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Overview

A new online general language proficiency test

Endorsed by the
University of Oxford



100% online

Report Card within 10 working days

Only available from Approved Test Centres

Minimum administration

Saves teaching time

Developed for learners 16+

Available October 2016

Developed and
validated by Oxford
University Press and
independent experts

OXFORD
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Aligned to the CEFR
Benchmarked against
the CEFR and recognised
around the world



- Four modules taken in two hours
- Any module combination
- Each Test is unique
- Listening and Reading automatically scored
- Writing and Speaking marked by expert Assessors
- Tested by thousands of learners across the world

www.oup.com



Structure

READING AND LISTENING

- Adaptive
- Shorter and more accurate
- Targeted and secure

WRITING AND SPEAKING

- Randomised tasks
- Responses sent online to professional Assessors
- Answers are rated according to CEFR criteria

AVAILABLE ONLINE

365

DAYS A YEAR

Module	Number of parts	Number of tasks	Number of items	Time (approximate)
Reading	4	9	25	30 minutes
Listening	4	12	20	30 minutes
Writing	2	2	2	45 minutes
Speaking	4	6	15	15 minutes
TOTAL	14	29	59	2 hours



Speaking

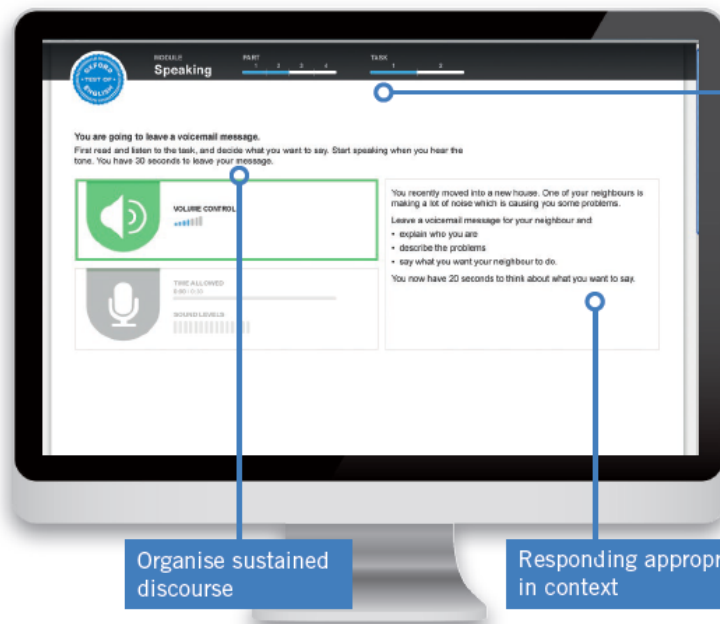
Test takers take part in a simulated interview

Leave a voicemail message

Give a talk and answer follow up questions

Randomly-selected level-appropriate tasks

Marked by trained Assessors against CEFR criteria



Shows progress through the module

Organise sustained discourse

Responding appropriately in context

The Speaking module has four parts and takes approximately 15 minutes to complete

- Responding appropriately to questions
- Giving factual information
- Organising extended discourse
- Describing, comparing, contrasting, speculating and suggesting

ALL FOUR SKILLS
ASSESSED IN
2 HOURS

Sample content: Speaking module

Speaking Part 1

In Part 1, you will hear eight questions. Listen to each question and then give your answer. Start speaking when you hear this tone.

Speaking Part 2A

You have 40 seconds to leave a voicemail message. First read and listen to the task, and decide what you want to say. Start speaking when you hear the tone.

You would like to go to a new sports club with your friend. Leave a voicemail message for your friend and:

- invite your friend to the sports club
- explain what you can do there
- suggest a time and place to meet.

You now have 20 seconds to think about what you want to say.

Sample content: Speaking module

Speaking Part 3

You have one minute to give a talk. First read and listen to the task, and decide what you want to say.

You are going to give a talk to your English class about different kinds of homes.

Choose **two** photographs. Tell your class what the advantages and disadvantages of living in these two kinds of homes might be.

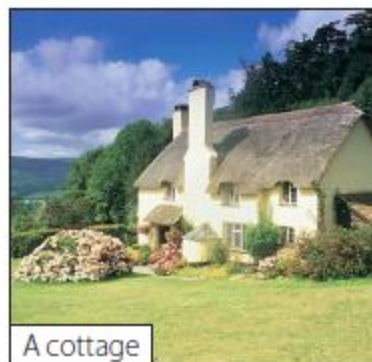
You now have 30 seconds to think about what you want to say.



An apartment



A boat



A cottage



A mobile home

Speaking Part 4

In Part 4, you will hear six questions. Listen to each question and then give your answer. Start speaking when you hear the tone.



Reading

The texts and extracts vary in length and complexity

A range of examples of real life text

Adapts to test taker responses

Automatically marked

Shows where you are in the module and time remaining

Identifying main meaning

Understanding writer purpose

The reading module has four parts and takes approximately 30 minutes to complete

- Careful reading
- Expeditious search reading
- Local and global meaning
- Inference
- Understanding attitude, opinion and writer purpose
- Understanding reference, and meaning in context



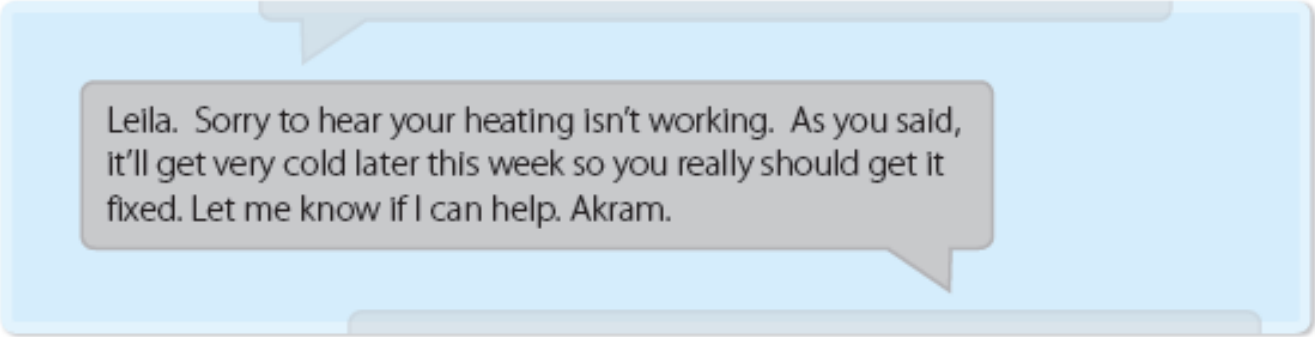
Careful reading

INCLUDES
TEST OF
SKIMMING
SKILLS

Sample content: Reading module

Reading Part 1

1 Read the text message and choose the correct answer (A, B, or C).



Leila. Sorry to hear your heating isn't working. As you said, it'll get very cold later this week so you really should get it fixed. Let me know if I can help. Akram.

Why did Akram send Leila a text message?

- A to apologize about something
- B to encourage her to do something
- C to warn her about something

Reading Part 2

The people below are looking for a working holiday. Read the information about the people and the holidays, and choose the best holiday for each person. Choose the correct answer (A, B, C, or D) for each question (1–6).

Working Holidays

A Nairobi

This two-week project in Nairobi, Kenya, is specially designed for families, although couples are also welcome. The work includes walking and driving through the area as you try to spot individual rhinos, record the movement of giraffes, and study the behaviour of elephants. It could transform your family from computer addicts into active environmentalists. Accommodation and food is provided, but not flights.

B Liverpool







In this one-week working holiday for adults, you will be clearing the banks of the river Mersey in Liverpool, England. Plants here are growing out of control and causing problems for both wildlife and boats, so you will be digging them up and burning them on the beach nearby. If you are interested, you can also join beach-cleaning parties and take part in a sea-bird survey. Meals and good quality accommodation are included.

C Languedoc

Organic World is a project that brings volunteers and producers of organic food together. The idea is simple: you provide the hard work and your host provides meals and basic accommodation. The farm is in Languedoc, France and is situated in the mountains, not far from the sea. You will help to grow organic vegetables, carry out general repairs on equipment, and feed the sheep and chickens. Volunteers are welcome to stay as long as they like.

D Maissade

The Family Centre provides daycare for children. You can work on local projects. The centre is open all year round. There are classes for a minimum of 10 hours. The classes are organised by the children themselves. The centre provides is with the surrounding community. There is an opportunity to see the surrounding area.

- 1  Anna, who is taking a break from her job, would like to work on an environmental project. She wants to stay somewhere comfortable, preferably near the seaside.
- 2  Bindu is a college student and she would like to go on a working holiday for a month. She is keen to get involved in something to make other people's lives better. She has done babysitting in the past but would like to gain more experience.
- 3  Helen would love to work on a wildlife project with her husband, Andrew. They want to take a fortnight's break from their jobs to learn something interesting.
- 4  William is a student at agricultural college and would like to take part in a project that will offer practical experience related to his studies. He wants to stay for a month and would like to try a variety of jobs.
- 5  Jola would like to be involved in a project helping other women. She's interested in learning a new language and would prefer to stay with local people.
- 6  Paul wants a working holiday for himself and his fourteen-year-old daughter Caroline, who would like to train as a vet when she leaves school. They are looking for a scientific outdoor project that will be of value in Caroline's future studies.



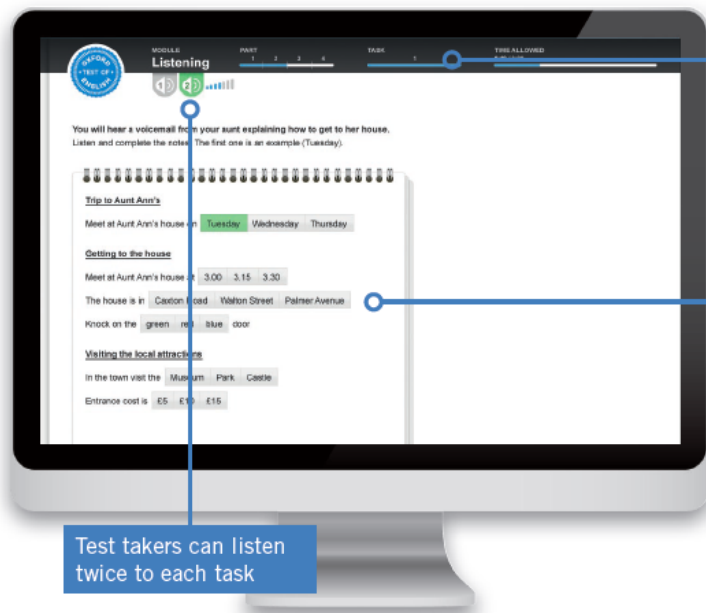
Listening

Material adapted from real sources

Conversations and monologues commonly heard in modern English-speaking contexts

Adapts to test taker responses

Automatically marked



Shows where you are in the module and time remaining

Listening for detail

Test takers can listen twice to each task

The Listening module has four parts and takes approximately 30 minutes to complete

- Identifying main meaning
- Identifying detail
- Understanding local and global meaning
- Identifying opinion and attitude
- Understanding inferred meaning, interaction, and pragmatics

SHORTER AND
MORE MOTIVATING

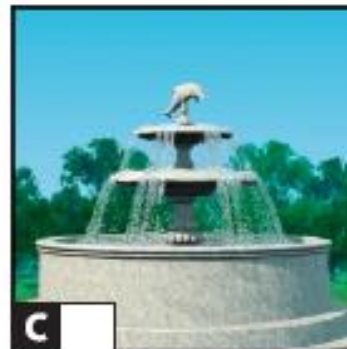
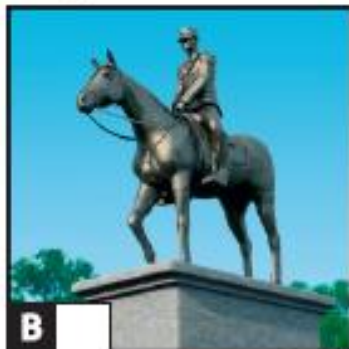
Sample content: Listening module

Listening Part 1

Listen to the recording and choose the correct picture (A, B, or C).

Question 1

A girl is leaving a phone message for her friend. Where does she want to meet?



PRETESTED IN
MORE THAN

50

COUNTRIES

Listening Part 2

You will hear a teacher at a language school in the UK talking about a trip to a film studio. Listen and complete the notes. Choose the correct answer (A, B, or C) for each gap (1–5). There is one example (0). You now have 30 seconds to look at the task.

TRIP TO FILM STUDIO

Prices and time

- 0 Tickets cost
A £6.50 **B** £8.50 C £10.50
- 1 The trip is on
A Friday B Saturday C Sunday
- 2 The coach leaves school at
A 8.30 B 9.30 C 11.30

At the film studio

- 3 We'll see actors performing in
A a comedy B a drama C a thriller
- 4 We'll have the chance to
A use the cameras B talk to actors C try on clothes
- 5 Visitors can't take Into the studios.
A bags B phones C sandwiches



Writing

Test takers show they can complete tasks

Demonstrate their accuracy and range in grammar and vocabulary

Can organise written communications

Randomly-selected level-appropriate tasks

Marked by trained Assessors against CEFR criteria

The Writing module has two parts and takes approximately 45 minutes to complete

- Giving information
- Expressing and responding to opinions and feelings
- Inviting, requesting and suggesting
- Writing to develop an argument
- Narrating and describing
- Writing to persuade or suggest



Shows progress through the module

Test takers type in their response

Clear automatic word counter

Giving and responding to information

**TYPED (NOT
HAND-WRITTEN)
RESPONSES
MORE RELEVANT**

Sample content: Writing module

Writing Part 1

You have 20 minutes to write an email. Write 80–130 words.

You recently had a party in a room at a sports centre. First, read the email from Helen Maxwell, the sports centre manager. Then write an email to Ms Maxwell, including the three notes you have made.

FROM: Helen Maxwell

SUBJECT: Party at Greenway Sports Centre

Dear Customer,

Thank you for having your party at the Greenway Sports Centre party room last week. I would like to ask you some questions about it.

How did you find out about the party room at Greenway Sports Centre?

Say how ...

What things did you like about having your party here?

Give details

I want to improve the service we provide for parties. Do you have any suggestions?

Suggest ...

Kind regards,

Helen Maxwell

Sample content: Writing module

Writing Part 2

For Writing Part 2, choose one question, 2A or 2B.

Part 2A – Essay

You have 25 minutes to write an essay. Write 100–160 words.

You have been talking about health in your English class. Your teacher has asked you to write an essay. The title of the essay is:

‘Should shops be allowed to sell food that is bad for your health?’

Write an essay.

Part 2B – Review

You have 25 minutes to write a review. Write 100–160 words.

You have seen the following advert in an online magazine for English language students.

Write a review for the magazine.

Write a review!

Write a review of a news website which you use to get information about what is happening in the world. What do you like about the website? Why do you think it is better than other websites? We will print the best review in next week's magazine.



Result!

Report Card available online within 10 working days

Individual and overall scores with CEFR levels

Verification service provides reassurance

Approved OTE Test Centres can add own branding

Issued by OUP and endorsed by the University of Oxford



Oxford Test of English Report Card

The Oxford Test of English is endorsed by the University of Oxford

TEST TAKER NAME	DATE OF BIRTH	TEST TAKER UNIQUE ID
Fernando Garcia León	03 January 1990	123 456 789
REPORT CARD REFERENCE NUMBER	ID DOCUMENT TYPE	ID DOCUMENT NUMBER
ABC 456 789 123	DNI	54545454T
OVERALL CEFR LEVEL	OVERALL SCORE	
B2	120	

CEFR LEVEL				
MODULE	SCORE	A2 (51–80)	B1 (81–110)	B2 (111–140)
Speaking Taken 03 September 2016	100			
Listening Taken 25 June 2016	112			
Reading Taken 25 June 2016	128			
Writing Taken 03 September 2016	140			

SCORE GUIDE

The Oxford Test of English measures proficiency in English at A2, B1, and B2 levels of the Common European Framework of Reference (CEFR). The Report Card provides a CEFR level and a standardised score from 0–140. CEFR Level A2 = 51–80. CEFR Level B1 = 81–110. CEFR Level B2 = 111–140.

*CEFR refers to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

The information on this Report Card can be authenticated by requesting a link to the Oxford Test of English verification site from the test taker. More information on score interpretation can be found at www.oup.com/elt/ole.

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