



**EPT**

**ENGLISH  
PROFICIENCY  
TEST B1**

# The Proulex English Proficiency Test Manual

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**PROULEX®**  
Universidad de Guadalajara

**CEFR B1**

## Table of Contents

<b>Forward</b>	<b>3</b>	<b>Sample Reading and Writing Test</b>	<b>21</b>
<b>About the Proulex EPT B1</b>	<b>3</b>	Cover Sheet Reading and Writing Test	22
Who is the exam for?	3	Sample Reading Test Section 1	23
International English	3	Sample Reading Test Section 2	25
How the test is scored	3	Sample Writing Test Section 3	27
<b>Certificates</b>	<b>4</b>	Sample Writing Test Section 4	27
<b>Listening</b>	<b>5</b>	Sample Reading Answer Sheet Section 1 & 2	28
General description of the Listening	5	Sample Writing Answer sheet - Reading to write	29
Section 1 description	5	Sample Writing Answer sheet - Independent writing	30
Section 2 description	5	Answers to Reading	31
Section 3 description	5	<b>Speaking</b>	<b>32</b>
Constructs measured in Listening	5	Section 1 description and constructs measured	32
<b>Sample Listening Test</b>	<b>6</b>	Section 2 description and constructs measured	32
Cover Sheet Listening Test	7	Section 3 description and constructs measured	33
Sample Listening Test Section 1	8	Speaking Assessment Criteria	33
Sample Listening Test Section 2	10	Rubric	33
Sample Listening Test Section 3	11	Overview of the Rubric	34
Sample Listening Answer Sheet	12	Language Used in more detail	34
Sample Listening Test Scripts	13	<b>Sample Speaking Test</b>	<b>36</b>
Answers to Listening	16	Sample Speaking Test Section 1	37
<b>Reading and Writing</b>	<b>17</b>	Sample Speaking Test Section 2	37
General description of the Reading	17	Sample Speaking Test Section 3	37
Constructs measured in Reading	17	Speaking Test Section 2 Form	38
General description of the Reading to write and the Independent writing section	17	Candidate Task 1	39
Constructs measured in Writing	17		
Grading criteria for Reading to write and Independent writing	18		
Section 1 description	18		
Section 2 description	18		
Section 3 description	18		
Section 4 description	18		
Rubric	19		
Language Use in more detail	20		

## Forward

The **Proulex English Proficiency Test (EPT) B1** is a qualification of English proficiency at an intermediate level. The test is designed to meet international standards and is aligned with the Common European Framework of Reference (CEFR). Each version of the test went through rigorous procedures to assure stakeholders that they are receiving a high quality test which can be trusted for educational and business purposes. The test reflects the academic and travel situations candidates are presented with in a globalized world. With this in mind, different varieties of English are used in the listening and speaking tests. The exam mirrors the interactive nature of authentic language tasks where reading, writing, speaking, and listening are used in an integrated way. Thus, while candidates are preparing for the test they are developing transferable skills that can be used in real life situations.

## About the Proulex EPT B1

### Who is the exam for?

The Proulex **EPT B1** is aimed at Mexican young adults or teenagers who are typically in high school or college. These students often use English as a means of communication and research for school related activities, and need a certification to prove their level of proficiency to graduate from a college degree program, or after concluding a language course. The **EPT B1** is also a certification companies can use as proof of English proficiency for employment.

### International English

Learners are exposed to varieties of English through different international contexts. Therefore, this test accepts varieties of English as long as there is no hindrance to communication. The material used within the test is from various different English-speaking countries. Test candidates are allowed to use their own varieties of English, provided they are consistent.

### How the test is scored

All test candidates are given detailed results of the test and are given a score report.

The score report:

- The score is a result of a combination of the four skills being tested.
- The Reading test is worth 25%, the Listening 25%, the Reading to write and Independent writing 25%, and the Speaking 25%.
- Candidates will receive a graphic display of their performance in each skill.
- Both a percentage and a standardized score will be provided.
- Candidates will be informed of their results and the following certificates can be awarded:

## Certificates

### *Pass with Distinction*

Candidates who score exceptionally well will be given a certificate which states that they have shown a level of English at a high B1.

### *Pass with merit*

Candidates who receive a pass with merit will be given a certificate which states that they have shown a level of English at a good B1 level.

### *Pass*

Candidates who receive a pass will be given a certificate which states that they achieved the B1 level.

### *Borderline*

Candidates who receive a borderline will be given a certificate which states that they have shown a level of English at an A2.



## Proulex EPT B1 Listening

In the Listening section, there is a focus on the ability to understand meaning in communicative contexts. This section is divided into three parts. In the first part, candidates will hear a variety of short monologues or dialogues and will be required to identify key information by answering multiple choice questions. In the second part, candidates will listen to a longer piece of text where a topic is discussed in depth and they will be required to identify some general information and some detail by answering multiple choice questions. In the third part, candidates will hear comments from at least three different speakers related to the topic of the discussion from the second part. Candidates will be required to identify the gist, attitude and opinions of the speakers by responding to true/false statements. The listening texts reflect topics which students would encounter in daily life or educational settings. Candidates will only hear each recording once so the challenge of real life listening will be reflected. Some questions will show a speaker's mood or attitude towards content requiring candidates to notice stress and intonation as well as information. A variety of English accents will be used by the speakers to reflect the global nature of English.

### General description of the listening test

The listening is divided into three sections. There is a total of **25 questions**. Each of these questions is worth one point. In total the listening is worth **25% of the test grade**.

<b>Paper Format</b>	Divided into three sections
<b>Timing</b>	20 minutes
<b>Task Types</b>	Multiple choice /true/false/
<b>Sources</b>	Daily conversation as reflected in the media such as radio and podcasts
<b>Grading Criteria</b>	There are a total of 25 questions. Each question is worth one point for a total of 25.
<b>Length of the listening</b>	The discussion is about four minutes long. Students will be given time to read the questions before they listen to each section, and time to transfer their answers at the end of the test.

### Section 1 description

In section one, candidates listen to eight short conversations where they will hear conversations about everyday topics suitable for the **B1 level**. They are required to listen with attention in order to answer a question that will require them to focus either on the gist or details from the exchange. As well as conversations some announcements or recorded messages may be included.

### Section 2 description

In section two, candidates hear an in depth discussion about a topic and are required to distinguish fact from opinion and to listen for key pieces of information.

### Section 3 description

In section three, candidates listen to different people commenting on the topic of the discussion in section two. They will need to pay specific attention to the stress and intonation used by the speakers to convey their meaning.

### Constructs measured in listening

<b>Listening for gist</b>	-Listening for general understanding -Recognize how details embody a more general concept
<b>Listening for detail</b>	-Identify key information at the word level
<b>Listening for attitude</b>	-Identify the mood or attitude of speakers



# SAMPLE: Listening Test



# COVER SHEET

## LISTENING TEST

Candidate Name:

Candidate Number:

Center:

Date:

**Instructions:** You **have one minute** to **read** the questions in Section 1 for each question **there is a short recording** and **three choices**. In Section 2 **you will hear the listening ONCE**. And in Section 3 for each statements there is a short recording. **You will hear each recording ONCE**.

## Section 1

Look at questions 1 to 8. You have one minute to read the questions for Section 1. There are eight questions in this section. For each question there is a short recording and three choices.

**A**

### WRITE ANSWERS 1-8 ON YOUR ANSWER SHEET.

Now, listen and choose the correct answer. You will hear each recording ONCE.

1. How much did John's grade improve?

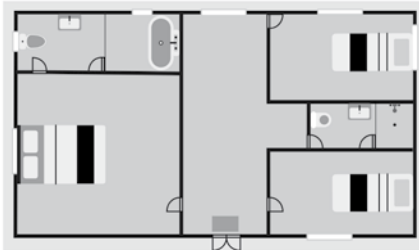
- A. 13%
- B. 31%
- C. 30 %

2. Which food has Rachel never eaten?

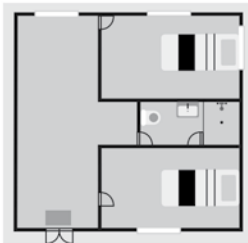
- A. Asian
- B. Korean
- C. Japanese

3. Which apartment is Gil describing?

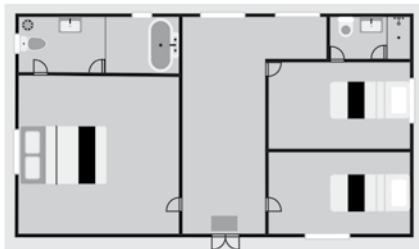
A.



B.



C.



4. What kind of business does Sofia have?

- A. web design
- B. hotel
- C. cafe

5. How will the tour be given?

- A. by car
- B. by bus
- C. on foot

6. What happened to Dave?

A.



B.



C.





7. What is Jane doing on Thursday?

A.



B.



C.



8. What was the present?

A. earrings

B. a cell phone

C. a ring

**Section 2**

Look at questions **9 to 13**. You **have one minute** to read the questions for Section 2.

**B****WRITE ANSWERS 9-13 ON YOUR ANSWER SHEET.****Answer the questions as you listen. You will hear the listening ONCE.****PART ONE**

**9.** The results come from a survey of how many travellers?

- A.** over a million
- B.** under a million
- C.** a million

**13.** Which attractions in Istanbul are mentioned?

- A.** palaces and gardens
- B.** festivals and flowers
- C.** markets and food

Put these cities in the correct order according to the survey.

**A.** London   **B.** Prague   **C.** Rome

1st Istanbul

**10.** 2nd \_\_\_\_\_

**11.** 3rd \_\_\_\_\_

4th **Hanoi**

**12.** 5th \_\_\_\_\_

Look at questions **14 to 18**. You **have one minute** to read the questions for Section 2.

**C****WRITE ANSWERS 14-18 ON YOUR ANSWER SHEET.****Answer the questions as you listen. You will hear the listening ONCE.****PART TWO**

**14.** Suzie

- A.** likes to live in big cities
- B.** likes to visit big cities
- C.** does not like big cities

**15.** Suzie thinks London is

- A.** beautiful
- B.** expensive
- C.** violent

**16.** Rick thinks people in New York are

- A.** cold
- B.** friendly
- C.** sleepy

**17.** Suzie likes Venice because she thinks it is

- A.** vibrant
- B.** romantic
- C.** isolated

**18.** The number to call is

- A.** 877 9322
- B.** 887 9332
- C.** 887 9322

### Section 3

**Look** at questions **19 to 25**. You **have one minute** to **read** the questions for Section 3. There are **seven statements** in this section. For each there is a short recording.

**D****WRITE ANSWERS 19-25 ON YOUR ANSWER SHEET.**

As you listen **circle** the correct answer **True** or **False**. You will hear each recording **ONCE**.

- |   |   |   |
|---|---|---|
| 19. Martin thinks London is expensive.                      | T | F |
| 20. Jane says you should avoid Cairo.                       | T | F |
| 21. Kevin recommends Venice.                                | T | F |
| 22. Tammy prefers Florence to Venice.                       | T | F |
| 23. Tom loves Mexico City.                                  | T | F |
| 24. The speaker agrees with Tom.                            | T | F |
| 25. Mark thinks New York is expensive, but worth the money. | T | F |

**Listening Sections**

Name \_\_\_\_\_ Date \_\_\_\_\_

Candidate Number \_\_\_\_\_ Center \_\_\_\_\_

**Section 1**

**A ANSWERS 1-8**

1. ☐ a ☐ b ☐ c ☐ d
2. ☐ a ☐ b ☐ c ☐ d
3. ☐ a ☐ b ☐ c ☐ d
4. ☐ a ☐ b ☐ c ☐ d
5. ☐ a ☐ b ☐ c ☐ d
6. ☐ a ☐ b ☐ c ☐ d
7. ☐ a ☐ b ☐ c ☐ d
8. ☐ a ☐ b ☐ c ☐ d

**Section 2**

**B ANSWERS 9-13**

9. ☐ a ☐ b ☐ c
10. ☐ a ☐ b ☐ c
11. ☐ a ☐ b ☐ c
12. ☐ a ☐ b ☐ c
13. ☐ a ☐ b ☐ c

**C ANSWERS 14-18**

14. ☐ a ☐ b ☐ c
15. ☐ a ☐ b ☐ c
16. ☐ a ☐ b ☐ c
17. ☐ a ☐ b ☐ c
18. ☐ a ☐ b ☐ c

**Section 3**

**D ANSWERS 19-25**

19. ☐ T ☐ F
20. ☐ T ☐ F
21. ☐ T ☐ F
22. ☐ T ☐ F
23. ☐ T ☐ F
24. ☐ T ☐ F
25. ☐ T ☐ F

## Sample Listening Test Scripts

### Section 1 Script

#### **A** ANSWERS 1-8.

There are **eight questions** in this section. For each question **there is a short recording** and **three choices**. You **have one minute** to look at the questions for Section 1.

Now, **listen** and **choose** the correct answer. **You will hear each recording ONCE.**

1. **F** Congratulations John, your results have improved this year.  
**M** Thanks Professor Brown, I did study much more.  
**F** Yes, your grades were 30% better than last year.
2. **M** Hi Rachel! Welcome! You're the first guest to arrive.  
**F** Hi, Barry.  
**M** I hope you're hungry there is lots of food...all Asian... Chinese, Japanese and Korean.  
**F** Korean! I've never tried that.
3. **M** This is the living room.  
**F** Oh it's nice and light, Gil.  
**M** The apartment has two bedrooms.  
**F** How about bathrooms?  
**M** Well, there is only one bathroom. It's between the two bedrooms.
4. **M** Sofia, why don't you tell us something about your business?  
**F** Well at Trio we design websites for restaurants, cafes and hotels. We are very small, two friends and I started it last year, but we already have quite a few contracts, so I might take on an extra person soon.
5. **F** Welcome to Boston. We hope you will enjoy your stay in our wonderful city. Our museums are among the finest in the country. Our attractions are endless... culture, art, history and great restaurants. Your exciting walking tour of Boston starts here at Quincy Market.
6. **M1** Have you ever had to go to a hospital Dave?  
**M2** Well once but only to ER.  
**M1** What happened?  
**M2** Well I fell off my skateboard and broke my leg.
7. **M** Would you like to go dancing on Thursday Jane?  
**F** Sorry, but I have my yoga class that day.  
**M** How about Friday?  
**F** Friday I'm visiting a friend.
8. **F** Last night, I got an amazing present from John.  
**M** Was it that cell phone you wanted?  
**F** Keep guessing...  
**M** A dress? Earrings?  
**F** No, it was a ring, a diamond ring!  
**M** Wow...so now you're engaged.



## Section 2 Script

### **B** ANSWERS 9-13.

**Look** at questions **9 to 13**. You **have one minute** to **read** the questions.

**Answer** the questions **as you listen**. You will hear the listening **ONCE**.

#### PART ONE

**M** Good morning listeners, let's start today's program with the results of our Travellers' Voice Survey of the top five tourist destinations this year. These cities were chosen based on reviews from nearly a million travellers. So coming in at number five is Prague, at four we have Hanoi and that's in Vietnam, just in case you weren't sure, number three is Rome and two is London and the top pick, number one for this year is Istanbul in Turkey. Well Susie, what do you think of these results?

**F** I think Istanbul is a great choice for number one. It's a real favourite of mine...a truly magical city...modern and exotic at the same time and it has amazing markets and food, also wonderful churches and mosques and so much history.

**M** Yes and still not too expensive for the budget traveller.

Now **check your answers** from questions **9 to 13**.

**Instructions:** **Look** at questions **14 to 18**. You **have one minute** to **read** the questions.

**Answer** the questions **as you listen**. You will hear the listening **ONCE**.

### **C** ANSWERS 14-18.

#### PART TWO

**M** So our topic today is your favourite city to

live in or to visit and later in the program we'll be reading your tweets and taking your calls so don't forget to call us at 887 9322 or text at #(hash tag) morning madness.

Now I love big cities, but I understand you are not so keen on them Suzie.

**F** Well Rick, that's not quite true. I do like to visit big cities; I just don't want to live in one.

**M** Why not Suzie?

**F** To begin with, big cities are usually expensive. Take London for example, the cost of housing and the cost of transport is so high ...and then there is the noise and the pollution.

**M** ... but how about all the great free stuff... museums... exhibitions and parks?

**F** Yes, I suppose that's true...

Well Rick you've lived all over the world, so what's your favourite city?

**M** Oh, that's a very tough question to answer, but I am going to say New York.

**F** New York, why?

**M** It's just so vibrant, so alive and it really is the city that never sleeps. It's got so many great art galleries, amazing shops and the people are really cool and friendly too.

And you Suzie, what's your favourite city to visit?

**F** To visit? Mm I think I'm choose Venice.

**M** ... why?

**F** It's just so different. There are no cars. You have to walk or use the canals, so there are no traffic problems. I just love the architecture and it's really romantic.

**M** Okay that's what we think, but now we want to hear from you. So call us at 887 9322 or tweet at # (hash tag) morning madness. After the break, we will take your calls.

Now **check your answers** from questions **14 to 18**.

## Section 3 Script

### **D** ANSWERS 19-25.

**Look** at questions 19 to 25. You **have one minute** to **read** the questions for Section 3. There are **seven statements** in this section. For each there is a short recording.

As you listen **circle** the correct answer **True** or **False**.  
**You will hear each recording ONCE.**

19. **M** My name's Martin and I disagree with Suzie.  
I live in London and I think it's a great place to live. I wouldn't live anywhere else even if it does cost a lot.
20. **F** Hi, I'm Jane.  
My favorite city in the world was not mentioned in the list.  
It's Cairo. I know some people think it's dangerous, but I just don't agree. I've been there for work seven times in the last few years and I think it's very safe if you know where to go and where to avoid.
21. **M** Here's a tweet from Kevin and he doesn't share Suzie's enthusiasm for Venice. He says "I went to Venice for a weekend break last year and I hated it. It was crowded and it smelled bad. I wouldn't go back."
22. **F** And here is another tweet to do with Venice. Tammy thinks that Florence has much more to offer than Venice especially the galleries.
23. **M** Hi it's Tom here, I just want to say no one has talked about my favorite city yet, that's Mexico City. It's lots of fun, full of history and the food is out of this world.

24. **M** I think you're right Tom... I lived happily in Mexico City for two years and it would certainly be in my top five cities.
25. **M** We only have time for one more tweet and this is from Mark. He went to New York last year and he says it's overrated and over-priced ...well Mark we will have to agree to disagree on that.

## Answer to Listening Test

### Section 1

#### **A** ANSWERS 1-8.

1. C
2. B
3. B
4. A
5. C
6. C
7. B
8. C

### Section 2

#### **B** ANSWERS 9-13.

##### PART ONE

- |       |       |
|-------|-------|
| 9. B  | 13. C |
| 10. A |       |
| 11. C |       |
| 12. B |       |

#### **C** ANSWERS 14-18.

##### PART TWO

- |       |       |
|-------|-------|
| 14. B | 17. B |
| 15. B | 18. C |
| 16. B |       |

### Section 3

#### **D** ANSWERS 19-25.

19. True
20. False
21. False
22. True
23. True
24. True
25. False

## Proulex EPT B1 Reading and Writing

In the Reading and Writing section, these two skills are assessed both in isolation and in an integrated way. The section is broken up into three parts: **first** the long reading text, **second** three short reading texts, **third** a reading to write section, and **fourth** an independent writing section. The reading texts reflect topics which students would encounter in an educational setting. The Reading to write section assesses abilities such as analyzing and synthesizing information from various texts to produce an essay. The Independent writing section focuses on independent writing without any textual support. The way in which the reading and writing section is given is meant to replicate the situations students are likely to encounter in higher education in Mexico. It also replicates situations students may face when they study in English speaking countries.

### General description of the Reading section

The Reading section is divided into two sections. There is a total of 25 questions. Each of these questions is worth one point.

<b>Paper Format</b>	Divided into two sections
<b>Timing</b>	40 minutes
<b>Task Types</b>	Matching, true/false/not given, multiple choice and gap fill.
<b>Sources</b>	Newspaper articles; encyclopedia; magazines; and websites
<b>Grading Criteria</b>	There is a total of 25 questions. Each question is worth one point.
<b>Length of reading</b>	The first section consists of one long reading text of 400 words and five paragraphs. The second reading section consists of three short texts which in total have 400 words.

### Constructs measured in Reading texts

#### Skimming

- Read for general understanding
- Recognize how details embody a more general concept

#### Scanning

- Identify key words or information within a text
- Extract details from short texts

#### Making Inferences

- Inferences can be made from the text

#### Deducing meaning from context

- Derive meaning of words from short texts
- Understand important points within a text

#### Summarizing

- Paraphrase information from various texts
- Report key ideas from various texts
- Transfer information from reading to writing

### General description of the Reading to write and the Independent writing section

The Reading to write and the Independent writing section is divided into two sections. In the former, students will use the texts from the Independent reading section to support their writing. In the latter, students write an essay without textual support. In total the Reading to write and Independent writing is worth 25% of the exam grade.

#### Paper Format

Divided into two sections

#### Timing

50 minutes

#### Task Types

Responding to a prompt and/or answering a question

#### Grading Criteria

Rubric: Integration, Task Achievement, Organization and Language Use

#### N.B. Integration is only used in the reading to write task.

**Length of reading** The first section consists of one long reading text of 400 words and five paragraphs. The second reading section consists of three short texts which in total have 400 words.

### Constructs measured in Writing

#### Integration

- Analyzing and synthesizing information from reading texts
- Summarizing or paraphrasing information from a reading text
- Showing understanding of a reading text

#### Task achievement

- Meeting the word count
- Using the appropriate register and style
- Fully responding to the prompt or question

#### Organization

- Writing coherent paragraphs
- Using effective cohesive devices

#### Language use

- Using a range of vocabulary and grammar accurately

## Grading criteria for Reading to Write and Independent writing

Candidates are assessed on their performance in the reading to write section in four distinct areas: Integration, Task Achievement, Organization and Language Use. In the extended writing, they are assessed in the same way except for Integration. They are graded on a zero to four point scale in each area by two examiners and their final writing grade is the average of the two examiners score.

### Assessment Scales

#### Integration

— whether the writer selects important information from the reading and uses it in the writing.

#### Task Achievement

— whether the writer addresses the given task using appropriate register and style.

#### Organization

— whether the writer organizes the text in a coherent and cohesive manner at paragraph and sentence level.

#### Language use

— whether the writer uses a range of lexis and grammar structures in an accurate manner.

## Section 1 description

In this Section, candidates have to read a long text which is based on authentic sources and deals with the following topics: travel, money, health and fitness, learning a foreign language, festivals, means of transport and music.

The candidates answer **15 questions** related to the text. The first five questions involve a task where candidates have to match a heading to the appropriate paragraph. The objective of this task is to check candidates' ability to understand key details within a paragraph. Questions 6-10 are statements and candidates have to decide if they are true, false or not given according to the text. Students should read the statements carefully and check the statements with the text. In questions 11-15 candidates have four possible responses. These questions deal with vocabulary in context, general understanding and making inferences. Students should look for specific words and try to deduce their meaning through the context they are placed in. The questions based on inferences will test candidates' general understanding of the text.

## Section 2 description

In this Section, candidates have to read three short texts which are based on authentic sources and deal with the following topics: travel, money, health and fitness, learning a foreign language, festivals, means of transport and music.

The candidates answer **10 questions** related to the text. Questions 16-20 involve a task where five statements are given and candidates have to decide if they are true, false or not given according to the text. The objective of this task is to check candidates' ability to understand key details within a paragraph. The last five questions 21-25 consist of a summary completion. Candidates have to go back to the texts and find the words that correctly substitute the blanks. Candidates should read the summary and text carefully to make sure they have chosen the best option.

## Section 3 description

In Section three, candidates **have to write an essay**, which is related to the reading texts in Section 2. In order for candidates to receive high marks, it is necessary that they make use of the information in the reading texts in their writing. The candidates will be graded using a rubric with the following traits **(1) Integration--** whether the writer selects important information from the reading and uses it in the writing; **(2) Task achievement--** whether the writer addresses the given task using appropriate register and style; **(3) Organization--** whether the writer organizes the text in a coherent and cohesive manner at paragraph and sentence level; **(4) Language use--** whether the writer uses a range of lexis and grammar structures in an accurate manner.

## Section 4 description

Section four is **independent writing with no reading texts used as support**. The Integration trait will not be graded in this section.



## Rubric

B1	Integration	Task Achievement	Organization	Language Use
4	<p>A complete understanding of straightforward concepts from reading sources.</p> <p>Content chosen from reading are both accurate and appropriate.</p> <p>The transference of information from the reading texts is done well with good use of paraphrasing.</p>	<p>The writing content is always relevant.</p> <p>Writer uses appropriate style and register throughout the text.</p> <p>All requirements (genre, purpose and word count) are met.</p>	<p>The essay is clearly and logically organized, using appropriate and effective cohesive devices.</p>	<p>A range of vocabulary is used with a high level of accuracy.</p> <p>A range of simple and complex grammatical structures are used with few errors.</p> <p>Errors do not impede understanding.</p>
3	<p>A mostly complete understanding of straightforward concepts from reading sources.</p> <p>Content chosen from reading are mostly accurate and appropriate.</p> <p>The transference of information from reading texts is mostly done well with only a few lifted ideas and disconnected thoughts.</p>	<p>The writing content is mostly relevant.</p> <p>The writer uses mostly appropriate style and register.</p> <p>Most requirements (genre, purpose and word count) are met.</p>	<p>The essay is generally well organized, including reasonable use of paragraphing with some suitable use of cohesive devices.</p>	<p>A range of vocabulary is used with some issues of accuracy and vagueness.</p> <p>A range of simple and limited complex grammatical structures are used with some errors when using complex structures.</p> <p>While there are some errors the meaning of the text is clear.</p>
2	<p>An acceptable understanding of straightforward concepts from reading sources.</p> <p>Content from reading are acceptable.</p> <p>The transference of information from reading texts is acceptable with some lifted ideas and disconnected thoughts.</p>	<p>The writing content is somewhat relevant.</p> <p>The writer uses some appropriate style and register.</p> <p>Most requirements (genre, purpose and word count) are met at an acceptable level.</p>	<p>Organization can be followed. However, there may be a lack of paragraphing. There are some repeated cohesive devices.</p>	<p>Basic grammatical structures are used with frequent errors. Subordination is rarely attempted.</p> <p>While there are some errors the meaning of the text is clear.</p> <p>An acceptable range of vocabulary is used with issues of accuracy and vagueness.</p>
1	<p>Understanding of straightforward concepts from reading sources are not understood at an acceptable level.</p> <p>Content from reading are not acceptable.</p> <p>The writing demonstrates insufficient and irrelevant use of transference from reading.</p>	<p>The writing content shows little relevance to the task.</p> <p>The writer uses frequent inappropriate style and register.</p> <p>Many requirements (genre, purpose and word count) are not met.</p>	<p>Organization is hard to follow with little and ineffective use of cohesive devices.</p>	<p>A limited range of vocabulary and grammar is used.</p> <p>Errors frequently impede meaning.</p>
0	<p>Exam is void.</p> <p>No attempt was made.</p>			

## Language Use in more detail

### **Band 4 (High B1)**

#### **Functions**

Expressing agreement and disagreement  
Giving suggestions and recommendations  
Discussing advantages and disadvantages  
Writing someone about a past event in detail

#### **Grammar**

Use of compound sentences and, but, so, or, for, nor, yet, or  
Modals and phrases used to give advice and make suggestions, eg should/ought to, could, you'd better  
Use of second and third conditional  
Use of concession, eg although  
Infinitive of purpose  
Use the past continuous for past plans and intentions  
Use of non-defining relative clauses

#### **Vocabulary**

Vocabulary specific to the subject matter  
Vocabulary to speak about a wide range of topics  
Less common phrasal verbs  
Use of expressions for the above stated functions

### **Band 3 (Mid B1)**

#### **Functions**

Making predictions about the future  
Comparing and contrasting different options  
Describing past actions over a period of time  
Negotiating a simple agreement

#### **Grammar**

Zero and first conditionals  
Reduced defining clauses  
Present continuous for future use  
Modals of obligation and necessity/certainty and uncertainty.  
Make use of parallel comparatives, eg The more you work, the less time you have  
Use of prefixes and suffixes

#### **Vocabulary**

Vocabulary specific to the subject matter  
Quantifiers, eg all, any, enough, less, both, each, either  
Expressions for past, present and future times  
Use of expressions for the above stated functions

### **Band 2 (Low B1)**

#### **Functions**

Describing future events and intentions  
Giving opinions using simple language  
Conveying simple information

#### **Grammar**

Present perfect tense, eg for, since, ever, never, just  
Connecting clauses using because  
Simple adjectives and adverbials of quantity, eg a lot of, not very much, many  
Showing preference, eg I'd rather, I prefer

#### **Vocabulary**

Vocabulary specific to the subject matter  
Descriptive adjectives for likes, dislikes, hobbies and themselves  
Use of expressions for the above stated functions

### **Band 1 (A2 Equivalent)**

#### **Functions**

Using simple polite forms of greeting  
Answering and responding to simple questions  
Making simple comparisons

#### **Grammar**

Simple forms of future, eg I am going to Florida, I will leave tomorrow  
Before and after  
Comparatives and superlatives  
Past simple tense of regular and common irregular verbs  
Use of WH-questions

#### **Vocabulary**

Vocabulary specific to the subject matter  
Descriptive adjectives to describe people using simple language  
Adverbs of frequency, eg often, sometimes, never  
Adverbial phrases of frequency, eg once a week, every so often, twice a month  
Expressions for the past, eg last week, yesterday  
Use of expressions for the above stated functions



# SAMPLE: Reading and Writing Test



# COVER SHEET

## READING AND WRITING TEST

Candidate Name:

Candidate Number:

Center:

Date:

**Instructions:** You are allowed **90 minutes** to complete all **4 sections**. The first two sections measure your reading comprehension. The third section measures your ability to integrate reading to writing. The fourth section measures your independent writing ability. You should spend **40 minutes** on the **first two sections** and **50 minutes** on the **last two**.

## Section 1

**Read** the following passage about “Living Abroad.”

### LIVING ABROAD

#### **Paragraph 1**

For a lot of young people, living abroad is one of the most important experiences of their lives. Most people feel a wide range of emotions before leaving their home country, but once they arrive in a new place everything is different and life becomes an adventure at every turn. The language, the food, the architecture and the people are fascinating. Travelers talk to people who speak their language and are friendly to foreigners.

#### **Paragraph 2**

After a while, the initial excitement of being in a new country starts to wear off. More unfavorable experiences lead to frustration. Language **barriers** and differences between public hygiene, traffic regulations and food quality may cause a feeling of disconnect. People begin to feel lonely and have problems with simple tasks like treating illness, getting a bus or paying for something. This time is especially difficult for young students who are used to having parental support.

#### **Paragraph 3**

This stage of frustration is a passing one, however, since the cultural differences eventually become more acceptable and with time, the language becomes less of a problem.

Friends are made and travelers begin to feel comfortable with the culture, people and food. It is a time of exploration where new places and experiences are appreciated.

#### **Paragraph 4**

Eventually the culture in the host country feels less foreign and more like another home. The aspects of the culture that are different from a traveler’s home country are no longer cause for frustration. The host country is now a place to live life, study and work to one’s full potential. Deeper relationships and community ties are formed.

#### **Paragraph 5**

When it’s time to return home, things are not always as expected. Your outlook on life has changed after spending time learning customs and beliefs, new patterns of thought and behavior are formed to fit into a host country. Coming home then can result as a shock as the changes which have taken place become evident. Things at home are seen in a new perspective. However, people from the home country may not be interested about the returning traveler’s experience and new perspective. This may cause a feeling of rejection and a desire to return back to the host country.

**A**

**WRITE ANSWERS 1-5 ON YOUR ANSWER SHEET.**

**Read** the headings carefully. **Choose** the best heading for each paragraph. **Use** the letters **A-F**. One heading will NOT be used.

1. Paragraph 1 \_\_\_\_\_
2. Paragraph 2 \_\_\_\_\_
3. Paragraph 3 \_\_\_\_\_
4. Paragraph 4 \_\_\_\_\_
5. Paragraph 5 \_\_\_\_\_

- A Reverse culture shock**
- B Adjustment and exploration**
- C Hard times**
- D At home in the host country**
- E The honeymoon stage**
- F Feeling racism or benefits of studying abroad**



**B WRITE ANSWERS 6-10 ON YOUR ANSWER SHEET.**

Read the statements 6-10. Do the statements agree with the article? **Choose** either **True**, **False**, or **Not Given**.

<b>T</b>	if the statement agrees with the text
<b>F</b>	the statement does not agree with the text
<b>NG</b>	if the information in the statement is not given in the text

- |  |   |
|--|---|
| <p>6. _____ People have a feeling of loneliness as soon as they arrive to the host country.</p> <p>7. _____ Young students from overprotective parents would find it hard to live abroad.</p> <p>8. _____ You should get professional help if you feel depressed abroad.</p> | <p>9. _____ After a while, the host country feels like home.</p> <p>10. _____ Friends in the home country may not pay attention to your stories of travelling abroad.</p> |
|--|---|

**C WRITE ANSWERS 11- 15 ON YOUR ANSWER SHEET.**

**Choose** the best answer to the following questions.

- |  |  |
|--|--|
| <p>11. The word “barriers” in bold in paragraph 2 has the most similar meaning to</p> <p>A. withdrawals</p> <p>B. obstacles</p> <p>C. prejudices</p> <p>D. crises</p> <p>12. The text mainly discusses</p> <p>A. the difficulties that people will face when living abroad.</p> <p>B. the stories of travelling abroad.</p> <p>C. the effect of depression on travelers.</p> <p>D. the stages that people go through when they live abroad.</p> <p>13. According to the text, what is NOT a reason people begin to feel negatively about their host country?</p> <p>A. language barriers</p> <p>B. transportation issues</p> <p>C. not enough security</p> <p>D. buying things</p> | <p>14. According to the text, why might you feel like a stranger when you return to your home country?</p> <p>A. You have problems with the language.</p> <p>B. You have gotten used to the culture and way of doing things in the host country.</p> <p>C. You have forgotten the traditions.</p> <p>D. You miss your friends and community from the host country.</p> <p>15. Living abroad is</p> <p>A. an exciting experience.</p> <p>B. a frightening experience.</p> <p>C. a life changing experience.</p> <p>D. a great way to meet new people.</p> |
|--|--|

## Section 2

Read the following passages about sustainable living and answer the questions about them. (Q16-25)

### Text A

#### THE 50/20/30 RULE

There are so many ways to spend money that finding a way to budget may seem impossible. The 50/20/30 rule tries to address this issue by showing you how to allocate your money in the best way possible using percentages: 50% is used for what are essential payments (rent, phone, internet, tuition, food, gas), 20% is for saving and 30% is used for leisure and entertainment purposes. When you are following a budget, you need to first make sure your essentials are covered and then your savings. You should not feel guilty about spending on leisure and entertainment as long as you have already covered the essential payments and your savings.

### Text B

#### MONEY SAVING TIPS

Here are some tips that can help you save money on a daily basis.

1. Pay yourself first. This means that a certain part of your paycheck should go to your savings before you have a chance to spend it on something else.
2. Avoid debt. The next time you want to make an expensive purchase, think about how much more you will be paying if you get it on credit. Sometimes it is unavoidable, like for the purchase of a house. In cases

like this, make the biggest deposit possible so that you will be able to pay off your debt faster and spend less on interest.

3. Have a plan. It is easier to save money if you have goals and a timeframe. First, set small reasonable goals. Once these have been accomplished, think about bigger ones and monitor your goals on a regular basis.
4. Keep a budget. At the beginning of every month, write out how much you plan to spend and on what. Be sure to record your expenses.

### Text C

#### WHY SAVE MONEY?

With so many bills and expenses, it may seem impossible and unrealistic to actually save money. However, even if you start with just a little, over time and with some effort you should be able to improve your financial situation. By saving money you gain peace of mind. Instead of worrying about paying the rent you can focus on more enjoyable experiences for your family and yourself. The more money you have saved, the more freedom you have. If you hate your job, saved money gives you the power and safety to make changes. For example, you can quit your job and look for a new one, but only if you saved money to live off of. Moreover, money can work for you. If you have saved money and invest in the stock market or real estate, you can make money off investments.

## D WRITE ANSWERS 16-20 ON YOUR ANSWER SHEET.

Read statements 16-20. Do the statements agree with the articles? Choose either **True**, **False**, or **Not Given**.

<b>T</b>	if the statement agrees with the text
<b>F</b>	the statement does not agree with the text
<b>NG</b>	if the information in the statement is not given in the text

- |   |   |
|---|---|
| <p>16. _____ The most common reason to budget is to buy a new house.</p> <p>17. _____ You should spend a fourth of your income on fun and relaxation.</p> <p>18. _____ There are some cases where you need to use credit.</p> | <p>19. _____ You can save money by buying things on sale.</p> <p>20. _____ You are more likely to be relaxed and independent if you have saved money.</p> |
|---|---|

**E WRITE ANSWERS 21-25 ON YOUR ANSWER SHEET.**

**Complete** the summary notes below according to the 3 texts in **Section 2**. Use a word or phrase of up to 3 words to complete the missing information in the gaps **21-25**.

**Important:** You **MUST** only use words from the text.

**Example:**

It is important to have saved money.  
If you plan to quit your job.

---

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**THE 50/20/30 RULE**

- » a method to start saving
- » first pay what is **21**\_\_\_\_\_ then savings and finally use the rest on fun
- » no guilt in spending after paying essentials and savings.

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**MONEY SAVING TIPS**

- » take some of your money from every paycheck and put it into your **22**\_\_\_\_\_ before you spend it
- » there is a higher cost when using **23**\_\_\_\_\_
- » important to make note of what you buy

---

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**WHY SAVE MONEY?**

- » unrealistic—hard to do
- » with saved money you obtain **24**\_\_\_\_\_
- » Instead of working for money, make profits from **25**\_\_\_\_\_

### Section 3

Reading to Write Section 3.

**F** **WRITE ON YOUR ANSWER SHEET.**

**Write** an essay (**125- 150 words**) on the importance of money. You **MUST** use information from **EACH** of the reading texts in **Section 2**.

**Important:** You **MUST** not copy complete sentences. You **MUST** use your own words.

- Describe the money saving formula.
- Recommend ways to save money.
- Explain why you should save money.

**Prepare an outline of your ideas in the box below before you start writing.**

### Section 4

**G** **WRITE ON YOUR ANSWER SHEET.**

**Write** a letter to a friend about a pleasant experience you had on your last vacation (**about 125-150 words**).

- Describe where and when it happened.
- Explain why this memory is special.

**Prepare an outline of your ideas in the box below before you start writing.**

Reading Sections

Name \_\_\_\_\_ Date \_\_\_\_\_

Candidate Number \_\_\_\_\_ Center \_\_\_\_\_

**Section 1**

**A ANSWERS 1-5**

1. (A) (B) (C) (D) (E) (F)
2. (A) (B) (C) (D) (E) (F)
3. (A) (B) (C) (D) (E) (F)
4. (A) (B) (C) (D) (E) (F)
5. (A) (B) (C) (D) (E) (F)

**B ANSWERS 6-10**

6. (T) (F) (NG)
7. (T) (F) (NG)
8. (T) (F) (NG)
9. (T) (F) (NG)
10. (T) (F) (NG)

**C ANSWERS 11-15**

11. (A) (B) (C) (D)
12. (A) (B) (C) (D)
13. (A) (B) (C) (D)
14. (A) (B) (C) (D)
15. (A) (B) (C) (D)

**Section 2**

**D ANSWERS 16-20**

16. (T) (F) (NG)
17. (T) (F) (NG)
18. (T) (F) (NG)
19. (T) (F) (NG)
20. (T) (F) (NG)

**E ANSWERS 21-25**

21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



## Section 3: Answer sheet - Reading to write

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

## Answers to Reading Test

### Section 1

#### **A** ANSWERS 1-5.

- 1. E
- 2. C
- 3. B
- 4. D
- 5. A

#### **B** ANSWERS 6-10.

- |       |       |
|-------|-------|
| 6. F  | 9. T  |
| 7. T  | 10. T |
| 8. NG |       |

#### **C** ANSWERS 11-15.

- |       |       |
|-------|-------|
| 11. B | 14. B |
| 12. D | 15. C |
| 13. C |       |

### Section 2

#### **D** ANSWERS 16-20.

- |        |        |
|--------|--------|
| 16. NG | 19. NG |
| 17. F  | 20. T  |
| 18. T  |        |

#### **E** ANSWERS 21-25.

- |               |  |
|---------------|--|
| 21. essential | 24. peace of mind/freedom/more freedom |
| 22. savings   | 25. investments/your investments       |
| 23. credit    |  |

## Proulex EPT B1 Speaking

The test will assess whether candidates have sufficient spoken proficiency, as outlined by the CEFR, to be awarded a **B1 level** certification. The interview will be conducted face to face and there will be two examiners who will alternate roles (assessor and interlocutor) and two candidates in each test.

The complete test will take around 10 - 11½ minutes. In the case of there being an uneven number of candidates taking the test on any given session, the last speaking test will be given to a group of three. The complete test for three candidates will take from 14 ½ - 15 ½ minutes.

The speaking test counts as **25% of the grade** for the whole test. The interview is divided into three sections as follows:

	Pairs	Groups of 3
<b>Section 1</b> Personal Information	1½ - 2 minutes	3 minutes
<b>Section 2</b> Pre-Prepared long turn plus follow up question	4½ - 5 minutes	6 ½ - 7 minutes
<b>Section 3</b> Peer discussion task	4-4 ½ minutes	5-5 ½ minutes
<b>Total Time</b>	<b>10 - 11½ minutes</b>	<b>14 ½ - 15 ½ minutes</b>

### Section 1 description

In this section, candidates answer questions about personal information and what they do. They should communicate their basic personal information, express how they feel and what they do on a daily basis.

The two examiners will make sure the candidates feel at ease and strive to elicit the best sample of English from the candidates. Section one will last from one and a half to two minutes or three minutes for groups of two or three.

### Section 1 constructs measured

Section 1 is designed to measure that candidates can:

- respond to questions on familiar subjects;
- carry out a structured interview with some spontaneous follow up questions;
- give simple reasons to justify a viewpoint on a familiar topic.

### Section 2 description

For section two, candidates will speak on a prepared topic independently for one to two minutes. They will have some time to prepare their topic from the list of authorized topic areas before the test commences. When they complete their mini talk, the examiner may ask one follow up question to close the topic.

Before the test commences, candidates are given a list of suggested topics from which they must select one. They will be given the list of topics such as: the environment, movies, future plans, hobbies, holidays, pets, music, famous people, favorite places and favorite foods. Candidates will be able to make notes on their chosen topic. These notes will be submitted to the examiner in the form of a mind map on an official note sheet during the test. The mini talk should not be read out or memorized before the exam. This part will last for four and a half to five minutes or six and a half to seven minutes for groups of three.

### Section 2 constructs measured

Section 2 is designed to measure that candidates can:

- speak on a prepared familiar topic with little prompting;
- respond to questions on familiar subjects;
- express their thoughts in some detail on cultural topics (e.g. music, movies);
- use a basic repertoire of conversation strategies to maintain a discussion with their peer or the interlocutor;
- take initiative in an interview, but might be dependent on the interviewer;
- use appropriate linking expressions to signal transitions within a presentation;
- describe dreams, hopes and ambitions;
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points;
- respond to a supplementary question based on what they have just talked about.

### Section 3 description

In the final part of the speaking test, candidates will be given a topic card which will prompt a discussion in pairs or a group of three. Candidates should address each other rather than the examiner in this discussion phase and be able to exchange views and reach an outcome with little support. Candidates should discuss the advantages and disadvantages of each of the prompts before reaching a consensus of opinion. This part will last four to four and a half minutes for pairs and five to five and a half minutes for groups of three.

## Section 3 Constructs Measured

Section 3 is designed to measure that candidates can:

- compare and contrast alternatives about what to do, where to go, etc;
- express belief, opinion, agreement or disagreement;
- enter into unprepared conversation on familiar topics;
- give and seek personal opinions on topics of interest;
- express opinions and attitudes using a range of basic expressions and sentences;
- signal they want to bring the conversation to an end;
- use a suitable phrase to invite others into a discussion;
- repeat back what is said to confirm understanding and keep a discussion on course;
- use a basic repertoire of conversation strategies to maintain a discussion.

## Speaking Assessment Criteria

Candidates are assessed on their performance in the speaking test in four distinct areas: Fluency, Language Use, Interaction and Pronunciation. They are graded on a zero to four point scale in each area by both examiners and their final speaking grade is the average of the two examiners' scores.

Candidates may be awarded a half point grade indicating that they have achieved some but not all of the descriptors from the above band. For example, a candidate receiving three point five would have satisfied all of the descriptors for band three, but only some of the descriptors for band four.

For more information, please see the rubric below.

## Rubric

B1	Fluency	Language Use (Grammar and Vocabulary)	Interaction	Pronunciation
4	<p>Able to maintain fluid flows of speech with occasional hesitation.</p> <p>Able to use a range of connectives and discourse markers despite some repetition. Relevant contributions.</p>	<p>Produces basic sentences with accuracy. More complex sentences attempted though less successfully.</p> <p>Produces a range of vocabulary on familiar and unfamiliar topics. Shows some awareness of style and register.</p>	<p>Responds appropriately and produces long turns with little effort.</p> <p>Develops the interaction and guides it to a clear outcome independently.</p>	<p>Intonation and word stress generally accurate.</p> <p>Can be understood throughout.</p>
3	<p>Willing to produce extended flows of speech despite frequent hesitation.</p> <p>Attempts to use a small range of cohesive devices with regular repetition. Mostly relevant contributions</p>	<p>Produces simple sentence forms though errors are frequent they do not affect understanding. Complex sentences rarely attempted.</p> <p>Produces a range of vocabulary on familiar topics, but limited flexibility on unfamiliar ones.</p>	<p>Responds appropriately and extensively.</p> <p>Develops the interaction and guides it to an outcome with little prompting.</p>	<p>Shows some control of intonation and word stress despite occasional lapses.</p> <p>Can be mostly understood.</p>
2	<p>Attempts to produce flows of speech but with noticeable pauses.</p> <p>Able to link basic sentences using limited cohesive devices. Occasional loss of coherence</p>	<p>Produces basic sentences and some simple sentences but subordination is rarely attempted.</p> <p>Able to talk about familiar topics using simple vocabulary.</p>	<p>Generally responds appropriately and attempts to extend the interaction, but may only produce short phrases.</p> <p>Develops the interaction with some prompting and support.</p>	<p>Has limited control of intonation and word stress. Individual sounds generally correct.</p> <p>Can generally be understood with occasional mispronunciation causing difficulty for the listener.</p>
1	<p>Flows of speech rare and separated with long pauses.</p> <p>Use of cohesive devices minimal. Regular loss of coherence.</p>	<p>Limited success in producing basic sentence forms</p> <p>Insufficient or limited lexis in other areas.</p>	<p>Responses may be single words only.</p> <p>Needs frequent prompting and support.</p>	<p>No examples of intonation but some control of word stress.</p> <p>Individual words often mispronounced.</p> <p>Sometimes difficult to understand.</p>
0	Does not meet band 1	Does not meet band 1	Does not meet band 1	Does not meet band 1

## Overview of the Rubric

### **Fluency**

Maintaining fluid flows of speech that are both coherent and cohesive.

### **Language Use**

Using a variety of structures to communicate and sufficient vocabulary on familiar and unfamiliar topics with awareness of style and register.

### **Interaction**

Initiating and replying appropriately. Developing and concluding the interaction.

### **Pronunciation**

Speaking clearly throughout using accurate intonation and stress at sentence and word level.

### **Assessment for speaking**

## Language Use in more detail

### **Band 4 (High B1)**

#### **Functions**

Expressing agreement and disagreement  
Giving suggestions and recommendations  
Discussing advantages and disadvantages  
Telling someone about a past event in detail

#### **Grammar**

Use of compound sentences and, but, so, or, for, nor, yet, or  
Modals and phrases used to give advice and make suggestions, eg should/ought to, could, you'd better  
Use of second and third conditional  
Use of concession, eg although  
Infinitive of purpose  
Use the past continuous for past plans and intentions  
Use of non-defining relative clauses

#### **Vocabulary**

Vocabulary specific to the subject matter  
Vocabulary to speak about a wide range of topics  
Less common phrasal verbs  
Use of expressions for the above stated functions

### **Band 3 (Mid B1)**

#### **Functions**

Making predictions about the future  
Comparing and contrasting different options  
Describing past actions over a period of time  
Negotiating a simple agreement  
Discuss dreams, hopes, and ambitions

#### **Grammar**

Zero and first conditionals  
Reduced defining clauses  
Present continuous for future use  
Modals of obligation and necessity/certainty and uncertainty.  
Make use of parallel comparatives, eg The more you work, the less time you have  
Use of prefixes and suffixes

#### **Vocabulary**

Vocabulary specific to the subject matter  
Quantifiers, eg all, any, enough, less, both, each, either  
Expressions for past, present and future times  
Use of expressions for the above stated functions

### **Band 2 (Low B1)**

#### **Functions**

Describing future events and intentions  
Giving opinions using simple language  
Dealing with routine situations  
Conveying simple information

#### **Grammar**

Present perfect tense, eg for, since, ever, never, just  
Connecting clauses using because  
Simple adjectives and adverbials of quantity, eg a lot of, not very much, many  
Showing preference, eg I'd rather, I prefer

#### **Vocabulary**

Vocabulary specific to the subject matter  
Descriptive adjectives for likes, dislikes, hobbies and themselves  
Use of expressions for the above stated functions



**Band 1 (A2 Equivalent)****Functions**

Making and accepting offers

Using simple polite forms of greeting

Answering and responding to simple questions

Making simple comparisons

**Grammar**

Simple form of future, eg I am going to Florida, I will leave tomorrow

Before and after

Comparatives and superlatives

Past simple tense of regular and common irregular verbs

Use of WH-questions

**Vocabulary**

Vocabulary specific to the subject matter

Descriptive adjectives to describe people using simple language

Adverbs of frequency, eg often, sometimes, never

Adverbial phrases of frequency, eg once a week, every so often, twice a month

Expressions for the past, eg last week, yesterday

Use of expressions for the above stated functions



# SAMPLE: Speaking Test

## Section 1

**Instructions:** one and a half minute to two minutes (three minutes for groups of three).

Candidates will be asked to **introduce themselves** and **give some personal information** about where they are from and what they do. For example:

**Now, we want to know something about you.**

**Do you work or are you a student?**

**What do you study? / What is your job?**

**Do you like your work/school?**

## Section 2

**Instructions:** four and a half to five minutes (six and a half to seven minutes for groups of three).

Candidates will choose from **the approved topic areas** such as:

- A. THE ENVIRONMENT
- B. MOVIES
- C. FUTURE PLANS
- D. HOBBIES
- E. HOLIDAYS

- F. PETS
- G. MUSIC
- H. FAMOUS PEOPLE
- I. FAVORITE PLACES
- J. FAVORITE FOODS

They will **prepare a short talk** based on their choice. They will show the examiner the **"Speaking Section 2 Form"** during the speaking test:

**Follow up question:** After two minutes the examiner will ask a follow up question probing the following functions: Explain /Compare/Suggest/Predict.

## Section 3

**Instructions:** four to four and a half minutes (five to five and a half minutes for groups of three)

Candidates will be asked to discuss a topic based on visual prompts. See **"Candidate Task 1"**.

## SPEAKING TEST SECTION 2 FORM

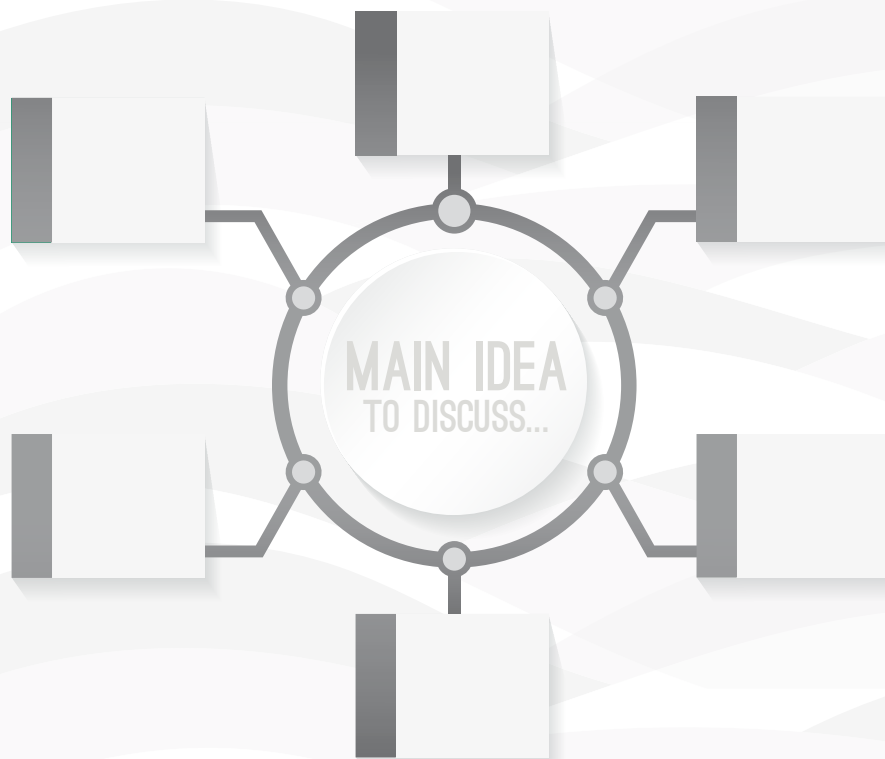
You will **speak on a topic of your choice** (from the list of suggested topics\*) for a **maximum of two minutes** and then answer a question about it.

You may **prepare some notes** on the topic **before the test**. You must show this sheet to the examiner during the test.

Please **use** the space below for your notes. Remember to **write notes** only, **NOT complete sentences**.

**Candidate Name:** \_\_\_\_\_

**Title of Topic:** \_\_\_\_\_



\*APPROVED  
TOPIC AREAS:

- A. THE ENVIRONMENT
- B. MOVIES
- C. FUTURE PLANS
- D. HOBBIES
- E. HOLIDAYS
- F. PETS
- G. MUSIC
- H. FAMOUS PEOPLE
- I. FAVORITE PLACES
- J. FAVORITE FOODS

**Notes:** (Use bullet points or a mind map. Do not write complete sentences. Memorized speech will be penalized.)

## CANDIDATE TASK 1

