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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 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 times and suggested word counts are included for the writing tasks. The texts and tasks are related 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 a teacher feels it is appropriate to his/her students. They can be used at the end of a term 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 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. In 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 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 content 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 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 student should 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 a priority. Ask yourself: Is the student using good vocabulary? Can he/she say what s/he means? Can he/she keep the conversation going? The short talks at the higher levels should show whether a student can link ideas and is 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.


COMMON EUROPEAN FRAMEWORK ASSESSMENT TEST

Writing A1 (1 hour 30 minutes)

Name:

Class: Date:


1 Complete this form to join a website.

 Filling in a form

NAME:	<input type="text"/>	MALE/ FEMALE:	<input type="text"/>
ADDRESS:	<input type="text"/>	AGE:	<input type="text"/>
PHONE NUMBERS:	<input type="text"/>		
Landline	<input type="text"/>	Mobile	<input type="text"/>
SCHOOL/PLACE OF WORK:	<input type="text"/>		
INTERESTS:	<input type="text"/>		
SPORTS:	<input type="text"/>	YEARS OF ENGLISH:	<input type="text"/>

(10 marks)

2 Match the beginnings and endings of these sentences. Join them with *and*.

 Linking words

Example: My brother loves playing guitar but he can't play the piano.

- | | |
|--|--|
| 1 I go to school at 8 o'clock in the morning
2 My brother loves cakes
3 My sister likes English
4 My mother has a car
5 I have a television in my room | a) I never watch it.
b) she drives every day.
c) I get home at 4.00.
d) he hates vegetables.
e) she's not very good. |
|--|--|

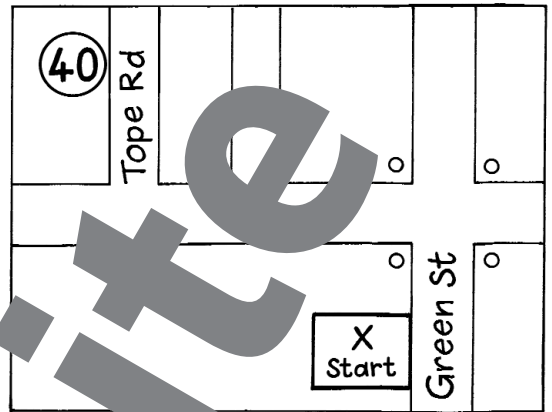
(5 marks)

3 Look at the map. Use the words in the box to complete the directions.

Giving directions

on turn turning along to take

Go (1) Green Street until you get
 (2) the traffic lights. (3)
 left here and then (4) the second
 (5) on your right into Tope Road. Our house
 is number 40, 100 metres (6) the left.



(6 marks)

4 You are a famous person. Write five sentences about yourself.

Giving personal information

1 My name

2

3

4

5

(10 marks)

5 You want some information about a concert. Here are the answers. What are the questions?

Asking for information

Example: One night only.
 How many nights is the concert on?

- £10.
- Cannella Diva and Sugar Viva.
- The Sunlight Stadium.
- Saturday 15th June 7.30.
- Two seats.

1

2

3

4

5



(10 marks)

6 Write an e-mail to your best friend. Invite him/her to your birthday party. Tell him/her the time and the place. Start and finish your e-mail correctly. (50 words)

Writing a short e-mail

(10 marks)

7 A friend is going to visit your house. You are going to be home late. Use this information and write some instructions for him/her. Think of one more instruction to write.

Writing simple instructions

Example: Tea! Teabags and mugs – cupboard – milk – fridge
 The teabags and mugs are in the cupboard. The milk is in the fridge.

1 Dinner! Food – fridge – microwave – three minutes – feeding! Dog food – cupboard under microwave – bowl of food – bowl on floor

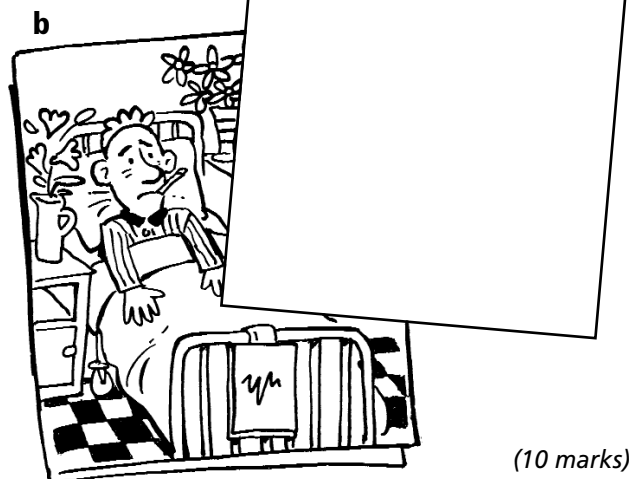
2 TV! Remote control – kitchen table – red button

4

(9 marks)

8 Write a short message in these cards. Card 'a' is for your friend's birthday. Card 'b' is for a friend in hospital.

Writing in a card



(10 marks)

9 Write five sentences about someone in your family.
Write what he/she does every day.

Giving information about another person

Example: My father's a firefighter. He gets up very early...

1	4
2	5
3	(10 marks)

10 You are organising a new school club.
Write a notice. Write about the points below.

Writing a notice

- 1 The name of the club
- 2 When the club meets
- 3 Where the club meets
- 4 What you can do there

11 Here is a picture of you on holiday.
Write a short postcard to a friend.

Writing a postcard

Total: / 100

COMMON EUROPEAN FRAMEWORK ASSESSMENT TEST

Listening B2 (1 hour 30 minutes)

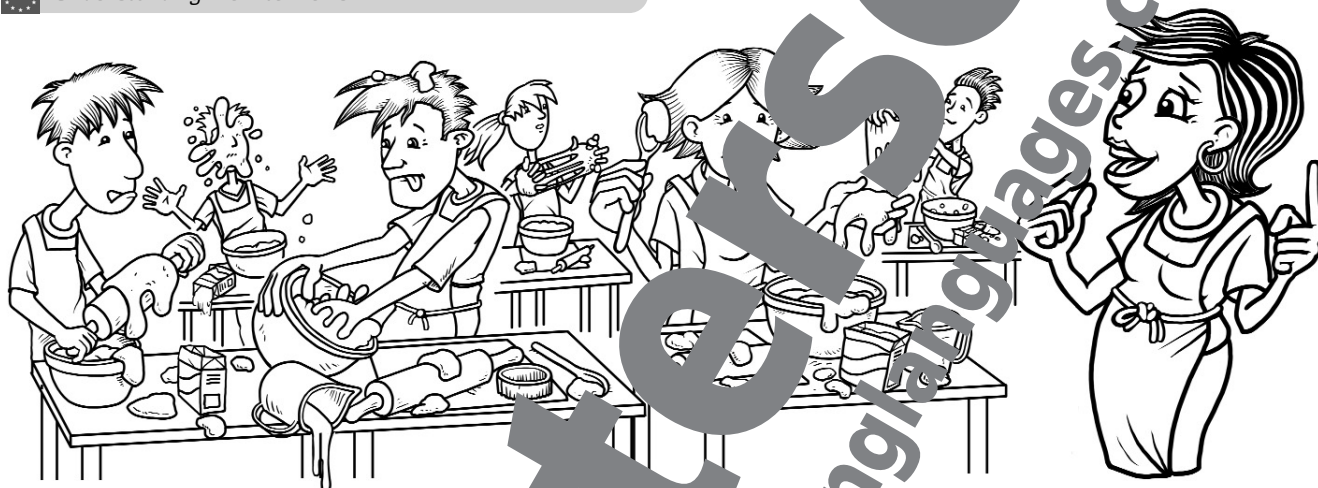
Name:

Class: Date:

Part A (45 minutes)

1 (27) Listen to part of a radio programme. Choose the best answer, a, b or c.

Understanding live interviews



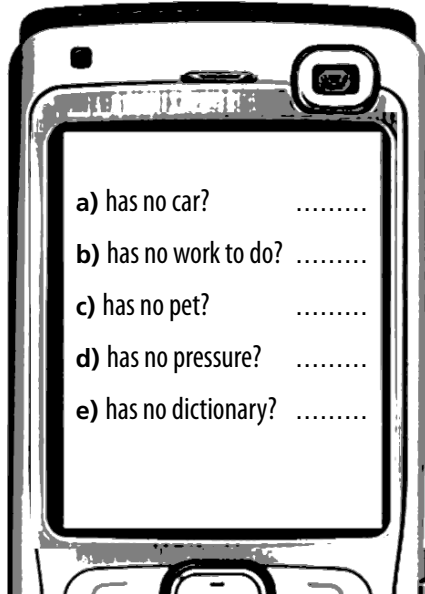
- 1 Mark Harrison is ...
- a) a radio presenter.
 - b) a cookery teacher.
 - c) in charge of a school.
- 2 The government is concerned because ...
- a) a lot of people are overweight.
 - b) schools have a lot of problems.
 - c) people can't cook.
- 3 Students ...
- a) will have to go to these lessons.
 - b) can choose to go to these lessons.
 - c) will take exams in this subject.
- 4 How long will a lesson be?
- a) twenty minutes.
 - b) forty-five minutes.
 - c) an hour or more.
- 5 People have a weight problem because ...
- a) their parents didn't teach them what to eat.
 - b) of the way we live.
 - c) they can't cook.
- 6 Students will learn to cook ...
- a) basic recipes.
 - b) many different types of food.
 - c) popular food.
- 7 Cookery lessons will ...
- a) help students get a good career.
 - b) be important for future mothers.
 - c) increase people's knowledge about food.
- 8 There might be a survey to find ...
- a) the UK's favourite meal.
 - b) suggestions for meals students should cook.
 - c) people's opinions about cookery lessons.

(8 marks)

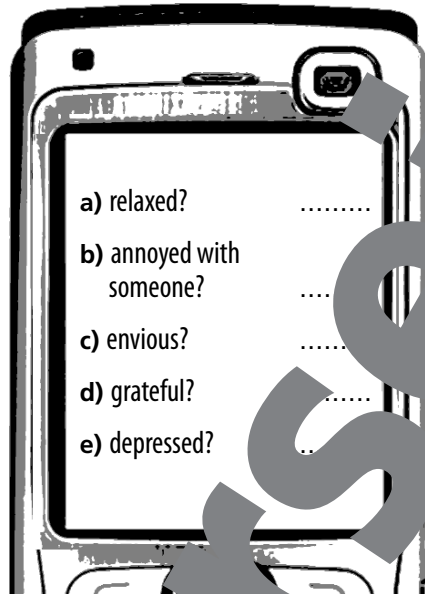
2 (28) Listen to the four recorded messages: 1, 2, 3 and 4, and answer the questions.

Understanding recorded messages and identifying tone

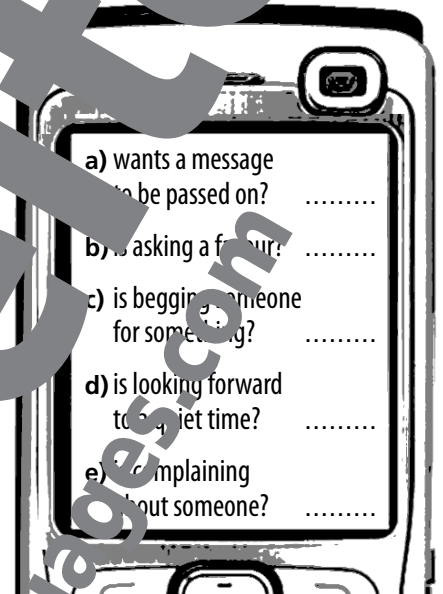
1 Who ...



2 Who is ...



3 Who ...



(15 marks)

3 (29) Listen to the conversation. Read the statements and circle True (T) or False (F).

Understanding animated conversation between native speakers

- | | | | | | |
|--------------------------------------|---|-----------------------------|--------------------------------------|---|---|
| 1 Dan went on a long skiing holiday. | | 4 Karen plans to go skiing. | T | F | |
| 2 Dan has an injury. | T | F | 5 Dan didn't pay for his holiday. | T | F |
| 3 Karen used to work at a gym. | F | T | 6 It's quite cheap to use ski lifts. | T | F |

(6 marks)

4 (30) Listen to these four people (1, 2, 3 and 4) talking about the same topics. Answer the questions.

Understanding viewpoints and lines of reasoning

- 1 What are they talking about?
- 2 Who (1, 2, 3 or 4) ...
- | | |
|---|--|
| a) thinks safety is a priority? | f) thinks they make people drive badly? |
| b) thinks they are pointless? | g) thinks some drivers don't like them? |
| c) thinks they are in the wrong places? | h) thinks people always find an answer to a problem? |
| d) thinks they make it easier for the police? | |
| e) thinks they can prevent accidents? | |

(10 marks)