

CONTENTS

Introduction	4–5
--------------	-----

A1 Assessment Tests

Reading	6–9
Writing	10–13
Listening	14–17
Speaking	18–19
Grammar and Language Practice	20–23
Vocabulary	24–27

A2 Assessment Tests

Reading	28–32
Writing	33–36
Listening	37–39
Speaking	40–41
Grammar and Language Practice	42–45
Vocabulary	46–49

B1 Assessment Tests

Reading	50–53
Writing	54–57
Listening	58–61
Speaking	62–63
Grammar and Language Practice	64–67
Vocabulary	68–71

B2 Assessment Tests

Reading	72–77
Writing	78–79
Listening	80–83
Speaking	84–85
Grammar and Language Practice	86–89
Vocabulary	90–93

Answer Key and Transcript	94–112
---------------------------	--------

INTRODUCTION

What is the Common European Framework?

The Common European Framework (CEF) seeks to standardise the description and assessment of levels achieved in different languages across Europe. It describes language ability in terms of sets of statements or descriptors which state what a student 'can do' at a particular level in a particular skill or sub-skill. The CEF refers to Levels A1, A2, B1, B2, C1 and C2. The 'A' levels describe students who are 'basic' users of language. The 'B' levels describe 'independent' users and the 'C' levels describe 'proficient' users.

What is the purpose of this book?

This book aims to test students' ability according to different key descriptors at Levels A1, A2, B1 and B2. They aim to help teachers assess when their students are approaching or have reached a particular level in different linguistic areas. Each task in the main tests (with the exception of the grammar and vocabulary tests) is linked to a key descriptor so teachers can see what they are testing and what their students have achieved. They will give guidance on what aspects of their linguistic skills the students need to practise further.

What does the book contain?

The book contains testing materials for CEF Levels A1, A2, B1 and B2. At each level there are tests for Reading, Writing, Listening, Speaking and also Grammar and Vocabulary. Tests are given approximate timings and suggested word counts are included for the writing tasks. The texts and tasks in the skills tests relate to real-life situations and are lively and engaging for students. A detailed answer key is provided after the tests and gives advice on how to mark the Writing and Speaking tests. There are model answers given for each writing task and also suggestions of what language to look for in the Speaking tests.

How do I use this book?

The tests can be used when the teacher feels it is appropriate to his/her students. They can be used at the end of a year to assess students' progress or at the beginning of a year to assess their levels. Alternatively they can be used at different times during the year to ascertain which areas students need to concentrate on.

Each full main test will usually take approximately one and a half hours to complete. The Speaking tests will take approximately 15–20 minutes. However, the tests do not need to be done in their entirety. As each task is linked to a different descriptor, the teacher can choose what he/she wants to test if necessary. The Listening tests have been divided into Parts A and B as the full test would demand a lot of concentration from the students, particularly at the lower levels.

It must be remembered that a student's skills are not likely to be all at the same level. For example, productive skills such as speaking and writing are not likely to be as high as the receptive skills of reading and listening. These tests are flexible so that teachers can select tests to suit their students' needs. Therefore they may well want to give a higher level Reading test but a lower Writing one.

Because each task relates to a particular key descriptor, students' ability within one paper may also vary. They may score highly on certain tasks because they have practised them more and lower on ones they haven't dealt with yet.

Points to remember when setting up the tests.

- Students shouldn't use dictionaries during the tests.
- Apart from the Speaking test, the tests are to be completed individually.
- At Levels A1 and A2 all writing can be done on the papers.

- At levels B1 and B2, provide paper for the students to write on in the Writing test.
- Listening tests: be prepared to play some recordings several times if necessary. Allow time before playing the recording for students to look at the questions and time between playing recordings for students to make notes or answer the questions. Time should also be allowed after a recording for students to check their answers.
- Speaking tests: students always take the test in pairs. This is to allow them to use language interactively for some tasks. Try to conduct the tests in English but at lower levels you may need to explain some things in L1. If conversation stops early, be prepared to prompt with extra questions to encourage the students to continue speaking. They should be encouraged to relax as far as possible.

How do I mark the tests?

The marking scheme for the Reading, Listening, Grammar and Vocabulary tests is straightforward. Marking Writing and Speaking is more subjective. The answer key provides guidance on points of style and language that should be included.

In the **Writing** tests, students should be given encouragement for using a range of vocabulary and structures as well as overall accuracy. They should also be marked on the appropriacy of layouts: is a letter laid out correctly? You should also consider how the students have used paragraphing and linked their sentences. The model answers in the answer key give an idea of what a good student might write at this level. They can also be useful to use when giving feedback.

In the **Speaking** tests, you are looking for fluency as well as accuracy. Pronunciation is important in so far that mispronounced words might prevent understanding and

communication is obviously the priority. Ask yourself: Is the student using good vocabulary? Can he/she say what she means? Can he/she keep the conversation going? The short talks at the higher levels should show whether a student can link ideas and be confident enough to keep speaking for longer than one or two sentences.

The mark of each test should be recorded as a percentage. 50–60% implies that the student is approaching the level. Over 60% implies that they are good users of English at this level and over 80% means that they are excellent. Below 40% suggests that the students need further work before attaining the level.