OXFORD
TEST OF ENGLISH

UNIVERSITY OF
OXFORD

THE OXFORD TEST OF ENGLISH
IS CERTIFIED BY THE
UNIVERSITY OF OXFORD

Oxford Test of English

Sample test

OXFORD
UNIVERSITY PRESS

Contents

Introduction	3
Test Overview	4
Speaking Module	8
Listening Module	9
Reading Module	12
Writing Module	17
Audioscripts	19
Answer Keys and Model Answers	23
Marking	24

 © Oxford University Press

Introduction

This is a sample test for the Oxford Test of English. It provides an overview of the four test modules: Speaking, Listening, Reading, and Writing. It also provides sample tasks for each module.

The Oxford Test of English is a general English proficiency test. It reports at B2, B1, and A2 levels of the Common European Framework of Reference (CEFR).

The test is delivered online in any module combination. The level of each Listening and Reading question presented to the test taker is selected by an adaptive algorithm based on whether the test taker answered the previous question successfully. This means the majority of questions are pitched at the approximate ability of the test taker.

Validated
Developed and validated by Oxford University Press and a team of independent experts.

Certified
The Oxford Test of English is certified by the University of Oxford.

Aligned
Benchmarked against the Common European Framework of Reference (CEFR).

In this sample test, questions are presented at B1 level.

Please note that the sample test has been adapted for self-study use without a computer and is for illustrative purposes only.

Test Overview

Module	Part	No. tasks	No. items	Structure	Timing
Speaking	Part 1	2	6 (+ 2 unassessed)	Interview: eight spoken questions on everyday topics	Approx. 15 minutes
	Part 2	2	2	Two voicemails with spoken and written input	
	Part 3	1	1	A talk on an issue or scenario, with spoken and written input and picture prompts	
	Part 4	1	6	Six spoken questions related to the theme of the Part 3 talk	
Listening	Part 1	5	5	Five discrete short monologues/dialogues with picture options, each with one question	Approx. 30 minutes
	Part 2	1	5	A longer monologue with a note-completion task	
	Part 3	1	5	A longer dialogue with a task focusing on identifying opinions	
	Part 4	5	5	Five discrete short monologues/dialogues with text options, each with one question	
Reading	Part 1	6	6	Six short texts from a variety of sources, each with one question	35 minutes
	Part 2	1	6	Six texts, profiling people, are matched to four descriptions OR Six items are matched to three profiles of people	
	Part 3	1	6	Six extracted sentences are inserted into a longer text	
	Part 4	1	4	A longer text with four questions	
Writing	Part 1	1	1	Email (80–130 words)	45 minutes
	Part 2	1	1	Essay (100–160 words) OR Magazine article or Review (100–160 words)	

 © Oxford University Press

Speaking Module

In the online Speaking module, test takers wear a headset and speak into a microphone to answer questions delivered by computer. A clock displayed on the screen shows how much time is available to answer each question. Preparation time is given for the voicemails in Part 2, and the talk in Part 3.

Part	Structure	Testing focus
1	Interview Eight questions on everyday topics Questions 1 and 2: Talk for ten seconds per question Questions 3–8: Talk for twenty seconds per question	• responding to questions • giving factual information • expressing personal opinions on everyday topics
2	Voicemail Twenty seconds' preparation time Voicemail 1: Leave a voicemail Voicemail 2: Reply to a voicemail Talk for forty seconds per voicemail	• organizing longer speech • speaking formally or informally
3	Talk Short talk Choose two of four photos to talk about Thirty seconds' preparation time Talk for sixty seconds	• organizing longer speech • describing • comparing and contrasting • speculating • suggesting
4	Follow-up questions Six questions on the topic of the Part 3 talk Talk for thirty seconds per question	As for Part 3 and including: • responding to questions • expressing, justifying and responding to opinions • expressing feelings • agreeing and disagreeing

Listening Module

In the online Listening module, test takers hear all audio twice and are given time to check their answers before the test automatically progresses to the next part of the test. All tasks in the Listening module are timed. There are four parts. In Part 1, test takers listen to five short audios and answer one question per audio by selecting picture options. In Part 2, test takers listen to a longer informational/descriptive monologue and complete notes. Part 3 involves test takers listening to a longer formal or semi-formal dialogue and matching statements to the speaker who expresses them. In Part 4, test takers listen to five short audios and answer one question per audio.

Part	Structure	Testing focus
1	Multiple choice – picture options Five short monologues/dialogues each with a three-option multiple choice picture option question Audio and visual input Time to check answers: ten seconds	Identifying • specific information
2	Note completion A longer monologue with a note completion task Five three-option multiple-choice questions Time to check answers: fifteen seconds	Identifying • specific information
3	Matching opinions with people who say them A longer dialogue Five three-option multiple-choice questions Time to check answers: fifteen seconds	Identifying • stated opinion • implied meaning
4	Multiple choice Five short monologues/dialogues each with a three-option multiple choice question Time to check answers: ten seconds	Identifying • attitude/feeling/opinion • gist • function/reason/purpose • speaker relationship • topic • type/genre

Reading Module

In the online Reading module, each task is timed and moves automatically to the next task. There are four parts. In Part 1, test takers read six short texts from a range of genres and answer one question on each text. In Part 2, test takers must quickly read six profiles of people with requirements and match each to one of four topic-related factual texts. Part 3 involves test takers reading a longer text and choosing sentences from a given list to insert into gaps. In Part 4, test takers read a longer text and answer multiple-choice questions.
Texts may be formal, neutral or informal in register. All tasks in the reading module are timed.

Part	Structure	Testing focus
1	Multiple-choice questions on short texts Six short texts from a variety of sources each with a three-option multiple choice question Texts may be adverts, blogs, emails, notes, notices, and text messages One minute twenty seconds to answer each question	Identifying • main message • purpose • detail
2	EITHER	
	Multiple matching Six items to match with three profiles of people Texts are factual and may be from magazine articles or blogs Eight minutes to process the texts and complete the tasks	Expeditious search reading at local and global levels to identify • specific information • opinion and attitude
	OR	
	Multiple matching Six profiles of people to match with four longer text descriptions Texts may be from brochures, advertisements, or magazine articles Eight minutes to match the profiles and texts	Expeditious search reading at local and global levels to identify • specific information • opinion and attitude
3	Gapped text Six extracted sentences inserted into a longer text Texts may be in the form of newspaper or magazine articles Twelve minutes to decide where the sentences fit in the text	Identifying • text structure • organizational features of a text
4	Multiple-choice questions on longer text Four three-option multiple-choice questions Texts may be formal, neutral or informal in register and may be in the form of newspaper or magazine articles Eight minutes to answer four questions	Identifying • attitude/opinion • purpose • reference • the meanings of words in context • global meaning

 © Oxford University Press

Writing Module

In the online Writing module, the tasks specify a target audience and a minimum and maximum word count. Test takers type their responses and there is an automatic word count facility. Responses are only penalized if they are under length. There is a clock so that test takers know how much time they have to write. There are two parts. In Part 1, test takers read and respond to an input email. Responses are either informal or formal neutral, and need to include three prompts from the input. In Part 2, there is a choice of writing either an essay, an article or a review.

Part	Structure	Testing focus
1	Email Respond to an email Write between 80–130 words Responses are either informal or formal/neutral, and need to include the three prompts from the input email Twenty minutes to write an email	• giving information • expressing and responding to opinions and feelings • transactional functions such as inviting/requesting/suggesting
2	In Part 2, you have a choice of writing an **essay OR** an **article/review**	
	Essay Essay topic typical of classroom discussions Write between 100–160 words Twenty-five minutes to write an essay	• expressing and responding to opinions • developing an argument
	Article/Review Article or review topic typical of classroom discussions Write between 100–160 words Twenty-five minutes to write an article or review	• describing • narrating • expressing feelings and opinions • recommending

Speaking Module

Speaking Part 1

1.01 You are going to answer eight questions. You have 10 seconds per question for questions 1 and 2 and 20 seconds per question for questions 3–8. Start speaking when you hear the tone.

Speaking Part 2 – Voicemail 1

1.02 You are going to leave a voicemail message. First read and listen to the task, then decide what you want to say. You have 40 seconds to leave your voicemail. 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 friends, 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.

Speaking Part 2 – Voicemail 2

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

Listen to the message from your friend about a free course she has won as a prize. Then, leave a voicemail message for your friend. In your message you should:

- congratulate your friend
- ask some questions about the course
- say what you think your friend should do.

Now listen to the message.

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

Speaking Part 3

1.04 You are going to give a talk. Read and listen to the task, and start speaking when you hear the tone.

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.

You now have one minute to give your talk.

An apartment

A boat

A cottage

A mobile home

Speaking Part 4

1.05 You are going to answer six questions about your talk. You have 30 seconds to answer each question. Start speaking when you hear the tone.

 © Oxford University Press

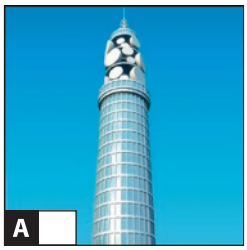
Listening Module

Listening Part 1

1.06 Listen 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?

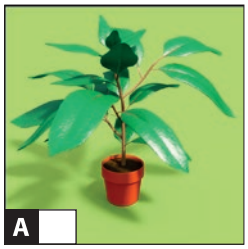


Question 2

A woman is phoning a shoe shop. Which boots is she interested in?

Question 3

A man and a woman are talking about their new house. What do they decide to buy for the house?

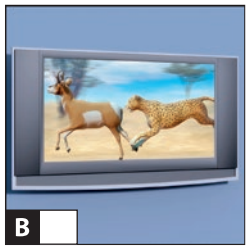


Question 4

A man is at a local sports centre. Which gym membership does the man choose?

Question 5

A boy and his sister are deciding what to watch on television. Which programme is on television first?



Listening Part 2

1.07 You will hear a teacher at a language school in the UK talking about a trip to a film studio. Choose the correct answer (**A**, **B**, or **C**) for each gap (**1–5**). The first one (**0**) has been done for you. 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 bring ..... on the tour.

A bags B phones C sandwiches

Listening Part 3

1.08 Listen to two students talking about a local history project they are doing at college. Match the people (**the woman**, **the man**, or **both**) to the opinions below. The first one (**0**) has been done for you. You now have 30 seconds to look at the task.

0 It would be a good idea to check the research topics with the teacher. Both

1 The project will be improved by researching what local people did in the past. .....

2 Preparing questions for the interviews will be useful. .....

3 It is advisable to interview some extra people. .....

4 The best people to interview are family members. .....

5 People who are interviewed should get a copy of the project. .....

 © Oxford University Press

Listening Part 4

1.09 Listen and choose the correct answer (**A**, **B**, or **C**).

Question 1

A man and a woman are talking about a concert they have just seen. What did the woman think of the concert?

A The music was too loud.
B The tickets were too expensive.
C The stage was too far away.

Question 2

A woman and her son are in a newsagent's at the airport. Which magazine do they choose?

A a football magazine
B a computer magazine
C a politics magazine

Question 3

Two friends are talking on the phone. What is the man's job?

A a receptionist
B a chef
C a waiter

Question 4

A man is leaving a voicemail message for his friend. Why is he phoning his friend?

A to complain about something
B to apologize for something
C to suggest something

Question 5

Two friends are talking about a new computer game. What is the boy's opinion of the game?

A It isn't good value.
B It isn't challenging.
C It isn't original.

 © Oxford University Press

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

2 Read the advert and choose the correct answer (**A**, **B**, or **C**).

Southside Fitness Club

Join before next Friday and enjoy free club membership until 1st September. Full range of gym equipment and fitness classes available. Click here for more details.

What does the advert say?

A You can't become a member of this club before 1st September.

B You don't need to become a member to use some of the club's facilities.

C You don't have to pay anything to become a club member at the moment.

3 Read the email and choose the correct answer (**A**, **B**, or **C**).

FROM: **Anna**

TO: **Roberto**

Could you come round later today? I've just bought a new printer and I'm having problems installing it. I can't really follow the instructions and I'm a bit worried about damaging it.

Why is Anna writing to Roberto?

A She has lost the instructions for the printer.

B She wants help with the printer.

C She has broken the printer.

 © Oxford University Press

4 Read the note and choose the correct answer (**A**, **B**, or **C**).

Miguel

Amir rang. He said he was sorry for not answering your email. He'd like a meeting about the project. Perhaps you could ring him back when it's convenient.

Kristina

What does Kristina say Miguel should do?

A return Amir's phone call

B attend a meeting with Amir

C reply to the email Amir sent

5 Read the notice and choose the correct answer (**A**, **B**, or **C**).

Lost Property

There are a number of items of lost property still available for collection from the school office. If any of these items belong to you, you must collect them by the end of next week.

What does the notice say?

A The lost property office will be closed next week.

B There is a limited time to pick up any lost property.

C Students should take lost property to the school office.

6 Read the blog entry and choose the correct answer (**A**, **B**, or **C**).

I saw Bounce play yesterday. No, they haven't split up and there's nothing else like them. We couldn't always hear the voices – equipment issues – but that didn't bother the fans. They went crazy as usual. That's what Bounce are all about.

What does the blogger say was wrong with the concert?

A the performance of the band

B the attitude of the audience

C the quality of the sound

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 (**A**, **B**, **C**, or **D**) for each person.

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. Simple 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 run by local women 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 English-speaking 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 in the town of Maissade, Haiti, provides daycare for children. This means that their mothers can work on local farms to support their families. The project is open all year round and the Centre only takes volunteers for a minimum of three weeks. Beginners' conversation classes are organized so that volunteers are able to talk to the children they are working with, and the accommodation provided is with families in the town. Weekend trips to the surrounding countryside are also available – a great opportunity to see the interesting wildlife of Haiti.

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. _____

 © Oxford University Press

Reading Part 3

Six sentences are missing from this text. Choose the correct sentence (**A**–**G**) for each gap (**1**–**6**). There is one extra sentence which you do not need to use.

Balloon adventures

Sandy Thompson looks at the history of cluster ballooning.

The first ever balloon flight carrying passengers was made in 1783 by the Montgolfier brothers. They used hot air to float the balloon over 1000m into the sky. Now, the latest ballooning sport is called 'cluster ballooning'; instead of hot air, helium gas is used, and instead of one big balloon, hundreds of small balloons are used.

One cluster balloon enthusiast is James Ede. In one of his recent adventures, James flew his cluster balloons across the largest area of mountains in Europe, the Alps. This was not his first flight, though. .....[1] Now, his greatest love is to go on cluster ballooning adventures.

According to James, there is no better way to fly. "Cluster ballooning is spectacular and is quite different from the first balloon flights. .....[2] As a result, it's possible to hear things that are many kilometres away".

Today, cluster ballooning is a safe way to travel, but that wasn't the case for the first ever cluster balloon flight. The first person to do it was a truck driver called Larry Walters. Larry had wanted to fly from a very early age and he was just a boy when he first thought of using balloons to do this. .....[3]

One day, Larry decided to do an experiment. He wanted to try to fly a few metres above his garden, so he bought forty-five balloons, filled them with helium gas and tied them to a garden chair. He sat in the chair and cut the rope holding it to the ground. .....[4] Instead of only rising a few metres, the chair – with Larry sitting in it – floated over 3km into the sky.

Larry floated above the clouds for hours, with no control over the balloons. Although he had a bottle of water with him, unluckily for him he wasn't wearing a coat. .....[5] Larry realized that he might freeze if he didn't do something soon.

The wind was strong and Larry began to float towards the sea. Things were getting dangerous, but suddenly the wind changed. .....[6] Soon the balloons were back safely on the ground. It had been an amazing adventure and the story of the flight soon became big news. The sport of cluster ballooning was born.

A As the temperature dropped, the situation became more serious.
B But there was an unexpected problem.
C It started to blow him towards the local airport.
D Old-fashioned hot-air balloons made a terrible noise, but cluster balloons tend to be totally silent.
E In fact, it was the most incredible thing he'd ever done.
F He'd always been interested in flying and gained his pilot's licence many years ago.
G However, it took almost twenty years for the dream to finally come true.

Reading Part 4

Read the article about television. For each question (**1**–**4**), choose the correct answer (**A**, **B**, or **C**).

Is television a good thing?

Graham Astley investigates the effects of television.

Last month, high school teacher Charles Tandy gave away his television. "I'm not the sort of person who thinks that television is a complete waste of time – some programmes can actually be quite educational," he says. "I just wanted to be able to have more conversations with my friends and family, and TV prevents you doing that." He is not alone in worrying about television. Many parents, for example, feel that a lot of programmes aren't suitable for their children.

But some experts are now arguing that television is making the world a better place. Paul Wood, an Australian psychologist, has studied the effect of TV in many different countries. He says that educational programmes don't bring many benefits. However, popular dramas about everyday life are helping to improve people's lives in various ways. He says, for example, that such programmes increase understanding about the sorts of problems that teenagers have, particularly ones that damage their education.

Lucan Hobbs, professor of media studies, says that the issues that surround TV may be even wider. "In some countries, popular music competitions and reality shows have made many people believe that anyone can be famous, even though this may not be true. This is having a big effect on the way young people see society and could continue to do so in the future," he says.

There may be one final reason why people see TV differently. Over the last 50 or 60 years, the world has learned to deal with TV. We realize that it can bring a few benefits and we are no longer afraid of it. But now there is something else to consider – the internet. By comparison, the gentle television set in the corner of every sitting room seems almost friendly.

1 Why did Charles Tandy get rid of his television?
   A He thought television was bad for his children.
   B He preferred to spend his time talking to people.
   C He was disappointed with the quality of programmes.
2 What does Paul Wood say about TV?
   A Its effects are different from country to country.
   B It should be used more widely by school teachers.
   C It can bring a range of benefits to society.
3 Lucan Hobbs thinks that television …
   A is changing the way young people think.
   B is becoming more popular with young people.
   C is making a lot of young people famous.
4 What is the writer's main point in the last paragraph?
   A The internet reaches a lot more people than TV.
   B The internet will change the way people watch TV.
   C The internet may bring more problems for people than TV.

 © Oxford University Press

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

Writing Part 2

For Writing Part 2, choose one question, the essay OR the review.

Part 2 – 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 your **essay**.

Part 2 – 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!

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.

Write your **review**.

 © Oxford University Press

Audioscripts

Oxford Test of English
Sample Test

Speaking Module

Speaking Part 1

You are going to answer eight questions. You have 10 seconds per question for questions 1 and 2 and 20 seconds per question for questions 3–8. Start speaking when you hear the tone.

Question 1: What's your name?

Question 2: Which country do you come from?

Question 3: I am going to ask you some questions about learning languages. Can you describe an English lesson that you really enjoyed?

Question 4: Tell me what you do to practise English outside the classroom.

Question 5: What other languages apart from English would you like to learn and why?

Question 6: I'm going to ask you some questions about friends. What do you like doing with your friends?

Question 7: Tell me how you met your best friend.

Question 8: When do you prefer to be with friends and when do you prefer to be with your family?

Speaking Part 2 – Voicemail 1

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

Speaking Part 2 – Voicemail 2

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

Listen to the message from your friend about a free course she has won as a prize. Then, leave a voicemail message for your friend. In your message you should:

- congratulate your friend
- ask some questions about the course
- say what you think your friend should do.

Now listen to the message.

F: Hi, it's Anya. I've won a prize in a competition. It's a three-week English course next summer, with everything paid. It sounds great, but the problem is it's at the same time as my family holiday by the seaside. I'm not sure what to do. What do you think?

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

Speaking Part 3

You are going to give a talk. Read and listen to the task, and start speaking when you hear the tone.

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.

You now have one minute to give your talk.

Speaking Part 4

You are going to answer six questions about your talk. You have 30 seconds to answer each question. Start speaking when you hear the tone.

Question 1: Your talk was about places where people live. Tell me what your home is like.

Question 2: Why is it important to have good neighbours?

Question 3: What do you think are the advantages of living with friends?

Question 4: Some people live in the same place all their lives. Is this a good thing or a bad thing?

Question 5: What advice would you give to someone who is moving to the area where you live?

Question 6: How do you think homes in the future will be different from homes today?

Listening Module

Listening Part 1

Listen 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?

F: Hi Charlotte. I can't wait to see you in Hanbrook next week. I really want to see the Queen's fountain, but that's not a great place to meet because there'll be too many tourists there. Do you know the café at the top of the new tower in the square? Well, I'll wait for you there and we'll have a great view of that famous horse statue below. See you there.

Now listen again.

Question 2

A woman is phoning a shoe shop. Which boots is she interested in?

F: Hi there. I've seen some brown boots in your window, and I wanted to know if you've got them in my size. They've got a button at the side.

M: We've got a couple of pairs with buttons on. Have they got black stripes on the heel?

F: I think they're a similar style. The ones I like have just got a single stripe around the top, though.

M: I know the ones. We've got those in all sizes.

F: Great. I'll be in later to try them on.

Now listen again.

Question 3

A man and a woman are talking about their new house. What do they decide to buy for the house?

F: The living room still looks a bit empty. What do you think?**M:** Oh, it's not too bad. But I suppose we could always get a plant for the corner.

F: Hmm. Though they don't seem to do very well in my care. We could buy new curtains, though. Perhaps some in a brighter colour?

M: At least they'd be useful.

F: Let's do that. I'll have a look tomorrow. And how about getting some matching cushions for the sofa?

M: I think we've got more than enough of those already.

Now listen again.

Question 4

A man is at a local sports centre. Which gym membership does the man choose?

M: Hi, could you tell me how much it costs to join the gym?

F: Well, our cheapest membership is the 'daytime'. That's twenty pounds a month for the nine to five session.

M: Hmm. The trouble is those hours don't always suit me. What else have you got?

F: Well, we've got an offer at the moment for early risers. Thirty pounds from six to nine. Or, you can come any time you like for forty pounds a month and we're open until midnight.

M: I'll go for the special deal. Thanks.

Now listen again.

Question 5

A boy and his sister are deciding what to watch on television. Which programme is on television first?

M: Ok, so what time's the basketball on television tonight?

F: It's not until eight. I wanted to watch the singing competition before that. I'm voting for that boy to go through to the final.

M: I thought the results weren't on until tomorrow.

F: Yeah, but I want to see him actually perform. And that's this evening.

M: Isn't that animal documentary on tonight? The filming's supposed to be amazing.

F: Yeah, but it's on the other channel at the same time as the match.

M: Ok, you win.

Now listen again.

Listening Part 2

You will hear a teacher at a language school in the UK talking about a trip to a film studio. Choose the correct answer (A, B, or C) for each gap (1–5). The first one (0) has been done for you. You now have 30 seconds to look at the task.

Right everyone, just a few details about the trip to Hanwell Film Studios. First, if anyone hasn't paid, please go to the school office immediately. Tickets are eight pounds fifty – I know that sounds a lot, but it's ten pounds fifty for adults, so this really is a good deal. This doesn't include the coach fare of six pounds fifty, which you can pay to the driver.

Now, we were supposed to go on Friday, but there's been a problem with the booking so we've changed it to Saturday. I know that's your weekend but you still have Sunday for other things, and I'm afraid there was no choice.

The tour starts at half past eleven so the coach will be waiting outside the school from about half past eight and we'll set off at half past nine. Please don't be late.

We'll have a guided tour of the studios. The studios are over fifty years old and many famous films have been made there. The last time I went, they were making a drama. They're filming a thriller at the moment – and they'll be doing that while we're there, which is very exciting. That comedy, *On the Run*, which is on at the cinema right now, was also made there.

Now, we will have to stay with the guide at all times. Unfortunately, you're not allowed to speak to any actors or anyone else actually working on the film, but you will be able to try filming each other using the studio cameras. We'll also see the costume department, which is really interesting, and meet the people who are responsible for designing the clothes that the actors wear when they're filming.

Well, I think that's everything… except to say that you're not allowed to take your sandwiches into the studio. A small bag is permitted though, but please do remember to turn your phones off while you're inside the building. So if there are any questions …(fade)

Now listen again.

Listening Part 3

Listen to two students talking about a local history project they are doing at college. Match the people (woman, man, or both) to the opinions below. The first one (0) has been done for you. You now have 30 seconds to look at the task.

F: So Tomas, we need to think about how we're going to do this project on what our town was like fifty years ago.

M: Yes Pauline, and the deadline's not far off so how about starting off by deciding which topics we should focus on. I'm interested in how people dressed.

F: Well, I'm interested in the kinds of entertainment they had. So, if you're happy with these topics, we need to tell the lecturer in case she wants something else.

M: Good idea. But for now, let's just make a start.

Oxford Test of English Sample test Photocopiable © Oxford University Press

F: OK. Why don't we go to the college library – it's quiet there and we can look up the local history. That'll help us when we're interviewing people later.

M: Well, people aren't going to tell us about everything they did, are they? To them it was just normal, I suppose. So, the more we find out about things beforehand, the better the interviews will go.

F: And it might inspire some questions for us to ask in the interviews.

M: Mmm, the problem with lists is that you they don't always focus on the right thing. Still, I'd rather we had them than not. We should make sure that they focus on the things that were important to the interviewees at the time.

F: We need to do about ten interviews, don't we?

M: That's right. But it might be worth doing more.

F: How come?

M: Well, they won't all have loads and loads to talk about, so interviewing more means we'll be able to choose the best ones for our presentation.

F: I hadn't thought about that. I suppose it's sensible, though. Oh, by the way, I know a few people we could interview, like my grandpa and some of my neighbours.

M: If we interview people we know, it might mean we don't ask them everything we want to because we know them so well.

F: Well, at least they'll be happy to talk to us! It's going to be difficult to find all the people we need.

M: D'you think so?

F: Yes, I do.

M: Oh, that reminds me – people are going to give up their time to talk to us. So we need to make sure that we thank them properly.

F: We can write them a letter to say how grateful we are. That'd do, wouldn't it?

M: Nice idea, Pauline, though they might prefer it if we gave them each a folder with our project in it. They'd be able to read what everyone else had said.

F: That would take forever! It'd be a bit complicated too. Anyway, we've got plenty of ideas. I think we're ready to get started now.

Now listen again.

Listening Part 4

Listen and choose the correct answer (A, B, or C).

Question 1

A man and a woman are talking about a concert they have just seen. What did the woman think of the concert?

A The music was too loud.

B The tickets were too expensive.

C The stage was too far away.

M: So, what did you think of the concert last night? I thought the music was pretty original.

F: I'm sure you're right, but everyone around me was singing, and they were so noisy that I couldn't really say.

M: And the tickets weren't exactly cheap.

W: Well they weren't too bad – not when I think about the last concert I went to. The problem I had was, I could hardly see the band from where I was sitting, right at the back of the stadium. Definitely not the place to be!

Now listen again.

Question 2

A woman and her son are in a newsagent's at the airport. Which magazine do they choose?

A a football magazine

B a computer magazine

C a politics magazine

F: We'd better get Dad a magazine to read – it's a long flight.

M: Well, he can have mine when I've finished.

F: Hmm, but he's not really interested in computer games.

M: It's a pity they haven't got that football magazine he likes.

F: Look, this one's got some good stuff in it.

M: Let's have a look. How can anybody want to read about politics? It's so boring! But you're right, Dad'll enjoy it.

F: So you think this is the one I should get?

M: Yes. It's fine.

Now listen again.

Question 3

Two friends are talking on the phone. What is the man's job?

A a receptionist

B a chef

C a waiter

F: Shall we meet up when you finish work?

M: I'd love to, but it's going to be late – we had a phone booking for a group of thirty, and I'm more or less on my own.

F: That's very unfair.

M: Oh, it's OK really. I mean, all the waiters are in and most of the stuff is in the freezer. I've just got the last course to prepare.

F: Well, I hope you manage OK ... but anyway, why don't we meet up later this week?

M: What about Thursday? I'm free then.

F: OK that sounds great.

Now listen again.

Question 4

A man is leaving a voicemail message for his friend. Why is he phoning his friend?

A to complain about something

B to apologize for something

C to suggest something

Hi Eddie, it's Manu here. Maria just phoned to say she won't be able to give us a lift to the match after all. She said she's sorry but there's nothing she can do. I think perhaps the best thing would be to go by train. I'm afraid we'd have to leave really early, though. I hope that's not too awful for you, but I can't see any other option. I'll call you later to see what you think. Bye.
Now listen again.

Question 5

Two friends are talking about a new computer game. What is the boy's opinion of the game?

A It isn't good value.

B It isn't challenging.

C It isn't original.

F: Have you played your new computer game yet?

M: Yeah. It's not what I expected though.

F: Oh, don't you like it?

M: It's not that, but it was advertised as a completely new type of game. I don't know where they got that idea from.

F: So, was it a waste of money, then?

M: Well it's definitely worth playing, although it's just not the sort of game a beginner could handle.

F: Oh, right.

Now listen again.

 © Oxford University Press

Answer Keys and Model Answers

Speaking Module – model answers

The model answers below have been prepared by an assessor to show examples of good responses. However, many different answers are possible.

Speaking Part 1

Students' own answers.

Speaking Part 2 – Voicemail 1

Hi Roberto. It's Martin here. I'm ringing about the new sports centre. Do you want to go with me? There's a really good gym and swimming pool, too. Maybe we can go to the gym together? Are you free at 6 o'clock this evening? We could meet there. Let me know. Bye.

Speaking Part 2 – Voicemail 2

Hi Anya. This is Samir. I'm so happy you won a competition! Congratulations! But I can see your problem. Can you change the date of the family holiday? Or perhaps you change the date of the course? If you can't, I really think you should do the course. It will be a fantastic experience and you can improve your English, too!

Speaking Part 3

Hello everyone. Today I'm going to talk about living in an apartment and living on a boat.

I think one disadvantage of both apartments and boats is that you don't have much space. I don't think I'd enjoy that. The apartments here also look very crowded, and there's a lot of pollution. On the other hand, these apartments are close to the city, which is convenient.

If you compare these apartments with the boat, then I think I would prefer to live on the boat. If there's pollution, you can move away. You have a lot of freedom because you can go wherever you want.

Speaking Part 4

Students' own answers.

Listening Module – answer key

Listening Part 1

1 A 2 C 3 C 4 B 5 A

Listening Part 2

1 B 2 B 3 C 4 A 5 C

Listening Part 3

1 Both 2 Both 3 Both 4 Woman 5 Man

Listening Part 4

1 C 2 C 3 B 4 C 5 C

Reading Module – answer key

Reading Part 1

1 B 2 C 3 B 4 A 5 B 6 C

Reading Part 2

1 B 2 D 3 A 4 C 5 D 6 A

Reading Part 3

1 F 2 D 3 G 4 B 5 A 6 C

Reading Part 4

1 B 2 C 3 A 4 C

Writing Module – model answers

The model answers below have been prepared by an assessor to show examples of good responses. However, many different answers are possible.

Writing Part 1 – Email

Dear Ms Maxwell,

Thank you for your email. I'm happy to answer your questions.

My neighbour told me about the party room at the sports centre. She said that she had used the room once before for a special party and I thought it would be good.

The room is a good size for a big party and the staff were all very helpful. So, I was very happy with the service.

My first suggestion is that the party room needs a small kitchen where people can heat up food and wash dishes. Secondly, as you know, the party room closes at 8 p.m., which is quite early. I think it would be good for the centre to stay open later.

I hope this is useful.

Irina Lakov

Marking

Writing Part 2 – Essay

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

A lot of food these days is not very good for us. There is a lot of fast food in shops and supermarkets, and it is usually cheaper than healthier food. So, many people buy food which has too much fat and sugar.

As a result, more and more people are having health problems. Sometimes they are not healthy enough to go to work or to study, and this causes problems for their families and for society. Some people think that the answer is to stop shops selling unhealthy food.

However, I think people should be able to choose what they want to eat. There are lots of people who eat junk food but don't get ill because they only eat it occasionally. So people need to learn what is good for them, and to learn to eat in a healthy way.

In conclusion, shops should be allowed to sell what they want, but people should learn what to buy.

Writing Part 2 – Review

Review of News Website

Have you ever wished you could get the news in English that was written for English language learners? Well, now you can with EnglishNewsNow! It has news from all over the world in English, but is written for non-native English speakers, so you can learn what's happening in the world and improve your English at the same time.

As well as the news, the website has lots of features to help you understand the news stories and improve your English, and for a very small fee – the learner's dictionary alone is worth the price of admission. There are also exercises designed to develop your grammar and vocabulary, which I have found really helpful.

If I have a complaint, it is that the website is only updated weekly, which means that you can't always find news on a story you are interested in. But given all the other benefits of the site, this is a small complaint.

In sum, this is brilliant way to learn English and to keep up to date with world events. If you only read one English language online newspaper, make it this one!

The Reading and Listening modules are marked by computer.

The Speaking and Writing modules are marked by trained assessors using specially developed marking criteria. Students are assessed on their performance across each individual module.

Speaking

Students are assessed according to four analytical criteria:

Task fulfillment: This refers to how well the student has answered the question, including addressing prompts, expanding on points, and the appropriacy of the response for the listener.

Pronunciation and fluency: This refers to the ability to use features of spoken language such as stress, intonation and the pronunciation of individual sounds and the ability to organize utterances coherently and cohesively.

Grammar: This refers to the ability to use a range of structures, and how accurate the response is, taking into consideration the effect and frequency of errors, and whether they tend to occur in less or more complex structures.

Lexis: This refers to the ability to use a range of lexis (for example, lower frequency words, collocations, phrases, idioms etc.), and how precisely the range is used.

Writing

Students are assessed according to four analytical criteria:

Task fulfillment: This relates to how well the student has answered the question, including addressing prompts, expanding on points and the appropriacy of the response for the target reader.

Organization: This relates to the coherence and cohesion of the response, including paragraphing and topic sentences, and cohesive devices such as linkers, reference, and substitution.

Grammar: This refers to the ability to use a range of structures (for example, tenses, subordination, conditionals, etc.), and how accurate the response is, taking into consideration the effect and frequency of errors, and whether they tend to occur in less or more complex structures.

Lexis: This relates to the ability to use a range of lexis (for example, lower frequency words, collocations, phrases, idioms etc.), and how precisely the range is used.

 © Oxford University Press

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2018

The moral rights of the author have been asserted

First published in 2018

This edition published April 2020

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not circulate this work in any other form and you must impose this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes that they teach. School purchasers may make copies for use by staff and students, but this permission does not extend to additional schools or branches-

Under no circumstances may any part of this book be photocopied for resale

ACKNOWLEDGEMENTS

Oxford University Press (apartments/Photodisc), (narrowboat/Chris Cooper-Smith), (cottage/Digital Vision), (motorhome/Moodboard), (businesswoman/Fotosearch), (Indian lady/Moodboard), (senior woman/Photographers Choice), (young man/Stockbyte), (teen girl/Chris King), (man outdoors/OJO Images).

Commissioned illustrations: by Andy Parker.

AG_DOC_0225