time I've been to the cinema for ages.).

Put the students in groups. Write each sentence on a separate piece of paper, and then create enough sets of sentences for each group to have a full set. Give each group a set of sentences, face down on their tables. Students turn over one piece of paper and discuss what it means, then try to think of different ways of saying the same thing. After a minute, they turn that piece of paper over so they can't see the sentence, and turn another piece face up and read it. They discuss whether it means the same as the first sentence or not. Continue like this, with students looking at one sentence at a time, until they think that they have found two that have similar meanings. Which group can find all the sentences that match first?

Reading Part 3

Students have a single cloze text to read and complete in this part. There is one text at combined **Pre-A1** + **A1** + **A2** levels, one at combined **B1** + **B2** levels, and one at **C1** level.

Each text has an example and eight gaps. Students decide which of three words or short phrases best completes each gap. They have three minutes for this task.

At combined **Pre-A1** + **A1** + **A2** levels, the text is up to **110** words long, and has **two** **Pre-A1** items, **three** **A1** items, and **three** **A2** items. The **Pre-A1** items occur first.

At combined **B1** + **B2** levels, the text will be up to **140** words long, and will have **four B1** and **four B2** items. The items can occur in any sequence.

At **C1** level, texts may be up to **170** words long. There are **two** items at **B2** level, and **six** items at **C1** level.

Assessment: Students are assessed on their ability to identify the correct lexical or grammatical item that completes a text most appropriately.

Here is an example at C1 level:

Robots

It is a truth that is evident worldwide: in the course of the past several decades, robots have become an indispensable 0 _____ in various industries; further, there appears no end in sight to the continuing expansion of their possible applications. These mechanical marvels can perform an extremely wide range of tasks, 1 _____ repetitive assembly line jobs to conducting intricate 2 _____ . These very different examples underline that the key to the success of our robots 3 _____ advanced programming and cutting-edge technology.

Robots come in all shapes and sizes, from massive industrial machines to 4 _____ autonomous drones. Their impressive versatility is without doubt one of their greatest strengths. Some robots are equipped with sophisticated sensors that 5 _____ their environment and 6 _____ decisions.

In the field of medicine, robots assist surgeons with 7 _____ precision during delicate operations. In manufacturing, they can optimize 8 _____ processes, and thus lead to greater efficiency. Whatever the future holds for us, it is sure that robots will have a growing part to play in it.

0	tool	solution	ally
1	from performing	including executing	even designing
2	health operations	surgical procedures	serious interventions
3	resides with	consists of	lies in
4	compact	hybrid	technological
5	enable them to perceive	allow them to note	permit them to attend to
6	make independent	make indispensable	recommend interactive
7	rudimentary	detailed	unparalleled
8	production	innovation	operation

Tips for how to prepare students for this part:

1 Find a text on a suitable topic. Make copies for the students. Put students in pairs or small groups. Ask each pair or group to choose nine words or phrases to omit from the text. They rewrite the text without the nine words or expressions. Then make new pairs or groups with students who didn't work together originally. They exchange their new gapped versions and try to complete the gaps.

2 Find a text on a suitable topic. Choose nine words or phrases from the text. Use a dictionary or synonym finder (there are many free examples online) and write correct alternatives for the words or phrases you have chosen. Write the alternatives in random order on the same page as the text. Make copies for the students. Put students in pairs or small groups, and ask them to decide which word or phrase has the same meaning as the alternatives you have provided.

Reading Part 4

Students have to reconstruct a text by putting the sections into a logical sequence. The first part of the text is presented in bold, and is the correct beginning of the text. It is followed by three more sections, each of which may be one or more sentences long. At **C1** level, there are four sections to sequence instead of three.

Students reconstruct the text by dragging and dropping the sections into the correct order on screen. Students all receive two separate texts to reconstruct, one at their level, based on their performance in Part 3, and one above their level. For each text, students have two minutes to put the parts in the right order.

Assessment: Students are assessed on their ability to process sections of a text and put them in the correct sequence based on their understanding of coherence, cohesion, and contextual logic.

An example of an extract from a possible text at Pre-A1 might be:

> **My family is a big family. I have three brothers and two sisters.**
>
> Then, in the evening, we all have dinner and then we watch TV. Sometimes I play computer games with my brothers.
>
> When we come home in the afternoon, we all play in it. It has lots of trees and flowers. We play football and tennis there.
>
> Our house is nice, and we have a big garden.

Tips for how to prepare students for this part:

1 Find or write a suitable text and make a copy for your reference. Cut the text into four (or more) sections and scramble them so they are not in the correct order. Put students in pairs or small groups, give each a copy of the cut-up text and ask them to sequence it correctly. When you check their work, ask them to explain the reasons why they believe each section goes where it does.

2 Find or write a suitable text that is composed of five or more paragraphs. Make a copy for your reference. Next, make new versions that each have one missing paragraph, as follows: in all cases, keep the first paragraph; make one version that is missing the second paragraph; make another version that is missing the third paragraph, and make another version that is missing the fourth paragraph, and so on. Put the students in pairs or small groups and give each pair or group one version of the incomplete text. The students read their version and discuss what information is likely to be contained in the missing paragraph. Then make new groups with students who each had a different version of the text. They go through the text paragraph by paragraph, discussing what they thought was missing and comparing that with the original.

Reading Part 5

At all levels, students receive a single text with five True/False statements on it. There is also an initial example. Text lengths vary from 80–100 words at **Pre-A1** level to 180–200 words at **C1** level.

At all levels, students have three minutes to complete this task.

At **Pre-A1** + **A1** + **A2** levels, the items focus on the key elements of the text. At **B1** + **B2** + **C1** levels, items can test students' ability to identify the writer's attitudes and opinions, and to understand implicit meaning and inferencing.

Assessment: Students are assessed on their ability to process a text and understand the content. At lower levels, the questions focus on the key points, while at higher levels, students are expected to be able to distinguish between more nuanced aspects of the text, and both explicit and implicit elements.

Here is an example of a possible text at B1 level:

Life in Space

Living and working in space creates many challenges for astronauts. Firstly, even with training, it takes time to get used to being weightless: in space, unlike on Earth, you float. This causes problems for the human body because bones and muscles grow weak without the exercise of supporting our weight. To prevent this, astronauts do regular exercise and follow specific diets.

Dust is an unexpected problem. In space, dust doesn't sink to the ground. It can easily get into astronaut's bodies when they breathe. It can also damage equipment.

Another problem is the lack of human company, combined with spending a long time with limited room to move, and almost nowhere where you can be private. Although regular video links allow astronauts to remain in contact with loved ones, there is no social life, and no possibility of making friends with a stranger.

Living in these conditions requires mental strength and, most of all, good communication with other crew members.

Example: It's easy to live in space, but working in space is difficult.	True	False
1 Astronauts receive training to help them swim in space.	True	False
2 Being in space can cause problems for our bones.	True	False
3 The diet astronauts follow in space helps them lose weight.	True	False
4 Space dust behaves differently from the dust on Earth.	True	False
5 In space travel, the team is expected to be like family members.	True	False

Tips for how to prepare students for this part:

1 Find or write a suitable text. Make copies for the students. Put students in pairs or small groups and give them copies of the text. Give students five minutes to write as many True/False statements about the text as possible. When the time is up, pairs or groups swap their True/False statements and answer them.

2 Find or write a suitable text. Write five statements which are true about the text, and five which are false. Create separate worksheets with different combinations of True/False statements as follows: each worksheet has five True/False statements; one has all five true statements, one has four true statements and one false statement, one has three true statements and two false statements, one has two true and three false statements, one has four false and one true statement, and the final worksheet has five false statements.

Put the students in pairs or small groups and give each one of the worksheets. Explain what you have done. Ask students to read the text and complete their worksheet. In addition, they have to find out which worksheet they have. After that, if you like, you could ask them to try to create their versions of the worksheets they don't have. Then ask pairs or groups to swap the worksheets you gave them and find out which is which. Finally, they compare your worksheets with the ones they wrote.

Speaking section: Structure and tasks

As with the other skills, there are five distinct parts to the Speaking section, each with a different focus.

In Part 1, students have to choose how to complete a short exchange between two speakers appropriately. For Part 2, students have to record themselves reading aloud a short text on a topic. In Part 3, students look at a photo and answer two connected questions about it. Students have a total of six questions in this part.

Part 4 requires students to compare and contrast two pictures that represent different aspects of a theme, then answer two further questions on the pictures. There are questions at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. The pictures are the same at all levels, but the questions are different.

Finally, in Part 5 students are asked three open-ended questions on a theme. As with the previous part, there are questions at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. The themes are different at each level..

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

Table 3: Speaking section overview

Part	# of items	Time
Part 1: Rejoinders (all levels)	10	About 7 minutes
Part 2: Read aloud (the same text for all levels)	One whole text	About 2 minutes
Part 3: Short answers (each student has two items below the level, two at the level, and two above the level)	6	About 3 minutes
Part 4: Picture comparison (items at Pre-A1 + A1 + A2 combined levels, B1 + B2 combined levels, C1)	3	About 3 minutes 30 seconds
Part 5: Open-ended questions (items at Pre-A1 + A1 + A2 combined levels, B1 + B2 combined levels, C1)	3	About 2 minutes

Speaking task types

Speaking Part 1

Students hear the first part of a short conversation. They don't see what the speaker says. Then they hear and see three possible responses. Students have to choose which of the three responses is the most appropriate.

There are 10 questions in this part of the test. The first two items are at **A1** level. Depending on how students perform, the next two items will either be at the same level, or one level lower or higher. There are items at all levels up to **C1**. Students have 30 seconds for each answer.

The format is often, but not always, in the form of question and answer. Students might also hear other patterns such as an instruction and a reply, a criticism and an apology, an opinion and a comment, or a generalization followed by an example, among others. There can be a range of different relationships between the two speakers. For example, they may be friends, family members, customers and shop workers, or strangers.

This part tests students' ability to follow the logical flow of conversational interaction between two speakers, which can involve understanding the relationship between the speakers as well as the context of the exchange and, of course, the topic of their conversation.

Assessment: Students are assessed on their ability to create a logical and well-formed conversational exchange in an everyday situation.

Here is an example at Pre-A1 level:

> **Are you Harry?**
> I do.
> I am.
> I can.

Tips for how to prepare students for this part:

1 Write or find an example of a speaker beginning a conversation. Write a number of responses that do not logically continue what the first speaker said, and also a number of appropriate responses. Read what the first speaker says to begin the conversation. Ask students in pairs or small groups to predict what the response will be. Then show and read one of the responses you prepared. Students discuss whether it is a logical continuation or not. Get feedback. Then repeat with another response.

2 Write several sets of three responses (for example: Not often/Every day/Never; At home/At school/At work; I'm not sure./That's right./Nobody knows.; No, he's gone./Yes, he's here./No, but he's going to come here.). Put students in pairs or small groups and give them the responses. They discuss what the first speaker could have said for each of the three responses to be correct. Then compare and discuss their answers.

Speaking Part 2

Students read a text and then record themselves reading it aloud. The text is typically around 130–150 words long. The text is on one topic, but is divided into different sections, which become progressively longer. The first sections have grammar and vocabulary at **Pre-A1** and **A1** levels; the sections get progressively harder with grammar and lexis up to **B2** level.

The passages include contracted forms, question forms, and positive and negative statements, so students need to demonstrate control of a range of phonological features and intonation patterns.

Students have 30 seconds to prepare to read the text aloud, and then one minute to complete their recording.

Part 2 tests students' ability to pronounce words clearly and to use stress, rhythm, and intonation both meaningfully and naturally.

Assessment: Students are assessed on the accuracy of their phonological control of English, and their ability to read a short text fluently with appropriate stress and rhythm, without undue hesitation or repetition.

Here is an example of a possible passage for students at all levels:

> I like going to the restaurant with my parents or my friends. I'm lucky because I live in a city, so there are lots of different places to eat near my home. I've been to many of them.
>
> I admit that I sometimes enjoy having a burger or something similar from a fast-food chain. They're fine if you just want a quick meal, however, it's not the healthiest stuff, so you shouldn't go too often.
>
> Personally, I definitely prefer family-run places. When asked, they're what I recommend. Why do I say that? Well, in my opinion, you get better and more personal service, and the menu generally changes with the seasons. On top of that, the chefs tend to be more creative with their cooking. That can make for a more memorable experience.

Tips for how to prepare students for this part:

1 Give students a short text. Explain that you will read it to them. They have to listen and underline the words you stress, and also mark the places where you pause. Read the text aloud, then check if they were correct regarding the words they have underlined and the pauses they have marked. Then put students in pairs and ask them to read the text to each other, using the same stress patterns and pauses you used.

2 Read a short text to the students in a boring, flat voice with no intonation. Stop at the end of each phrase and sentence, and ask students to read the text with a more natural intonation.

Speaking Part 3

Students see six photos and answer two related questions on each one. The first question asks students to identify the object, activity, profession, situation, or location in the photo. The second question is more open, which allows students to say more about the photo and their ideas on the subject of the photo.

Each student receives three sets of two photos. The first two photos are one level below the student's level, the next two are at the student's level, and the final two are one level above the level the student performed at in the previous part. This allows students to demonstrate mastery of their level, while also providing an opportunity for promotion to a higher level in the next part.

Students have 15 seconds to give the two connected answers for each photo.

Typical questions might ask students to identify an object and then say what it is used for or how useful it is, or to name an activity and comment on where, when, and why people enjoy doing it, or to identify a profession and explain how important it is, among others.

Assessment: Students are assessed on their ability to identify and name a range of objects, activities, professions, situations, and locations, and provide more general related information with suitable fluency using an appropriate range of grammar and vocabulary.

An example at A2 level could be:

What are these and why do people wear them?

Tips for how to prepare students for this part:

1 Find a picture of a common object such as a bottle opener, laptop, scarf, fork, etc. Put students in pairs or small groups, and ask them to think of as many questions as possible about the object. Possible questions might be: What is it? Who uses it? When do people use it? Why do people use it? How useful is it? Why do people like it? Put two pairs or groups together. Then pairs or groups take turns asking and answering each other's questions.

2 Ask students to work in pairs or small groups. Give each pair or group a number of photos of professions, activities, animals, locations, and common situations (or you could simply write a list of these). Next, pairs and groups discuss how to describe the items in the photos or on their lists, and what they can say about them. Then put two pairs or groups together. They take turns to give clues about the item without saying what it is. The listeners have to try to guess correctly what it is.

Speaking Part 4

Students are presented with two photos that both relate to a common theme, and they are asked three questions about the photos.

The first question asks students to compare and contrast the two photos. This is followed by two more questions. One asks students to talk more generally about the theme represented by the photos, and the final question is more personal, focusing on the student's own experiences or opinions.

Students have 30 seconds to study the photos and prepare their answers. Then they have 45 seconds to answer each question.

There are questions at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. The photos are the same at each level, but the questions differ.

Assessment: Students are assessed on their ability to talk about two pictures on a theme fluently using a suitable range of grammar and vocabulary.

A possible task at combined B1 + B2 level might be:

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

Which job do you think is most difficult and why?

What makes a job interesting, and what would your ideal job be?

Tips for how to prepare students for this part:

1 Find a number of photos of different people, places, and activities and show them to the group. Put students in pairs, and give them five minutes to find as many ideas as possible that connect any two photos. When the time is up, students compare their lists of connections, and discuss what is the same and what is different in each pair of connected photos.

2 Show students two photos that are connected thematically, as with the example given. Ask what the common theme is. Then show students a single photo (for example, the photo of the farmer, given). Put students in pairs, and give them five minutes to brainstorm as many options as possible for a second logically connected photo (for example, they might choose another form of transport, outdoor job, food photo, or something else making use of technology). When the time is up, students compare their ideas.

Then ask students to discuss a range of personalized questions about the photos, 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 photo is more important/useful in your opinion, and why?

Speaking Part 5

In this final part of the test, students are asked an open question, which is followed by three related bullet-point prompts on the same theme.

There are questions at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. The themes and questions are different in each case.

Students have 30 seconds to prepare what they want to say, then 60 seconds to give their answers.

Assessment: Students are assessed on their ability to speak fluently on a topic using an appropriate range of grammar and vocabulary.

A possible question at C1 level could be:

What are the benefits of studying history and learning about the past?

In your answer, say:
- how important you think it is for students to learn about local, national, and international history
- to what extent you believe an understanding of the past can help prevent problems in the future
- which moment in history you would like to travel back to and witness if time travel were possible, and why

Tips for how to prepare students for this part:

1 For students at **Pre-A1** + **A1** + **A2** level, write the beginning of a question on the board, such as, What do you do … ? OR Where do you go … ? Then put students in pairs and ask them to brainstorm as many different ways of finishing the question as possible (for example: What do you do on the weekend/after school/during the summer holidays/in the morning before school?). For **B1** + **B2**, and **C1** students, do the same with a question beginning: If you could change one thing about … (for example: transport in your area/last week/shops where you live), what would it be? Next, put pairs together so they can ask and answer each other's questions.

2 Write a single word representing a suitable topic on the board, such as sport/science/internet/food. Add possible question beginnings. At **Pre-A1** + **A1** + **A2** levels, these could be: Why … ? What … ? When … ? Who … ? Where … ? How … ? At **B1** + **B2**, and **C1** levels, you could add: To what extent … ? In which situations … ? How often … ? How important … ? How serious … ?

Put students in pairs and give them five minutes to think of as many questions as possible using those prompts. When the time is up, put pairs together so they can take turns asking and answering the questions.

Writing section: Structure and tasks

As with the other skills, there are five distinct parts to the Writing section, each with a different focus. In Part 1, students complete sentences by choosing the correct word or phrase that has been removed from a sentence. Next, in Part 2, students are tested on their spelling; there are six sentences for them to complete, each with a picture prompt and an indication of the number of letters in the missing word.

In Part 3, students see a picture and answer three questions about it and the themes it represents. For Part 4, students respond to an email that contains three questions addressed to the reader. Finally, in Part 5, students write an essay. There are three prompts that indicate the information the students should include in their essay.

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

Table 4: Writing section overview

Part	# of items	Time
Part 1: Sentence completion (all levels)	10	About 4 minutes 30 seconds
Part 2: Spelling (all levels)	6	About 3 minutes
Part 3: Picture-based writing (Pre-A1 + A1 + A2 combined, B1 + B2 combined, C1)	3	About 8 minutes 30 seconds
Part 4: Correspondence (Pre-A1 + A1 + A2 combined, B1 + B2 combined, C1)	1 email with 3 content points	About 8 minutes 30 seconds
Part 5: Essay (Pre-A1 + A1 + A2 combined, B1 + B2 combined, C1)	1 essay with 3 content points	About 8 minutes 30 seconds

Writing task types

Writing Part 1

Students read a sentence with a missing word or phrase and choose from a set of three options to complete the sentence appropriately, based on making the correct lexical, grammatical, and logical choice. Students have 20 seconds to choose the correct answer in each question.

There are 10 different sentences. Each student begins with two sentences at **A1** level. Then, based on how students perform, the next two sentences are either at **Pre-A1**, **A1**, or **A2** level. The same mechanism applies throughout this part. Hence, by getting each item correct, students can move up to **C1** level within this part.

Assessment: Students are assessed on their ability to make fully formed, accurate sentences by choosing the option that is grammatically, lexically, and logically appropriate.

Here is an example at Pre-A1 level:

My shoes ——————— .
are yellow   is blue   be white

Tips for how to prepare students for this part:

1 Choose 5-10 sentences or text extracts from a recent text you have studied in class and decide on a key word or phrase to omit. Write the missing word or phrase and two plausible, but incorrect similar words or phrases beneath the sentence or text extract. You could create a worksheet with all the sentences and options, or you might write each on the board individually. Put students in pairs or small groups and ask them to discuss which option best completes each gap, and why. When students are used to this activity, you could ask them to create similar exercises for one another from texts you have already studied, or from texts they choose themselves.

2 Choose 5-10 suitable sentences or extracts from texts you have studied, or that you plan to study. Underline two or three different words or phrases in each sentence you want to focus on. For example:

For the first time in a long while, I decided not to go out with my friends last Saturday. I was too tired.

I didn't realise how late it was until I noticed that the street lights were on.

Put the students in pairs or small groups. Tell some pairs to focus on the first underlined word or phrase, other pairs to focus on the second underlined word or phrase, and the remaining pairs to focus on the last underlined word or phrase. Students have five minutes to think of as many different ways of expressing the same general idea as their underlined part. Then students compare their ideas.

An alternative is to give each pair of students a different sentence to work on. You could underline one or more parts of the sentence for them to focus on. They again brainstorm as many different ways of saying the same thing. Then, when the time is up, students read their sentence and their alternative versions. The listeners try to guess which is the word or phrase in the original text.

Writing Part 2

Students read a sentence with a missing word accompanied by a picture that represents the missing word. Students have to complete the sentence by writing in the missing word, making sure they spell it correctly. There's a dash to indicate each letter of the word, and the total number of letters required is also given. Plural spellings and irregular verb and comparative forms may be tested.

Students have a total of six different words to spell. The first two items are one level below the level the students performed at in Part 1; the second two items are at their level, and the final two items are one level higher. This is to allow students who underperformed in Part 1 to get to the correct level, and it also gives all students the opportunity to progress to the next level.

Assessment: Students are assessed on their ability to complete a sentence by spelling the missing word correctly.

Here is an example at Pre-A1 level:

The first meal of the day is _ _ _ _ _ _ _ _ _ . (9 letters)

Tips for how to prepare students for this part:

1 Find a number of pictures of objects, activities, places, professions, etc., and distribute them to pairs or small groups of students. Tell the pairs or groups to write at least one sentence that contains the word represented by the picture, but instead of writing the word, they write a dash for each letter of the word. Explain that in some cases, the missing word should be at the end of the sentence, but they should also write examples where the missing word is at the beginning or in the middle of the sentence.

When they are ready, take the pictures and display them around the room. Separately, display the students' sentences around the room, too. Then ask everyone to stand up and walk around the room to try to match the pictures to the gaps in the sentences their classmates have created.

2 Ask students to write a few sentences on a relevant topic, such as what they did on the weekend, what they ate for dinner, how they travelled on vacation last year, a present they received for their birthday, and so on. However, they should draw a picture of three to five words in their texts and leave those words out, writing a dash for each missing letter. Then students exchange their texts and pictures and try to write in the missing words.

Writing Part 3

This part is composed of a single picture which is accompanied by three questions. There are questions at combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and at **C1** level. The photo is the same for all levels, but the three accompanying questions are different.

Students have eight minutes to write their answers to the three questions on screen. At **Pre-A1** + **A1** + **A2** levels, students should write at least 60 words in total; at **B1** + **B2** level, students are expected to write at least 90 words, and at **C1** level, the requirement is to write at least 120 words. In each case, students may write more.

Assessment: Students are assessed on their ability to write an informative text in an appropriate style, using a range of grammar and vocabulary, and supporting their points with relevant examples.

Here is an example of a picture and accompanying questions at combined B1 and B2 levels:

Write about what you can see in the picture, and say:
- what the people are doing
- why people enjoy attending events like these
- whether you think professional sportsmen and women deserve to earn large sums of money for playing or not, and why

Write at least 90 words. You can write more.

Tips for how to prepare students for this part:

1 Find a picture of a suitable scene involving one or more people. Write a number of questions, such as: Where are the people? What are they doing? Why do you think they are doing this? How do you think they are feeling? What is going to happen next, and why do you think that? What can go wrong in situations like this? How common is that activity where you live? How should people prepare for situations like this? What recommendation would you give to a friend who wants to do something like this?

Put students in pairs or small groups, and give each a copy of the picture or display it on the board. Next, write one question on the board. Pairs or groups discuss their answer. Get feedback from the whole group. When everyone has contributed, tell students to use the information they have heard and write their answer to the question.

2 Find a picture of a suitable scene, and write several questions, as in Tip 1 above. Put students in pairs or small groups and give each pair or group a copy of the picture or display it on the board. Show the first question and give students two minutes to discuss it, and one minute to write their answer. When the time is up, ask several students from different pairs or groups to read what they have written. The others listen for similarities and differences.

Continue as above with the next questions.

Writing Part 4

Students reply to an email that asks for some specific information. There are different emails for combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and **C1** level. In each case, however, the email includes three direct questions to the intended reader. These are the questions the students must answer.

As with Part 3, students have eight minutes to write their answers. The expected word counts are also the same as in Part 3: at least 60 words for combined **Pre-A1** + **A1** + **A2** levels, at least 90 words for combined **B1** + **B2** levels, and at least 120 words for **C1** level. Students can write more, however.

Examples of correspondence might include a message from a friend with questions about a future arrangement, an email from school asking questions about participation in an extracurricular activity, a request for information about local activities and events, among many others.

Assessment: Students are assessed on their written fluency and accuracy, and on the quality and quantity of information provided in answer to the questions asked in the email they read.

Here is an example of an email students might see at combined Pre-A1 + A1 + A2 levels:

> Hi!
>
> It's winter here, so it's very cold. I don't mind because we can go skiing in the mountains. That's my favorite sport. Which sports do you enjoy? When do you play them?
>
> July is my favorite month. We always fly to Florida to visit my uncle, who lives there. Which is yours, and why?
>
> Bye for now!
>
> Olivia

Tips for how to prepare students for this part:

1 Compose an email/social media text to the class that includes at least three questions. You could, for example, write about your weekend, and then ask what they did, when they did it, and who they did it with. Or you could write about a TV program or film you watched, and ask what their favorite film or program is, when they saw it, why they like it, and so on. Students write their answers. When they are ready, display the answers around the class. Ask students to read all the answers to find which is the most similar and most different from theirs.

2 Tell the class you received a letter/email/social media message from a friend who wants to visit you. Tell them the message included lots of questions. Ask students to guess what the questions were (for example: Can I visit you next week? How are your parents? Is there a cinema near you? What restaurants are near your home?). Write them on the board. Then ask students to write their answers to the questions.

Writing Part 5

In Part 5, all students write an essay. They may be asked to describe a personal experience, or to express their views on a topic. There are separate essay topics for combined **Pre-A1** + **A1** + **A2** levels, combined **B1** + **B2** levels, and for **C1** level. Students have eight minutes for this task.

At combined **Pre-A1** + **A1** + **A2** levels, students have a question followed by a single prompt that asks them to say what they think and why. At these levels, students are expected to write at least 60 words.

Students at combined **B1** + **B2** levels answer two related prompt questions on a topic, and are expected to write at least 90 words.

Students at **C1** level have three prompt questions to answer, including at least one which involves a more abstract consideration of an aspect of the topic. They are expected to write at least 120 words.

In all cases, students may write more than the number of words mentioned above.

Assessment: Students are assessed on their ability to write an essay that provides the relevant information in a suitable style, with an appropriate range of grammar and vocabulary.

Here is an example of a question at combined B1 and B2 levels:

> **Some people say that it's better to create your own style rather than try to follow fashion.**
>
> **Say:**
> - **whether you agree or not, and why**
> - **which current fashions in your country you do and don't like**
>
> **Give as much information as you can.**

Tips for how to prepare students for this part:

1 Write on the board: Some people say _____ is better than _____ . What do you think? Put students in pairs and ask them to brainstorm examples of how to complete the sentence. Ask students to come to the board and write their examples. Then put students in pairs and ask them to choose one of the options suggested by their friends, and discuss their views. Then ask students to write their answers and give personal examples to support their points. When they have finished, display all the essays around the class. The students read all the examples to find which essays they agree with most/least.

2 Prepare a number of prompts such as: Write about a problem you've had/a great holiday you've enjoyed/a concert you've been to/a place you'd love to visit/an ambition you have/a job you'd like. Put students in pairs or small groups, and distribute the prompts. Students discuss the prompt, giving personal examples. When they are ready, tell a pair to read their prompt aloud, and to give their examples. The listeners then call out additional questions for the pair – you write these on the board. Go around the class doing the same. Next, pairs choose at least two of the suggested additional prompts to answer, and write their essay describing the situation and answering the prompts.

Scoring

In the Listening and Reading sections, each response is scored as either correct or incorrect. Students who respond to all or most of the tasks correctly move up to a higher CEFR level for the next part of the test. Students who respond to all or most of the tasks incorrectly move down to a lower CEFR level. Students who respond to about half the tasks correctly continue on at the same CEFR level.

Some tasks on the Speaking and Writing sections are scored as either correct or incorrect, while others are scored using an automated scoring system. In the free production speaking tasks, the automated system scores responses on their intelligibility, their stress and intonation patterns, and their ability to control appropriate grammatical and lexical resources. In the free production writing tasks, the automated system scores the accuracy and appropriacy of grammatical and lexical resources, and the degree of task relevance and completion.

'Can do' statements

The CEFR describes specific performance abilities at each level using what are called 'can do' statements. The 'can do' statements describe what learners at each level are expected to do, by broad skill area.

There is, of course, a good degree of overlap between what learners are expected to be able to do in each skill at the different levels. As they go up through the levels, learners are expected to be able to do everything mentioned at all previous levels, and add new skills.

The following pages summarize the CEFR 'can do' statements for each level by skill.

Table 5: CEFR 'can do' statements by level and skill

CEFR	When ...			
	Listening	Reading	Speaking	Writing
	... learners 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, and emails. • understand basic information such as menus with the help of pictures. • understand simple personal letters, emails, and other short messages.	• read aloud a text about an everyday situation so people can understand most of what they are saying. • understand and reply to simple questions such as 'What is this?' and name some familiar people, objects, animals, and actions. • give a basic description of a situation at home, at school, or in their free-time. • talk about a picture story in simple words and phrases.	• spell a number of familiar words with the help of pictures. • write some simple phrases and short sentences using the right word order. • answer simple questions and give basic personal information about themselves and other people in writing.
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 given 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 and pictures. • simple messages sent via social media or email with details about what to do, and when and where to meet, for example. • short, illustrated stories about everyday activities described in simple words.	• read aloud a short text based on a common situation using 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 the people and what they are doing.	• spell a number of familiar words with the help of pictures. • recognize and use the correct word order in some simple phrases. • give information using simple phrases and sentences about themselves and other people in writing. • write simple messages, cards, or emails.

CEFR	When ...			
	Listening	**Reading**	**Speaking**	**Writing**
	... learners can			
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 do and 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.	• read aloud a short text based on a common situation and pronounce familiar words and phrases quite clearly, and generally use the 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 that they can see in pictures and give their opinion about what they can see in simple terms. • tell a very short story using a range of words and phrases in simple grammatical structures.	• 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, making or accepting invitations, and so on.
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 texts, including short stories. • find the key factual information in different sorts of short texts. • understand letters, notes, messages, and emails sent by friends, family, and other people.	• 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.	• 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 in good detail in an appropriate style.

CEFR	When ...			
	Listening	**Reading**	**Speaking**	**Writing**
	... learners can			
B2	• understand the main ideas of complex and specialized conversations on a range of topics. • understand in good detail what people say. • follow extended talks and conversations on familiar topics, even when the arguments are relatively complex. • follow radio and other recordings, and understand the main ideas on both concrete and abstract topics. • Understand documentaries and identify the speaker's mood and opinions on the topic.	• 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.	• take an active part in conversations on a wide range of topics, and easily understand detailed replies. • use appropriate intonation, place stress correctly, and articulate individual sounds clearly so they are generally easy to understand. • communicate the essential points on a range of familiar topics in a straightforward way. • give detailed information and clear descriptions when comparing and contrasting pictures on a range of topics. • express their viewpoint and develop arguments without searching for words, using some complex sentence forms to do so.	• 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 that convey degrees of emotion, and highlight the personal significance of events and experiences and give their opinions on them. • write essays which develop an argument, giving reasons in support of or against a particular point of view, and explaining the advantages and disadvantages of various options.

CEFR	When ...			
	Listening	**Reading**	**Speaking**	**Writing**
	... learners can			
C1	• follow extended speech on a range of topics even when the information is not clearly presented. • understand in good detail discussions and debates even when the topics are abstract, complex, or unfamiliar. • understand talks and conversations that include idiomatic expressions. • follow a wide range of recordings and identify both main and minor points of detail. • understand the speakers' attitudes and opinions even when not mentioned explicitly.	• understand in detail a wide range of long and complex texts. • use and understand an extensive range of synonyms, other vocabulary options, and paraphrases. • identify and understand implied and stated opinions, attitudes, and emotions in a range of different text types. • both understand and also produce well-organized, coherent text using a variety of techniques. • understand in detail complex texts on topics they are not so familiar with.	• use language flexibly and effectively in conversation, which includes being able to understand and use emotional, allusive, and joking language. • articulate virtually all the sounds of English with good accuracy so everything they say is easily intelligible and sounds natural. • use a broad range of vocabulary and demonstrate very good grammatical control that enable them to express themselves clearly. • make detailed distinctions between ideas, concepts, and things that closely resemble one another when talking about topics based on pictures on a theme. • give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points, and rounding off what they say with appropriate conclusions.	• write with a high degree of grammatical accuracy. • spell accurately. • write clear, detailed, well-structured and developed descriptions, and imaginative texts in a natural style. • express themselves in writing clearly and precisely in personal correspondence, using language flexibly and effectively. • write clear, well-structured essays on a range of complex subjects, underlining the relevant salient issues.