Teacher guide & answer keys

LT1–LT3 • Classroom placement

Choose a starting point

Ask what the learner needs English for and what they have studied or used recently. Choose one form that roughly matches the likely starting range. If unsure, try LT2 Part A first and move down or up as the evidence suggests.

Allow about 10–15 minutes for one level or 20–30 minutes for a paired paper. Choose the follow-up tasks for the level you are exploring. Allow roughly 5 minutes for listening, 3–6 for speaking and 5–20 for writing, depending on the level.

Play the recording twice from the level page. The script is available if you need to read it aloud. Let the learner see the questions first. Accept answers that convey the meaning. Record any extra repetition, interpretation or assistance.

Offer access arrangements as needed. Record what changed and consider whether it affects the skill you are observing. Keep the first independent sample separate from any supported retry. If the picture is inaccessible, give a neutral verbal description and record that adjustment.

Mark and interpret each part separately

Award one point per correct multiple-choice answer and zero for an incorrect or blank answer. Record each level separately out of 10. On a paired paper, Part B questions 11–20 use the same key as single-level questions 1–10 in order. Record use of English out of 6 and reading out of 4. Listening has two separate checks. Keep speaking and writing observations separate.

Look for consistent performance across skills. If the learner struggles with both sections of the lower part, try a simpler sample. If both sections of the higher part are largely secure and the follow-up supports that picture, try the next band or a task from the proposed class. If the picture is mixed, collect another sample in the weaker skill.

For speaking and writing, note task completion, clarity, range and control, and independence. For speaking, also note response to questions or challenges. Use the examples on the following pages as observations to look for.

Use the CEFR descriptors alongside course tasks. These original tasks have not been piloted or standardised. There are no validated cut scores or certificate results. Record a provisional starting group, planned support and a review date after the first two lessons.

Record: proposed group _____ support _____ review date _____

Design reference: Council of Europe, CEFR descriptors search (coe.int).

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Keys & listening scripts

LT1 · A1–A2 • Beginner & elementary

Part A / A1

Everyday signs and messages

Multiple-choice key / 1B · 2A · 3C · 4B · 5A · 6C · 7B · 8A · 9C · 10A

Listening script / British English

Hi. Your English class is in Room 6 today. It starts at half past nine. Bring a pen, please.

1. Room 6
2. 9.30

Picture task evidence / Names familiar objects and uses simple phrases for place or action.

Writing evidence / Writes recognisable personal details in simple phrases or sentences.

Part B / A2

Routine arrangements and short notices

Multiple-choice key / 1A · 2B · 3C · 4A · 5B · 6C · 7B · 8A · 9C · 10B

Listening script / Australian English

The cooking class is on Tuesday, not Monday. It starts at six and finishes at half past seven. You can buy ingredients there, but please bring a container to take your food home.

1. Tuesday
2. A container

Picture task evidence / Links simple events in order and makes the outcome clear.

Writing evidence / Connects short sentences to give practical details and an invitation.

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Keys & listening scripts

LT2 · B1–B2 • Intermediate & upper intermediate

Part A / B1

Experiences, plans and reasons

Multiple-choice key / 1C · 2A · 3B · 4B · 5A · 6C · 7A · 8B · 9C · 10B

Listening script / Indian English

I thought the evening photography class would be mostly about cameras. In fact, we spent the first session looking at light. The tutor asked us to take photos of the same object near a window and then in a dark corner. I finally understood why my indoor photos often looked flat.

1. It focused on light rather than cameras.
2. Learners photographed the same object in two lighting conditions.

Picture task evidence / Gives a connected account and supports a plausible prediction.

Writing evidence / Organises a familiar experience into connected text and supports a recommendation.

Part B / B2

Evidence, viewpoints and trade-offs

Multiple-choice key / 1C · 2A · 3B · 4B · 5A · 6C · 7A · 8B · 9C · 10A

Listening script / American English

Our drop-in advice service was busy, but demand was unpredictable. Appointments made the workload easier to plan. The drawback was that people with changing shifts could rarely book ahead. We’re keeping most slots bookable and reserving two each afternoon for people who turn up. We’ll track who actually gets seen, not just how full the diary looks.

1. People whose shifts changed and who could not book ahead.
2. Who actually gets seen, as well as how full the diary is.

Picture task evidence / Compares options, justifies a decision and responds to a counterargument.

Writing evidence / Develops a clear argument, supports a recommendation and accounts for drawbacks.

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Keys & listening scripts

LT3 · C1–C2 • Advanced & proficiency

Part A / C1

Implied position, register and argument

Multiple-choice key / 1B · 2B · 3A · 4C · 5B · 6A · 7C · 8A · 9B · 10C

Listening script / Canadian English

The new feedback form lets people respond anonymously. That removes one barrier, especially when a complaint concerns a manager. But if the form asks for a job title and a specific incident, the person may still be obvious in a small team. We need to review which details we actually need and offer another channel for sensitive cases.

1. The job title and incident may identify someone in a small team.
2. Collect only necessary details and offer another channel for sensitive cases.

Picture task evidence / Interprets contrasting needs and qualifies a workable proposal.

Writing evidence / Sustains an argument, qualifies claims and uses a suitable register.

Part B / C2

Fine distinctions, ambiguity and synthesis

Multiple-choice key / 1A · 2B · 3C · 4B · 5C · 6A · 7A · 8B · 9C · 10B

Listening script / British English

We introduced a target for answering emails within one day, partly to make long waits visible. It did that. We then started counting an automated acknowledgement as an answer, which made the figures look excellent. No one had to falsify a thing. The target simply became easier to satisfy than the need it had been designed to reveal.

1. Long waits for a reply.
2. Meeting the response-time metric became easier than meeting the need for a substantive reply.

Picture task evidence / Synthesises plausible readings and distinguishes evidence from interpretation.

Writing evidence / Integrates competing claims with precise distinctions, controlled register and a clear conclusion.

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