

English tests

for today's learners,

teachers and businesses



Pearson | English



Level Test

Start strong.

Fast, adaptive, first day testing. From home or school. In 30 minutes or less.



english.com/level-test

Pearson | English



Benchmark

Benchmark Test

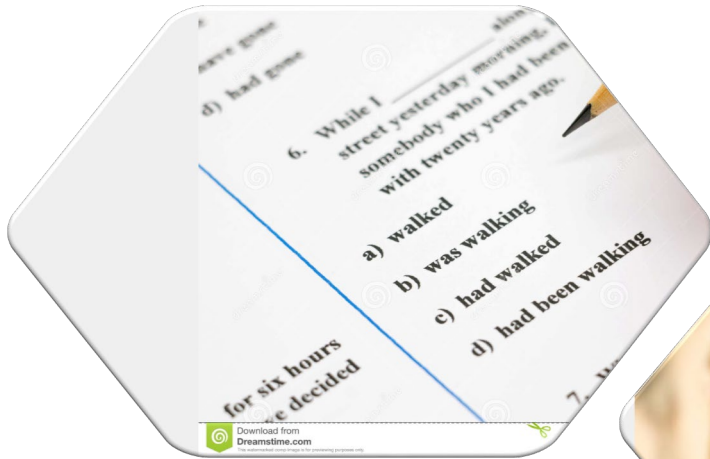
Insight is a wonderful thing.

Detailed, accurate progress testing. From home or school. In just 45 minutes.



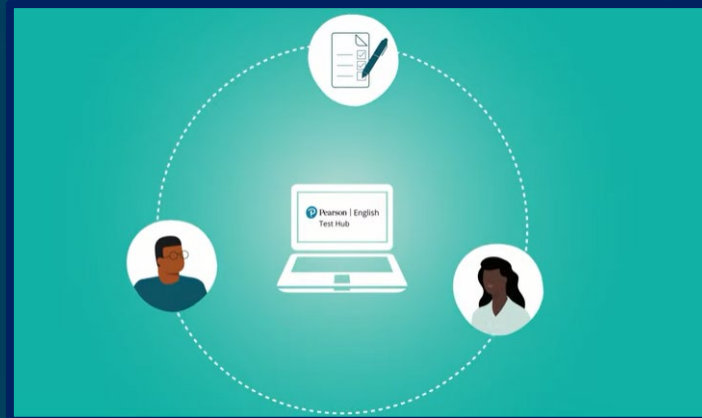
english.com/benchmark-test

What types of tests do you use
in the classroom?



Pearson | English | Test Hub

Bringing teachers, tests
and test-takers together



<https://english-testhub.pearson.com/>

Test Hub Help & Support

The screenshot shows the Pearson Test Hub Help & Support interface. At the top, there is a Pearson logo, a 'Contact Support' button, a language selection dropdown set to 'Vyberte jazyk', and a search bar. Below this is a dark blue header with 'Test Hub' and 'Help & Support' text, and a 'Share' button. The main content area is divided into a left sidebar and a main panel. The sidebar contains a 'Welcome' link and a list of test categories: 'Level Test', 'Benchmark Test', 'Readiness Test', 'International Certificate', 'Downloadable Resources', 'Batch Registration Assistance', 'System Requirements', and 'Contact Support'. The main panel displays a 'Welcome' heading, a breadcrumb 'Home > Welcome', and a paragraph: 'Welcome to the Help & Support knowledge-base for Test Hub. Click on your test icon below to visit the dedicated help space. You can also click on the article name and go directly to it.' Below the text is a row of seven icons representing the test categories: Level Test, Benchmark Test, Readiness Test, International Certificate, Downloadable Resources, Batch Registration, and System Requirements. A vertical 'Feedback' button is located on the right side of the main panel.

https://mypearsonhelp.com/helpconsole7/kb_testhub_en/

Level Test

is a placement test



Type of English: General International English

Age: 14+

For learners at:

- upper - secondary schools
- universities
- language schools
- companies



2 versions of Level Test

30 minutes





4 skills

-  Speaking
-  Writing
-  Reading
-  Listening

20 minutes

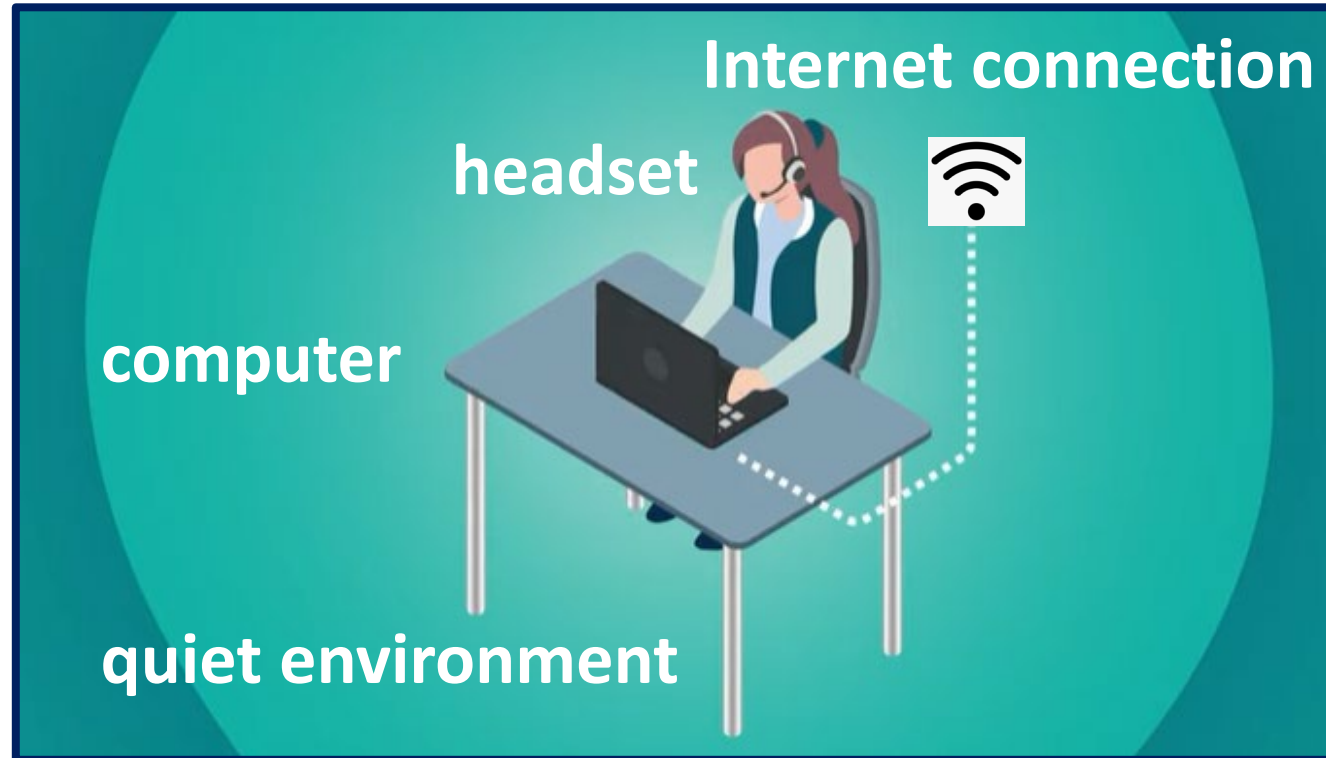


3 skills

-  Speaking
-  Writing
-  Reading
-  Listening



Test takers need






Adaptive test

(marked by Pearson English Artificial Intelligence technology)



Unscored Sample Test


Level Sample Test

 **Equipment Check**

Play the audio and check if the volume is OK.

Ready

If the volume is OK,
check the box then click 'Next'.



A wide range of question types

Describe the picture

Look at the picture. You have 25 seconds to prepare.
After the beep, speak into the microphone and describe the picture.
You have 25 seconds to give your response.



RECORD

Beginning in 18 seconds

Progress bar

Read and choose the picture

Read the text. Select a picture to answer the question.

Lunch time special
soup of the day
fish, chips and peas
three flavour ice cream
cup of tea or coffee
only £9.95

Which picture shows the lunch time special?



A



B

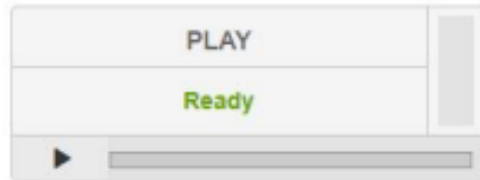


C



Correct the error

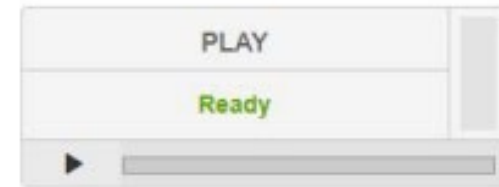
Listen to the recording. Click on the words in the text that are different from what you hear.



My day starts at seven thirty. My dad wakes me up. Dad goes to work then. He teaches at a college. It takes him an hour to get there by car. I wash, have breakfast and leave my flat at eight thirty. School starts twenty minutes after that.

Listen and write

Listen to the recording and type what you hear. You will hear the sentence only once.



Choose the right phrase

Select a word or phrase to fill the gaps. You may need to choose more than one.

- 1 It _____ very hard at the moment.
 is raining
 rains
- 2 Where _____ in London?
 are you staying
 do you stay
- 3 The weather here _____ very hot in June and July.
 is getting
 gets



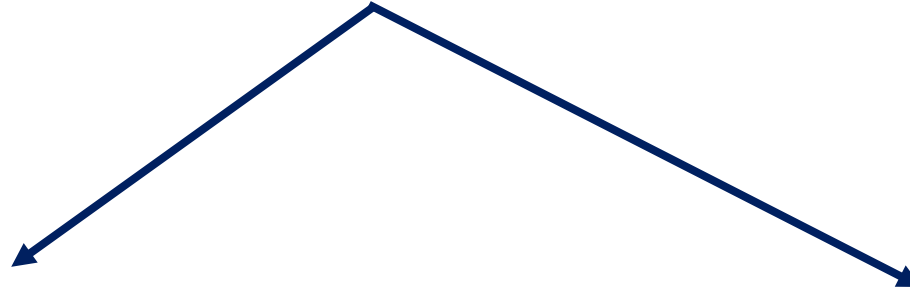
Fill in the table

Write a word or phrase to fill the gaps.

Female
Grandmother
<input type="text"/>
Aunt
<input type="text"/>
Mother
Sister



Score Report

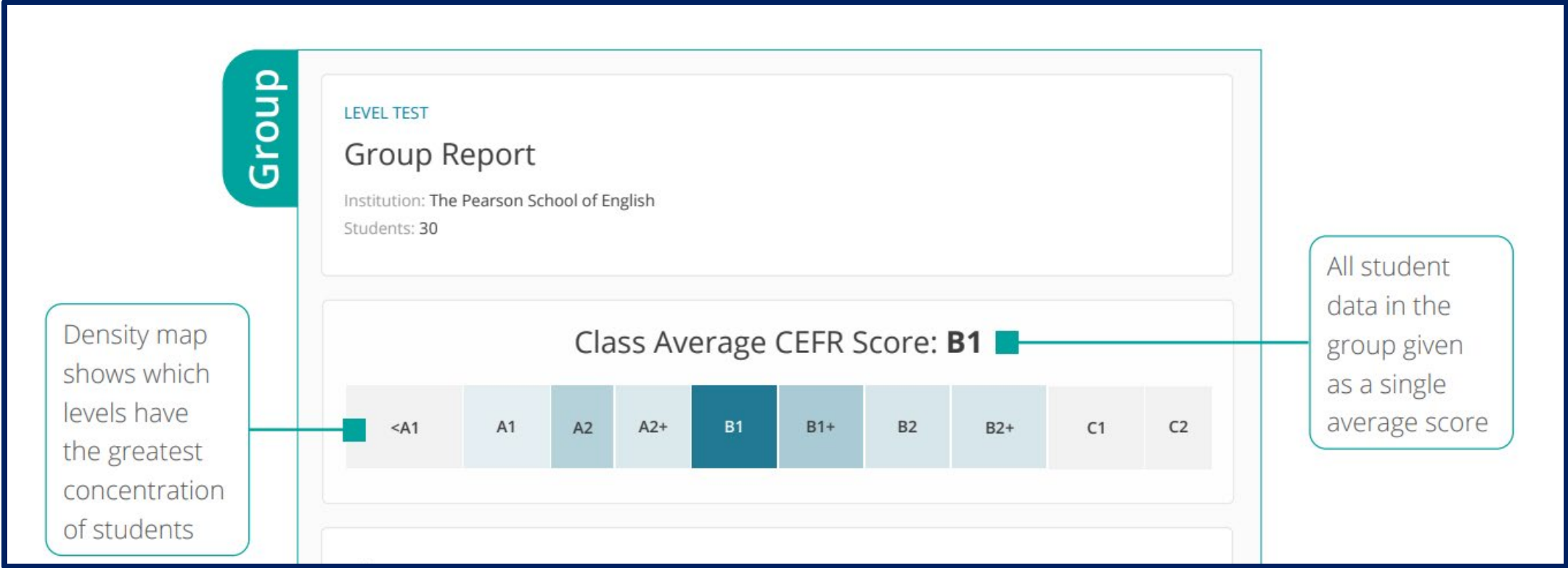


group

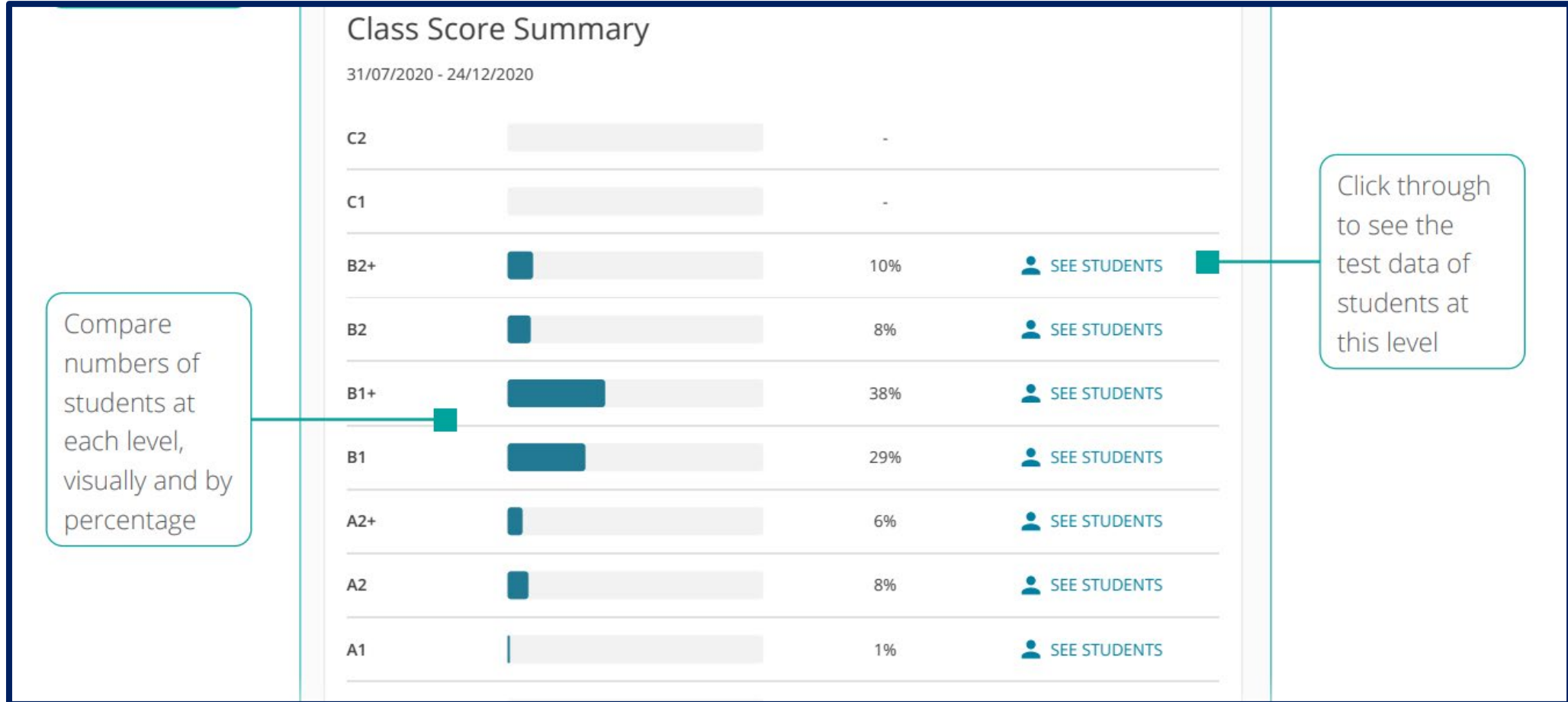
student




Score Report - Group



Score Report - Group



Score Report - Student

 **Export to PDF**

Student

Level Test

Date assigned: 09/11/2019
Date taken: 09/11/2019
Institution: The Pearson School of English

Current Capabilities

The student has good control of basic structures and functions. They can use a range of words, structures and simple collocations to deal with familiar topics and can use functional language to deal with less familiar but everyday topics e.g. complaining, refusing, inviting, etc but can only produce a very limited range of more complex language. They can understand straightforward factual texts and basic types of standard letters and emails. They can extract key details from a presentation, conversation or a text and communicate with a series of simple connected clauses and sentences. They can produce straightforward connected text on routine factual information or topics which are familiar and of personal interest.

OVERALL SCORE
CEFR: B1
GSE: 43 - 50

Summary of student's overall score and performance

Clear scoring on both the CEFR and the Global Scale of English (GSE)


CEFR Score: B1

GSE Range: 43 - 50

<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2	
10	22	30	36	43	51	59	67	76	80	90



Score Report - Student

 **Export to PDF**

Overview of performance in each language skill	Listening	Individual skill level compared to overall level allocated
	<p>PERFORMANCE SUMMARY At Level ◆</p> <p>The student can follow the main points of short talks on familiar topics or extended discussion around them if delivered in standard speech. They can follow most of an everyday conversation, with some repetition of particular words and phrases and can recognise speakers' feelings or attitudes. They can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary and can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.</p>	
	<p>PERFORMANCE SUMMARY Above Level ▲</p> <p>The student can understand most correspondence relating to their field of interest. They can recognise the writer's point of view in a structured text; make simple inferences based on information given in a short article and distinguish between fact and opinion in relation to common topics. They can recognise examples and their relation to the idea they support and can understand cause and effect, and problem/solution relationships in a structured text.</p>	
	<p>PERFORMANCE SUMMARY Below Level ▼</p> <p>The student can deal with practical everyday demands, exchanging straightforward factual information. They can initiate, maintain and close simple, restricted face-to-face conversations. They can describe plans and arrangements, everyday activities in town or basic events in the past using simple linking words. They can use some basic interjections to express understanding, surprise, disappointment, and excitement and can perform a limited range of functions e.g. agreeing/disagreeing; responding to suggestions.</p>	
	<p>PERFORMANCE SUMMARY At Level ◆</p> <p>The student has a limited range of words, very basic structures and phrases related to personal details or very familiar routine topics. They can write basic sentences describing everyday objects, or about personal interests, someone's life and routines or family and where they live. They can write short, simple notes, emails and postings</p>	



Benchmark Test
is a progress test



C2	90
	85
C1	
	76
B2+	
	67
B2	
	59
B1+	
	51
B1	
	43
A2+	
	36
A2	
	30
A1	
	22
<A1	
	10

CEFR GSE

**Type of English: General
International English**

Age: 14+

For learners at:

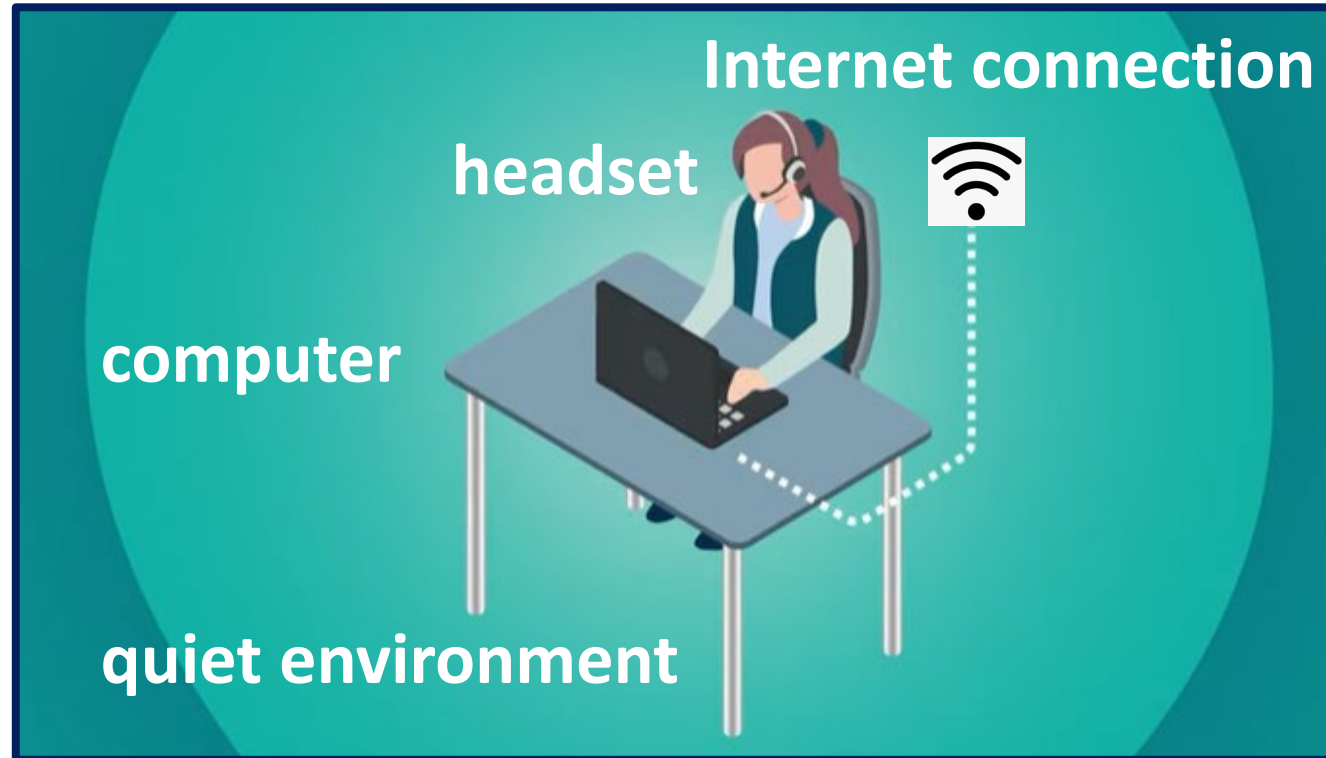
- upper - secondary schools
- universities
- language schools
- companies

The test suite contains 4 tests:

A (A1, A2) B1 B2 C (C1, C2)



Test takers need




3 sections of 15 minutes

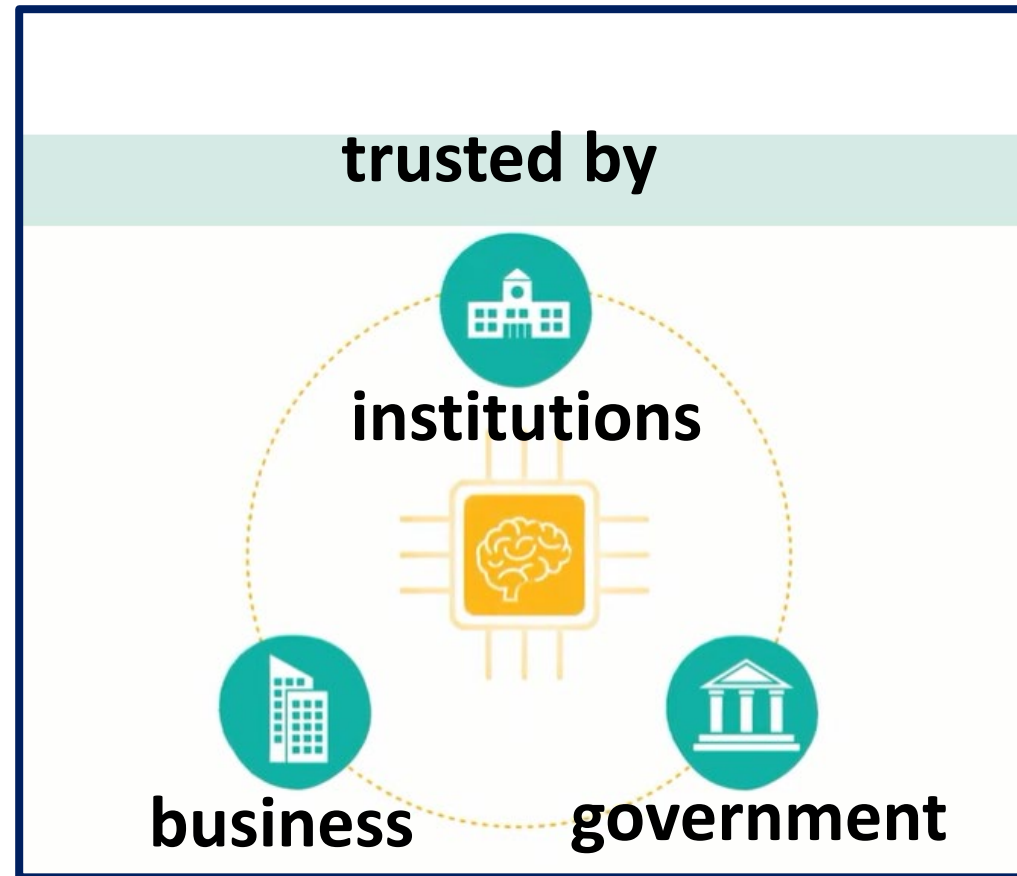
Section 1:  Reading, Grammar, Vocabulary

Section 2:   Listening and Speaking

Section 3:  Writing

Content completed:			
Section time left:	13:54	15:00	14:00

Reliable scored by Artificial Intelligence scoring system



Benchmark Sample Test

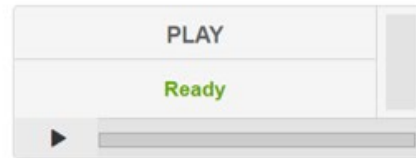
No stress...



Benchmark Sample Test B1

Equipment Check

Play the audio and check if the volume is OK.



If the volume is OK,
check the box then click 'Next'.



A wide range of question types

Fill in the vocabulary table

Write a word or phrase to fill the gaps.

Room	Furniture
bathroom	shower
<input type="text"/>	sofa
bedroom	<input type="text"/>
<input type="text"/>	cooker
dining room	<input type="text"/>



Read and give short answer

Read the advertisement and answer the questions.
Use no more than three words for each answer.

Buying a bike to ride to work

A good bike to ride to work costs between £300 and £1000. There's a huge range of bikes available so don't buy in a hurry. First, think about your route to work. If you ride through countryside, a fast, light bike is best. In the city, a stronger, more comfortable bike is advisable. Then consider what you carry. Put smaller items in a backpack, but for larger things, it's best to use special bags which you put on your bike. If you use both public transport and a bike, a folding bike is most suitable. You can easily carry one onto a train.

Example:

According to the text, what is the lowest price for a good standard bike?

about £300

- 1 Why does the writer say you should take time to choose a bike?
- 2 What kind of bike is recommended for a country route?
- 3 According to the text, what should you carry little things in?

Complete the dialogue

Complete the dialogue using words from the box.
Drag words into the gaps.

make keep have get come put take

Keith: Did you that promotion?

Sarah: I don't know yet. My bosses like to me waiting for news.

Keith: But didn't they ask you to your name forward for the promotion?

Sarah: Yes.

Keith: Well, why don't they just up their minds?

Sarah: I agree. I don't understand why it has to so long.

Write short essay

Read the question. You have 10 minutes to write your response. You must write at least 100 words.

"Soon schools will no longer be necessary because children will be able to study everything online." Do you agree or disagree with this statement? Why or why not?

Word count 0

Time left: 9:55

Describe picture

Look at the picture. You have 25 seconds to prepare. After the beep, speak into the microphone and describe the picture. You have 25 seconds to give your response.



RECORD

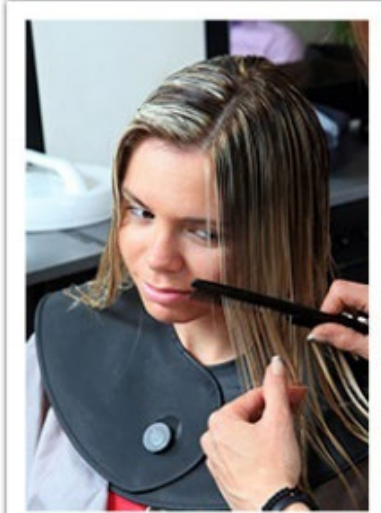
Beginning in 18 seconds

Correct grammar error

The sentence below has a mistake.
Choose the best option
to correct the mistake.

Jenny has some long hair.

- much
- many
- very



Listen and then speak

You will hear a short story. After the story,
you will have 30 seconds to retell the story
in English. Try to retell as much of the
story as you can, including the situation,
characters, actions, and ending.

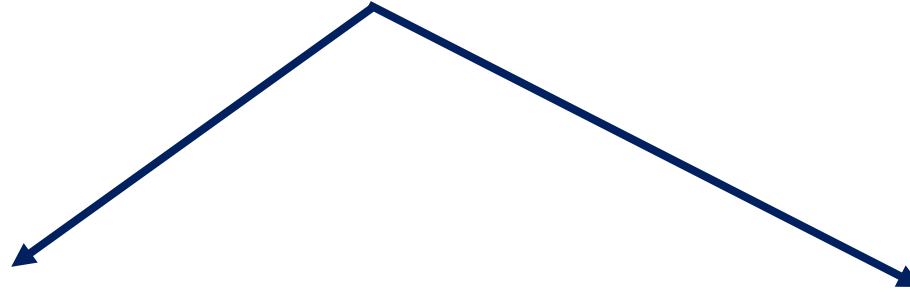
PLAY

Ready



RECORD

Score Report



group

student



Score Report - Group

The image shows a digital score report interface. On the left, a teal vertical bar contains the word "Group" in white. To its right, a white box contains the text "Institution: The Pearson School of English" and "Students: 30". Below this, a larger white box is titled "Class Capabilities" and contains a paragraph of text. A teal line with a square end connects the "Class Capabilities" section to a teal callout box on the right that says "A detailed description of overall ability of the group".

Group

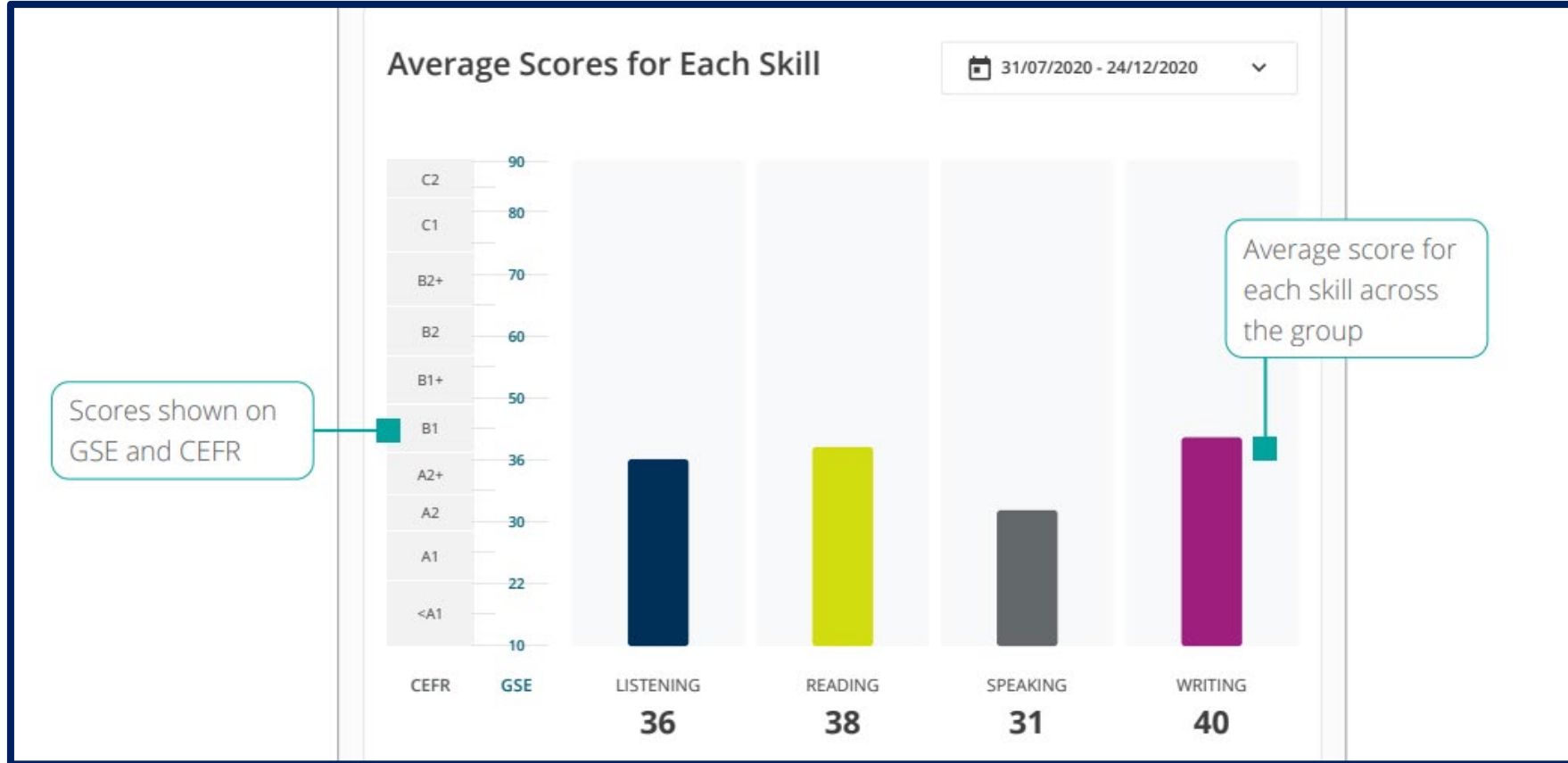
Institution: The Pearson School of English
Students: 30

Class Capabilities

Students at this level can use an appropriate range of words, structures and phrases for familiar and everyday forms of writing. They can read a simple text and extract factual details. They can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. They can communicate in routine tasks requiring simple, direct exchanges of information. They can write a simple text containing key information, or short descriptions of people and favourite objects/possessions using basic connectors, given a model.

A detailed description of overall ability of the group

Score Report - Group






Score Report - Group

Individual student levels clearly listed and comparable, overall and per skill

Students
31/07/2018 - 24/01/2019

Links to individual student reports

NAME	LEVEL	AVERAGE	LISTENING	READING	SPEAKING	WRITING	REPORTS
KARREN BATE	A	31	37	19	30	38	
SUZY CODY	B2	68*	69	74	61	BL	
DELENA DUBRAY	B1	52*	50	58	NS	48	

Score Report - Student

LANGUAGE English ▼ [Export to PDF](#)

Student

Lucas Nelson
Date assigned: 09/11/2019
Date taken: 09/11/2019
Institution: The Pearson School of English

Current Capabilities
A student at this level has a limited range of words, very basic structures and phrases related to personal details or very familiar routine topics. They understand basic information if delivered slowly and clearly, and in a very basic and limited way. They can give key personal information or answer some simple questions. They can write a few simple sentences about themselves, or things they or other people have.

OVERALL SCORE
36
GSE

Description of overall language ability

Overall score given on the GSE scale

Score Report - Student



Score Report - Student

The screenshot shows a user interface for a student score report. On the left, a vertical sidebar contains a callout box: "Breakdown of scores and detailed description of ability for each language skill". The main content area is titled "per skill" and includes a "Course Mapping" section with a "SELECT A BOOK" dropdown menu. A callout box points to this section: "View activities in Pearson courses to aid lesson planning". Below this is the "Listening: 36" section, which includes a "PERFORMANCE SUMMARY" paragraph, a "RECOMMENDED ACTIVITIES" section with a callout box: "Recommendations and suggested learning objectives to guide future teaching and learning", and a "SUGGESTED GSE LEARNING OBJECTIVES" section.

per skill

Breakdown of scores and detailed description of ability for each language skill

Course Mapping

SELECT A BOOK

View activities in Pearson courses to aid lesson planning

Listening: 36

PERFORMANCE SUMMARY

Students at this level are able to follow short basic classroom instructions. They have a limited range of understood vocabulary and a limited range of understood questions/answers. They can recognise simple formal greetings and use some basic words to show politness (e.g. 'please' , 'Thank you', 'Excuse me', 'Sorry')

RECOMMENDED ACTIVITIES


Give the student repeated exposure to sounds, words and very simple phrases accompanied with visual support so as to reinforce the link between early listening and meaning.


SUGGESTED GSE LEARNING OBJECTIVES

Recommendations and suggested learning objectives to guide future teaching and learning

Score Report - Student

Course mapping

 COURSE NAME
HIGH NOTE

 COURSE LEVEL
LEVEL 2

Business Partner
Connectivity
Cutting Edge 3e
English Firsthand
Focus 2e
Formula
Future 2e
Gold Experience
High Note
Impact Issues 3e
North Star 5e
Real World Advanced
Roadmap
Side by Side Plus
Speakout 2e
Startup
Top Notch 3e
Wider World
Your World

RECOMMENDED ACTIVITIES

Develop activities designed to encourage the student to give and ask about opinions on various topics without too much preparation. For instance, presenting their thoughts on a short story or article they have read. Support students in summarising their ideas by paraphrasing and encourage them to talk around an idea if exact language is not known.

● **Unit 9D Ex 7** ● **Unit 6G Ex 6** ● **Unit 3G Ex 6** ● **Unit 9G Ex 8** ● **Unit 9G Ex 2** ● **Unit 1A Ex 8**

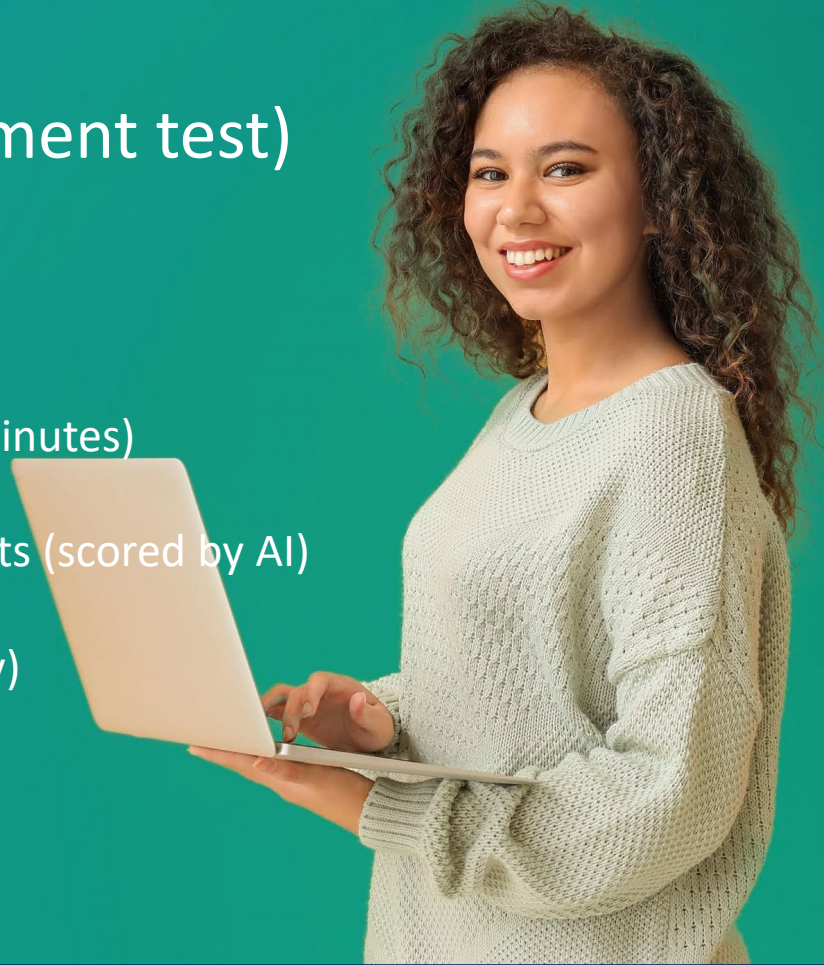
SUGGESTED GSE LEARNING OBJECTIVES

Can summarise and comment on a short story or article and answer questions in detail.
Can use synonyms to describe or gloss an unknown word.
Can express their thoughts in some detail on cultural topics (e.g. music, films).

View activities in
Pearson courses to
aid lesson planning

Level Test (placement test)

- fast (it takes 20/30 minutes)
- time-saving (auto-scored in minutes)
- reliable assessment of students (scored by AI)
- adaptive (1 test for everybody)
- sample test (releases stress)



Benchmark Test

(progress test)



- fast, easy to use (with any course)
- time-saving (auto-scored in some minutes)
- efficient (detailed descriptions of abilities)
- recommendations for students/teachers
- accurate (4 levels)
- reliable (AI scoring technology)
- sample test (releases stress)
- course mapping for Pearson courses



Level Test

Start strong.

Fast, adaptive, first day testing. From home or school. In 30 minutes or less.



[english.com/level-test](https://www.english.com/level-test)



Benchmark Test

Insight is a wonderful thing.

Detailed, accurate progress testing. From home or school. In just 45 minutes.



[english.com/benchmark-test](https://www.english.com/benchmark-test)



Everything you need to know

Level Test & Benchmark Test

<https://www.pearson.com/english/assessment/level-test.html>

<https://www.pearson.com/english/assessment/benchmark-test.html>

Slovak Republic

judita.tothova@venturesbooks.com

Czech Republic

katerina.mysakova@venturesbooks.com

vlasta.dohnalova@venturesbooks.com