



ALBALAGH INTERNATIONAL PREMIUM COLLEGE · LONDON CAMPUS

# The IEFC Assessment Handbook

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Every assignment, every rubric and every question  
in the programme, with the marking standard  
stated once.



IEFC Assessment Series · First edition · 2026-08-17

60 assignments · 60 rubrics · 307 criteria · 660 questions with answer keys

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## THE MARKING STANDARD

### Stated once, not sixty times

Marking cannot be consistent while sixty rubrics live in sixty places. Two teachers marking the same assignment in different weeks read their criteria from two different lesson pages, and moderation — the thing that makes an award mean anything — has nowhere to stand.

This volume puts every assignment beside its rubric and every quiz beside its answers, in one place, arranged by what an assessor does rather than by curriculum order.

#### THE THRESHOLD, READ FROM THE RUBRICS THEMSELVES

A grade at or above the platform's pass threshold marks this module complete for the learner.

55 of 60 rubrics state this threshold, in these words. 2 carry a variant that differs only in what completion means — Level VI Module 10 adds that the programme itself is complete, which is true of that module and of no other. It is read from them at generation rather than restated here, so a rubric that ever stopped agreeing would show as a disagreement.

#### 5 RUBRICS STATE NO THRESHOLD, AND THEY ARE NOT RANDOM

I.10 · II.10 · III.10 · IV.10 · V.10 — the Review & Consolidation module of every level except the last. An assessor marking those five has no printed pass threshold to mark against, and this handbook will not invent one: the threshold belongs to the rubric, and the rubric belongs to the academic staff who wrote it. Recorded here so that the gap is visible at the moment of marking rather than discovered afterwards.

### What is here

| LEVEL     | MODULES | ASSIGNMENTS | RUBRICS | CRITERIA | QUESTIONS |
|-----------|---------|-------------|---------|----------|-----------|
| Level I   | 10      | 10          | 10      | 43       | 110       |
| Level II  | 10      | 10          | 10      | 42       | 110       |
| Level III | 10      | 10          | 10      | 52       | 110       |
| Level IV  | 10      | 10          | 10      | 56       | 110       |
| Level V   | 10      | 10          | 10      | 58       | 110       |
| Level VI  | 10      | 10          | 10      | 56       | 110       |
| Total     | 60      | 60          | 60      | 307      | 660       |

#### **TWO THINGS THIS VOLUME DOES NOT DO**

It does not map an assessment to a competency. Nought of the 120 assessed items in this programme carries a competency mapping, so an assessor cannot use this book to report against the College's own framework — and that is a fact about the academic database, not about the book. It also prints the correct option for every question: it is a teacher and examiner volume, and the candidate's edition of the same material is catalogued separately as the Examination Guide, without the keys.



# Foundation Programme

10 MODULES · 110 QUESTIONS · 43 CRITERIA

## I.1

## Meeting People

10 questions · 5 criteria

### ASSIGNMENT

Record yourself (or perform live for your instructor) a short spoken self-introduction, 30-60 seconds long. Include: a greeting appropriate to the time of day, your name, the country you are from, and the city you live in. Speak clearly and try to use full sentences from this module.

| # | CRITERION                            | WHAT EARNS THE MARK                                                                                                                                 |
|---|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Task completion</b>               | all 4 required elements present.                                                                                                                    |
| 2 | <b>Grammatical accuracy</b>          | "to be" forms, "I'm from"/"I live in" distinction.                                                                                                  |
| 3 | <b>Vocabulary range</b>              | at least 4 of the required content words (greeting, name, country, city) produced without prompting, and the country name said rather than spelled. |
| 4 | <b>Clarity &amp; intelligibility</b> | greeting stress, country-name pronunciation drilled in Lesson 1.2.                                                                                  |
| 5 | <b>Fluency and delivery</b>          | audible, reasonably fluent for A1, not read word-by-word from a script.                                                                             |

### QUIZ · 10 QUESTIONS

1. "\_\_\_ name is Sofia."

- A I
- B Me
- C Mine
- D My **KEY**

2. "\_\_\_ you from Brazil?"

- A Is
- B Are **KEY**
- C Am
- D Be

3. "I \_\_\_\_ from Nigeria."

A **am** **KEY**

B is

C are

D be

4. "Nice to \_\_\_\_ you."

A meeting

B met

C **meet** **KEY**

D meets

5. It is 8 o'clock in the evening. What do you say?

A Good morning

B **Good evening** **KEY**

C Good afternoon

D Good night-time

6. "What's your \_\_\_\_?" (asking for someone's name)

A from

B live

C meet

D **name** **KEY**

7. "I'm from Italy. I \_\_\_\_ in Rome."

A am

B from

C **live** **KEY**

D is

8. Which question asks about someone's country?

A **Where are you from?** **KEY**

B What's your name?

C How are you?

D Nice to meet you?

9. "This is Kenji. \_\_\_\_ is from Japan."

A His

B Him

C **He** **KEY**

D He's

10. Someone says "Nice to meet you." A natural reply is:

- A You're welcome.
- B **Nice to meet you too.** KEY
- C Yes, please.
- D See you.

## I.2

# Everyday Objects & Places

10 questions · 4 criteria

## ASSIGNMENT

Write (or record yourself speaking) 5-6 sentences describing one room in your home. Use "there is/there are" for at least 3 objects, and "this is/that is/these are/those are" for at least 2 objects. Add one sentence naming a nearby place (a shop, park, or similar) using this module's vocabulary.

| # | CRITERION                            | WHAT EARNS THE MARK                                             |
|---|--------------------------------------|-----------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct "there is/are" agreement, correct demonstrative choice. |
| 2 | <b>Vocabulary range</b>              | at least 5 distinct objects/places named correctly.             |
| 3 | <b>Task completion</b>               | all required sentence types present.                            |
| 4 | <b>Clarity &amp; intelligibility</b> | describes a real room, not a disconnected list of nouns.        |

## QUIZ · 10 QUESTIONS

1. "\_\_\_ a book on the table."

- A There are
- B This is
- C **There is** KEY
- D These are

2. "\_\_\_ any chairs in the room?"

- A **Are there** KEY
- B Is there
- C Is this
- D Are these

3. Pointing at something in your hand: "\_\_\_ is my pen."

- A That
- B Those
- C These
- D **This** KEY

4. Pointing at something across the room: "\_\_\_ is the door."

- A This
- B **That** KEY
- C These
- D Those

5. "There \_\_\_ ten students in my class."

- A **are** KEY
- B is
- C am
- D be

6. Which place do you go to buy food?

- A hospital
- B station
- C **supermarket** KEY
- D hotel

7. "\_\_\_ are my books." (pointing at several books near you)

- A This
- B **These** KEY
- C That
- D Those

8. "Where \_\_\_ the bank?"

- A are
- B am
- C do
- D **is** KEY

9. "There \_\_\_ any milk in the fridge." (negative)

- A aren't
- B no is
- C **isn't** KEY
- D not is

10. Pointing at several books across the room: "\_\_\_ are my books."

- A **Those** KEY
- B These
- C This
- D That

### I.3

## Family & Routines

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 6-8 sentences describing your typical weekday. Include at least 4 different times (o'clock/half past/quarter past/to), at least 4 routine verbs from this module, and correct present-simple third-person -s if you also describe someone else's day.

| # | CRITERION                            | WHAT EARNS THE MARK                                                                |
|---|--------------------------------------|------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | present-simple -s agreement, correct time expressions.                             |
| 2 | <b>Vocabulary range</b>              | at least 4 distinct routine verbs and 2 family members if describing someone else. |
| 3 | <b>Task completion</b>               | at least 6 sentences, at least 4 times stated.                                     |
| 4 | <b>Clarity &amp; intelligibility</b> | activities presented in a logical time sequence.                                   |

### QUIZ · 10 QUESTIONS

1. "She \_\_\_\_ two brothers."

- A have
- B is
- C **has** KEY
- D are

2. "I \_\_\_\_ up at 7 o'clock every day."

- A **wake** KEY
- B wakes
- C waking
- D woke

3. "He \_\_\_\_ to work at 8 o'clock."

- A go
- B going
- C gone
- D **goes** KEY

4. It is 7:30. How do you say this time?

- A Quarter past seven
- B **Half past seven** KEY
- C Seven o'clock
- D Quarter to seven

5. "This is my father's sister. She is my \_\_\_\_."

- A **aunt** **KEY**
- B grandmother
- C cousin
- D niece

6. "What \_\_\_\_ do you have breakfast?"

- A when
- B who
- C **time** **KEY**
- D which

7. "I have dinner \_\_\_\_ the evening."

- A at
- B **in** **KEY**
- C on
- D to

8. Which word means "comes before all the others"?

- A then
- B finally
- C after
- D **first** **KEY**

9. "My mother's mother is my \_\_\_\_."

- A aunt
- B cousin
- C sister
- D **grandmother** **KEY**

10. "\_\_\_\_ she work on Saturdays?"

- A Do
- B **Does** **KEY**
- C Is
- D Are

## Food & Shopping

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or perform live) a short shop dialogue, 45-60 seconds, playing both the customer and the shopkeeper (or with a partner). Include: a greeting, a purchase request using "Can I have...?", at least 2 food items (at least one countable, one uncountable), a "How much is/are...?" question with a stated price, and a polite closing exchange.

| # | CRITERION                            | WHAT EARNS THE MARK                                                       |
|---|--------------------------------------|---------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct some/any, correct is/are with prices.                             |
| 2 | <b>Vocabulary range</b>              | at least 2 distinct food items, at least one price stated correctly.      |
| 3 | <b>Task completion</b>               | all required dialogue elements present.                                   |
| 4 | <b>Clarity &amp; intelligibility</b> | appropriate please/thank you usage, audible and reasonably fluent for A1. |

### QUIZ · 10 QUESTIONS

1. "There is \_\_\_\_ milk in the fridge."

- A **some** KEY
- B a
- C many
- D an

2. "Is there \_\_\_\_ bread?"

- A some
- B a
- C **any** KEY
- D much

3. Which is uncountable?

- A apple
- B **rice** KEY
- C egg
- D banana

4. "How much \_\_\_\_ the apples?"

- A is
- B am
- C be
- D **are** KEY

5. "Can I \_\_\_\_ some coffee, please?"

- A has
- B having
- C **have** **KEY**
- D had

6. "That's \$5. Here you \_\_\_\_."

- A **are** **KEY**
- B am
- C is
- D be

7. Where do you buy bread?

- A greengrocer
- B bank
- C station
- D **bakery** **KEY**

8. "There are \_\_\_\_ eggs in the box."

- A any
- B **some** **KEY**
- C a
- D an

9. "I'd like \_\_\_\_ apples, please."

- A any
- B much
- C **some** **KEY**
- D a

10. "How \_\_\_\_ sugar do you want?"

- A many
- B **much** **KEY**
- C a lot
- D some

## Around Town

10 questions · 4 criteria

### ASSIGNMENT

Imagine a visitor to your town asks you for directions to a real place near where you live. Record yourself (or write) giving clear directions, 45-60 seconds or 5-6 sentences. Include: a polite opening, at least 2 imperative direction instructions, at least 1 preposition of place describing the destination's location, and an estimated walking time.

| # | CRITERION                            | WHAT EARNS THE MARK                                         |
|---|--------------------------------------|-------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct imperative forms, correct preposition of place.     |
| 2 | <b>Vocabulary range</b>              | at least 2 distinct direction verbs used.                   |
| 3 | <b>Task completion</b>               | all required elements present.                              |
| 4 | <b>Clarity &amp; intelligibility</b> | directions are logical and could realistically be followed. |

### QUIZ · 10 QUESTIONS

- "The bank is \_\_\_\_ the supermarket." (right beside it)
  - opposite
  - between
  - next to** KEY
  - behind
- "The park is \_\_\_\_ the school." (facing it, across the street)
  - opposite** KEY
  - next to
  - in
  - at
- "The hotel is \_\_\_\_ the bank and the station."
  - next to
  - opposite
  - in front of
  - between** KEY
- "Excuse me, how do I \_\_\_\_ to the library?"
  - going
  - get** KEY
  - goes
  - went

5. "\_\_\_ straight on, then turn left."

A **Go** **KEY**

B Going

C Goes

D Went

6. Which is a polite way to start asking for help in the street?

A Hey, you!

B Where?

C **Excuse me** **KEY**

D Now!

7. "It's about five \_\_\_ walk."

A minute

B **minutes'** **KEY**

C minutes

D minuting

8. "The pharmacy is \_\_\_ the corner."

A at

B in

C next

D **on** **KEY**

9. "Turn \_\_\_ at the traffic lights."

A straight

B near

C next

D **right** **KEY**

10. "The bus stop is \_\_\_ from the station." (a short distance away)

A **not far** **KEY**

B no far

C not long

D not near

## Describing People & Things

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 5-6 sentences describing one family member's appearance and one of their belongings. Use at least 2 has/is appearance sentences, correct possessive adjectives, and one two-adjective description (size + colour) of an object belonging to them.

| # | CRITERION                            | WHAT EARNS THE MARK                                                  |
|---|--------------------------------------|----------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct is/has choice, correct possessives, correct adjective order. |
| 2 | <b>Vocabulary range</b>              | at least 3 distinct adjectives used correctly.                       |
| 3 | <b>Task completion</b>               | describes both a person and an object.                               |
| 4 | <b>Clarity &amp; intelligibility</b> | specific and coherent, not a list of disconnected words.             |

### QUIZ · 10 QUESTIONS

1. "She \_\_\_ long brown hair."

- A is
- B have
- C are
- D **has** **KEY**

2. "He \_\_\_ tall and young."

- A has
- B **is** **KEY**
- C have
- D are

3. "\_\_\_ is this bag? — It's mine."

- A **Whose** **KEY**
- B Who
- C Which
- D What

4. "This isn't my pen. It's \_\_\_."

- A her
- B she
- C **hers** **KEY**
- D she's

5. Which sentence has the correct adjective order?

- A a red big bag
- B **a big red bag** **KEY**
- C a bag big red
- D a big bag red

6. "That's not our car. It's \_\_\_\_."

- A their
- B they
- C them
- D **theirs** **KEY**

7. "Is this \_\_\_\_ book?" (asking someone directly)

- A you
- B yours
- C **your** **KEY**
- D you're

8. "My sister has short \_\_\_\_ hair."

- A **curly** **KEY**
- B tall
- C expensive
- D cheap

9. "Maria is my friend. \_\_\_\_ eyes are blue."

- A She
- B Hers
- C **Her** **KEY**
- D She's

10. "He's got a \_\_\_\_ car." (correct adjective order)

- A red small nice
- B **nice small red** **KEY**
- C small nice red
- D nice red small

## Past Experiences

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 6-8 sentences narrating a real (or invented, if preferred) recent holiday or trip. Use at least 3 regular past verbs and at least 3 irregular past verbs. Include at least one past-time expression and present events in a logical time order.

| # | CRITERION                            | WHAT EARNS THE MARK                                                                     |
|---|--------------------------------------|-----------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct regular -ed forms, correct irregular past forms, correct negative form if used. |
| 2 | <b>Vocabulary range</b>              | at least 3 regular and 3 irregular verbs used correctly.                                |
| 3 | <b>Task completion</b>               | at least 6 sentences, at least one time expression.                                     |
| 4 | <b>Clarity &amp; intelligibility</b> | events presented in a logical narrative sequence.                                       |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_\_ TV yesterday evening."

- A watch
- B watching
- C **watched** KEY
- D watches

2. "She \_\_\_\_ study last night."

- A **didn't** KEY
- B don't
- C doesn't
- D isn't

3. "\_\_\_\_ you go to the party?"

- A Do
- B Does
- C Were
- D **Did** KEY

4. "Yes, I \_\_\_\_."

- A do
- B **did** KEY
- C does
- D was

5. "We \_\_\_\_ to the beach last weekend."

- A **went** KEY
- B go
- C goed
- D going

6. "What \_\_\_\_ you eat for breakfast?"

- A do
- B does
- C **did** KEY
- D were

7. Which is the correct past form of "buy"?

- A buyed
- B **bought** KEY
- C buys
- D buying

8. "Two days \_\_\_\_ I visited my grandmother."

- A before
- B last
- C past
- D **ago** KEY

9. "They \_\_\_\_ at home last night."

- A was
- B been
- C are
- D **were** KEY

10. "I saw her \_\_\_\_ week."

- A ago
- B **last** KEY
- C yesterday
- D before

## Plans & Abilities

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or write) 5-6 sentences about your real plans for the coming weekend, using "going to". Include at least one ability-related sentence using can/can't that connects logically to one of your plans.

| # | CRITERION                            | WHAT EARNS THE MARK                                            |
|---|--------------------------------------|----------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct going-to form, correct can/can't form.                 |
| 2 | <b>Vocabulary range</b>              | at least 3 distinct planned activities named.                  |
| 3 | <b>Task completion</b>               | at least one can/can't sentence logically connected to a plan. |
| 4 | <b>Clarity &amp; intelligibility</b> | plans are specific and clearly future-oriented.                |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_ speak French, but I can't speak German."

- A **can** **KEY**
- B cans
- C canning
- D could

2. "\_\_\_ you swim?"

- A Do
- B Are
- C **Can** **KEY**
- D Does

3. "No, I \_\_\_."

- A don't
- B **can't** **KEY**
- C not
- D isn't

4. "She \_\_\_ going to visit her grandmother tomorrow."

- A am
- B are
- C do
- D **is** **KEY**

5. "What are you \_\_\_\_ to do this weekend?"

- A go
- B goes
- C **going** **KEY**
- D went

6. Which sentence is about ability, not a plan?

- A **I can cook well.** **KEY**
- B I'm going to cook dinner.
- C She's going to visit Rome.
- D They're going to play football.

7. "We \_\_\_\_ going to travel next month."

- A am
- B is
- C be
- D **are** **KEY**

8. "He can play the guitar \_\_\_\_."

- A good
- B **well** **KEY**
- C fine
- D nice

9. "She can't \_\_\_\_ very well."

- A swims
- B **swim** **KEY**
- C swimming
- D to swim

10. "I'm going \_\_\_\_ study tonight."

- A for
- B at
- C **to** **KEY**
- D of

## Health & Feelings

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or perform with a partner) a short roleplay, 45-60 seconds, as a patient describing a health problem to a doctor (or friend) and receiving advice. Include: a greeting, at least one have/has or feel sentence describing the problem, at least two pieces of advice using should/shouldn't, and a polite closing.

| # | CRITERION                            | WHAT EARNS THE MARK                                             |
|---|--------------------------------------|-----------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>          | correct have/has/feel choice, correct should/shouldn't form.    |
| 2 | <b>Vocabulary range</b>              | at least 2 health/body words and 2 advice verbs used correctly. |
| 3 | <b>Task completion</b>               | all required elements present.                                  |
| 4 | <b>Clarity &amp; intelligibility</b> | the advice given genuinely matches the stated problem.          |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_ a terrible headache."

- A am
- B has
- C **have** **KEY**
- D feel

2. "I \_\_\_ very tired today."

- A **feel** **KEY**
- B have
- C has
- D feels

3. "She \_\_\_ a cold."

- A have
- B is
- C feel
- D **has** **KEY**

4. "You \_\_\_ rest if you feel sick."

- A shoulds
- B **should** **KEY**
- C shouldn't
- D must not

5. "You \_\_\_\_ stay up too late — you need sleep."

A **shouldn't** **KEY**

B should

C can

D have

6. Which body part do you use to listen?

A throat

B arm

C **ear** **KEY**

D tooth

7. "What's the \_\_\_\_?" (asking what's wrong)

A feeling

B **matter** **KEY**

C health

D problem

8. A polite thing to say to someone who is sick:

A Well done!

B Good luck!

C See you later!

D **Get well soon!** **KEY**

9. "My \_\_\_\_ hurts. I can't walk."

A ear

B nose

C hand

D **leg** **KEY**

10. "You look sad. \_\_\_\_ wrong?"

A How's

B **What's** **KEY**

C Where's

D Who's

## Review & Consolidation

20 questions · 6 criteria

### ASSIGNMENT

| # | CRITERION                             | WHAT EARNS THE MARK                                                                                               |
|---|---------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical range and accuracy</b> | correct, varied use of the level's grammar points across both parts.                                              |
| 2 | <b>Vocabulary range</b>               | words drawn from at least 6 of the 9 modules combined.                                                            |
| 3 | <b>Task completion</b>                | every required element present in both parts.                                                                     |
| 4 | <b>Clarity &amp; intelligibility</b>  | is the learner understood by a listener who does not already know what they are trying to say, across both parts? |
| 5 | <b>Fluency and delivery (Part A)</b>  | reasonably fluent for A1, audible, able to respond to an unscripted follow-up question.                           |
| 6 | <b>Coherence (Part B)</b>             | reads as one connected personal message.                                                                          |

### QUIZ · 20 QUESTIONS

1. (Module 1) "\_\_\_ name is Carlos."

- A **My** KEY
- B I
- C Me
- D Mine

2. (Module 1) "I \_\_\_ from Mexico."

- A is
- B are
- C **am** KEY
- D be

3. (Module 2) "There \_\_\_ two windows in this room."

- A is
- B **are** KEY
- C am
- D be

4. (Module 2) "\_\_\_ is my bag." (in your hand)

- A That
- B Those
- C These
- D **This** KEY

5. (Module 3) "He \_\_\_\_ breakfast at 7 o'clock."

- A have
- B is
- C **has** KEY
- D are

6. (Module 3) It is 3:30. How do you say this time?

- A **Half past three** KEY
- B Quarter past three
- C Three o'clock
- D Quarter to three

7. (Module 4) "Is there \_\_\_\_ milk?"

- A some
- B a
- C much
- D **any** KEY

8. (Module 4) "How much \_\_\_\_ the apples?"

- A is
- B **are** KEY
- C am
- D be

9. (Module 5) "The bank is \_\_\_\_ the supermarket." (right beside it)

- A opposite
- B **next to** KEY
- C between
- D behind

10. (Module 5) "\_\_\_\_ straight on, then turn left."

- A Going
- B Goes
- C Went
- D **Go** KEY

11. (Module 6) "She \_\_\_\_ long brown hair."

- A **has** KEY
- B is
- C have
- D are

12. (Module 6) "This isn't my pen. It's \_\_\_\_."
- A her
  - B she
  - C **hers** **KEY**
  - D she's
13. (Module 7) "I \_\_\_\_ TV yesterday evening."
- A watch
  - B watching
  - C watches
  - D **watched** **KEY**
14. (Module 7) "\_\_\_\_ you go to the party? — Yes, I did."
- A Do
  - B **Did** **KEY**
  - C Does
  - D Were
15. (Module 8) "I \_\_\_\_ speak French, but I can't speak German."
- A cans
  - B canning
  - C **can** **KEY**
  - D could
16. (Module 8) "What are you \_\_\_\_ to do this weekend?"
- A **going** **KEY**
  - B go
  - C goes
  - D went
17. (Module 9) "I \_\_\_\_ a terrible headache."
- A **have** **KEY**
  - B am
  - C has
  - D feel
18. (Module 9) "You \_\_\_\_ rest if you feel sick."
- A shoulds
  - B shouldn't
  - C **should** **KEY**
  - D must not

19. (Cumulative vocabulary) Which word is a family member, not a place?

A hospital

B **grandmother** KEY

C station

D pharmacy

20. (Cumulative vocabulary) Which word describes ability, not future plans?

A going to

B will

C tomorrow

D **can** KEY

# Elementary Programme

10 MODULES · 110 QUESTIONS · 42 CRITERIA

## II.1

## Life Stories

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 8-10 sentences telling the story of one meaningful change in your life. Include: at least one sentence combining past continuous and simple past with when/while; at least two sentences using "used to" to describe how things were before; a clear present-simple contrast showing how things are now; and one sentence explaining, in your own words, why this change mattered to you.

| # | CRITERION                                                 | WHAT EARNS THE MARK                                                                                                                                                                                               |
|---|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>                               | correct past continuous/simple past combination, correct used-to formation and appropriate use.                                                                                                                   |
| 2 | <b>Vocabulary range</b>                                   | at least 4 distinct life-event or change-related words.                                                                                                                                                           |
| 3 | <b>Task completion</b>                                    | all required grammar elements and the personal reflection sentence present.                                                                                                                                       |
| 4 | <b>Communicative quality (new emphasis at this level)</b> | does the story communicate a clear, followable narrative with a genuine personal reflection, not just correctly formed but disconnected sentences? This should weigh at least as heavily as grammatical accuracy. |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_\_ TV when the phone rang."

- A watched
- B watch
- C am watching
- D **was watching** KEY

2. "While I \_\_\_\_ dinner, my sister called."

- A cooked
- B **was cooking** KEY
- C cook
- D cooks

3. "\_\_\_ you use to live in London?"

- A **Did** KEY
- B Do
- C Were
- D Was

4. "I didn't use to \_\_\_ coffee, but now I love it."

- A liked
- B liking
- C **like** KEY
- D likes

5. Which sentence is correct?

- A I used to visit her last year.
- B **I visited her last year.** KEY
- C I use to visited her last year.
- D I was visiting her last year only.

6. "When I \_\_\_ the door, I saw my friend outside."

- A was opening
- B open
- C opens
- D **opened** KEY

7. "\_\_\_ were you doing at 8pm yesterday?"

- A When
- B Where
- C **What** KEY
- D Who

8. Which describes a repeated past habit, not a single event?

- A **I used to go to the cinema every Friday.** KEY
- B I went to Paris in 2019.
- C I was watching TV at 9pm.
- D I saw a great film last night.

9. "She \_\_\_ shy when she was a child, but now she's very confident."

- A **used to be** KEY
- B use to be
- C used to being
- D was use to be

10. Which word often introduces the "background" action in a past narrative?

- A when
- B then
- C **while** KEY
- D after

## II.2

# Travel & Transport

10 questions · 4 criteria

## ASSIGNMENT

Record yourself (or write) a description of a real or realistic trip you'd like to take. Compare at least two transport options using comparatives and state which one you'd choose and why, using "because". Include at least one piece of booking language and at least 3 travel/transport vocabulary items from this module.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                                    |
|---|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct comparative/superlative forms, correct "because" usage.                                                                        |
| 2 | <b>Vocabulary range</b>      | at least 3 distinct travel/transport words used correctly.                                                                             |
| 3 | <b>Task completion</b>       | a clear comparison, a stated choice, a reason, and booking language all present.                                                       |
| 4 | <b>Communicative quality</b> | does the learner genuinely justify their choice with a real reason, showing actual comparative reasoning, not memorised phrases alone? |

## QUIZ · 10 QUESTIONS

1. "The train is \_\_\_\_ than the bus." (fast)

- A **faster** KEY
- B fastest
- C more fast
- D most fast

2. "This is \_\_\_\_ hotel in the city." (expensive)

- A more expensive
- B expensiver
- C **the most expensive** KEY
- D the expensivest

3. "Flying is \_\_\_\_ than taking the train, but it's much faster." (bad)
- A more bad
  - B **worse** KEY
  - C badder
  - D worst
4. "This is \_\_\_\_ way to travel." (good)
- A the goodest
  - B the better
  - C more good
  - D **the best** KEY
5. "I'd \_\_\_\_ to book a ticket, please."
- A liking
  - B likes
  - C **like** KEY
  - D liked
6. "How \_\_\_\_ does the journey take?"
- A **long** KEY
  - B much
  - C many
  - D far
7. Which British word means the same as the American "vacation"?
- A trip
  - B journey
  - C travel
  - D **holiday** KEY
8. "The train \_\_\_\_ from Platform 4 at 9am."
- A arrives
  - B **departs** KEY
  - C boards
  - D transfers
9. "The bus is cheaper, \_\_\_\_ it takes much longer."
- A so
  - B **but** KEY
  - C because
  - D and

10. Which is a British term for a long-distance bus?

- A subway
- B trolley
- C shuttle
- D **coach** **KEY**

II.3

## Work & Study

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or write) 8-10 sentences describing your real (or realistic future) work or study life. Include: at least 2 sentences using present simple for routine responsibilities; at least 2 sentences using present continuous for something you're currently working on or different this week; one sentence stating a professional or academic goal using "I'd like to.../My goal is to..." with a because justification; and at least 4 work/study vocabulary items from this module.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                                    |
|---|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct present simple/continuous choice by context, correct avoidance of continuous with state verbs.                                 |
| 2 | <b>Vocabulary range</b>      | at least 4 distinct work/study words used correctly.                                                                                   |
| 3 | <b>Task completion</b>       | all required elements present.                                                                                                         |
| 4 | <b>Communicative quality</b> | is the stated goal genuinely explained with a real, specific reason, and does the description sound like a real person's working life? |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_ in an office, but this week I \_\_\_ from home."

- A work / work
- B am working / work
- C **work / am working** **KEY**
- D am working / am working

2. "She \_\_\_ the answer." (a fact, not a temporary state)

- A **knows** **KEY**
- B is knowing
- C is know
- D know

3. "Look! It \_\_\_\_ outside."
- A rains
  - B rain
  - C raining
  - D **is raining** **KEY**
4. "I usually \_\_\_\_ the bus to work."
- A am taking
  - B **take** **KEY**
  - C takes
  - D taking
5. "My main \_\_\_\_ is planning the weekly schedule."
- A **responsibility** **KEY**
  - B deadline
  - C colleague
  - D client
6. "I'd like to \_\_\_\_ a manager one day."
- A becoming
  - B becomes
  - C **become** **KEY**
  - D became
7. Which word means "the document that summarises your work history" in British English?
- A résumé
  - B **CV** **KEY**
  - C portfolio
  - D profile
8. "I enjoy my job \_\_\_\_ it's challenging and creative."
- A so
  - B but
  - C although
  - D **because** **KEY**
9. "At the moment, I \_\_\_\_ on a big project."
- A work
  - B works
  - C worked
  - D **am working** **KEY**

10. Which verb is rarely used in the continuous form?

- A run
- B **know** KEY
- C cook
- D write

#### II.4

## Likes, Dislikes & Opinions

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or write) a short response, 6-8 sentences, on one of these topics: online learning vs. in-person learning; city life vs. countryside life. State your opinion clearly, give at least two reasons using gerunds and/or "prefer...to..." where natural, and include one sentence that acknowledges a different view politely before restating your own position.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                                 |
|---|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct gerund formation after opinion verbs, correct prefer...to.../would rather usage.                                            |
| 2 | <b>Vocabulary range</b>      | at least 3 distinct opinion/preference expressions used correctly.                                                                  |
| 3 | <b>Task completion</b>       | a clear opinion, at least two reasons, one acknowledgement of an alternative view.                                                  |
| 4 | <b>Communicative quality</b> | is the opinion genuinely justified with specific reasons, and does the alternative-view acknowledgement sound authentically polite? |

### QUIZ · 10 QUESTIONS

1. "I love \_\_\_\_ books."

- A read
- B **reading** KEY
- C to reading
- D reads

2. "She hates \_\_\_\_ up early."

- A wake
- B to wake
- C wakes
- D **waking** KEY

3. "I prefer tea \_\_\_\_ coffee."
- A than
  - B that
  - C **to** **KEY**
  - D from
4. "In my \_\_\_\_, this is the best option."
- A **opinion** **KEY**
  - B idea
  - C think
  - D mind
5. "I \_\_\_\_ disagree — I think the film was better."
- A totally don't
  - B really
  - C not
  - D **don't** **KEY**
6. "That's a good point, \_\_\_\_ I still think..."
- A so
  - B **but** **KEY**
  - C because
  - D and
7. Which sentence expresses an opinion, not a fact?
- A **I think this book is boring.** **KEY**
  - B Water boils at 100C.
  - C London is the capital of the UK.
  - D The meeting is at 3pm.
8. "I'd \_\_\_\_ walk than take the bus."
- A prefer
  - B like
  - C **rather** **KEY**
  - D want
9. "He doesn't \_\_\_\_ waiting in queues."
- A minds
  - B minding
  - C **mind** **KEY**
  - D to mind

10. Which response politely disagrees rather than bluntly rejecting the idea?

- A **I see your point, but I think...** **KEY**
- B No, that's wrong.
- C That's not true.
- D I don't agree at all.

II.5

## Making Plans

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or write) a short dialogue, 8-10 exchanges, in which you invite someone to an event, they initially can't make it and suggest an alternative, and you agree on a final day, time, and place. Use at least one example of "will", one of "going to", and one of present continuous for a fixed arrangement.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                      |
|---|------------------------------|----------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | all three future forms used correctly and appropriately.                                                 |
| 2 | <b>Vocabulary range</b>      | at least 3 distinct invitation/arrangement phrases used correctly.                                       |
| 3 | <b>Task completion</b>       | a full invite / decline-with-alternative / confirm cycle present.                                        |
| 4 | <b>Communicative quality</b> | does the decline sound genuinely polite, and does the dialogue end with a clearly confirmed arrangement? |

### QUIZ · 10 QUESTIONS

1. "It's cold in here. I \_\_\_ close the window." (decided now)

- A am going to
- B am closing
- C **will** **KEY**
- D close

2. "I \_\_\_ my parents this weekend." (already decided)

- A **am going to visit** **KEY**
- B will visit
- C visit
- D visited

3. "I \_\_\_ my manager at 3pm on Thursday." (a fixed arrangement)

- A will meet
- B meet
- C am going to meeting
- D **am meeting** **KEY**

4. "\_\_\_ you like to come to the cinema?"

- A Will
- B **Would** KEY
- C Do
- D Are

5. "I'd \_\_\_ to! What time?"

- A **love** KEY
- B like
- C prefer
- D rather

6. "I'm afraid I can't — I already \_\_\_ plans."

- A has
- B having
- C **have** KEY
- D had

7. "How about Friday \_\_\_?"

- A already
- B **instead** KEY
- C also
- D too

8. Which is a polite way to decline an invitation?

- A No.
- B I can't.
- C I don't want to.
- D **I'm afraid I can't, but how about Friday?** KEY

9. "I promise I \_\_\_ call you when I arrive."

- A am going to
- B am calling
- C call
- D **will** KEY

10. Which future form usually describes a spontaneous decision made at the moment of speaking?

- A going to
- B **will** KEY
- C present continuous
- D present simple

## Homes & Neighbourhoods

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 8-10 sentences describing a neighbourhood you know well. Include: at least 2 sentences using there was/were or used to be to describe how it was in the past; at least 2 sentences using there is/are to describe it now; one advantage and one disadvantage of living there; and a comparative sentence comparing it to another place you know.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                |
|---|------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct past/present there is/are/was/were agreement, correct comparative form.                                    |
| 2 | <b>Vocabulary range</b>      | at least 4 distinct housing/neighbourhood words used correctly.                                                    |
| 3 | <b>Task completion</b>       | past description, present description, advantage, disadvantage, and comparison all present.                        |
| 4 | <b>Communicative quality</b> | does the description genuinely convey what changed and why it matters, and is the advantage/disadvantage balanced? |

### QUIZ · 10 QUESTIONS

1. "There \_\_\_\_ a park near my house when I was young."

A is

B **was** **KEY**

C were

D be

2. "There \_\_\_\_ lots of trees on my street."

A was

B is

C has

D **were** **KEY**

3. "It \_\_\_\_ be very quiet here, but now it's busy."

A is used to

B use to

C **used to** **KEY**

D using to

4. In British English, a "flat" is the same as which American word?

- A **apartment** KEY
- B house
- C yard
- D block

5. "One \_\_\_\_ of city life is convenient transport."

- A advantaged
- B advantages
- C advantageous
- D **advantage** KEY

6. "The shop is \_\_\_\_ walking distance of my flat."

- A at
- B **within** KEY
- C in
- D on

7. "The countryside is quieter, \_\_\_\_ it's further from the city."

- A **but** KEY
- B so
- C because
- D also

8. Which British term means the same as the American "yard" (private outdoor space at a house)?

- A park
- B court
- C **garden** KEY
- D green

9. "There \_\_\_\_ a cinema here, but it closed."

- A is
- B are
- C **used to be** KEY
- D uses to be

10. In American English, the \_\_\_\_ floor is at street level.

- A **first** KEY
- B ground
- C second
- D lobby

## Food, Health & Habits

10 questions · 4 criteria

### ASSIGNMENT

Write (or record) 8-10 sentences. First, describe 3 of your real current habits using frequency adverbs (at least one healthy, at least one you'd like to change). Then, give yourself advice for the habit you'd like to change, using at least two different advice structures at different strengths. Explain briefly why the change matters to you.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                                        |
|---|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct frequency-adverb position, correct advice structures.                                                                              |
| 2 | <b>Vocabulary range</b>      | at least 4 distinct frequency/health words used correctly.                                                                                 |
| 3 | <b>Task completion</b>       | 3 habits described, advice given at two different strengths, a personal reason stated.                                                     |
| 4 | <b>Communicative quality</b> | is the self-reflection genuine and specific, and does the advice strength genuinely match the seriousness the writer assigns to the habit? |

### QUIZ · 10 QUESTIONS

1. "I \_\_\_ go to bed at 11pm." (this is my normal routine)

- A **usually** KEY
- B am usually
- C usual
- D usually am

2. "I am \_\_\_ tired in the morning." (frequency + "to be")

- A am always
- B always am
- C **always** KEY
- D usual

3. "\_\_\_ do you exercise?"

- A How much
- B **How often** KEY
- C How many
- D How long

4. "I go to the gym \_\_\_\_ a week."

- A two time
- B two times a
- C second time
- D **twice** KEY

5. In British English, "chips" usually means the same as the American word:

- A crisps
- B cookies
- C **fries** KEY
- D candy

6. "You \_\_\_\_ better see a doctor."

- A **had** KEY
- B have
- C should
- D would

7. "If I \_\_\_\_ you, I'd cut down on sugar."

- A am
- B was
- C will be
- D **were** KEY

8. Which is the strongest piece of advice?

- A You could try...
- B **You'd better...** KEY
- C You should...
- D Maybe you should...

9. "She \_\_\_\_ eats vegetables — almost every meal."

- A never
- B **usually** KEY
- C rarely
- D hardly ever

10. "It's important \_\_\_\_ stay hydrated."

- A for
- B that
- C of
- D **to** KEY

## Shopping & Services

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or perform with a partner) a roleplay, 60-90 seconds, in which you play a customer with a problem with a product or service. Include: at least 2 past simple questions/answers establishing the facts (when, where, what happened); a polite complaint statement; a specific requested solution; and — if working with a partner — a professional response acknowledging the problem and offering a solution.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                       |
|---|------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct past simple question formation, correct complaint/request structures.                             |
| 2 | <b>Vocabulary range</b>      | at least 3 distinct shopping/service words used correctly.                                                |
| 3 | <b>Task completion</b>       | facts established, complaint made politely, a specific solution requested.                                |
| 4 | <b>Communicative quality</b> | does the complaint stay assertive without being rude, and is the requested solution clear and reasonable? |

### QUIZ · 10 QUESTIONS

1. "\_\_\_ you buy this online?"

- A Do
- B Were
- C Have
- D **Did** KEY

2. "When \_\_\_ you buy it?"

- A do
- B **did** KEY
- C does
- D were

3. "I \_\_\_ it last week."

- A **bought** KEY
- B buy
- C buys
- D buying

4. "I'd like to make a \_\_\_\_."

- A complain
- B complaining
- C **complaint** KEY
- D complained

5. "Could I \_\_\_\_ a refund, please?"

- A getting
- B **get** KEY
- C got
- D gets

6. In British English, the checkout is often called the:

- A register
- B counter
- C desk
- D **till** KEY

7. "I'm sorry to hear that. \_\_\_\_ me take a look."

- A Lets
- B Letting
- C **Let** KEY
- D Left

8. Which is the more polite complaint opener?

- A **Excuse me, I'd like to make a complaint.** KEY
- B This is broken!
- C I want my money back.
- D This doesn't work!

9. "In British English, you stand in a \_\_\_\_; in American English, you stand in a line."

- A **queue** KEY
- B row
- C column
- D rank

10. "I understand your \_\_\_\_ — let me help."

- A frustrated
- B frustrating
- C **frustration** KEY
- D frustrate

## Telling Stories

10 questions · 4 criteria

### ASSIGNMENT

Record yourself (or perform live) telling a real or realistic personal story, 60-90 seconds long. Your story must include: a clear hook to open; at least 4 different sequencing connectors; at least one past continuous sentence interrupted by a past simple event using "suddenly" or "all of a sudden"; a clear turning point or problem; and a resolution to close.

| # | CRITERION                    | WHAT EARNS THE MARK                                                                                                                 |
|---|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>  | correct past simple/past continuous combination, correct sequencing connector use.                                                  |
| 2 | <b>Vocabulary range</b>      | at least 4 different sequencing connectors used correctly and without excessive repetition of any single one.                       |
| 3 | <b>Task completion</b>       | hook, turning point, and resolution all clearly present, forming a genuine three-part narrative shape.                              |
| 4 | <b>Communicative quality</b> | is the story genuinely engaging to listen to, and does it flow as connected discourse rather than a list of disconnected sentences? |

### QUIZ · 10 QUESTIONS

1. "\_\_\_, I left the house at 8am." (the very first event)

- A **First** **KEY**
- B Finally
- C Suddenly
- D Eventually

2. "I was waiting for the bus when \_\_\_ it started to rain."

- A first
- B after that
- C **suddenly** **KEY**
- D finally

3. "I \_\_\_ waiting for the train when I realised I'd forgotten my phone." (background action)

- A am
- B **was** **KEY**
- C were
- D is

4. "\_\_\_\_, everything worked out fine." (the closing event)

- A First
- B Then
- C Suddenly
- D **In the end** KEY

5. Which word usually signals an unexpected interruption to a story?

- A after that
- B next
- C **suddenly** KEY
- D finally

6. "You'll \_\_\_\_ believe what happened!"

- A **never** KEY
- B not
- C no
- D any

7. Which is a good example of a storytelling "hook"?

- A I went shopping yesterday.
- B I bought a shirt.
- C Then I went home.
- D **You'll never believe what happened at the shopping centre!** KEY

8. Which is an appropriate listener-reaction phrase?

- A I don't care.
- B **That's amazing!** KEY
- C Stop talking.
- D That's not true.

9. "In British English, something might happen \_\_\_\_ the weekend."

- A in
- B **at** KEY
- C on
- D for

10. Which sentence correctly combines past continuous and past simple?

- A I was walk home when it started to rain.
- B I walk home when it was starting to rain.
- C I am walking home when it started to rain.
- D **I was walking home when it started to rain.** KEY

## Review & Consolidation

20 questions · 6 criteria

### ASSIGNMENT

| # | CRITERION                             | WHAT EARNS THE MARK                                                                                                                                    |
|---|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical range and accuracy</b> | correct, varied use of the level's grammar points across both parts.                                                                                   |
| 2 | <b>Vocabulary range</b>               | words drawn from at least 6 of the 9 modules across both parts combined, including at least one correctly used BrE/AmE item.                           |
| 3 | <b>Task completion</b>                | every required element present in both Part A and Part B.                                                                                              |
| 4 | <b>Fluency and delivery (Part A)</b>  | reasonably fluent for A2, audible, able to respond to an unscripted follow-up question.                                                                |
| 5 | <b>Coherence (Part B)</b>             | the email reads as one connected personal message with clear paragraph-level organisation.                                                             |
| 6 | <b>Communicative quality</b>          | is the content genuinely specific and personal, consistent with the "communicative quality" criterion introduced across Level II's module assignments. |

### QUIZ · 20 QUESTIONS

1. (Module 1) "I \_\_\_\_ TV when the phone rang."

- A watch
- B **was watching** KEY
- C watched
- D am watching

2. (Module 1) "I \_\_\_\_ play football every weekend when I was a child."

- A use to
- B am used to
- C was using to
- D **used to** KEY

3. (Module 2) "This hotel is \_\_\_\_ than the last one we stayed in."

- A comfortable
- B most comfortable
- C **more comfortable** KEY
- D comfortabler

4. (Module 2) "This is the \_\_\_\_ flight of the three."

- A **cheapest** KEY
- B cheaper
- C more cheap
- D most cheap

5. (Module 3) "She \_\_\_\_ for a new job at the moment."

- A looks
- B look
- C looked
- D **is looking** KEY

6. (Module 3) "He \_\_\_\_ to the gym every Tuesday." (a routine)

- A is going
- B **goes** KEY
- C go
- D going

7. (Module 4) "I really enjoy \_\_\_\_ new languages."

- A **learning** KEY
- B learn
- C to learning
- D learns

8. (Module 4) "I'd \_\_\_\_ stay home than go out tonight."

- A prefer
- B like
- C **rather** KEY
- D want

9. (Module 5) "I \_\_\_\_ visit my parents this weekend." (already decided)

- A will visit
- B visit
- C **am going to visit** KEY
- D am visit

10. (Module 5) "I'm afraid I can't — I already \_\_\_\_ plans."

- A **have** KEY
- B has
- C having
- D had

11. (Module 6) "There \_\_\_\_ a cinema here, but it closed."
- A is
  - B **used to be** KEY
  - C are
  - D uses to be
12. (Module 6) "The shop is \_\_\_\_ walking distance of my flat."
- A at
  - B in
  - C on
  - D **within** KEY
13. (Module 7) "I am \_\_\_\_ tired in the morning." (frequency + "to be")
- A **always** KEY
  - B am always
  - C always am
  - D usual
14. (Module 7) "You \_\_\_\_ better see a doctor."
- A have
  - B should
  - C **had** KEY
  - D would
15. (Module 8) "\_\_\_\_ you buy this online?"
- A Do
  - B Were
  - C Have
  - D **Did** KEY
16. (Module 8) "I'd like to make a \_\_\_\_."
- A complain
  - B **complaint** KEY
  - C complaining
  - D complained
17. (Module 9) "I \_\_\_\_ waiting for the train when suddenly, I realised I'd forgotten my phone."
- A am
  - B **was** KEY
  - C were
  - D is

18. (Module 9) Which word usually signals an unexpected interruption to a story?

- A after that
- B next
- C finally
- D **suddenly** **KEY**

19. (Cumulative BrE/AmE) In British English, "chips" usually means the same as the American word:

- A crisps
- B cookies
- C **fries** **KEY**
- D candy

20. (Cumulative BrE/AmE) In American English, the \_\_\_\_ floor is at street level.

- A **first** **KEY**
- B ground
- C second
- D lobby

# Intermediate Programme

10 MODULES · 110 QUESTIONS · 52 CRITERIA

## III.1

## Present Perfect & Life Experience

10 questions · 5 criteria

### ASSIGNMENT

Write (or record) a short, connected account, 8-10 sentences, of one real life experience that mattered to you. Structure it exactly as this module practised: open with a present-perfect claim (what you have experienced); shift to past simple for the specific time and detail; include at least one discourse marker from this module (in fact/actually/as a matter of fact); include at least one significance connector (which is why/as a result) explaining why the experience mattered; and use at least one phrasal verb or collocation from this module's list.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                           |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct present perfect formation and correct, appropriately timed shift to past simple.                                                      |
| 2 | <b>Vocabulary range</b>                   | at least one discourse marker, one significance connector, and one phrasal verb/collocation from this module used correctly.                  |
| 3 | <b>Task completion</b>                    | the experience is opened, narrated with specific detail, and its significance is explicitly stated.                                           |
| 4 | <b>Communicative quality</b>              | is the reflection genuine and specific, not generic?                                                                                          |
| 5 | <b>Discourse coherence &amp; register</b> | does the account read as one connected, logically ordered piece of writing, and is the register appropriate to a genuine personal reflection? |

### QUIZ · 10 QUESTIONS

1. "\_\_\_ you ever visited another country?"

- A Do
- B Did
- C Are
- D **Have** **KEY**

2. "Yes, I \_\_\_\_\_. I've visited several."
- A did
  - B **have** KEY
  - C do
  - D was
3. "I \_\_\_\_\_ to Berlin in 2019." (a specific time is given)
- A **went** KEY
  - B have gone
  - C have been
  - D go
4. "When \_\_\_\_\_ you go?"
- A have
  - B do
  - C **did** KEY
  - D has
5. "I've never \_\_\_\_\_ sushi."
- A try
  - B **tried** KEY
  - C tries
  - D trying
6. Which sentence uses present perfect correctly for unspecified-time experience?
- A I have visited Paris last year.
  - B I have visit Paris.
  - C I visited Paris ever.
  - D **I have visited Paris.** KEY
7. "I lived in Berlin for a year. \_\_\_\_\_, it changed how I see my own country."
- A In fact
  - B Which is why
  - C **Actually** KEY
  - D It completely changed
8. "It taught me a lot about independence — \_\_\_\_\_ I'd recommend it to anyone."
- A **which is why** KEY
  - B in fact
  - C actually
  - D so far

9. In American English, the past participle of "get" (meaning "become/improve") is often:

- A **gotten** KEY
- B got
- C getting
- D get

10. Which phrase means "become familiar or comfortable with something over time"?

- A grow up
- B look back on
- C **get used to** KEY
- D make an impression

### III.2

## Education & Learning

10 questions · 5 criteria

### ASSIGNMENT

Write (or record) a short reflective report, 10-12 sentences, about your own experience learning English (or another subject of your choice). Include: at least one present perfect continuous sentence describing how long you've been studying; at least two defining relative clauses specifying particular courses, resources, or people; a short summary (2-3 sentences) of what you find most useful about how you study; and at least one paraphrase using "in other words" or "to put it another way."

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                              |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct present perfect continuous formation, correct defining relative clause formation.                                                                                                        |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct academic/study-habit words used correctly, plus one phrasal verb/collocation from this module.                                                                               |
| 3 | <b>Task completion</b>                    | duration statement, defining relative clauses, a genuine summary, and a paraphrase all present.                                                                                                  |
| 4 | <b>Communicative quality</b>              | is the reflection genuinely specific about the writer's own real learning process, not generic?                                                                                                  |
| 5 | <b>Discourse coherence &amp; register</b> | does the report read as one connected reflective piece with an appropriate semi-formal academic register, and is the summary genuinely condensed rather than just copied from earlier sentences? |

## QUIZ · 10 QUESTIONS

1. "I've \_\_\_\_ studying English since 2022."  
A be  
B was  
C being  
D **been** KEY
2. "I'm taking a course \_\_\_\_ focuses on marketing."  
A who  
B **which** KEY  
C where  
D when
3. Which sentence uses a correct defining relative clause?  
A **I'm taking a course that focuses on marketing.** KEY  
B I'm taking a course, that focuses on marketing.  
C I'm taking a course which it focuses on marketing.  
D I'm taking a course focuses on marketing.
4. "\_\_\_\_, time management is a common challenge for students." (a paraphrase signal)  
A According to  
B As a matter of fact  
C **In other words** KEY  
D Which is why
5. What is the main difference between summarising and paraphrasing?  
A They are exactly the same thing.  
B **Summarising shortens; paraphrasing keeps similar length but different words.** KEY  
C Paraphrasing always uses the exact same words.  
D Summarising is only for spoken language.
6. "I've been \_\_\_\_ this book for two weeks."  
A read  
B reads  
C to read  
D **reading** KEY
7. In British English, a student who studies law at university would say:  
A I major in law.  
B I take law.  
C **I read law.** KEY  
D I grade in law.

8. Which word means "stay on schedule with ongoing coursework"?

- A **keep up with** **KEY**
- B fall behind
- C take in
- D cram

9. "The teacher \_\_\_\_ I mentioned earlier is running the seminar." (a person, defining clause)

- A **who** **KEY**
- B which
- C whose
- D when

10. Good note-taking generally means:

- A writing down every word the speaker says
- B memorising instead of writing
- C **writing only headings and short phrases capturing main points** **KEY**
- D copying the speaker's exact sentences

### III.3

## Work, Careers & Entrepreneurship

10 questions · 5 criteria

### ASSIGNMENT

Record yourself (or perform live) delivering a short business pitch, 60-90 seconds. Your pitch must include: at least one zero-conditional sentence stating a general truth relevant to your idea or its market; at least two first-conditional sentences describing real future possibilities (a benefit, and what happens if a challenge occurs); one honestly acknowledged challenge; and a closing invitation for questions, followed by a written answer to one likely question someone might ask.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                      |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct zero-conditional and first-conditional formation, used in the right context for each.                            |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct workplace/entrepreneurship words used correctly, plus one phrasal verb/collocation from this module. |
| 3 | <b>Task completion</b>                    | idea, benefit, honest challenge, and question-response all present.                                                      |
| 4 | <b>Communicative quality</b>              | is the idea genuinely specific and understandable, and does the acknowledged challenge sound honest rather than token?   |
| 5 | <b>Discourse coherence &amp; register</b> | does the pitch use professional-register connectors appropriately, and does it flow as one persuasive, connected talk?   |

## QUIZ · 10 QUESTIONS

1. "If you \_\_\_\_ a deadline, your manager is satisfied." (a general fact)
  - A will meet
  - B met
  - C meeting
  - D **meet** KEY
2. "If we launch this product in spring, we \_\_\_\_ more customers." (a real future possibility)
  - A reach
  - B **will reach** KEY
  - C reached
  - D reaching
3. Which sentence is a general truth (zero conditional), not a specific future prediction?
  - A **If a business doesn't adapt, it fails.** KEY
  - B If we hire more staff, we'll meet the target.
  - C If it rains tomorrow, we'll cancel the launch.
  - D If sales increase next month, we'll expand.
4. "Demand has grown this year. \_\_\_\_, the company needs to hire more staff."
  - A If
  - B Even though
  - C **As a result** KEY
  - D Unless
5. "If demand is high, we \_\_\_\_ more funding."
  - A need
  - B **will need** KEY
  - C needed
  - D needing
6. In British English, the document you send when applying for a job is usually called a:
  - A resume
  - B portfolio
  - C bio
  - D **CV** KEY
7. A good short pitch typically includes the idea, the benefit, and also:
  - A a list of every possible feature
  - B a guarantee of success
  - C **an honestly acknowledged challenge** KEY
  - D no questions allowed

8. Which phrase means "start a company"?

- A **set up a business** KEY
- B run a company
- C scale up
- D take a risk

9. "If a competitor launches something similar, we \_\_\_\_ a clear advantage."

- A **will need** KEY
- B need
- C needed
- D needing

10. Which word describes someone who takes responsibility for their decisions?

- A decisive
- B delegate
- C **accountable** KEY
- D inspire

#### III.4

### Opinions & Debate

10 questions · 5 criteria

#### ASSIGNMENT

Record yourself (or perform live with a partner or small group) a structured discussion, 90 seconds to 2 minutes, on "What makes a good leader?" Your contribution must include: a clearly stated position using a formal opinion phrase and at least one reason; at least one although/however counter-point acknowledgement within your own argument; at least one response to someone else's point using full agreement, partial agreement, or disagreement language; and one genuinely conceded point.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                          |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct formal opinion structures, correct although/however contrast formation.                                                                              |
| 2 | <b>Vocabulary range</b>                   | at least 3 distinct opinion/argument words or phrases used correctly, plus one phrasal verb/collocation from this module.                                    |
| 3 | <b>Task completion</b>                    | position, reason, counter-point acknowledgement, a response to another view, and a genuine concession all present.                                           |
| 4 | <b>Communicative quality</b>              | is the argument genuinely reasoned and specific, not a vague generalisation?                                                                                 |
| 5 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal for a structured debate, and does the contribution stay respectful and evidence-based throughout, even in disagreement? |

## QUIZ · 10 QUESTIONS

1. "\_\_\_\_, remote work benefits most employees." (a formal opinion phrase)
  - A I think
  - B Maybe
  - C **In my view** KEY
  - D Sort of
2. "Although some people miss the office, I \_\_\_\_ think the benefits outweigh that."
  - A **still** KEY
  - B never
  - C don't
  - D barely
3. Which response shows partial agreement?
  - A I completely agree.
  - B I'd have to disagree.
  - C That's completely wrong.
  - D **I see your point, but I'm not sure that's true in every case.** KEY
4. "That's a fair point, \_\_\_\_ I still think my original idea is stronger."
  - A so
  - B **however** KEY
  - C because
  - D if
5. Which phrase means "support a claim with evidence or reasons"?
  - A **back up** KEY
  - B bring up
  - C get across
  - D weigh up
6. In British English, "That's quite good" often means:
  - A very good
  - B not good at all
  - C **moderately good** KEY
  - D perfect
7. Conceding a fair point during a debate generally suggests:
  - A a weak argument
  - B **a thoughtful, genuinely listening arguer** KEY
  - C that you have lost
  - D that you agree with everything

8. "\_\_\_ some people prefer working alone, others do their best work in a team."

- A Because
- B So
- C If
- D **Whereas** **KEY**

9. Which phrase means "introduce a topic or idea into a discussion"?

- A stand by
- B weigh up
- C back up
- D **bring up** **KEY**

10. "I'd have to disagree, \_\_\_ the evidence doesn't support that claim."

- A although
- B **because** **KEY**
- C however
- D but still

### III.5

## Environment, Ethics & Global Citizenship

10 questions · 5 criteria

### ASSIGNMENT

Write (or record) a short factual report and reflection, 10-12 sentences, on one real global issue you're interested in. Include: at least 2 present-simple passive sentences describing a general process or fact; at least 2 past-simple passive sentences reporting a specific past event; one "as a consequence"/"due to"-style cause-effect sentence; and a short "on the one hand/on the other hand" section weighing at least two sides of the issue.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                    |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct present-simple and past-simple passive formation.                                                                              |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct environmental/ethics words used correctly, plus one phrasal verb/collocation from this module.                     |
| 3 | <b>Task completion</b>                    | both passive tenses, a cause-effect sentence, and a genuinely balanced trade-off section all present.                                  |
| 4 | <b>Communicative quality</b>              | is the issue described with genuine, specific detail, and is the trade-off weighing genuinely balanced?                                |
| 5 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal and report-like throughout, and does the passive voice genuinely improve clarity where it's used? |

## QUIZ · 10 QUESTIONS

1. "Plastic \_\_\_\_ in many countries." (present simple passive)  
A recycles  
B recycling  
C recycled  
D **is recycled** KEY
2. "Emissions \_\_\_\_ by environmental agencies."  
A monitor  
B **are monitored** KEY  
C monitoring  
D monitored by
3. "The area \_\_\_\_ by flooding last year." (past simple passive)  
A **was affected** KEY  
B affects  
C affected  
D is affected
4. "A large amount of habitat \_\_\_\_."  
A destroyed  
B destroys  
C **was destroyed** KEY  
D is destroying
5. "Deforestation has increased. \_\_\_\_, biodiversity loss has become a serious issue."  
A Due to  
B **This has led to** KEY  
C On the one hand  
D Which is why
6. In British English, rubbish is put in a:  
A trash can  
B garbage can  
C waste zone  
D **bin** KEY
7. "\_\_\_\_ hand, the factory would create jobs; on the other, it could harm the environment."  
A In one  
B From one  
C **On the one** KEY  
D At one

8. Which phrase means "gradually stop using something over time"?

- A **phase out** KEY
- B carry out
- C give rise to
- D cut down

9. Why might a writer choose the passive voice in a factual report?

- A **to focus on the action/result rather than who did it** KEY
- B to make the sentence longer
- C it is always required in reports
- D to avoid using verbs

10. "Several species \_\_\_\_ as a result of the flooding."

- A displaced
- B displace
- C **were displaced** KEY
- D are displacing

### III.6

## Technology & Media

10 questions · 5 criteria

### ASSIGNMENT

Write (or record) a short review and critique, 10-12 sentences, of one piece of technology or one media claim you've recently encountered. Include: at least 2 reported-speech sentences relaying what someone else said or claimed, with correct backshift; at least one "according to"/"apparently"-style attribution; an evaluation of whether the claim is well-supported, referencing at least one checklist criterion from Lesson 6.2; and your own reasoned opinion on the technology's impact.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                            |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct reported-speech formation and backshift.                                                                                                               |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct media/technology words used correctly, plus one phrasal verb/collocation from this module.                                                 |
| 3 | <b>Task completion</b>                    | reported claim, attribution, a reasoned evaluation, and a personal opinion all present.                                                                        |
| 4 | <b>Communicative quality</b>              | is the critique genuinely reasoned, not just a stated gut feeling?                                                                                             |
| 5 | <b>Discourse coherence &amp; register</b> | does the piece distinguish clearly between what was reported and what is the writer's own evaluation, and is the register appropriately measured and critical? |

## QUIZ · 10 QUESTIONS

1. Direct: "This app is easy to use." Reported: "The reviewer said (that) the app \_\_\_\_ easy to use."  
A is  
B be  
C has been  
D **was** **KEY**
2. Direct: "I'll update it next week." Reported: "She said (that) she \_\_\_\_ update it next week."  
A will  
B **would** **KEY**  
C updates  
D updated
3. "\_\_\_\_ the article, the update improves battery life."  
A **According to** **KEY**  
B Told  
C Reported  
D Said
4. Which is a fact, not an opinion?  
A This is the best app ever made.  
B Everyone should use this app.  
C **The app was released in March.** **KEY**  
D This app is amazing.
5. Which is a sign a claim might be less reliable?  
A A clear source is named.  
B **No source is given at all.** **KEY**  
C The claim can be checked.  
D The headline matches the article.
6. In British English, the device most people carry is usually called a:  
A cell phone  
B hand computer  
C pocket device  
D **mobile phone** **KEY**
7. "\_\_\_\_, the company has released a statement about the issue." (a hedge for secondhand information)  
A Certainly  
B Definitely  
C **Apparently** **KEY**  
D Obviously

8. Which phrase means "spread very quickly online"?

- A **go viral** **KEY**
- B come out
- C log into
- D roll out

9. "He told me \_\_\_\_ he could fix it himself."

- A **that** **KEY**
- B if
- C when
- D so

10. When evaluating a headline, a critical reader should ask:

- A Is the headline exciting?
- B Is the headline short?
- C **Does the headline match the actual article?** **KEY**
- D Does the headline use capital letters?

## Health, Body & Mind

10 questions · 5 criteria

### ASSIGNMENT

Record yourself (or perform with a partner) a healthcare-interview roleplay, 90 seconds to 2 minutes, using entirely invented/fictional symptoms and details (never real personal health information). Include: a healthcare professional opening with "Could you describe your symptoms?" and at least 2 specific follow-up questions; a patient describing symptoms using present perfect ("I've been feeling..."); at least one present-deduction sentence (must/might/can't be); at least one past-deduction sentence (must have/might have/can't have been); and a clear closing summary from the professional.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                        |
|---|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct present- and past-deduction modal formation, correct present perfect for describing ongoing symptoms.                                              |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct health/wellbeing words used correctly, plus one phrasal verb/collocation from this module.                                             |
| 3 | <b>Task completion</b>                    | opening question, follow-up questions, symptom description, both deduction types, and a closing summary all present.                                       |
| 4 | <b>Communicative quality</b>              | does the interview sound genuinely attentive and sensitive, not mechanical or rushed?                                                                      |
| 5 | <b>Discourse coherence &amp; register</b> | is the register calm, professional, and appropriately formal throughout, and does the closing summary genuinely and accurately reflect what was discussed? |

### QUIZ · 10 QUESTIONS

1. "He's been yawning all day. He \_\_\_\_ be exhausted." (confident deduction)

- A might
- B can't
- C should
- D **must** KEY

2. "She's smiling and humming. She \_\_\_\_ be in a good mood." (a plausible, less certain guess)

- A must
- B **might** KEY
- C can't
- D has to

3. "It \_\_\_\_ be that serious — she's still laughing about it." (evidence contradicts it)
- A **can't** KEY
  - B must
  - C might
  - D could
4. "She looked exhausted this morning. She \_\_\_\_ badly." (past deduction)
- A must sleep
  - B must slept
  - C **must have slept** KEY
  - D must sleeping
5. "He didn't answer any calls. He \_\_\_\_ busy." (a plausible past guess)
- A might be
  - B **might have been** KEY
  - C might been
  - D might has been
6. "\_\_\_\_, he's just tired from the journey." (a paraphrase for "must be")
- A There's no way that
  - B It's impossible that
  - C It's certain that never
  - D **It's likely that** KEY
7. In British English, you would go to the \_\_\_\_ to buy over-the-counter medicine.
- A drugstore
  - B clinic
  - C **chemist's** KEY
  - D surgery store
8. Which phrase means "feel exhausted or below your normal energy level"?
- A **feel run down** KEY
  - B come down with
  - C get over
  - D wear off
9. "Could you describe your \_\_\_\_?" (an opening healthcare-interview question)
- A **symptoms** KEY
  - B opinion
  - C history
  - D plans

10. "That \_\_\_\_ have been easy for them." (a sympathetic past deduction)

- A mustn't
- B shouldn't
- C **can't** KEY
- D won't

### III.8

## Travel & Culture

10 questions · 5 criteria

### ASSIGNMENT

Write (or record) a short respectful comparison, 10-12 sentences, of one custom or norm from your own background and a different one you've learned about or experienced. Include: at least 2 second-conditional sentences describing a hypothetical situation and how it might be perceived; at least one whereas/in contrast/similarly comparison sentence; hedged, non-stereotyping language throughout; and a brief reflection on what you found interesting about the difference.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                     |
|---|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct second-conditional formation.                                                                                                                                   |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct travel/intercultural words used correctly, plus one phrasal verb/collocation from this module.                                                      |
| 3 | <b>Task completion</b>                    | hypothetical comparison, a direct whereas/in contrast comparison, and a personal reflection all present.                                                                |
| 4 | <b>Communicative quality</b>              | is the comparison genuinely specific and thoughtful, not generic?                                                                                                       |
| 5 | <b>Discourse coherence &amp; register</b> | is the language appropriately hedged and respectful throughout, and does the piece read as a genuine, curious comparison rather than a ranking of "better" and "worse"? |

### QUIZ · 10 QUESTIONS

1. "If I \_\_\_\_ more, I would learn about different cultures." (second conditional)

- A travel
- B **travelled** KEY
- C will travel
- D am travelling

2. "If I had more time off, I \_\_\_\_ visit South America."

- A will
- B am
- C do
- D **would** KEY

3. Which sentence describes a real, likely plan (first conditional), not a hypothetical?

- A If I travelled every year, I'd run out of savings.
- B If I could live anywhere, I'd choose the coast.
- C **If I travel next year, I will visit three countries.** KEY
- D If money were no object, I'd travel constantly.

4. "If you \_\_\_\_ late to a casual meeting here, people probably wouldn't mind."

- A **arrived** KEY
- B arrive
- C will arrive
- D arriving

5. "In my country, that's fine. \_\_\_\_, in some other places, it would be considered rude."

- A Similarly
- B Because
- C Therefore
- D **In contrast** KEY

6. Which phrase means "become comfortable and adjusted somewhere new"?

- A stand out
- B **settle in** KEY
- C fit in
- D pick up

7. What does "gap year" traditionally refer to?

- A **a year students take between school and university to travel, work, or volunteer** KEY
- B a type of passport
- C a discount on flights
- D a type of visa

8. Which is the more respectful, hedged way to describe a custom?

- A All people from that country do this.
- B Everyone there believes this.
- C **In many places I've read about, this is common, though it varies.** KEY
- D This is simply how that culture is.

9. "If I \_\_\_\_ you, I'd try the local food." (recycling a familiar structure)

- A am
- B was
- C **were** KEY
- D will be

10. Which phrase means "be noticeably different from those around you"?

- A **stand out** KEY
- B fit in
- C settle in
- D adjust to

### III.9

## Academic Foundations

10 questions · 5 criteria

### ASSIGNMENT

Prepare and deliver (record yourself, or perform live) a structured talk, 2-3 minutes, on a topic of your choice that you can genuinely argue a position on. Your talk must include: a clear one-sentence thesis; two supporting points, each with a specific example (for example/for instance); at least one although/however acknowledgement of a counter-consideration; at least one honest citation-awareness phrase; and a conclusion that restates your thesis's significance (in conclusion/to sum up). Also submit your talk's written outline (8-10 sentences).

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                               |
|---|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, varied use of the discourse markers practised this module.                                                                                               |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct academic-writing words used correctly, plus one phrasal verb/collocation from this module.                                                    |
| 3 | <b>Task completion</b>                    | thesis, two supported points, a counter-consideration, a citation-awareness phrase, and a conclusion all present in both the spoken talk and the written outline. |
| 4 | <b>Fluency and delivery</b>               | reasonably fluent and clearly paced for B1, with composed responses to any follow-up questions received.                                                          |
| 5 | <b>Discourse coherence &amp; register</b> | does the talk read/sound as one connected, logically structured argument, and is the register appropriately academic/professional throughout?                     |

### QUIZ · 10 QUESTIONS

1. What is the main function of a topic sentence?

- A **to state the paragraph's one main idea** KEY
- B to end the paragraph
- C to give an example
- D to cite a source

2. "\_\_\_\_, employees no longer lose time commuting." (introducing an example)
- A However
  - B In conclusion
  - C **For example** KEY
  - D So
3. "Although some workers miss in-person contact, \_\_\_\_ report feeling more in control of their schedule."
- A none
  - B **most** KEY
  - C nobody
  - D any
4. What should a concluding sentence generally do?
- A repeat the topic sentence word-for-word
  - B introduce a brand new idea
  - C ask a question
  - D **close the paragraph, often restating the main idea's significance** KEY
5. Which phrase shows honest, basic citation awareness (not full formal citation)?
- A This is definitely 100% true.
  - B Everyone knows this.
  - C **According to several studies I've come across...** KEY
  - D I read it somewhere, so it must be true.
6. In British English, the "." punctuation mark is usually called a:
- A **full stop** KEY
  - B period
  - C point
  - D dot
7. A short structured talk in this module generally follows which order?
- A conclusion, thesis, points
  - B points, conclusion, thesis
  - C no particular order
  - D **thesis, supporting points, conclusion** KEY
8. Which phrase means "use something as a basis for your own point"?
- A point out
  - B **draw on** KEY
  - C sum up
  - D set out

9. "\_\_\_\_, remote work seems to offer more flexibility than it costs in connection." (closing a paragraph)
- A For example
  - B **Overall** KEY
  - C Firstly
  - D Because
10. What is this level's stated goal regarding citation, as opposed to full academic citation mechanics?
- A memorising formal reference formats
  - B avoiding mentioning sources at all
  - C quoting sources word-for-word only
  - D **the habit of honestly acknowledging where an idea comes from** KEY

III.10

## Review & Consolidation

20 questions · 7 criteria

### ASSIGNMENT

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                     |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical range and accuracy</b>     | correct, varied use of the level's grammar points across both parts.                                                                                    |
| 2 | <b>Vocabulary range</b>                   | discourse markers and phrasal verbs/collocations drawn from at least 6 of the 9 modules across both parts combined.                                     |
| 3 | <b>Task completion</b>                    | every required element present in both Part A and Part B.                                                                                               |
| 4 | <b>Communicative quality</b>              | does each part communicate a clear, followable message with genuine content, rather than correct sentences assembled around nothing?                    |
| 5 | <b>Fluency and delivery (Part A)</b>      | reasonably fluent for B1, audible, able to sustain a longer structured turn and respond composedly to unscripted follow-up questions.                   |
| 6 | <b>Coherence (Part B)</b>                 | the essay reads as one connected, logically structured piece with clear topic sentences and paragraph-level organisation.                               |
| 7 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal/academic throughout, and does the connector toolkit genuinely aid clarity rather than being inserted mechanically? |

### QUIZ · 20 QUESTIONS

1. (M1) "\_\_\_\_ you ever visited another country?"
- A **Have** KEY
  - B Do
  - C Did
  - D Are

2. (M1) "I \_\_\_\_ to Berlin in 2019." (a specific time is given)
- A have gone
  - B have been
  - C **went** **KEY**
  - D go
3. (M2) "I've \_\_\_\_ studying English since 2022."
- A be
  - B **been** **KEY**
  - C was
  - D being
4. (M2) "I'm taking a course \_\_\_\_ focuses on marketing."
- A who
  - B where
  - C when
  - D **which** **KEY**
5. (M3) "If you \_\_\_\_ a deadline, your manager is satisfied." (a general fact)
- A will meet
  - B met
  - C **meet** **KEY**
  - D meeting
6. (M3) "If we launch this product in spring, we \_\_\_\_ more customers." (a real future possibility)
- A **will reach** **KEY**
  - B reach
  - C reached
  - D reaching
7. (M4) "\_\_\_\_, remote work benefits most employees." (a formal opinion phrase)
- A I think
  - B Maybe
  - C Sort of
  - D **In my view** **KEY**
8. (M4) Which response shows partial agreement?
- A I completely agree.
  - B **I see your point, but I'm not sure that's true in every case.** **KEY**
  - C I'd have to disagree.
  - D That's completely wrong.

9. (M5) "Plastic \_\_\_\_ in many countries." (present simple passive)
- A recycles
  - B **is recycled** KEY
  - C recycling
  - D recycled
10. (M5) "The area \_\_\_\_ by flooding last year." (past simple passive)
- A affects
  - B affected
  - C is affected
  - D **was affected** KEY
11. (M6) Direct: "This app is easy to use." Reported: "The reviewer said (that) the app \_\_\_\_ easy to use."
- A **was** KEY
  - B is
  - C be
  - D has been
12. (M6) "\_\_\_\_ the article, the update improves battery life."
- A Told
  - B Reported
  - C **According to** KEY
  - D Said
13. (M7) "He's been yawning all day. He \_\_\_\_ be exhausted." (confident deduction)
- A might
  - B can't
  - C should
  - D **must** KEY
14. (M7) "She looked exhausted this morning. She \_\_\_\_ badly." (past deduction)
- A must sleep
  - B **must have slept** KEY
  - C must slept
  - D must sleeping
15. (M8) "If I \_\_\_\_ more, I would learn about different cultures." (second conditional)
- A travel
  - B will travel
  - C **travelled** KEY
  - D am travelling

16. (M8) Which is the more respectful, hedged way to describe a custom?
- A **In many places I've read about, this is common, though it varies.** **KEY**
  - B All people from that country do this.
  - C Everyone there believes this.
  - D This is simply how that culture is.
17. (M9) What is the main function of a topic sentence?
- A **to state the paragraph's one main idea** **KEY**
  - B to end the paragraph
  - C to give an example
  - D to cite a source
18. (M9) Which phrase shows honest, basic citation awareness?
- A This is definitely 100% true.
  - B Everyone knows this.
  - C **According to several studies I've come across...** **KEY**
  - D I read it somewhere, so it must be true.
19. (Cumulative discourse markers) Which discourse marker signals a paraphrase (rephrasing an idea in different words)?
- A as a result
  - B **in other words** **KEY**
  - C although
  - D apparently
20. (Cumulative BrE/AmE) In American English, the past participle of "get" (meaning "become/improve") is often:
- A got
  - B getting
  - C get
  - D **gotten** **KEY**

# Upper Intermediate Programme

10 MODULES · 110 QUESTIONS · 56 CRITERIA

## IV.1

## Advanced Present & Past Systems

10 questions · 6 criteria

### ASSIGNMENT

Write (or record) a reflective piece, 12-15 sentences, about a real period of change or growth in your life or career. This is this level's first of eight distinct writing genres — reflective writing — and should read as genuine reflection, not a chronological list of events. Include: at least one past perfect sentence clarifying the order of two events; at least one present perfect continuous sentence describing an ongoing state or duration; a mix of at least 4 different tense forms overall; "looking back"/"in retrospect" framing; and an explicit contrast between what you understood then and what you understand now.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                            |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct past perfect (simple and continuous) formation, correct tense choices across the piece.                                                                                |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct change/growth or reflective-language words used correctly, plus one phrasal verb/collocation from this module.                                             |
| 3 | <b>Task completion</b>                    | clear sequencing of at least two past events, a then-vs-now contrast, and reflective framing language all present.                                                             |
| 4 | <b>Evidence &amp; argument quality</b>    | is the then-vs-now contrast actually supported by the events narrated, or asserted over them?                                                                                  |
| 5 | <b>Communicative quality</b>              | does the reflection show genuine, specific insight, and does it read as authentic reflection rather than a plain narrative?                                                    |
| 6 | <b>Discourse coherence &amp; register</b> | does the piece flow as one connected reflective account with purposeful tense variety, and is the register appropriately thoughtful and personal without becoming a bare list? |

### QUIZ · 10 QUESTIONS

1. "By the time I arrived, the meeting \_\_\_\_ already started."

- A has
- B was
- C **had** KEY
- D did

2. "I'd \_\_\_\_ working there for two years when the company was acquired."
- A **been** KEY
  - B be
  - C being
  - D was
3. Which sentence correctly marks the earlier of two past events?
- A I ate breakfast before I woke up.
  - B I have eaten breakfast when I left.
  - C I was eating breakfast before I leave.
  - D **I had already eaten breakfast when I left the house.** KEY
4. "I didn't realise it \_\_\_\_, but I was slowly losing confidence."
- A since then
  - B **at the time** KEY
  - C up until now
  - D by then
5. "\_\_\_\_, that period taught me more than any success has." (a reflective framing phrase)
- A **Looking back** KEY
  - B By the time
  - C Even though
  - D As of yet
6. In British formal writing, a more literary variant of "while" is:
- A whereas
  - B since
  - C **whilst** KEY
  - D during
7. Which phrase means "make significant progress over time"?
- A turn a corner
  - B **come a long way** KEY
  - C take stock
  - D move forward
8. "I \_\_\_\_ already left when you called."
- A have
  - B was
  - C did
  - D **had** KEY

9. Which tense best emphasises an ongoing state connecting the past to now?
- A past simple
  - B past perfect
  - C past continuous
  - D **present perfect** KEY
10. Which phrase means "pause to assess a situation carefully before deciding what's next"?
- A build on
  - B **take stock** KEY
  - C move forward
  - D turn a corner

## IV.2

# Academic Writing I

10 questions · 5 criteria

## ASSIGNMENT

Write a full 5-paragraph argumentative essay, 300-400 words, on a topic of your choice that you can genuinely argue a position on. This is this level's second writing genre — the argumentative essay. Your essay must include: a clear, specific, arguable thesis statement in the introduction; three body paragraphs, each with a topic sentence, supporting evidence or reasoning, and brief analysis; at least one genuine paraphrase of an idea (not synonym-swapped); at least two of this module's formal cohesion devices (moreover/furthermore/nevertheless/consequently); and a conclusion that restates the thesis's significance.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                               |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, varied sentence structures appropriate to formal academic writing.                                                                                                       |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct essay-architecture or argument words used correctly, plus one phrasal verb/collocation from this module.                                                      |
| 3 | <b>Task completion</b>                    | thesis, three supported body paragraphs, a genuine paraphrase, and a conclusion all present.                                                                                      |
| 4 | <b>Evidence &amp; argument quality</b>    | is the thesis genuinely specific and arguable, is each body paragraph's evidence or reasoning actually convincing, and does the essay address the strongest version of the topic? |
| 5 | <b>Discourse coherence &amp; register</b> | does the essay read as one connected, logically structured academic piece, with formal cohesion devices used correctly and register consistently formal throughout?               |

## QUIZ · 10 QUESTIONS

1. Which is the strongest, most specific and arguable thesis statement?  
**A Social media platforms should be required to disclose how their algorithms rank content, because users cannot currently make informed choices. KEY**  
B Social media is a topic that affects many people.  
C Social media is bad.  
D Many people use social media every day.
2. In a 5-paragraph essay, what does the conclusion typically do?  
A introduce a brand new argument  
B simply repeat the introduction word-for-word  
**C restate the thesis's significance, not just repeat it KEY**  
D list every source used
3. "The first point supports the thesis well. \_\_\_\_, the second point provides even stronger evidence."  
A Because  
**B Moreover KEY**  
C So  
D If
4. Which is a genuine paraphrase (not just synonym-swapping)?  
A "Many researchers believe X" -> "Lots of researchers think X."  
B "Many researchers believe X" -> "Many researchers believe X."  
C "Many researchers believe X" -> "X is believed by many researchers." (word order only)  
**D "Many researchers believe X, though evidence is mixed" -> "While the connection is not fully settled, a considerable body of research points toward X." KEY**
5. Swapping only a few synonyms while keeping the same sentence structure as the original is:  
A always acceptable  
B a form of genuine paraphrasing  
**C a common, often accidental form of plagiarism KEY**  
D required by academic convention
6. In American English, an extended piece of independent research writing at the doctoral level is usually called a:  
**A dissertation KEY**  
B thesis  
C paper  
D report

7. "The evidence is limited. \_\_\_\_, the argument remains worth considering."

- A Consequently
- B Moreover
- C Because
- D **Nevertheless** **KEY**

8. Which phrase means "present an argument clearly and in order"?

- A flesh out
- B **lay out** **KEY**
- C hinge on
- D boil down to

9. A body paragraph's topic sentence should:

- A introduce a completely unrelated idea
- B **clearly support the essay's thesis** **KEY**
- C restate the conclusion
- D always start with "Moreover"

10. Which phrase means "depend critically on something"?

- A flesh out
- B lay out
- C boil down to
- D **hinge on** **KEY**

## The World of Work

10 questions · 6 criteria

### ASSIGNMENT

Complete two parts. PART A (formal correspondence, this level's third writing genre): Write a professional email, 150-200 words, either applying for a role, following up after an interview, or proposing a workplace idea. Use correct formal structure (subject line, greeting, clear purpose, body, closing, sign-off) and include at least one phrasal verb from this module. PART B (interview speaking task): Record yourself (or perform live) answering one behavioural interview question ("Tell me about a time when...") using the STAR structure, including at least one third-conditional reflective sentence about what might have happened differently.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                      |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct third-conditional formation, correct formal email structures.                                                                                    |
| 2 | <b>Vocabulary range</b>                   | at least 3 distinct professional-correspondence or interview words used correctly, plus one phrasal verb/collocation from this module.                   |
| 3 | <b>Task completion</b>                    | full email structure present in Part A; a complete STAR structure with a genuine third-conditional reflection in Part B.                                 |
| 4 | <b>Evidence &amp; argument quality</b>    | does the STAR answer's Result follow from the Action described, and is the email's request supported by a stated reason rather than by politeness alone? |
| 5 | <b>Communicative quality</b>              | does the email sound genuinely professional and purposeful, and does the interview answer reveal real reflection, not a rehearsed, generic response?     |
| 6 | <b>Discourse coherence &amp; register</b> | is the email's register consistently formal throughout, and does the interview answer sound composed and appropriately professional in delivery?         |

### QUIZ · 10 QUESTIONS

- "If I \_\_\_\_ known about the deadline earlier, I would have submitted on time." (third conditional)
  - have
  - has
  - had** KEY
  - was
- "If she hadn't taken that internship, she \_\_\_\_ discovered her interest in data analysis."
  - wouldn't have** KEY
  - wouldn't
  - didn't
  - hadn't

3. Which sentence is second conditional (still possible now), not third (an unchangeable past)?
- A If I had been braver, I would have applied.
  - B If I had known, I would have said something.
  - C If she had asked, I would have helped.
  - D **If I were braver, I would apply.** KEY
4. "\_\_\_ your email, please find the attached proposal."
- A With regard to
  - B **Further to** KEY
  - C Given that
  - D Provided that
5. Which is an appropriate professional email closing before a formal named sign-off in British English?
- A **Kind regards** KEY
  - B See ya
  - C Talk soon
  - D Bye for now
6. In American English, a common professional email closing is:
- A Yours faithfully
  - B Ta
  - C **Best regards** KEY
  - D Cheers
7. What does the "R" in the STAR interview-answer structure stand for?
- A Reason
  - B **Result** KEY
  - C Response
  - D Review
8. Which phrase means "make brief contact to check in"?
- A reach out
  - B circle back
  - C follow up
  - D **touch base** KEY
9. "As a result, we delivered the project on time. \_\_\_, we hadn't asked for help early on, the project would have taken much longer."
- A Unless
  - B Because
  - C So
  - D **If** KEY

10. Which phrase means "return to a topic later"?

- A reach out
- B **circle back** KEY
- C touch base
- D get back to

#### IV.4

## Arguing a Position

10 questions · 5 criteria

### ASSIGNMENT

Record yourself (or perform live, alone or with a partner) delivering a formal debate contribution on a leadership-related motion of your choice, 2-3 minutes total. Include: a clear opening statement with your position and at least 2 reasons; at least one direct rebuttal of a specific opposing point (real or anticipated); at least one advanced concession using this module's language (granted/admittedly/while it's true that), followed by a clear reason your position still holds; and a closing statement synthesising your case.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                           |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, varied use of concession and debate structures.                                                                                                                                      |
| 2 | <b>Vocabulary range</b>                   | at least 3 distinct debate/concession phrases used correctly, plus one phrasal verb/collocation from this module.                                                                             |
| 3 | <b>Task completion</b>                    | opening statement, a specific rebuttal, a genuine concession, and a closing statement all present.                                                                                            |
| 4 | <b>Evidence &amp; argument quality</b>    | is the reasoning genuinely persuasive and specific, does the rebuttal actually engage with the opposing point, and does the concession strengthen rather than undermine the overall position? |
| 5 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal throughout, and does the contribution stay respectful and evidence-based, even under the pressure of rebuttal?                                           |

### QUIZ · 10 QUESTIONS

1. "\_\_\_\_, remote work can make spontaneous collaboration harder." (an advanced concession opener)

- A Because
- B Therefore
- C **Granted** KEY
- D So

2. What distinguishes a strong concession from a weak/trap-like one?
- A **A strong concession acknowledges something specific without undermining the overall position.** KEY
  - B A strong concession is longer.
  - C A strong concession always agrees completely with the other side.
  - D A weak concession is always false.
3. "\_\_\_ some roles genuinely require in-person presence, this doesn't undermine the broader case."
- A Because
  - B So
  - C Unless
  - D **While it's true that** KEY
4. In a formal debate, what is "the motion"?
- A a side's final score
  - B **a clear, debatable statement the debate is about** KEY
  - C a type of rebuttal
  - D the adjudicator's decision
5. What should a rebuttal do?
- A **directly address and challenge the other side's specific points** KEY
  - B simply restate your own opening argument
  - C ignore what the other side said
  - D only ask questions
6. In British English (and originally), a "moot point" is one that is:
- A irrelevant
  - B always false
  - C **open to debate or uncertain** KEY
  - D already decided
7. Which phrase means "identify weaknesses in an argument"?
- A hold up
  - B **poke holes in** KEY
  - C come round to
  - D dig in
8. A closing statement in a formal debate should ideally include:
- A a completely new argument
  - B no reference to the other side
  - C only a summary of the motion
  - D **at least one graceful concession** KEY

9. Which phrase means "refuse to change position, often stubbornly"?

- A give ground
- B come round to
- C hold up
- D **dig in** KEY

10. Which phrase means "make a concession, especially reluctantly"?

- A dig in
- B **give ground** KEY
- C hold up
- D poke holes in

#### IV.5

### Science, Technology & Ethics

10 questions · 5 criteria

#### ASSIGNMENT

Write a compare-and-contrast essay, 350-450 words, evaluating two related technologies or two different ethical/regulatory approaches to the same issue. This is this level's fourth writing genre — compare-and-contrast writing. Structure your essay clearly (either point-by-point or subject-by-subject organisation). Include: at least 2 passive constructions from Lesson 5.1 (present perfect, modal, or future); at least one reported-speech sentence relaying a claim or argument you've encountered about either option; at least one formal comparison connector (on balance/when weighed against/by comparison/by contrast); and a reasoned conclusion about which option you find more compelling, or under what conditions each might be preferable.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                 |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct advanced passive formation, correct reported speech.                                                        |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct technology/ethics words used correctly, plus one phrasal verb/collocation from this module.     |
| 3 | <b>Task completion</b>                    | both options genuinely compared, a passive construction, a reported claim, and a reasoned conclusion all present.   |
| 4 | <b>Evidence &amp; argument quality</b>    | is the comparison genuinely balanced and specific, and is the conclusion actually justified by the comparison?      |
| 5 | <b>Discourse coherence &amp; register</b> | is the essay's organisation clear and consistent, and is the register appropriately formal and academic throughout? |

## QUIZ · 10 QUESTIONS

1. "It \_\_\_\_ argued that artificial intelligence will transform the workplace." (present perfect passive)  
A is  
B was  
C will be  
D **has been** KEY
2. "This technology \_\_\_\_ regulated to prevent misuse." (modal passive)  
A should  
B **should be** KEY  
C is  
D has been
3. "The industry \_\_\_\_ significantly affected by new legislation." (future passive)  
A **will be** KEY  
B is  
C was  
D has been
4. Direct: "Is this ethical?" Reported: "She asked \_\_\_\_ it was ethical."  
A that  
B what  
C **whether** KEY  
D which
5. Direct: "What are the risks?" Reported: "He asked what the risks \_\_\_\_."  
A are  
B **were** KEY  
C is  
D was being
6. Direct: "Regulate this now!" Reported: "The panellist \_\_\_\_ the committee to regulate it immediately."  
A said  
B told  
C asked  
D **urged** KEY

7. In British English, "\_\_\_" specifically refers to computer software, matching the American spelling, while the general sense (a plan, schedule, broadcast) uses a different spelling.

A programme

B progam

C **program** **KEY**

D programe

8. Which phrase means "struggle seriously to understand or resolve an issue"?

A **grapple with** **KEY**

B shed light on

C call into question

D raise concerns about

9. "\_\_\_, the benefits of this approach outweigh the risks." (a formal comparison/evaluation marker)

A **On balance** **KEY**

B Although

C Because

D So

10. Which phrase means "find a reasonable middle position"?

A grapple with

B call into question

C **strike a balance** **KEY**

D shed light on

## Global Issues

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real global issue of your choice. PART A (report/proposal writing, this level's fifth writing genre): Write a short analytical report, 250-350 words, describing the issue, speculating about its likely causes using this module's modal expressions, and proposing a response — use at least 3 nominalisations. PART B (the flagship formal presentation): Record yourself (or perform live) a 4-5 minute presentation based on your report, with a clearly signposted opening, body, and close; describe at least one visual aid naturally within the talk; and respond to at least 2 unscripted follow-up questions from your audience.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                    |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct speculative modal use, correct nominalisation formation.                                                                                                                       |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct global-issues or nominalised academic words used correctly, plus one phrasal verb/collocation from this module.                                                    |
| 3 | <b>Task completion</b>                    | the report describes the issue, speculates about causes, and proposes a response; the presentation includes a signposted structure, a described visual aid, and composed Q&A handling. |
| 4 | <b>Evidence &amp; argument quality</b>    | is the proposed response genuinely justified by the analysis, and are the speculative claims appropriately hedged rather than overstated?                                              |
| 5 | <b>Discourse coherence &amp; register</b> | is the report's register formal and report-appropriate throughout, and does the presentation sound genuinely structured and audience-aware, not just read aloud?                       |

### QUIZ · 10 QUESTIONS

- "This is likely \_\_\_\_ a combination of factors."
  - because
  - since
  - due to** KEY
  - so
- "This could potentially \_\_\_\_ further instability in the region."
  - lead to** KEY
  - leads to
  - leading to
  - led to

3. Which is the correct nominalisation of "decide"?
- A decisive
  - B deciding
  - C decided
  - D **decision** KEY
4. Which is the correct nominalisation of "aware"?
- A awaring
  - B **awareness** KEY
  - C awared
  - D awarely
5. "\_\_\_ by outlining the three main causes of this issue." (a presentation opening signpost)
- A **Let me begin** KEY
  - B Moving on
  - C To summarise
  - D In conclusion
6. "\_\_\_ to the second point, the economic impact is significant."
- A Let me begin
  - B To summarise
  - C **Moving on** KEY
  - D On balance
7. In British English, 15 March 2026 written numerically is:
- A 3/15/2026
  - B **15/03/2026** KEY
  - C 2026/03/15
  - D 03/2026/15
8. Which phrase means "highlight something for an audience, often referring to a visual aid"?
- A touch on
  - B wrap up
  - C field a question
  - D **draw attention to** KEY
9. When fielding a difficult question you're unsure of, the most professional response is to:
- A pretend to know the answer with full confidence
  - B refuse to answer at all
  - C change the subject
  - D **honestly hedge and offer to look into it further** KEY

10. Which phrase means "respond to an audience question, especially an unexpected one"?

- A open the floor
- B **field a question** KEY
- C wrap up
- D touch on

#### IV.7

## Media Literacy & Critical Reading

10 questions · 5 criteria

### ASSIGNMENT

Write a summary-and-critique, 250-300 words, of a real or realistic media text (an article, opinion piece, or advertisement) of your choice. This is this level's sixth writing genre — the summary-and-critique. Structure it in two clear parts: A SUMMARY (3-4 sentences, genuinely condensed, using at least 2 instances of ellipsis or substitution for economy); and A CRITIQUE (5-6 sentences, identifying the text's purpose, tone, at least one specific bias or rhetorical technique with its intended effect, and your own reasoned evaluation of whether the text is persuasive, fair, or misleading).

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                           |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, clear ellipsis and substitution use (no ambiguous reference).                                                                                        |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct media-analysis words used correctly, plus one phrasal verb/collocation from this module.                                                  |
| 3 | <b>Task completion</b>                    | a genuine summary and a genuine critique, both present and clearly distinguished.                                                                             |
| 4 | <b>Evidence &amp; argument quality</b>    | is the critique's identification of bias/technique supported by specific textual evidence, and is the overall evaluation reasoned rather than a bare opinion? |
| 5 | <b>Discourse coherence &amp; register</b> | is the summary genuinely condensed, and is the critique's register appropriately analytical and measured throughout?                                          |

### QUIZ · 10 QUESTIONS

1. "This piece uses the rhetorical question 'Can we really afford to wait?' to create a sense of urgency." What is being identified here?
- A bias only
  - B a grammar error
  - C **a rhetorical technique** KEY
  - D a citation

2. Which best describes "tone" in critical reading?
- A **the emotional colouring of the language** **KEY**
  - B whether a text is true or false
  - C the number of paragraphs
  - D the author's job title
3. "She wanted to go, but couldn't \_\_\_\_." (ellipsis — what's omitted?)
- A went
  - B going
  - C goes
  - D **go** **KEY**
4. "I liked the first article, but not the second \_\_\_\_." (substitution)
- A it
  - B **one** **KEY**
  - C so
  - D do
5. "He said the report was biased, and I think \_\_\_\_ too." (clause substitution)
- A **so** **KEY**
  - B it
  - C one
  - D that
6. Which is a genuine risk of overusing ellipsis and substitution?
- A sentences become too long
  - B it is always grammatically incorrect
  - C **the reference can become unclear or ambiguous** **KEY**
  - D it makes writing too formal
7. An American-originated term for an opinion piece, now used internationally, is:
- A editorial note
  - B **op-ed** **KEY**
  - C comment column
  - D feature article
8. Which phrase means "minimise the apparent importance of an issue"?
- A play up
  - B gloss over
  - C spin
  - D **play down** **KEY**

9. Which phrase means "present information in a biased way to create a particular impression"?
- A read into
  - B play down
  - C gloss over
  - D **spin** **KEY**
10. "The writer appears to favour immediate action. \_\_\_\_, the tone here suggests real alarm." (a critical-reading discourse marker)
- A Arguably
  - B **This is reinforced by the fact that** **KEY**
  - C Because
  - D So

#### IV.8

## Meetings & Negotiation

10 questions · 6 criteria

### ASSIGNMENT

Complete two parts based on a real or invented workplace negotiation scenario. **PART A** (speaking): Record yourself (or perform with a partner) a negotiation roleplay, 90 seconds to 2 minutes, including at least one diplomatic disagreement, one conditional proposal (provided that/on the condition that), and a clear outcome. Use at least one non-defining relative clause naturally within the roleplay. **PART B** (formal correspondence): Write brief meeting minutes (5-8 bullet points, including at least one action point with a name and deadline) and a short professional follow-up email summarising the outcome.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                        |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct non-defining relative clause formation, correct negotiation conditional structures.                                                                                                |
| 2 | <b>Vocabulary range</b>                   | at least 3 distinct meeting/negotiation words used correctly, plus one phrasal verb/collocation from this module.                                                                          |
| 3 | <b>Task completion</b>                    | diplomatic disagreement, a conditional proposal, and a clear outcome in Part A; complete minutes with an action point and a follow-up email in Part B.                                     |
| 4 | <b>Evidence &amp; argument quality</b>    | is the conditional proposal grounded in a stated interest rather than a restated position, and do the minutes record what was actually agreed rather than what the writer wished had been? |
| 5 | <b>Communicative quality</b>              | does the negotiation sound genuinely professional and realistic, and do the minutes accurately and concisely capture what was decided?                                                     |
| 6 | <b>Discourse coherence &amp; register</b> | is the spoken negotiation's tone diplomatic throughout, and is the written correspondence's register consistently professional?                                                            |

## QUIZ · 10 QUESTIONS

1. Which sentence uses a non-defining relative clause correctly?  
A **My colleague, who has worked here for ten years, had concerns.** **KEY**  
B The colleague who reviewed the proposal had concerns.  
C My colleague that has worked here for ten years had concerns.  
D My colleague, that has worked here, had concerns.
2. "The meeting ran long, \_\_\_\_ frustrated several attendees." (referring to the whole previous clause)  
A that  
B who  
C **which** **KEY**  
D whose
3. If a non-defining relative clause is removed from a sentence, the core meaning:  
A is completely lost  
B **stays essentially intact** **KEY**  
C becomes grammatically incorrect  
D reverses entirely
4. "I hear what you're saying, \_\_\_\_ I'd push back on one part of that."  
A so  
B because  
C if  
D **but** **KEY**
5. "I could accept Monday, \_\_\_\_ we get a progress update on Wednesday."  
A because  
B so  
C **provided that** **KEY**  
D unless
6. Which phrase means "each side compromises equally"?  
A **meet halfway** **KEY**  
B hold firm  
C sweeten the deal  
D hammer out
7. In British English, checking your schedule for a meeting is often called checking your:  
A calendar  
B planner  
C agenda  
D **diary** **KEY**

8. Which phrase means "resolve minor remaining problems"?

- A hammer out
- B **iron out** KEY
- C hold firm
- D meet halfway

9. "So, to confirm, [name] will handle X by [date]." This sentence is an example of:

- A a diplomatic disagreement
- B **an action point** KEY
- C a rhetorical question
- D a non-defining relative clause

10. Which phrase means "refuse to compromise on something specific"?

- A meet halfway
- B sweeten the deal
- C iron out
- D **hold firm** KEY

## Academic Writing II

10 questions · 5 criteria

### ASSIGNMENT

You will be given two short supplied source excerpts (generic, invented, 100-120 words each) on the same topic, representing partially agreeing, partially disagreeing, or complementary perspectives. Write a research-based essay, 400-500 words, that synthesises both sources into one coherent argument. This is this level's capstone, eighth writing genre. Your essay must include: a clear thesis informed by both sources; at least 2 genuine synthesis statements using this module's discourse markers; consistent basic citation mechanics throughout; and at least 3 different cohesion devices from this level's toolkit, used purposefully.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                         |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, varied use of the level's cohesion devices.                                                                        |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct citation/synthesis words used correctly, plus one phrasal verb/collocation from this module.            |
| 3 | <b>Task completion</b>                    | a synthesised thesis, genuine synthesis, consistent citation, and at least 3 cohesion devices all present.                  |
| 4 | <b>Evidence &amp; argument quality</b>    | does the essay genuinely engage with both sources' claims, and is the final position actually justified by that engagement? |
| 5 | <b>Discourse coherence &amp; register</b> | does the essay read as one logically progressing, well-glued piece of formal academic writing?                              |

### QUIZ · 10 QUESTIONS

- What is genuine synthesis, as opposed to parallel summary?
  - summarising Source A, then separately summarising Source B
  - relating two sources' claims to each other in one coherent point** **KEY**
  - only using Source A and ignoring Source B
  - copying both sources word-for-word
- "\_\_\_ Source A suggests remote work improves focus, Source B notes this depends on having a dedicated workspace."
  - Because
  - So
  - Since
  - While** **KEY**

3. "Taken together, these sources \_\_\_\_ that the benefit is real but conditional."
- A suggests
  - B suggesting
  - C **suggest** KEY
  - D suggested
4. What does "coherence" refer to in academic writing?
- A **the logical flow and progression of ideas** KEY
  - B the specific grammatical devices used
  - C the total word count
  - D the citation style used
5. What does "cohesion" refer to in academic writing?
- A the logical flow of ideas only
  - B the essay's overall length
  - C the number of sources used
  - D **the grammatical "glue" (specific devices) that makes that flow readable** KEY
6. In American academic writing, the default quotation mark for a direct quote is usually:
- A single ( ' ' )
  - B **double ( " " " " )** KEY
  - C angled (guillemets)
  - D none are used
7. Which phrase means "confirm a claim using independent evidence or a second source"?
- A **corroborate** KEY
  - B draw together
  - C tie in with
  - D cross-reference
8. "This is \_\_\_\_ by a second, independent study."
- A drawn together
  - B tied in
  - C **corroborated** KEY
  - D cross-referenced
9. Which best describes this level's stated goal for citation mechanics?
- A full mastery of one formal system (APA/MLA/Chicago)
  - B avoiding citation entirely
  - C **the underlying habit and logic of honest, consistent attribution** KEY
  - D memorising citation rules without applying them

10. Which phrase means "combine ideas into one coherent whole"?

- A **draw together** **KEY**
- B tie in with
- C corroborate
- D cross-reference

IV.10

## Review & Consolidation

20 questions · 8 criteria

### ASSIGNMENT

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                   |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical range and accuracy</b>     | correct, varied use of the level's grammar points across both parts.                                                                                                                  |
| 2 | <b>Vocabulary range</b>                   | discourse markers and phrasal verbs/collocations drawn from at least 6 of the 9 modules across both parts combined.                                                                   |
| 3 | <b>Task completion</b>                    | every required element present in both Part A and Part B.                                                                                                                             |
| 4 | <b>Communicative quality</b>              | does the writing reach its intended reader with a purpose that reader would recognise, not merely satisfy the task specification?                                                     |
| 5 | <b>Fluency and delivery (Part A)</b>      | reasonably fluent for B2, audible, able to sustain a longer formal presentation and respond composedly to unscripted follow-up questions, including one you are not fully certain of. |
| 6 | <b>Coherence (Part B)</b>                 | the essay reads as one connected, logically structured piece with clear paragraph-level organisation.                                                                                 |
| 7 | <b>Evidence &amp; argument quality</b>    | is the thesis genuinely specific and arguable, is the reasoning or synthesis actually convincing, and does the piece address the strongest version of the topic?                      |
| 8 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal/academic or professional throughout, and does the connector toolkit genuinely aid clarity?                                                       |

### QUIZ · 20 QUESTIONS

1. (M1) "By the time I arrived, the meeting \_\_\_\_ already started."

- A has
- B **had** **KEY**
- C was
- D did

2. (M1) Which tense best emphasises an ongoing state connecting the past to now?
- A past simple
  - B past perfect
  - C past continuous
  - D **present perfect** **KEY**
3. (M2) Which is the strongest, most specific and arguable thesis statement?
- A Social media is a topic that affects many people.
  - B Social media is bad.
  - C **Social media platforms should be required to disclose how their algorithms rank content, because users cannot currently make informed choices.** **KEY**
  - D Many people use social media every day.
4. (M2) Swapping only a few synonyms while keeping the same sentence structure as the original is:
- A **a common, often accidental form of plagiarism** **KEY**
  - B always acceptable
  - C a form of genuine paraphrasing
  - D required by academic convention
5. (M3) "If I \_\_\_\_ known about the deadline earlier, I would have submitted on time." (third conditional)
- A have
  - B has
  - C was
  - D **had** **KEY**
6. (M3) What does the "R" in the STAR interview-answer structure stand for?
- A Reason
  - B **Result** **KEY**
  - C Response
  - D Review
7. (M4) "\_\_\_\_, remote work can make spontaneous collaboration harder." (an advanced concession opener)
- A **Granted** **KEY**
  - B Because
  - C Therefore
  - D So
8. (M4) What should a rebuttal do?
- A simply restate your own opening argument
  - B ignore what the other side said
  - C **directly address and challenge the other side's specific points** **KEY**
  - D only ask questions

9. (M5) "It \_\_\_\_ argued that artificial intelligence will transform the workplace." (present perfect passive)
- A is
  - B was
  - C **has been** KEY
  - D will be
10. (M5) Direct: "What are the risks?" Reported: "He asked what the risks \_\_\_\_."
- A **were** KEY
  - B are
  - C is
  - D was being
11. (M6) Which is the correct nominalisation of "decide"?
- A decisive
  - B **decision** KEY
  - C deciding
  - D decided
12. (M6) "\_\_\_\_ to the second point, the economic impact is significant."
- A Let me begin
  - B To summarise
  - C On balance
  - D **Moving on** KEY
13. (M7) Which best describes "tone" in critical reading?
- A **the emotional colouring of the language** KEY
  - B whether a text is true or false
  - C the number of paragraphs
  - D the author's job title
14. (M7) "I liked the first article, but not the second \_\_\_\_." (substitution)
- A it
  - B so
  - C **one** KEY
  - D do
15. (M8) Which sentence uses a non-defining relative clause correctly?
- A The colleague who reviewed the proposal had concerns.
  - B My colleague that has worked here for ten years had concerns.
  - C My colleague, that has worked here, had concerns.
  - D **My colleague, who has worked here for ten years, had concerns.** KEY

16. (M8) "I hear what you're saying, \_\_\_\_ I'd push back on one part of that."
- A so
  - B **but** **KEY**
  - C because
  - D if
17. (M9) What is genuine synthesis, as opposed to parallel summary?
- A summarising Source A, then separately summarising Source B
  - B **relating two sources' claims to each other in one coherent point** **KEY**
  - C only using Source A and ignoring Source B
  - D copying both sources word-for-word
18. (M9) What does "cohesion" refer to in academic writing?
- A the logical flow of ideas only
  - B the essay's overall length
  - C the number of sources used
  - D **the grammatical "glue" (specific devices) that makes that flow readable** **KEY**
19. (Cumulative discourse markers) Which discourse marker signals a formal, evaluative comparison between two options?
- A in other words
  - B although
  - C **on balance** **KEY**
  - D apparently
20. (Cumulative BrE/AmE) In British English, 15 March 2026 written numerically is:
- A **15/03/2026** **KEY**
  - B 3/15/2026
  - C 2026/03/15
  - D 03/2026/15

# Advanced Programme

10 MODULES · 110 QUESTIONS · 58 CRITERIA

## V.1

## Nuance & Idiom

10 questions · 5 criteria

### ASSIGNMENT

Write a short professional document, 300-400 words, in the genre of professional documentation — a communication style guide for a real or invented team or organisation. Include: a one-paragraph introduction explaining the guide's purpose and audience; the same example message written in three distinct registers (informal, neutral/professional, formal), each labelled; at least 5 idiomatic expressions or collocations from this module, used correctly and appropriately for their labelled register; at least one mixed-conditional sentence; and a short closing section of practical guidance for choosing register appropriately.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                        |
|---|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct mixed-conditional formation.                                                                                                                                                                       |
| 2 | <b>Vocabulary range</b>                   | at least 5 distinct idiomatic expressions/collocations used correctly, plus correct register-sorting of each.                                                                                              |
| 3 | <b>Task completion</b>                    | introduction, three registered versions of one message, a mixed conditional, and practical guidance all present.                                                                                           |
| 4 | <b>Rhetorical effectiveness</b>           | would this guide actually help a real reader choose the right register for a real situation, or is the guidance too vague or generic to be useful?                                                         |
| 5 | <b>Discourse coherence &amp; register</b> | is each of the three example versions genuinely, consistently written in its labelled register, and is the guide itself written in an appropriately professional, documentation-style register throughout? |

### QUIZ · 10 QUESTIONS

1. "If I \_\_\_\_ medicine, I'd be a doctor now." (past condition, present result)

- A studied
- B have studied
- C **had studied** KEY
- D study

2. "If I weren't so cautious by nature, I \_\_\_\_ that risk back then." (present condition, past result)
- A **would have taken** KEY
  - B would take
  - C took
  - D had taken
3. Which sentence is a "pure" third conditional, not mixed?
- A If I had studied medicine, I'd be a doctor now.
  - B If I weren't so cautious, I would have taken that risk.
  - C If I hadn't taken that internship, I wouldn't be here now.
  - D **If I had known, I would have said something.** KEY
4. "\_\_\_\_, we're a bit behind on this." (informal register)
- A I am writing to inform you that
  - B **Hey, heads up** KEY
  - C Just to flag
  - D I would welcome the opportunity to
5. "I would welcome the opportunity to discuss this \_\_\_\_." (formal register)
- A **at your earliest convenience** KEY
  - B whenever, no rush
  - C soon-ish
  - D ASAP
6. In British English, having nothing to do is described as being:
- A at loose ends
  - B at a loose end's
  - C **at a loose end** KEY
  - D at loose end
7. Which phrase means "understand an implied meaning, not just the literal words"?
- A get to the point
  - B **read between the lines** KEY
  - C strike the right tone
  - D walk a fine line
8. Which phrase means "communicate with appropriate register/attitude for the situation"?
- A get to the point
  - B read between the lines
  - C walk a fine line
  - D **strike the right tone** KEY

9. What is the core skill this module's writing genre (professional documentation) requires?

- A using as many idioms as possible
- B avoiding all idiomatic language
- C writing as formally as possible at all times
- D **precise, consistent register control for a given audience** **KEY**

10. "\_\_\_, that period taught me more than any success has." (an idiomatic concluding frame)

- A To put it bluntly
- B **At the end of the day** **KEY**
- C For what it's worth
- D In a nutshell

## V.2

# Academic Writing III

10 questions · 6 criteria

## ASSIGNMENT

Write a literature review, 400-500 words, on a topic of your choice, synthesising 3-4 source "findings" (genuinely researched with appropriate citation, or generic/invented for practice — either acceptable). This is this level's second writing genre — the literature review. Your review must include: an introduction stating the topic's significance and previewing the review's organisation; a thematically organised body (not source-by-source) with consistent author-date citation; at least 2 essay-level cohesion devices connecting later points to earlier ones; a clearly stated gap in the existing material; and a brief conclusion.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                       |
|---|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, varied sentence structures appropriate to formal academic synthesis writing.                                                     |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct literature-review words used correctly, plus one phrasal verb/collocation from this module.                           |
| 3 | <b>Task completion</b>                    | introduction, thematic body, consistent citation, a stated gap, and a conclusion all present.                                             |
| 4 | <b>Rhetorical effectiveness</b>           | does the review read as one argued synthesis that earns the gap it states, rather than a competent sequence of summaries?                 |
| 5 | <b>Evidence &amp; argument quality</b>    | is the thematic organisation genuine, and is the identified gap meaningful rather than trivial?                                           |
| 6 | <b>Discourse coherence &amp; register</b> | does the review read as one connected whole, using essay-level cohesion devices, with a consistently formal academic register throughout? |
|   |                                           |                                                                                                                                           |

## QUIZ · 10 QUESTIONS

1. What is the defining structural feature of a literature review, as opposed to a source-by-source report?
  - A it only uses one source
  - B it never cites sources
  - C it is always written in the first person
  - D **it is organised thematically, not source-by-source** KEY
2. "\_\_\_\_, the literature indicates that the benefit is real but conditional."
  - A According to
  - B **Taken as a whole** KEY
  - C Because
  - D So
3. Which phrase signals an essay-level cohesion device, referring back across paragraphs?
  - A **as noted above** KEY
  - B however
  - C and
  - D because
4. "This pattern is \_\_\_\_ by more recent findings in adjacent fields."
  - A echoing
  - B echo
  - C **echoed** KEY
  - D echoes
5. What does "converge on a conclusion" mean, in the context of multiple sources?
  - A they completely disagree
  - B **they arrive at a similar point** KEY
  - C they use the same methodology
  - D they were published in the same year
6. In American English, the spelling suffix used exclusively is:
  - A -ise
  - B -yse
  - C -isze
  - D **-ize** KEY
7. Which phrase means "address something previous work hasn't covered"?
  - A zero in on
  - B survey
  - C **fill a gap in** KEY
  - D diverge from

8. A well-structured literature review typically includes an introduction, a thematically organised body, and:

- A **a stated gap and a brief conclusion** **KEY**
- B only a list of sources, nothing else
- C no conclusion at all
- D a single source summary

9. Which phrase means "focus precisely on a specific issue after a broader survey"?

- A **zero in on** **KEY**
- B fill a gap in
- C survey
- D converge on

10. "However, a gap \_\_\_\_ in understanding how this varies by role type."

- A remain
- B remaining
- C **remains** **KEY**
- D remained

## Leadership & Persuasion

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real or invented cause, initiative, or position you'd advocate for as a leader. PART A (writing, this level's third genre): a position paper, 350-450 words, that clearly states your position, argues for it with reasoning and framing language, acknowledges at least one competing stakeholder concern, and closes with a clear call to action. Use at least 2 inverted sentences for emphasis. PART B (speaking): Record yourself (or perform live) a leadership speech, 90 seconds to 2 minutes, based on your position paper, with a clear vision, rationale, and call to action, including at least one reframing statement.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                       |
|---|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct inversion formation, used appropriately and not overused.                                                                                                                         |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct leadership/persuasion words used correctly, plus one phrasal verb/collocation from this module.                                                                       |
| 3 | <b>Task completion</b>                    | position, reasoning, framing language, a stakeholder acknowledgement, and a call to action all present in Part A; vision, rationale, call to action, and a reframing statement in Part B. |
| 4 | <b>Rhetorical effectiveness</b>           | does the paper and speech genuinely persuade, using framing and emphasis effectively?                                                                                                     |
| 5 | <b>Discourse coherence &amp; register</b> | is the register appropriately authoritative and persuasive throughout, and does the speech's delivery reinforce the written paper's argument?                                             |

### QUIZ · 10 QUESTIONS

- "Rarely \_\_\_ such dedication." (inversion)
  - I have seen
  - have I seen** KEY
  - I seen
  - did I saw
- "Not only \_\_\_ the target, but we exceeded it." (inversion)
  - we met
  - we did meet
  - met we
  - did we meet** KEY

3. "Under no circumstances \_\_\_\_ we lose sight of this."
- A we should
  - B we shall
  - C **should we** KEY
  - D shall we
4. When is inversion for rhetorical emphasis most effective?
- A **used sparingly, at genuinely emphatic moments** KEY
  - B used in every single sentence
  - C never used in speeches
  - D only used in casual conversation
5. "This isn't just about budget — it's about whether we're serious about growth." This is an example of:
- A inversion
  - B a citation
  - C a mixed conditional
  - D **framing language** KEY
6. A leadership speech commonly follows which structure?
- A conclusion, rationale, vision
  - B **vision, rationale, call to action** KEY
  - C call to action only
  - D no particular structure
7. In British business writing, a company name is often followed by:
- A **Plc** KEY
  - B Corp.
  - C Inc.
  - D LLC
8. Which phrase means "emphasise a point so it's fully understood and remembered"?
- A rally behind
  - B win over
  - C **drive home** KEY
  - D set the tone
9. When negotiating as a leader with multiple stakeholders, an effective approach is to:
- A ignore competing interests
  - B only address the loudest stakeholder
  - C **acknowledge multiple stakeholders' concerns before proposing a path forward** KEY
  - D avoid proposing any solution

10. Which phrase means "unite in support of a cause"?

- A **rally behind** KEY
- B win over
- C drive home
- D take the lead

V.4

## Complex Systems (Science, Economics, Policy)

10 questions · 6 criteria

### ASSIGNMENT

Write a policy brief, 350-450 words, on a real or invented complex issue (a science, economics, or policy topic) of your choice. This is this level's fourth writing genre — the policy brief. Your brief must include: a concise statement of the issue; a summary of relevant evidence, using at least 2 well-calibrated hedged claims; at least 2 instances of dense, technical nominalisation used precisely; an acknowledgement of at least one competing stakeholder perspective; and a clear, specific recommendation.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                  |
|---|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct nominalisation formation, correct hedging language.                                                                                          |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct economics/policy/science words used correctly, plus one phrasal verb/collocation from this module.                               |
| 3 | <b>Task completion</b>                    | issue statement, evidence summary, a stakeholder acknowledgement, and a recommendation all present.                                                  |
| 4 | <b>Rhetorical effectiveness</b>           | could a non-specialist decision-maker act on this brief after a single reading, and does the recommendation arrive where a busy reader will find it? |
| 5 | <b>Evidence &amp; argument quality</b>    | is the hedging genuinely well-calibrated to the strength of the evidence presented, and is the recommendation actually justified by the evidence?    |
| 6 | <b>Discourse coherence &amp; register</b> | is the register appropriately formal, technical, and policy-appropriate throughout, and does the nominalisation aid clarity rather than obscure it?  |

### QUIZ · 10 QUESTIONS

1. "The widespread \_\_\_\_ of automation technologies has led to significant productivity gains."  
(nominalisation of "adopt")

- A **adoption** KEY
- B adopting
- C adopted
- D adopts

2. "The \_\_\_\_ of this policy will require careful monitoring." (nominalisation of "implement")
- A implement
  - B implementing
  - C **implementation** KEY
  - D implemented
3. What is a genuine risk of overusing nominalisation?
- A sentences become too short
  - B **text can become technically correct but hard to parse** KEY
  - C it is always grammatically incorrect
  - D it makes writing too informal
4. "It \_\_\_\_ be argued that this policy addresses the core issue, though its effectiveness may vary."
- A will
  - B must
  - C can't
  - D **could** KEY
5. Which is a well-calibrated hedge, neither overclaiming nor excessively vague?
- A This policy will definitely solve the problem.
  - B Some people think this might possibly help, maybe.
  - C **This policy is likely to reduce the problem to some extent, though its full impact remains uncertain.** KEY
  - D This policy is perfect.
6. Historically, the British "long scale" billion equalled:
- A **a million million** KEY
  - B a thousand million
  - C a hundred million
  - D ten million
7. Which phrase means "include a variable in a calculation or consideration"?
- A level off
  - B offset
  - C tip the balance
  - D **factor in** KEY
8. In a stakeholder meeting, an effective participant should:
- A dismiss other perspectives entirely
  - B **state their position and genuinely engage with other perspectives** KEY
  - C refuse to state a position
  - D only listen, never speak

9. "This tends to \_\_\_\_ in a modest but measurable improvement."
- A results
  - B **result** KEY
  - C resulting
  - D resulted
10. Which phrase means "be the deciding factor between two possibilities"?
- A level off
  - B trickle down
  - C offset
  - D **tip the balance** KEY

V.5

## Cross-Cultural Communication

10 questions · 6 criteria

### ASSIGNMENT

Write an analytical paper, 350-450 words, examining a real or invented cross-cultural communication case study (kept generic and respectfully framed, not stereotyping any real culture). This is this level's fifth writing genre — the analytical paper. Your paper must include: a description of the miscommunication or communication challenge; analysis using this module's pragmatics vocabulary (positive/negative politeness, indirect speech acts, face); at least 2 requests or statements at different politeness levels, analysed for their appropriateness; a discussion of the likely underlying cause; and a concrete, actionable recommendation for avoiding similar miscommunication in future.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                           |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, graded politeness modality used accurately throughout the analysis.                                                                  |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct pragmatics/cross-cultural words used correctly, plus one phrasal verb/collocation from this module.                       |
| 3 | <b>Task completion</b>                    | case description, pragmatic analysis, a cause discussion, and a concrete recommendation all present.                                          |
| 4 | <b>Rhetorical effectiveness</b>           | is the analysis framed so that a reader from either side of the case would recognise their own position in it rather than a caricature of it? |
| 5 | <b>Evidence &amp; argument quality</b>    | is the pragmatic analysis genuinely insightful, and is the recommendation specific and actionable rather than generic advice?                 |
| 6 | <b>Discourse coherence &amp; register</b> | is the register appropriately analytical and respectful throughout, and does the paper read as one connected, well-reasoned analysis?         |

## QUIZ · 10 QUESTIONS

1. Which is the most indirect, highly deferential request?  
A **I don't suppose you could close the window, could you?** KEY  
B Close the window.  
C Could you close the window?  
D Window, please.
2. "It's quite cold in here" said in a meeting is an example of:  
A a direct imperative  
B a formal citation  
C **an indirect speech act** KEY  
D a mixed conditional
3. What determines the appropriate degree of politeness indirectness?  
A the time of day only  
B **social distance, power relationship, and size of imposition** KEY  
C the speaker's age only  
D nothing; it's random
4. Which best describes "positive politeness"?  
A respecting autonomy and minimising imposition  
B using only formal language  
C avoiding all requests  
D **emphasising shared interests and inclusion** KEY
5. Which best describes "negative politeness"?  
A being rude on purpose  
B emphasising shared interests  
C **respecting the other person's autonomy and minimising imposition** KEY  
D refusing to negotiate
6. In British English, "cheers" used informally can mean:  
A **"thank you"** KEY  
B only "goodbye"  
C "hello"  
D "please"
7. Which phrase means "resolve tension diplomatically"?  
A bridge the gap  
B lose in translation  
C find common ground  
D **smooth over** KEY

8. Which phrase means "identify shared interests despite differences"?

- A get off on the wrong foot
- B **find common ground** KEY
- C lose in translation
- D smooth over

9. In intercultural negotiation, explicitly checking understanding is:

- A unnecessary if both speak English
- B **a useful way to bridge potential communication-style gaps** KEY
- C considered rude in all cultures
- D only needed at the very end

10. What is a genuine risk of being too indirect in a request?

- A it is always more polite with no downside
- B it is grammatically incorrect
- C it always sounds rude
- D **it can be missed entirely, causing as much miscommunication as being too direct** KEY

# Advanced Media & Discourse Analysis

10 questions · 5 criteria

## ASSIGNMENT

Complete two parts on one topic of your choice. PART A (writing, this level's sixth genre): a persuasive article, 350-450 words, arguing a clear position. Use at least 3 cleft sentences (a mix of it-clefts and wh-clefts) deliberately for rhetorical emphasis, and demonstrate awareness of how your word choice and framing construct your article's overall persuasive effect. PART B (speaking): Record yourself (or perform with a partner) a media interview, 90 seconds to 2 minutes, about your article's topic, including at least one loaded or leading question and a strategic, honest response that addresses the framing without dodging.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct cleft sentence formation (both types).                                                                                                     |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct media-analysis/interview words used correctly, plus one phrasal verb/collocation from this module.                             |
| 3 | <b>Task completion</b>                    | a clear position, at least 3 cleft sentences, and rhetorical awareness in Part A; a loaded question and a strategic response in Part B.            |
| 4 | <b>Rhetorical effectiveness</b>           | do the cleft sentences genuinely strengthen the article's persuasive impact, and does the interview response handle the loaded question skilfully? |
| 5 | <b>Discourse coherence &amp; register</b> | is the article's register appropriately persuasive and professional throughout, and does the interview response sound composed and credible?       |

## QUIZ · 10 QUESTIONS

1. "It was the new policy \_\_\_\_ caused the backlash." (it-cleft)

A who

B which is

C **that** **KEY**

D what
2. "What really \_\_\_\_ here is trust." (wh-cleft)

A **matters** **KEY**

B matter

C mattering

D mattered
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3. "It wasn't the cost \_\_\_\_ concerned investors — it was the lack of transparency."
- A which
  - B what
  - C who
  - D **that** KEY
4. What is the main function of a cleft sentence?
- A to make a sentence longer for no reason
  - B **to isolate and emphasise one specific element of a sentence** KEY
  - C to avoid using any emphasis at all
  - D to make a sentence grammatically incorrect
5. A loaded interview question is one that:
- A **carries an embedded assumption or bias within the question itself** KEY
  - B is completely neutral
  - C is always illegal to ask
  - D has only one possible answer
6. What distinguishes strategic, honest handling of a loaded question from simply dodging it?
- A there is no difference
  - B speaking for a very long time
  - C **acknowledging the framing while staying substantive, versus avoiding the question entirely** KEY
  - D refusing to answer
7. In British broadcasting, the person presenting televised news is often called a:
- A news anchor
  - B **newsreader** KEY
  - C news host
  - D presenter only
8. Which phrase means "suggest something indirectly, without stating it outright"?
- A spell out
  - B dodge
  - C deflect
  - D **hint at** KEY
9. Which phrase means "avoid answering a question directly, often evasively"?
- A hint at
  - B spell out
  - C come across as
  - D **dodge** KEY

10. Combined subtext analysis (as taught in this module) means:

- A naming a single rhetorical technique in isolation
- B **explaining how multiple techniques work together to construct an implied meaning** **KEY**
- C only analysing grammar
- D ignoring word choice entirely

V.7

## Research & Presentation

10 questions · 6 criteria

### ASSIGNMENT

Complete three connected parts on one narrowed research focus of your choice. PART A: a conference abstract (150-200 words) — this level's seventh writing genre. PART B: a research essay (450-550 words) expanding on the abstract, using at least 3 connectors from this module's set to structure a multi-move argument — this level's eighth writing genre. PART C (speaking, the flagship task): Record yourself (or perform live) a 6-8 minute research-informed presentation based on your essay, structured in five clear parts, and facilitate a Q&A round (real or simulated) with at least 3 questions, actively inviting and synthesising rather than just answering.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                            |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, purposeful use of this module's advanced connector set.                                                                                               |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct research/presentation words used correctly, plus one phrasal verb/collocation from this module.                                            |
| 3 | <b>Task completion</b>                    | abstract, essay, and a fully structured presentation with active Q&A facilitation all present.                                                                 |
| 4 | <b>Rhetorical effectiveness</b>           | does the abstract make a reader want the paper, and does the Q&A facilitation strengthen the argument rather than merely defend it?                            |
| 5 | <b>Evidence &amp; argument quality</b>    | is the research focus genuinely narrowed and specific, and does the multi-move argument in the essay hold together as one coherent position?                   |
| 6 | <b>Discourse coherence &amp; register</b> | is the register consistently formal and academic across all three parts, and does the presentation's delivery reinforce the written argument's sophistication? |

### QUIZ · 10 QUESTIONS

1. "\_\_\_ remote work increases flexibility, it benefits most employees." (to the extent that)
- A Notwithstanding
  - B Conversely
  - C **Insofar as** **KEY**
  - D That said

2. "\_\_\_ this, certain roles genuinely require in-person collaboration." (despite, formal)
- A **Notwithstanding** KEY
  - B Insofar as
  - C By the same token
  - D Conversely
3. "\_\_\_, some industries face constraints that others don't." (extending reasoning by analogy)
- A Conversely
  - B Insofar as
  - C Notwithstanding
  - D **By the same token** KEY
4. "\_\_\_, the overall trend favours flexible arrangements where feasible." (a pivot to a final position)
- A Insofar as
  - B **That said** KEY
  - C By the same token
  - D Notwithstanding
5. What does a conference abstract typically summarise?
- A **background, focus/question, key finding, and implication** KEY
  - B only the presenter's biography
  - C the entire full-length paper word-for-word
  - D nothing; it is just a title
6. In British English, study beyond a first (bachelor's) degree is commonly called:
- A graduate study
  - B undergraduate study
  - C **postgraduate study** KEY
  - D pre-graduate study
7. What does active Q&A facilitation include, beyond simply answering questions?
- A ignoring all questions
  - B **inviting questions and synthesising across them** KEY
  - C refusing to take more than one question
  - D reading directly from notes only
8. Which phrase means "focus precisely on a specific, significant result"?
- A narrow down
  - B tease out
  - C open up
  - D **home in on** KEY

9. Which phrase means "carefully extract a subtle distinction through analysis"?

- A narrow down
- B home in on
- C bring to a close
- D **tease out** **KEY**

10. A 6-8 minute research-informed presentation typically includes context, research question, findings, implications, and:

- A no conclusion
- B **a clear, memorable conclusion** **KEY**
- C only a Q&A section
- D a second, unrelated topic

## Professional Advocacy

10 questions · 6 criteria

### ASSIGNMENT

Complete two parts. PART A (writing, this level's ninth genre): a strategic proposal, 400-500 words, building and defending a case for a real or invented course of action. Use advanced passive constructions confidently and proportionately (at least 3), address at least one anticipated counter-argument, and use at least 2 advocacy-emphasis discourse markers from this module. PART B (speaking): Record yourself (or perform live) two short responses: (1) a panel-discussion response to a genuinely challenging question about your proposal, holding your ground while substantively engaging with the challenge; (2) a brief crisis-communication statement (60-90 seconds) for an invented scenario, following the four-part structure.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct advanced passive formation.                                                                                                                                |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct advocacy/crisis-communication words used correctly, plus one phrasal verb/collocation from this module.                                        |
| 3 | <b>Task completion</b>                    | a claim, evidence, a counter-argument addressed, and advocacy markers in Part A; a substantive panel response and a complete four-part crisis statement in Part B. |
| 4 | <b>Rhetorical effectiveness</b>           | does the proposal move a reader towards the recommended action, and would the crisis statement hold credibility under hostile reading?                             |
| 5 | <b>Evidence &amp; argument quality</b>    | is the proposal's case genuinely proportionate to its stated evidence, and does the panel response genuinely engage with the challenge?                            |
| 6 | <b>Discourse coherence &amp; register</b> | is the register consistently confident, formal, and credible throughout Part A, and does Part B's delivery stay composed and substantive under simulated pressure? |

### QUIZ · 10 QUESTIONS

1. "It \_\_\_\_ established that the proposed approach reduces costs significantly." (advanced passive)

- A is
- B was
- C **has been** KEY
- D will be

2. "The claim \_\_\_\_ supported by independent analysis."
- A **is** KEY
  - B has
  - C was being
  - D will
3. What distinguishes confident advocacy from overclaiming?
- A there is no difference
  - B overclaiming always uses active voice
  - C confident advocacy never uses passive voice
  - D **confident advocacy remains proportionate to genuine supporting evidence** KEY
4. What is the first step in effective crisis communication?
- A deny the situation
  - B **acknowledge the situation** KEY
  - C speculate about causes
  - D remain silent
5. Effective crisis communication should generally:
- A **avoid speculation and stick to confirmed facts** KEY
  - B speculate freely about unconfirmed details
  - C over-promise to reassure people
  - D deflect all responsibility
6. In British English, the legal professional who represents clients in court (especially higher courts) is typically called a:
- A solicitor
  - B attorney
  - C **barrister** KEY
  - D paralegal
7. Which phrase means "maintain a position firmly despite challenge"?
- A back down
  - B **hold one's ground** KEY
  - C own up to
  - D get ahead of
8. Which phrase means "admit a mistake honestly"?
- A stand by
  - B back down
  - C hold one's ground
  - D **own up to** KEY

9. "Concerns have been raised and \_\_\_\_ be addressed."

- A might
- B could
- C would
- D **must** **KEY**

10. Which phrase means "address a problem proactively before it escalates"?

- A back down
- B **get ahead of** **KEY**
- C hold one's ground
- D own up to

V.9

## Style & Voice

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real or invented business recommendation of your choice. PART A (writing, this level's tenth and final writing genre): an executive report, 200-300 words (deliberately concise — length itself is part of the assessment), structured bottom-line-up-front: recommendation first, brief supporting rationale, one clearly flagged risk or consideration, and a specific next step. Edit it rigorously for concision. PART B (speaking): Record yourself (or perform live) a 60-90 second executive briefing based on your report, delivered under simulated time pressure, responding concisely to at least one interrupting question.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                  |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct, precise, edited sentence structures throughout.                                                                                                             |
| 2 | <b>Vocabulary range</b>                   | at least 3 distinct concision/executive-communication phrases used correctly, plus one phrasal verb/collocation from this module.                                    |
| 3 | <b>Task completion</b>                    | recommendation, rationale, risk, and next step all present and genuinely concise in Part A; a briefing with a concise response to an interruption in Part B.         |
| 4 | <b>Rhetorical effectiveness</b>           | is the report genuinely concise without sacrificing necessary meaning, and does the briefing sound efficient and authoritative under time pressure?                  |
| 5 | <b>Discourse coherence &amp; register</b> | is the bottom-line-up-front structure genuinely followed, and is a consistent, recognisable voice maintained across both the written report and the spoken briefing? |

## QUIZ · 10 QUESTIONS

1. "Due to the fact that..." can usually be edited down to:
  - A **Because** **KEY**
  - B Due to
  - C It is a fact that
  - D On account of the fact
2. What does editing for concision NOT mean?
  - A removing redundant words
  - B replacing vague phrasing with precise language
  - C **cutting genuinely necessary hedges or nuance** **KEY**
  - D tightening sentence structure
3. What is the "bottom-line-up-front" structure?
  - A the conclusion comes last, after extended context
  - B **the recommendation comes first, followed by brief supporting rationale** **KEY**
  - C there is no structure at all
  - D only questions, no statements
4. What is "voice," as distinct from "register" in this module?
  - A they are exactly the same thing
  - B only how loudly someone speaks
  - C a formal register only
  - D **a consistent underlying identity or priority that persists even as register shifts** **KEY**
5. An executive report's core recommendation should typically appear:
  - A at the very end
  - B nowhere; it should be implied only
  - C **first** **KEY**
  - D in a footnote
6. In British English, the common abbreviation for a role supporting a senior executive with administrative tasks is:
  - A **PA** **KEY**
  - B EA
  - C AA
  - D SA

7. Which phrase means "extract the essential meaning from a larger body of information"?

- A trim down
- B pare back
- C tighten up
- D **distil** **KEY**

8. Which phrase means "state the main idea immediately, without preamble"?

- A trim down
- B **get straight to the point** **KEY**
- C pare back
- D tighten up

9. "\_\_\_\_, we recommend proceeding with the proposal." (a concision marker)

- A Insofar as
- B **In short** **KEY**
- C Notwithstanding
- D By the same token

10. An executive briefing delivered under time pressure should generally:

- A include extensive preamble before the main point
- B avoid stating a recommendation
- C be as long as possible
- D **begin with immediate substance and no preamble** **KEY**

## Review & Consolidation

20 questions · 8 criteria

### ASSIGNMENT

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                      |
|---|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical range and accuracy</b>     | correct, varied use of the level's grammar and rhetorical devices across both parts.                                                     |
| 2 | <b>Vocabulary range</b>                   | discourse markers and phrasal verbs/collocations drawn from at least 6 of the 9 modules across both parts combined.                      |
| 3 | <b>Task completion</b>                    | every required element present in both Part A and Part B.                                                                                |
| 4 | <b>Fluency and delivery (Part A)</b>      | reasonably fluent and spontaneous for C1, able to sustain an extended formal turn and respond composedly and substantively to challenge. |
| 5 | <b>Coherence (Part B)</b>                 | the piece reads as one connected, sophisticated, logically structured whole.                                                             |
| 6 | <b>Evidence &amp; argument quality</b>    | is the thesis/recommendation genuinely well-supported, and does the piece address the strongest version of the topic?                    |
| 7 | <b>Rhetorical effectiveness</b>           | do the rhetorical devices used genuinely strengthen the piece's persuasive or communicative impact?                                      |
| 8 | <b>Discourse coherence &amp; register</b> | is the register appropriately sophisticated and consistent throughout?                                                                   |

### QUIZ · 20 QUESTIONS

- (M1) "If I \_\_\_\_ medicine, I'd be a doctor now." (past condition, present result)
  - studied
  - have studied
  - study
  - had studied** **KEY**
- (M1) In British English, having nothing to do is described as being:
  - at loose ends
  - at a loose end** **KEY**
  - at a loose end's
  - at loose end
- (M2) What is the defining structural feature of a literature review, as opposed to a source-by-source report?
  - it is organised thematically, not source-by-source** **KEY**
  - it only uses one source
  - it never cites sources
  - it is always written in the first person

4. (M2) In American English, the spelling suffix used exclusively is:
- A -ise
  - B -yse
  - C **-ize** KEY
  - D -isze
5. (M3) "Rarely \_\_\_\_ such dedication." (inversion)
- A I have seen
  - B **have I seen** KEY
  - C I seen
  - D did I saw
6. (M3) "This isn't just about budget — it's about whether we're serious about growth." This is an example of:
- A inversion
  - B a citation
  - C a mixed conditional
  - D **framing language** KEY
7. (M4) "It \_\_\_\_ be argued that this policy addresses the core issue, though its effectiveness may vary."
- A will
  - B must
  - C **could** KEY
  - D can't
8. (M4) What is a genuine risk of overusing nominalisation?
- A **text can become technically correct but hard to parse** KEY
  - B sentences become too short
  - C it is always grammatically incorrect
  - D it makes writing too informal
9. (M5) Which is the most indirect, highly deferential request?
- A **I don't suppose you could close the window, could you?** KEY
  - B Close the window.
  - C Could you close the window?
  - D Window, please.
10. (M5) Which best describes "positive politeness"?
- A respecting autonomy and minimising imposition
  - B using only formal language
  - C **emphasising shared interests and inclusion** KEY
  - D avoiding all requests

11. (M6) "It was the new policy \_\_\_\_ caused the backlash." (it-cleft)
- A who
  - B which is
  - C what
  - D **that** **KEY**
12. (M6) A loaded interview question is one that:
- A is completely neutral
  - B **carries an embedded assumption or bias within the question itself** **KEY**
  - C is always illegal to ask
  - D has only one possible answer
13. (M7) "\_\_\_\_ remote work increases flexibility, it benefits most employees." (to the extent that)
- A Notwithstanding
  - B Conversely
  - C **Insofar as** **KEY**
  - D That said
14. (M7) What does active Q&A facilitation include, beyond simply answering questions?
- A **inviting questions and synthesising across them** **KEY**
  - B ignoring all questions
  - C refusing to take more than one question
  - D reading directly from notes only
15. (M8) "It \_\_\_\_ established that the proposed approach reduces costs significantly." (advanced passive)
- A is
  - B **has been** **KEY**
  - C was
  - D will be
16. (M8) What is the first step in effective crisis communication?
- A deny the situation
  - B speculate about causes
  - C remain silent
  - D **acknowledge the situation** **KEY**
17. (M9) "Due to the fact that..." can usually be edited down to:
- A Due to
  - B It is a fact that
  - C On account of the fact
  - D **Because** **KEY**

18. (M9) What is the "bottom-line-up-front" structure?
- A the conclusion comes last, after extended context
  - B **the recommendation comes first, followed by brief supporting rationale** KEY
  - C there is no structure at all
  - D only questions, no statements
19. (Cumulative discourse markers) Which discourse marker signals a pivot, acknowledging a prior point before adding a qualification?
- A **that said** KEY
  - B insofar as
  - C crucially
  - D beneath the surface
20. (Cumulative BrE/AmE) In British English, the legal professional who represents clients in court is typically called a:
- A solicitor
  - B attorney
  - C **barrister** KEY
  - D paralegal

# English Mastery Programme

10 MODULES · 110 QUESTIONS · 56 CRITERIA

## VI.1

## Mastery Diagnostic & Executive Leadership

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts. PART A (writing, this level's first genre): a reflective leadership essay, 600-750 words, on a real or realistic professional decision you led or observed closely. It must name the decision, state honestly what it cost, identify the reasoning error or blind spot involved, and commit to a specific, concrete change in practice. Include at least 2 accurate mandative subjunctive constructions in any formal recommendation you make, and at least 2 accountable-leadership framing phrases from this module. PART B (speaking): an executive briefing, 60-90 seconds, on a related decision — opening with the decision required, giving essential context in no more than two sentences, explicitly owning the principal risk, and closing with a specific, time-bound ask. Respond to at least one direct challenge to your ownership of that risk.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                                       |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct invariant subjunctive forms and negation; accurate formal register throughout.                                                                                                                                    |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct executive-leadership or reflective-practice terms used precisely, plus one phrasal verb/collocation from this module used at an appropriate register.                                                 |
| 3 | <b>Task completion</b>                    | decision, cost, reasoning error, and committed change all present in Part A; decision-first structure, owned risk, and time-bound ask all present in Part B.                                                              |
| 4 | <b>Independent judgement</b>              | does the reflection reach a genuinely self-critical insight the writer clearly arrived at themselves, rather than a conventional or flattering one? Does the committed change follow logically from the identified error? |
| 5 | <b>Discourse coherence &amp; register</b> | is the essay's register reflective and professional without slipping into either self-promotion or performative self-criticism, and does the spoken briefing sustain composure under direct challenge?                    |

## QUIZ · 10 QUESTIONS

1. "It is imperative that every director \_\_\_\_ briefed before the vote." (mandative subjunctive)
  - A is
  - B will be
  - C being
  - D **be** **KEY**
2. "The board requires that the report \_\_\_\_ circulated in advance."
  - A is
  - B **be** **KEY**
  - C was
  - D has been
3. "We propose that the chair \_\_\_\_ an extraordinary meeting."
  - A **convene** **KEY**
  - B convenes
  - C convened
  - D is convening
4. How is the mandative subjunctive negated?
  - A with "doesn't" + base form
  - B with "isn't"
  - C **with "not" + base form** **KEY**
  - D it cannot be negated
5. Which is the more common British alternative to the bare subjunctive in a formal recommendation?
  - A "will" + base form
  - B **"should" + base form** **KEY**
  - C the past simple
  - D the present continuous
6. In British corporate governance, a director who is not part of the company's management team is usually called a:
  - A outside director
  - B board observer
  - C silent partner
  - D **non-executive director** **KEY**

7. Which opening is most appropriate for an executive briefing to a senior audience?

- A an extended account of the background
- B an apology for taking their time
- C **the decision required** **KEY**
- D a list of everyone consulted

8. Which of these is genuine reflection rather than self-promotion?

- A **"I delayed the decision by three weeks because I over-weighted one stakeholder's objection; next time I will set a decision deadline in advance."** **KEY**
- B "My greatest weakness is that I care too much about quality."
- C "Everything went well because of my leadership."
- D "Mistakes were made by the team."

9. Which phrase means "face a difficulty or one's own error openly"?

- A **front up to** **KEY**
- B step up
- C set the direction
- D own the outcome

10. In British usage, "remit" most precisely means:

- A a payment
- B a reminder
- C **the scope of one's authority or responsibility** **KEY**
- D a resignation

## Diplomacy & International Relations

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real or invented international issue with at least three distinct party interests. PART A (writing, this level's second genre): strategic recommendations, 600-750 words, comprising a brief situation assessment, an analysis of each party's stated position and inferred underlying interest, and 3-4 prioritised recommendations — each naming a specific action, an owner, a timeframe, and its trade-off. Write the recommendations in appropriate diplomatic register, including at least one *litotes* used at the correct strength. PART B (speaking): a diplomatic negotiation, 3-4 minutes as your assigned party. You must state your position in diplomatic register, correctly identify at least one other party's underlying interest aloud, and either signal a genuine concession or decline one without foreclosing the discussion.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                          |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | accurate impersonal constructions and correctly formed <i>litotes</i> ; sustained high-formal register.                                                                                      |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct diplomatic/IR terms used precisely, plus one phrasal verb/collocation from this module.                                                                                  |
| 3 | <b>Task completion</b>                    | situation assessment, position/interest analysis, and prioritised recommendations with trade-offs in Part A; position statement, interest identification, and concession handling in Part B. |
| 4 | <b>Independent judgement</b>              | does the position/interest analysis reach a genuinely non-obvious inference about at least one party, rather than restating stated positions?                                                |
| 5 | <b>Discourse coherence &amp; register</b> | is the diplomatic register sustained without the underlying position becoming unrecoverable, and are the recommendations decodable into plain action?                                        |

### QUIZ · 10 QUESTIONS

1. In British and Commonwealth usage, "to table a proposal" means:

- A **to put it forward for discussion** KEY
- B to postpone it
- C to reject it
- D to vote on it immediately

2. In American usage, "to table a proposal" means:

- A to put it forward for discussion
- B to ratify it
- C **to postpone or shelve it** KEY
- D to publish it

3. Which is the strongest objection, in diplomatic register?
- A We have some concerns.
  - B **This is not a position we could readily support.** KEY
  - C We would like more information.
  - D We note the proposal.
4. "It may be felt in some quarters that further consultation would be prudent." The main function of this construction is to:
- A identify precisely who holds the view
  - B express strong personal emotion
  - C close the discussion permanently
  - D **advance a position without attributing it to a named person** KEY
5. "Not unhelpful" conveys:
- A stronger praise than "helpful"
  - B exactly the same as "helpful"
  - C **weaker praise than "helpful"** KEY
  - D outright criticism
6. What is the difference between a party's position and its interest?
- A **the position is what it says it wants; the interest is why** KEY
  - B there is none
  - C the interest is always public
  - D the position is always hidden
7. In the United Kingdom, the head of a government department is typically titled:
- A Attorney
  - B Governor
  - C Commissioner only
  - D **Minister or Secretary of State** KEY
8. Which phrase means "discreetly test a party's position before committing"?
- A walk back
  - B **sound out** KEY
  - C paper over
  - D broker
9. Which phrase means "conceal a disagreement rather than resolve it"?
- A broker
  - B **paper over** KEY
  - C sound out
  - D table

10. A strategic recommendation is strongest when it is:

- A general enough to suit any situation
- B presented as costless
- C unattributed to any owner
- D **specific, prioritised, and honest about its trade-off** KEY

### VI.3

## Global Business Strategy

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real or invented strategic decision. PART A (writing, this level's third genre): an executive report, 700-850 words, that visibly separates EVIDENCE, INFERENCE, and RECOMMENDATION — using this module's discourse markers to signal each transition — and states at least one WORKING ASSUMPTION in falsifiable terms, naming the condition under which the recommendation would change. Use exactly two emphasis constructions from Lesson 3.1, no more, placed where the emphasis is genuinely warranted. PART B (speaking): a boardroom presentation, 90 seconds to 2 minutes, delivering the report's core to a board-level audience, and responding to at least one challenge aimed at your stated assumption.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                             |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | correct inversion after fronting; accurate so/such constructions; sustained formal register.                                                                                    |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct strategy or governance terms used precisely, plus one phrasal verb/collocation from this module; no misuse of the "turnover" false friend.                  |
| 3 | <b>Task completion</b>                    | evidence, inference, recommendation, and a falsifiable working assumption all present and distinguishable in Part A; a challenge to the assumption answered honestly in Part B. |
| 4 | <b>Independent judgement</b>              | is the inference genuinely the writer's own reasoning from the evidence presented, and does the recommendation follow from it rather than preceding it?                         |
| 5 | <b>Discourse coherence &amp; register</b> | is emphasis used with restraint so that it still functions, and does the report remain auditable?                                                                               |

## QUIZ · 10 QUESTIONS

1. "Central to this strategy \_\_\_\_ a fundamental shift in capital allocation." (fronted complement)
  - A it is
  - B being
  - C **is** KEY
  - D which is
2. "So significant \_\_\_\_ the first-quarter gains that the board approved a second phase."
  - A **were** KEY
  - B was
  - C they were
  - D have been
3. "\_\_\_\_ was the scale of the change that three functions were restructured."
  - A So
  - B Very
  - C Much
  - D **Such** KEY
4. What is the characteristic failure of emphasis constructions in strategic writing?
  - A they are grammatically incorrect
  - B **overuse, so that nothing registers as emphasised** KEY
  - C they are too informal
  - D they cannot be used in reports
5. In British business English, "turnover" normally means:
  - A **revenue** KEY
  - B staff attrition
  - C profit
  - D inventory
6. In American business English, "turnover" most often means:
  - A revenue
  - B dividend
  - C **staff attrition** KEY
  - D market share
7. "Unit sales fell 12% across two consecutive quarters." In the three-layer discipline, this is:
  - A inference
  - B **evidence** KEY
  - C recommendation
  - D assumption

8. "From which we infer that the decline is structural rather than seasonal." This is:

- A evidence
- B recommendation
- C observation
- D **inference** **KEY**

9. Why does a serious strategy document state its working assumptions explicitly?

- A to lengthen the report
- B to avoid making a recommendation
- C to prevent any challenge
- D **to tell the reader exactly which assumption to interrogate, and to pre-commit the author to changing their view if it fails** **KEY**

10. Which phrase means "strengthen something that is weakening"?

- A scale back
- B **shore up** **KEY**
- C spin off
- D bed in

## Public Policy

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one real or invented policy problem with at least three plausible options. **PART A** (writing, this level's fourth genre): a policy analysis, 700-850 words, which declares its assessment criteria **BEFORE** any assessment, defines each criterion, assesses **EVERY** option against **EVERY** criterion (including the option you personally disfavour, assessed fairly), states the central trade-off explicitly, and closes with a recommendation naming its distributional consequence and at least one caveat. Draft at least 3 provisions implementing your recommendation, using "must", "may", and "should" with correct and deliberate operative force. **PART B** (speaking): a policy panel contribution, 2-3 minutes, representing a defined constituency — engaging with the analysis rather than merely asserting a preference, and conceding at least one point where the analysis genuinely disfavours your constituency.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                                                                    |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | modal verbs used with correct and consistent operative force; consistent collective-noun agreement in whichever variety the learner adopts.                                                                                                            |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct policy or evaluation terms used precisely, plus one phrasal verb/collocation from this module.                                                                                                                                     |
| 3 | <b>Task completion</b>                    | criteria declared and defined first, all options assessed against all criteria, trade-off stated, distributional consequence named, and 3 correctly-forced provisions drafted in Part A; constituency represented with a genuine concession in Part B. |
| 4 | <b>Independent judgement</b>              | is the disfavoured option genuinely assessed fairly, and does the recommendation follow from the criteria rather than the criteria from the recommendation?                                                                                            |
| 5 | <b>Discourse coherence &amp; register</b> | is the analytical voice even across options, and is the register appropriate to a document intended for decision-makers?                                                                                                                               |

### QUIZ · 10 QUESTIONS

1. In regulatory drafting, "The authority may publish guidance" confers:

- A a binding obligation
- B a prohibition
- C non-binding guidance to the public
- D **a discretion the authority cannot be compelled to exercise** KEY

2. Which modal creates a binding obligation and is preferred by plain-language drafting movements?

- A should
- B **must** KEY
- C may
- D might

3. Why do plain-language drafters criticise "shall"?

- A **lay readers often read it as a future tense rather than an obligation** KEY
- B it is grammatically incorrect
- C it is too modern
- D it cannot be used with institutions

4. "Providers are to ensure that records are retained." This provision is:

- A purely advisory
- B a prohibition
- C **binding** KEY
- D a discretion

5. Substituting "should" for "must" in a provision typically:

- A strengthens it
- B **removes its enforceability** KEY
- C has no effect
- D makes it retrospective

6. In British English, which is standard when the members of a body are acting individually?

- A "The Government is considering" only
- B neither is acceptable
- C "The Government were consider"
- D **"The Government are considering"** KEY

7. What is the characteristic failure of a weak policy analysis?

- A too many options considered
- B declaring criteria in advance
- C **criteria reverse-engineered to justify a predetermined option** KEY
- D assessing every option fairly

8. A serious policy analysis states its recommendation together with:

- A **its distributional consequence — who bears the cost and who receives the benefit** KEY
- B nothing further
- C only its political feasibility
- D a guarantee of success

9. In British usage, to "ring-fence" funding means to:

- A **protect it from being spent on anything else** KEY
- B reduce it
- C delay it
- D publish it

10. Which phrase means "weaken a provision, usually through negotiation"?

- A roll out
- B phase in
- C **water down** KEY
- D bring into force

## Law & Justice

10 questions · 5 criteria

### ASSIGNMENT

Complete two parts on one published argument, article, or position paper you genuinely disagree with, on a topic you know well. PART A (writing, this level's fifth genre): a scholarly critique, 800-950 words, which (i) restates the target argument in its strongest, most charitable form — a reader who holds that view should accept your restatement as fair; (ii) states clearly what is right about it; (iii) locates your disagreement at a specific point, naming whether you reject a PREMISE, a WARRANT, an INFERENCE, or the SCOPE of the conclusion; (iv) justifies that rejection with reasoning or evidence; and (v) states what would change your mind. Use at least 3 of this module's reasoning discourse markers. PART B (speaking): an oral defence, 3-4 minutes, presenting your critique and answering at least three adversarial questions — including at least one challenging whether your restatement was genuinely fair.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                                              |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | precise use of conditional and exceptive connectives; accurate, sustained formal-analytical register.                                                                                                                            |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct legal-reasoning or critique terms used precisely, plus one phrasal verb/collocation from this module.                                                                                                        |
| 3 | <b>Task completion</b>                    | charitable restatement, acknowledgement of merit, specifically located disagreement, justification, and a falsifiability statement all present in Part A; three adversarial questions answered on the point asked in Part B.     |
| 4 | <b>Independent judgement</b>              | is the disagreement genuinely the learner's own, located at a specific step, and defensible against a reader who holds the original view? Does the critique defeat the argument's strongest form rather than a weakened version? |
| 5 | <b>Discourse coherence &amp; register</b> | is the critical register firm but scholarly (never dismissive of the author personally), and can a reader trace the exact point of divergence without ambiguity?                                                                 |

### QUIZ · 10 QUESTIONS

1. "A licence shall be granted, provided that the applicant has held no prior revocation." The proviso:
  - A removes the obligation entirely
  - B applies only to appeals
  - C has no legal effect
  - D **attaches a condition that must be satisfied for the provision to operate** KEY

2. If provision A is expressed to be "subject to" provision B, then in a conflict:
- A A prevails
  - B **B prevails** KEY
  - C both are void
  - D the later-numbered provision prevails
3. If provision A applies "notwithstanding" provision B, then in a conflict:
- A **A prevails** KEY
  - B B prevails
  - C neither applies
  - D a court must strike both out
4. "For the purposes of this section, 'employee' includes a contractor engaged for more than 90 days." Within this document, "employee":
- A retains its ordinary everyday meaning
  - B is ambiguous and unenforceable
  - C **means exactly what the definition says, regardless of ordinary usage** KEY
  - D applies only to contractors
5. What does the "steelman before critique" discipline require?
- A restating the target argument in its weakest form
  - B **restating it in its strongest, most charitable form before criticising** KEY
  - C ignoring the original argument
  - D agreeing with it
6. "The argument's second premise holds only for publicly-listed firms, which the conclusion does not restrict itself to." This criticism attacks the argument's:
- A grammar
  - B author
  - C publication venue
  - D **scope** KEY
7. In England and Wales, the party bringing a civil action is now called the:
- A plaintiff
  - B petitioner only
  - C **claimant** KEY
  - D prosecutor

8. Which phrase means "depend decisively on a point"?

- A **turn on** **KEY**
- B fall within
- C set aside
- D give rise to

9. Which phrase means "annul a decision on review"?

- A **set aside** **KEY**
- B give rise to
- C draw a distinction
- D fall outside

10. Which is a genuine critique rather than a mere objection?

- A "I disagree with this article."
- B "This is badly written."
- C **"The warrant does not license the inference: the correlation reported supports association, not the causal claim drawn from it."** **KEY**
- D "The author is not well known."

Innovation & Emerging Technologies

10 questions · 6 criteria

ASSIGNMENT

Complete two parts on one real or invented project. PART A (writing, this level's sixth genre): a grant or project proposal, 700-850 words, stating a SPECIFIC, DEMONSTRABLY UNSOLVED PROBLEM; an APPROACH described in enough detail to be assessed; at least two dated, verifiable DELIVERABLES OR MILESTONES; and one HONESTLY DISCLOSED RISK with its mitigation. Include at least 2 inverted conditionals and one "what would have to be true" proposition. PART B (speaking): a keynote address extract, 3-4 minutes, built on a single controlling idea derived from the project, using an anchoring analogy to carry a general audience through the unfamiliar material, and closing on a resolution rather than a summary.

| # | CRITERION                      | WHAT EARNS THE MARK                                                                                                                                                                     |
|---|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Grammatical accuracy           | correctly formed inverted conditionals with "if" omitted; accurate speculative register throughout.                                                                                     |
| 2 | Vocabulary range               | at least 4 distinct innovation or proposal terms used precisely, plus one phrasal verb/collocation from this module at an appropriate register.                                         |
| 3 | Task completion                | problem, approach, dated deliverables, and a genuine disclosed risk with mitigation in Part A; a single controlling idea, an anchoring analogy, and a resolution in Part B.             |
| 4 | Independent judgement          | is the stated problem genuinely unsolved (not merely unaddressed by the applicant), and is the disclosed risk the one that would actually threaten the project, rather than a safe one? |
| 5 | Rhetorical effectiveness       | could a listener state the keynote's controlling idea in one sentence afterwards, and does the anchoring analogy genuinely aid understanding rather than decorate?                      |
| 6 | Discourse coherence & register | is the technical material translated without distortion or condescension, and is speculative confidence calibrated?                                                                     |

QUIZ · 10 QUESTIONS

1. "\_\_\_ this to succeed, it would change the field." (inverted conditional)
- A If were

B Was

C If it were to were

D Were 

KEY

2. "\_\_\_ the approach been available five years ago, the outcome would have differed."
- A If had
  - B **Had** KEY
  - C Have
  - D Should have
3. In an inverted conditional, "if" must be:
- A **omitted** KEY
  - B retained before the inversion
  - C replaced with "whether"
  - D moved to the end
4. Which converts a vague innovation claim into a testable one?
- A "This technology could transform logistics."
  - B "This technology is revolutionary."
  - C **"For this to transform logistics, unit cost would have to fall below X and regulatory approval would have to extend to Y."** KEY
  - D "Experts are excited about this."
5. What are the two failure modes of technical-to-general translation?
- A length and brevity
  - B **distortion and condescension** KEY
  - C formality and informality
  - D speed and hesitation
6. A keynote address should be organised around:
- A as many ideas as time allows
  - B a list of facts
  - C the speaker's biography
  - D **a single controlling idea** KEY
7. Why does honestly disclosing risk generally strengthen a grant proposal?
- A it shortens the proposal
  - B it is legally required everywhere
  - C **assessors discount proposals claiming no risk, concluding the applicant has not thought hard enough** KEY
  - D it removes the need for milestones

8. In British usage, a formal competitive procurement process is called a:

- A **tender** KEY
- B solicitation
- C requisition
- D docket

9. Which phrase means "of evidence, to confirm a hypothesis"?

- A **bear out** KEY
- B pan out
- C scale up
- D rule out

10. Which pair differ mainly in register, meaning roughly "work out successfully"?

- A rule out / build on
- B scale up / scale back
- C **bear out (neutral-formal, transitive) / pan out (informal, intransitive)** KEY
- D build on / bear out

## Media & Public Communication

10 questions · 6 criteria

### ASSIGNMENT

Complete two parts. PART A (writing, this level's seventh genre): an opinion editorial, STRICTLY 700-800 words — the word limit is part of the assessment. It must stake an unmistakable position within its first two sentences, concede the strongest available counter-argument early, argue its case, and close on a resolution rather than a summary. Use NO MORE THAN THREE rhetorical devices from this module in total, each placed where it genuinely earns its position. PART B (speaking): a crisis response, comprising a 60-90 second holding statement structured as what we know / what we do not yet know / what we are doing / when you will hear from us next, followed by a 2-3 minute hostile interview in which you correct at least one false premise, concede at least one genuine point, and decline at least one invitation to speculate while still providing real information.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                                                                            |
|---|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | accurately constructed rhetorical devices; sustained public-facing register.                                                                                                                                                                                   |
| 2 | <b>Vocabulary range</b>                   | at least 4 distinct media or crisis terms used precisely, plus one phrasal verb/collocation from this module; correct distinction between "off the record" and "on background" if either is used.                                                              |
| 3 | <b>Task completion</b>                    | position staked within two sentences, strongest counter-argument conceded early, resolution reached, and word limit observed in Part A; all four holding-statement elements, a premise correction, a genuine concession, and a declined speculation in Part B. |
| 4 | <b>Independent judgement</b>              | is the counter-argument conceded genuinely the strongest one available, and is the editorial's position one the writer has actually reasoned to?                                                                                                               |
| 5 | <b>Rhetorical effectiveness</b>           | do the devices used strengthen the argument rather than substitute for it, and would the editorial survive the removal of every device with its argument intact?                                                                                               |
| 6 | <b>Discourse coherence &amp; register</b> | does the interview performance distinguish visibly between correcting a premise and evading a question, and does the holding statement remain truthful under incomplete information?                                                                           |

### QUIZ · 10 QUESTIONS

1. "It is a question of fairness, of practicality, and of whether we are willing to be judged by what we do." This is an example of:

- A anaphora
- B antithesis
- C **tricolon** KEY
- D litotes

2. "Not because it is easy, but because it is right." This is an example of:

- A **antithesis** **KEY**
- B tricolon
- C anaphora
- D ellipsis

3. Repetition of the same opening words across successive clauses is called:

- A antithesis
- B tricolon
- C nominalisation
- D **anaphora** **KEY**

4. What is the governing rule for using rhetorical devices at scale?

- A use one in every sentence
- B **they work by contrast with plainer surrounding text** **KEY**
- C they should be hidden from the audience
- D they replace the need for evidence

5. In an opinion editorial, the strongest counter-argument should be conceded:

- A **early, where it reads as confidence rather than damage control** **KEY**
- B at the very end, as an afterthought
- C never
- D only if the editor requires it

6. "Let me correct the premise there — the warnings were received eleven months ago, not two years."  
This is:

- A evasion
- B speculation
- C **premise correction, which answers the corrected question directly** **KEY**
- D a refusal to answer

7. Which element do most organisations omit from a crisis holding statement, and which most builds credibility?

- A what we know
- B **what we do not yet know** **KEY**
- C what we are doing
- D the organisation's name

8. In British media usage, "Fleet Street" is a metonym for:

- A broadcasting regulators
- B advertising agencies
- C the film industry
- D **the national newspaper industry** KEY

9. Which phrase means "address an emerging story proactively rather than reactively"?

- A put out
- B stand up
- C head off
- D **front-foot** KEY

10. In journalism, to "stand up" a claim means to:

- A publish it without checking
- B **verify it sufficiently to publish** KEY
- C retract it
- D deny it publicly

# Research & Scholarship

10 questions · 6 criteria

## ASSIGNMENT

Complete two parts. PART A (writing, this level's eighth genre): a research paper, 1,200-1,500 words, using the supplied source material. It must contain a three-move introduction with an explicitly stated gap; a claim in every substantive paragraph placed at a defensible rung of the hedging ladder; at least six citations using BOTH integral and non-integral forms, each chosen deliberately; reporting verbs whose stance matches your intended stance; and a limitations section identifying at least one limitation that genuinely constrains your conclusion. PART B (speaking): a conference presentation, 10-12 minutes, in which the central argument is stated within the first 45 seconds and each of three supporting moves is explicitly announced, followed by 5 minutes of questions including at least one type-2 genuine challenge, one type-3 "have you read X", and one type-4 question that is really the questioner's own work.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                         |
|---|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | accurate metadiscourse; sustained publication-standard academic register.                                                                                                                   |
| 2 | <b>Vocabulary range</b>                   | at least 5 distinct research or metadiscourse terms used precisely, plus one phrasal verb/collocation from this module.                                                                     |
| 3 | <b>Task completion</b>                    | three-move introduction, six citations in both forms and a limitations section in Part A; argument within 45 seconds, three announced moves and all three question types handled in Part B. |
| 4 | <b>Independent judgement</b>              | is every claim placed at the rung its evidence supports, and is the stated limitation one that genuinely constrains the conclusion rather than a token concession?                          |
| 5 | <b>Rhetorical effectiveness</b>           | does the introduction's stated contribution actually answer the gap it stated, and does the presentation make an audience want to read the paper?                                           |
| 6 | <b>Discourse coherence &amp; register</b> | is the integral/non-integral citation choice consistent with what each passage is about, and does the speaker stop after answering?                                                         |

## QUIZ · 10 QUESTIONS

1. On the hedging ladder, which of these makes the STRONGEST claim?
- A is consistent with
  - B demonstrates **KEY**
  - C may indicate
  - D suggests

2. An unearned booster ("this clearly proves...") is dangerous chiefly because:
- A it is grammatically incorrect
  - B journals ban the word clearly
  - C it lengthens the sentence
  - D **it costs the reader trust in every other claim in the paper** KEY
3. "Ramirez (2019) argues that..." is an example of:
- A non-integral citation
  - B a hedge
  - C **integral citation** KEY
  - D an engagement marker
4. Non-integral citation is the right choice when:
- A **the claim matters more than who made it** KEY
  - B the author is famous
  - C you are criticising the source
  - D the source is very recent
5. Which reporting verb signals SCEPTICISM towards the source?
- A argues
  - B demonstrates
  - C notes
  - D **claims** KEY
6. In a three-move introduction, move two:
- A states the paper's conclusion
  - B **establishes the gap the paper will occupy** KEY
  - C thanks the funders
  - D summarises the methods
7. "Consider the case of..." and "one might object that..." are examples of:
- A **engagement markers** KEY
  - B hedges
  - C boosters
  - D attitude markers
8. British "logical quotation" places a full stop OUTSIDE the closing quotation mark when:
- A always, without exception
  - B the quotation is longer than one line
  - C **the stop was not part of the original quoted material** KEY
  - D the source is American

9. Which phrasal verb means "support a hypothesis with evidence"?

- A rule out
- B draw on
- C **bear out** **KEY**
- D follow up

10. A questioner spends ninety seconds describing their own related research. The professional response is to:

- A **find the one element that genuinely bears on your work, respond to it, and stop** **KEY**
- B apologise for not citing them
- C decline to answer
- D agree with everything said

## Ethics & Responsible Leadership

10 questions · 6 criteria

### ASSIGNMENT

Complete two parts. PART A (writing, this level's ninth genre): a conference paper, 900-1,100 words, entering a live debate on the supplied ethical case. It must name the debate it is entering; state its position; state explicitly what would have to be true for that position to be wrong; use at least three concessive or concessive-conditional structures from this module, with "even if" and "even though" each used at least once and each used correctly; name the frame it argues from; and include a paragraph stating plainly what the position costs and to whom. It must be written to be HEARD ONCE. PART B (speaking): a chaired ethical deliberation, 15-18 minutes, in which you serve BOTH as a participant and, for part of the session, as chair. As participant you must state one cost of your own position and use at least one concessive structure. As chair you must bring in the quietest participant, interrupt a dominant speaker without discourtesy, and deliver a summary of the disagreement that the side you personally oppose accepts as fair.

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                          |
|---|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>               | concessive and concessive-conditional structures accurately formed, with the even if/even though distinction observed; however-inversion correctly constructed.                                              |
| 2 | <b>Vocabulary range</b>                   | at least 5 distinct ethics or leadership terms used precisely, plus one phrasal verb/collocation from this module.                                                                                           |
| 3 | <b>Task completion</b>                    | debate named, position stated, falsification condition given, frame named and cost paragraph present in Part A; participation, chairing, bringing-in, interruption and fair summary all performed in Part B. |
| 4 | <b>Independent judgement</b>              | is the cost named the real one, and is the falsification condition one that could genuinely occur?                                                                                                           |
| 5 | <b>Rhetorical effectiveness</b>           | does the paper survive being heard once, and does the fair summary earn the opposing side's assent?                                                                                                          |
| 6 | <b>Discourse coherence &amp; register</b> | is the frame maintained consistently, or does the argument switch frames without acknowledging it, and is the chair's register distinguishable from the participant's?                                       |

### QUIZ · 10 QUESTIONS

1. "Even though the trial was rushed, the drug works." The speaker is committed to the view that:

- A **the trial WAS rushed** KEY
- B the trial may not have been rushed
- C the drug does not work
- D nothing about the trial

2. "Even if that were true, it would not follow that..." is useful because it:

- A concedes the opponent's conclusion
- B avoids the argument
- C **grants the premise without accepting it, then defeats the inference** KEY
- D changes the subject

3. Which is correctly formed?

- A However the argument is compelling
- B **However compelling the argument may be** KEY
- C However compelling may be the argument
- D However is compelling the argument

4. "Regardless of outcome, we owe our staff an honest account" is an argument from:

- A consequences
- B character
- C precedent
- D **duties** KEY

5. Naming the frame an opponent is arguing from is valuable chiefly because:

- A it wins the argument
- B it is polite
- C **it converts a stalled disagreement into a productive one** KEY
- D it ends the discussion

6. In British English, "a compliance scheme" means:

- A **an organised official arrangement for compliance** KEY
- B a plot to evade compliance
- C a legal penalty
- D an audit failure

7. Which phrasal verb means "deliberately fail to notice"?

- A weigh up
- B stand by
- C speak up
- D **turn a blind eye to** KEY

8. Deliberation differs from debate in that its success is measured by:

- A whose position prevailed
- B **whether everyone can state the decision, its reasons and the strongest objection to it** KEY
- C how long it lasted
- D whether a vote was unanimous

9. The hardest chairing skill named in this module is:

- A keeping to time
- B **summarising a position you oppose in terms its holder would accept** **KEY**
- C opening the meeting
- D taking the minute

10. A position stated with no acknowledged cost is treated in this module as:

- A especially strong
- B correctly hedged
- C an argument from character
- D **probably concealing something** **KEY**

## Capstone — Global Challenges & Mastery Examination

20 questions · 7 criteria

### ASSIGNMENT

This is the final assessment of the AIPC programme. It has four parts, all on a single global challenge chosen by you from the domain of GLOBAL CHALLENGES AND SUSTAINABLE DEVELOPMENT — a challenge with genuine trade-offs, on which informed people disagree. PART A — THE PROFESSIONAL PORTFOLIO. Five pieces on the chosen challenge, in five DIFFERENT genres drawn from Level VI's nine, totalling 3,000-3,500 words, with a contents page stating for each piece its genre, its intended reader and its register. The portfolio must demonstrate range: five pieces that read alike fail this part regardless of individual quality. PART B — THE CAPSTONE PRESENTATION. 15 minutes to a mixed audience of specialists and non-specialists, carrying one controlling idea, stating its own principal limitation before questions, and naming explicitly what would have to be true for its recommendation to be wrong. PART C — THE ORAL DEFENCE. 15 minutes of questioning by examiners who have read the portfolio. It will include at least one challenge to a PREMISE rather than to a conclusion; at least one question you cannot answer from your evidence, where "that is outside what my evidence supports" is the correct and expected answer; and at least one invitation to abandon a position, which you must either defend on stated grounds or concede on stated grounds — silence and capitulation both fail. PART D — THE SIX-LEVEL REFLECTIVE ANALYSIS. 700-900 words accounting for your development across the whole programme. It must name at least one specific capability acquired at each of Levels III, IV, V and VI; revisit the personal focus plan written in the MODULE 1 MASTERY DIAGNOSTIC and state honestly which of its aims were met and which were not; and identify at least one genuine remaining limitation, stated specifically enough that a reader could design the next piece of work to address it.

| # | CRITERION                              | WHAT EARNS THE MARK                                                                                                                                                                                                                                                                                                     |
|---|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Grammatical accuracy</b>            | accuracy sustained across five genres and three spoken formats, with each genre's characteristic structures correctly deployed; errors, where they occur, do not impede meaning at any point.                                                                                                                           |
| 2 | <b>Vocabulary range</b>                | precise domain vocabulary across at least four of Level VI's nine domains, with register consistently matched to reader; one variety of English chosen and held.                                                                                                                                                        |
| 3 | <b>Task completion</b>                 | five distinct genres with contents page in Part A; controlling idea, stated limitation and falsification condition in Part B; premise challenge, honest non-answer, and reasoned defence or concession in Part C; per-level capabilities, Module 1 diagnostic revisited, and a specific remaining limitation in Part D. |
| 4 | <b>Evidence &amp; argument quality</b> | is every claim across the portfolio placed at a strength its evidence supports, and does the capstone position rest on evidence the learner can produce under defence?                                                                                                                                                  |

| # | CRITERION                                 | WHAT EARNS THE MARK                                                                                                                                                                                                                                       |
|---|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <b>Independent judgement</b>              | the criterion that distinguishes mastery from proficiency: are the choices made inside each genre ones you have reasoned to and can defend under challenge, and is your position on the chosen challenge one you hold rather than one you have assembled? |
| 6 | <b>Rhetorical effectiveness</b>           | does each portfolio piece work on the reader it names, and does the presentation land its controlling idea with a mixed audience?                                                                                                                         |
| 7 | <b>Discourse coherence &amp; register</b> | do five pieces on one challenge read as five genuinely different genres addressed to five different readers, rather than one register retitled?                                                                                                           |

## QUIZ · 20 QUESTIONS

1. (M1) "The board recommends that the chief executive \_\_\_\_ the findings before publication."

- A **review** KEY
- B reviews
- C will review
- D reviewed

2. (M1) An executive briefing that takes responsibility uses:

- A the process failed
- B mistakes were made
- C **I took the decision, and it was wrong** KEY
- D circumstances intervened

3. (M2) "That would not be unhelpful" sits on the litotes scale:

- A below not helpful
- B **between not helpful and helpful** KEY
- C above helpful
- D identical to unhelpful

4. (M2) A negotiator's INTEREST, as distinct from their POSITION, is:

- A what they are asking for
- B their opening offer
- C their walk-away point
- D **what they need the outcome to achieve** KEY

5. (M3) "Central to this strategy \_\_\_\_ the assumption that demand recovers by 2028."

- A are
- B it is
- C **is** KEY
- D being

6. (M3) In British business usage, "turnover" most commonly means:
- A **revenue** KEY
  - B staff attrition
  - C profit margin
  - D inventory rotation
7. (M4) Which modal confers DISCRETION rather than obligation in policy drafting?
- A shall
  - B must
  - C is to
  - D **may** KEY
8. (M4) A criterion-based option appraisal requires that:
- A only the preferred option is assessed
  - B **every option is assessed against every declared criterion, including the disfavoured option** KEY
  - C criteria are chosen after the conclusion
  - D trade-offs are omitted
9. (M5) "\_\_\_ any provision to the contrary, this section applies." (the operator that OVERRIDES)
- A Subject to
  - B **Notwithstanding** KEY
  - C Provided that
  - D Save where
10. (M5) To STEELMAN an argument before critiquing it means to:
- A restate it in its weakest form
  - B ignore it
  - C attribute it to an authority
  - D **restate it in its strongest defensible form** KEY
11. (M6) "\_\_\_ the trial to confirm these results, deployment could begin next year." (inverted conditional)
- A **Should** KEY
  - B If
  - C Unless
  - D Provided
12. (M6) Asking "what would have to be true for this to work?" principally serves to:
- A generate optimism
  - B avoid commitment
  - C **convert a vague claim into a testable proposition** KEY
  - D shorten the proposal

13. (M7) "It is a question of cost, of fairness, and of whether we are willing to be judged by what we do."  
This is:
- A anaphora
  - B antithesis
  - C litotes
  - D **tricolon** KEY
14. (M7) The element most organisations omit from a crisis holding statement — and the one that most builds credibility — is:
- A what we know
  - B **what we do not yet know** KEY
  - C what we are doing
  - D the next update time
15. (M8) On the hedging ladder, which claim is WEAKEST?
- A demonstrates
  - B indicates
  - C **may indicate** KEY
  - D suggests
16. (M8) "It has been argued that... (Ramirez, 2019)" is NON-INTEGRAL citation, appropriate when:
- A **the claim matters more than who made it** KEY
  - B the author is the subject of discussion
  - C the source is being criticised
  - D the source is unpublished
17. (M9) "\_\_\_ the commercial case may be, the obligation stands."
- A **However compelling** KEY
  - B However the compelling
  - C How compelling
  - D Whatever compelling
18. (M9) "Even if the data were accurate, the conclusion would not follow." The speaker:
- A accepts that the data are accurate
  - B rejects the conclusion's premise
  - C **does not commit to the data being accurate** KEY
  - D concedes the conclusion

19. (M2/M9) Which pair of terms is NEUTRAL in British English but misleading or pejorative to an American reader?

A lift / elevator

B **table [a motion] and scheme** **KEY**

C autumn / fall

D queue / line

20. (M8/M4) A writer states criteria only after reaching a conclusion, and reports a finding as "demonstrates" where the method supports "is consistent with". These are, respectively:

A two stylistic preferences

B correct practice in both cases

C hedging and boosting

D **reverse-engineered criteria and an over-claim** **KEY**

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