Oxford Test of English - A2 | Worksheet 1

A library visit | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

Our class will visit the town library on Thursday. Meet outside school at 9.15. We will walk there with Ms Silva. Bring your library card and a bottle of water. You do not need money because the visit is free. We will return to school before lunch. If it rains, we will go by bus instead.

1. Which day is the visit?

2. Where should students meet?

3. Write TWO things students should bring.

4. Do students need to pay for the visit?

B. Use language accurately

5. Choose: Our teacher walk / walks to school every day.

6. Complete with ONE word: There are three books ___ my bag.

7. Write the past form: Yesterday we (visit) the library.

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Oxford Test of English - A2 | Worksheet 1

A library visit | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. What is the NEW meeting time?

9. How will the class travel?

10. What card should students bring?

D. Write a purposeful response

11. Write a short email of 40-60 words to a friend. Invite them to visit a library with you. Say when to meet, what to bring and why you want to go. This is a short EWS practice task.

E. Speak and review

12. Speak for about 30 seconds. Describe a place where you like reading. Say where it is and give one reason.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English - A2 | Worksheet 2

A cooking club | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

The school cooking club meets on Fridays after class. This week we are making fruit salad. Please wash your hands before you begin. Bring one banana and one apple. The teacher will bring bowls and spoons. You may work with a partner. The club ends at four o'clock, so tell your family to collect you then.

1. When does the club usually meet?

2. What will students make this week?

3. Who will bring the bowls?

4. What should students do before beginning?

B. Use language accurately

5. Choose: We need a / an apple.

6. Complete: My brother can ___ fruit. Use cut or cuts.

7. Make a question: you / like / bananas / Do / ?

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Oxford Test of English - A2 | Worksheet 2

A cooking club | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Which room will the club use today?

9. When does the activity start?

10. Which fruit must students bring today?

D. Write a purposeful response

11. Write 40-60 words to a new club member. Explain what the club does, when it meets and one thing they should bring. This is short EWS practice.

E. Speak and review

12. Speak for about 30 seconds about food you enjoy. Say what it is, when you eat it and who prepares it.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English - B1 | Worksheet 1

Choosing a school project | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

Our class considered painting a wall or starting a vegetable garden for the school project. Painting seemed easier, but it required permission that would take several weeks. We chose the garden because the science teacher could help us begin immediately. Teams will water it on different days. Some students worried about working during the holidays, so we agreed to grow vegetables that could be collected before the end of term. We will record costs and growth each week, then explain what we learned at assembly.

1. Which project did the class choose?

2. Why could the painting project not start quickly?

3. How did the class respond to the holiday concern?

4. What will students record? Give TWO things.

B. Use language accurately

5. Choose: If it rains tomorrow, we water / will water the garden on Friday.

6. Join with because: We chose the garden. We could start immediately.

7. Complete with who or which: The teacher ___ helped us teaches science.

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Oxford Test of English - B1 | Worksheet 1

Choosing a school project | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Which team will water on Tuesday?

9. Who will help on Thursday?

10. What is the deadline for the first cost record?

D. Write a purposeful response

11. Write 80-100 words to a friend who missed the project meeting. Explain the choice, one problem and its solution. Invite your friend to help. This is shortened EWS email practice.

E. Speak and review

12. Speak for about 45 seconds. Describe a useful project you could do with other students. Explain one likely difficulty and a practical solution.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English - B1 | Worksheet 2

A weekend course | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

Leena joined a weekend photography course because she wanted to take better pictures for the school newspaper. She expected to learn mainly about camera buttons. Instead, the tutor asked everyone to spend the first morning noticing light, shapes and backgrounds without taking any photographs. Leena was disappointed at first, but later understood why her old pictures looked untidy. For the final task, she photographed the same playground at two different times of day. Her favourite image was taken with her phone, which showed her that careful observation mattered more than expensive equipment.

1. Why did Leena join the course?

2. What did she expect to learn about?

3. How did her opinion of the first activity change?

4. What lesson did her favourite image teach her?

B. Use language accurately

5. Complete: Leena has used her phone ___ three years. Use for or since.

6. Choose: The tutor asked us to notice / noticing the background.

7. Rewrite in the past: She does not understand the activity.

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Oxford Test of English - B1 | Worksheet 2

A weekend course | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. When is the outdoor session now?

9. Where should learners meet?

10. What should absent learners explain?

D. Write a purposeful response

11. Write 80-100 words about a course you have taken or would like to take. Explain your reason, one activity and what you learned or hope to learn.

E. Speak and review

12. Speak for about 45 seconds. Describe a skill you want to learn and explain how you could practise it without spending much money.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English - B2 | Worksheet 1

A quieter school library | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

The school library introduced a silent study area after students complained that group work made concentration difficult. Initially, the librarian planned to ban conversation throughout the building. Student representatives argued that this would exclude learners who needed to discuss projects. The final plan therefore kept two smaller rooms for group work and made the central room silent. After a month, visits had increased, although some students still struggled to find group space at lunchtime. The librarian described the change as progress rather than a final solution and invited students to suggest how bookings could be made fairer.

1. What problem prompted the change?

2. Why was the original plan changed?

3. Which result shows a positive change?

4. Is the librarian completely satisfied? Explain.

B. Use language accurately

5. Combine using although: Visits increased. Group space was still limited.

6. Complete the passive: Students must book rooms. Rooms must ___ by students.

7. Report the statement: The librarian said, "I will review the system." Begin: The librarian said that...

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Oxford Test of English - B2 | Worksheet 1

A quieter school library | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Does the speaker want to remove the silent room?

9. What booking limit is suggested?

10. How should the school judge the trial?

D. Write a purposeful response

11. Write a balanced paragraph of 80-100 words. Should a school library be entirely silent? Include an advantage of silence, a need for discussion and a practical compromise.

E. Speak and review

12. Speak for about one minute. Compare individual study and group study. Recommend an approach for a difficult project and justify your choice.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English - B2 | Worksheet 2

Repair before replacement | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

A community centre began a monthly repair afternoon where volunteers help residents fix small household items. The aim is to reduce waste, but organisers also value the conversations that take place while people work together. Attendance grew quickly, leading some supporters to propose weekly sessions. The volunteers were cautious: demand alone would not provide the tools, training and insurance needed for a larger service. They agreed to add one extra session as a trial while collecting information about the most common repairs. Organisers stressed that visitors should learn alongside volunteers rather than expect a free commercial repair service.

1. Give ONE environmental aim of the project.

2. Why were volunteers cautious about weekly sessions?

3. What expansion was agreed?

4. What role should visitors take?

B. Use language accurately

5. Complete: If more volunteers joined, the centre ___ offer extra sessions. Use could or can.

6. Rewrite using despite: Although demand was high, expansion was delayed.

7. Choose the correct form: The organisers suggested collect / collecting information.

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Oxford Test of English - B2 | Worksheet 2

Repair before replacement | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Was attendance higher than expected?

9. Which items were most commonly brought in?

10. What must happen before regular extra sessions are added?

D. Write a purposeful response

11. Write 80-100 words recommending one way to reduce waste in your community. Explain a benefit, a limitation and how your proposal could be tested.

E. Speak and review

12. Speak for one minute. Is repairing an old item always better than replacing it? Consider cost, safety and environmental impact.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English Advanced - C1 | Worksheet 1

Measuring the value of green space | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

When a council proposed converting an unused site into a public garden, the initial evaluation focused on visitor numbers and nearby property prices. A local researcher questioned whether those measures captured the project's main purpose. A garden might attract modest attendance yet offer significant relief to residents with no private outdoor space. Conversely, high visitor numbers could conceal overcrowding or unequal access. The researcher did not dismiss numerical evidence; she argued that it should be interpreted alongside interviews and observations. The council consequently added questions about who used the site, when they felt welcome and which barriers prevented others from visiting. This broader approach made evaluation less convenient but potentially more informative.

1. What assumption does the researcher challenge?

2. Why might modest attendance still represent success?

3. Does the researcher reject numerical evidence?

4. Explain the final contrast in your own words.

B. Use language accurately

5. Complete with ONE word: The proposal is valuable, provided ___ access remains fair.

6. Rewrite with inversion: The council had rarely considered who was excluded. Begin Rarely...

7. Make the claim more cautious: The garden improves everyone's health. Use may and some.

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Oxford Test of English Advanced - C1 | Worksheet 1

Measuring the value of green space | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Which group was under-represented?

9. What method should supplement the survey?

10. What is the speaker's main warning?

D. Write a purposeful response

11. Write an 80-100-word evaluation paragraph. Explain why attendance alone may be an inadequate measure of a community project, and suggest a more balanced method.

E. Speak and review

12. Speak for about 90 seconds. Evaluate two ways of judging a school activity: participation totals and learners' experiences. Explain how you would combine them.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Oxford Test of English Advanced - C1 | Worksheet 2

Flexible work and invisible expectations | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

A small company announced that staff could choose when to complete their weekly hours. Management expected the policy to improve autonomy without affecting teamwork. In practice, employees continued to attend most meetings at conventional times, and some felt obliged to answer messages late at night to demonstrate commitment. A review concluded that formal flexibility had outpaced changes in workplace expectations. It recommended agreed contact periods, clearer deadlines and an explicit right to disconnect outside those periods. The policy was not judged a failure: staff valued its potential, but needed managers to model the boundaries it promised. Without that example, permission on paper might simply shift the burden of coordination onto individuals.

1. What was management's expectation?

2. Why did some employees answer messages late at night?

3. Name TWO proposed improvements.

4. What does permission on paper imply here?

B. Use language accurately

5. Complete with ONE word: Employees value flexibility, ___ it does not create constant availability. Use provided or unless.

6. Change to a noun: Managers must implement the policy consistently. Consistent ___ is essential.

7. Rewrite using had: Managers should have explained the boundaries earlier. Begin It would have helped if managers...

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Oxford Test of English Advanced - C1 | Worksheet 2

Flexible work and invisible expectations | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. Does the speaker recommend cancelling flexible hours?

9. What practical behaviour would make the boundary more credible?

10. What should be checked beyond deadlines?

D. Write a purposeful response

11. Write 80-100 words recommending how an organisation can make a flexible policy work in practice. Include one example and a possible limitation.

E. Speak and review

12. Speak for about 90 seconds. Can a rule change behaviour without a change in culture? Use an example, consider a counterargument and reach a qualified conclusion.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Cambridge C1 Advanced | Worksheet 1

When feedback becomes useful | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

After receiving detailed comments on their essays, many students filed the papers away without revising them. Their teacher initially assumed the comments had been ignored. Interviews revealed a more complicated picture: students could often repeat the advice but were unsure how to apply it to a new piece of writing. The teacher then reduced the number of comments and asked each student to choose one priority, explain the problem in their own words and revise a short passage. Peer discussion was included, not to replace expert judgement, but to make the reasoning visible. Subsequent essays still contained mistakes, yet students became more specific when asking for help. The teacher regarded that change as evidence of growing independence rather than instant mastery.

1. Why was the teacher's first assumption incomplete?

2. What did each learner have to choose?

3. Why was peer discussion used?

4. What indicated greater independence?

B. Use language accurately

5. Word formation: Feedback is useful only if it leads to meaningful ___. REVISE

6. Open gap: Students had difficulty ___ applying the advice to a new task. Use in or at.

7. Transformation using UNTIL: Students understood the comment only after revising. It was not ___ that students understood the comment. Use 3-6 words.

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Cambridge C1 Advanced | Worksheet 1

When feedback becomes useful | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. What problem did the useful comment identify?

9. How did the teacher respond to the learner's request?

10. Which view best matches the speaker: A grammar never matters; B thoughtful questions can be more useful than unused corrections; C the longest comments are best?

D. Write a purposeful response

11. Write one 80-100-word argument paragraph for an essay about feedback. Explain how learners can turn comments into action, with one specific example. This is a paragraph workshop, not a full C1 writing paper.

E. Speak and review

12. With a partner, discuss which helps learning most: marks, written comments or a short conversation. Invite your partner's view, compare two choices and agree on a recommendation.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Cambridge C1 Advanced | Worksheet 2

The purpose of a museum | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

A museum redesigned its local-history exhibition around residents' personal stories rather than a chronological list of dates. Some visitors praised the emotional connection, while others felt that the wider historical context had become harder to follow. Curators accepted that a moving account was not automatically a representative one. They added a timeline and invited contrasting recollections, making clear that memories could disagree without either speaker being dishonest. The revised exhibition asked visitors to consider how personal experience and public records illuminate different aspects of the past. Its ambition was not to settle every disagreement, but to help visitors recognise why an apparently simple account might depend on whose experience had been included.

1. What changed in the exhibition's organisation?

2. What concern did some visitors express?

3. Why were contrasting recollections added?

4. What was the exhibition's qualified ambition?

B. Use language accurately

5. Word formation: A moving story may not be fully ___. REPRESENT

6. Open gap: The curators took visitors' concerns ___ account.

7. Transformation using MEAN: Different memories do not necessarily prove dishonesty. Different memories do not ___ dishonest. Use 3-6 words.

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Cambridge C1 Advanced | Worksheet 2

The purpose of a museum | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. What was the speaker's initial concern?

9. What did the labels explain?

10. Is the speaker entirely uncritical?

D. Write a purposeful response

11. Write an 80-100-word evaluation paragraph for a review. Discuss the value of personal stories in a history exhibition and explain why context still matters.

E. Speak and review

12. Discuss with a partner how a museum could attract teenagers. Compare interactive displays, personal stories and guided tours. Ask for your partner's reasons before agreeing on two priorities.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Cambridge C2 Proficiency | Worksheet 1

Expertise and public trust | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

Text A: Public confidence in expert advice is sometimes treated as a problem that clearer communication alone can solve. Clarity is indispensable, but it cannot compensate for institutions that conceal uncertainty or dismiss legitimate questions. Trustworthiness requires explaining how a conclusion was reached, acknowledging its limits and showing how new evidence could alter it.

Text B: Demands for transparency can themselves become unrealistic. Publishing every technical detail does not necessarily make a decision intelligible; it may merely overwhelm the audience. Institutions should explain the reasoning relevant to a decision while accepting scrutiny from people with different forms of expertise. Confidence need not depend on the illusion that all uncertainty has disappeared.

1. Identify a point on which both writers agree.

2. What does Text A regard as insufficient on its own?

3. What qualification does Text B add to demands for transparency?

4. Does Text B reject public scrutiny? Support your answer.

B. Use language accurately

5. Collocation: Institutions must ___ legitimate concerns rather than dismiss them. Choose address / tell / pronounce.

6. Word formation: More data does not guarantee greater ___. INTELLIGIBLE

7. Transformation using ACCOUNT: The explanation omitted an important limitation. The explanation failed ___ an important limitation. Use 3-8 words.

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Cambridge C2 Proficiency | Worksheet 1

Expertise and public trust | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. What change in attitude does the speaker describe?

9. Does the speaker give all opinions equal weight?

10. What does the speaker call accountability?

D. Write a purposeful response

11. Write an 80-100-word synthesis paragraph using BOTH texts. Explain how an institution can be open about uncertainty without making its explanation unusable. Add your own evaluation.

E. Speak and review

12. Give a developed 90-second response: How far should experts simplify complex ideas for a general audience? Consider two tensions and qualify your conclusion.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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Cambridge C2 Proficiency | Worksheet 2

Convenience and the ownership of time | Selected skills, not a full official test

Name: _____ Date: _____

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A. Read for meaning and evidence

Text A: Services marketed as time-saving often redistribute attention rather than release it. A faster ordering system may remove a queue, yet surround the customer with prompts, reminders and choices. The relevant question is not simply how many minutes an action takes, but who gains control over the time that follows.

Text B: It would be perverse to deny the practical value of convenient services to people managing work, care and limited mobility. The problem arises when convenience becomes compulsory: alternatives disappear and users must accept a system they cannot reasonably avoid. A defensible service preserves meaningful choice, including a slower route for those who need it.

1. What distinction does Text A make about saving time?

2. Why does Text B resist dismissing convenience?

3. What condition makes convenience problematic for Text B?

4. State a principle that could accommodate both positions.

B. Use language accurately

5. Collocation: A service should not ___ users of meaningful choice. Choose deprive / remove / prevent.

6. Word formation: The benefits are real, but their distribution may be ___. EQUAL

7. Transformation using HAD: I understood the cost only after the alternative disappeared. Only when the alternative ___ the cost. Use 3-8 words.

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Cambridge C2 Proficiency | Worksheet 2

Convenience and the ownership of time | Listening, writing and speaking

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C. Listen without seeing the script

Use the Listen button on the matching EWS online worksheet, or ask a helper to read the script from the separate answer guide twice. Keep the script hidden during your first attempt.

8. What does the speaker concede?

9. How did removing the phone option affect the neighbour?

10. What assumption does the speaker challenge?

D. Write a purposeful response

11. Write an 80-100-word synthesis paragraph drawing on BOTH texts. Evaluate whether a faster service necessarily gives users a better experience.

E. Speak and review

12. Speak for about 90 seconds. Evaluate the statement: The most efficient service is the one with the fewest options. Explore a counterargument and reach a nuanced conclusion.

Planning notes: key point, reason, example.

Self-check: Did I answer every point? Is my meaning clear? What will I improve in my next attempt?

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