The users of the online English for Beni Culturali Tests at level B2 are undergraduate or postgraduate students studying in the fields of Cultural Heritage. The tests require students to demonstrate their competence in English in a range of academic, personal and professional contexts and to a limited extent public contexts. Students are assessed on their competence in listening and reading. The result of the test is PASS or FAIL. The result conveys whether or not a candidate would be able to cope with a reasonable degree of autonomy in English-medium receptive contexts.

The practical side of university life – study skills, organizing accommodation, organizing events or meetings etc. – which falls under the personal or public domain for communication, can be represented in the test. The majority of the content of the tests covers two domains of communication: the English of formal instruction (educational domain); and language used in simple professional contexts that are straightforward and understandable to candidates with no professional experience (professional domain).

The tests incorporate authentic materials. Where possible the tasks reflect the type of interaction students would engage in with the input in English in Target Language Use Situations (TLUS) outside of the testing environment. The test materials cover the areas of Cultural Heritage. However, all texts chosen are broadly comprehensible to all students regardless of their discipline. Students listen to or read material pertinent to their field of study, as well as encountering material from the other disciplines. Although the content of each text is comprehensible to all students regardless of their discipline, the texts challenge their powers of abstraction and discernment. Students are required to cope with a variety of texts, topics and operations used in the TLUS detailed in each task rubric. At this level students are also required to cope with standard dialect in a variety of accents. Students are required to demonstrate understanding of literal and implied meaning when there are clear textual clues to do so.

The tests are not designed to test content knowledge. They are tests of language competence. The content and contexts are based broadly on immediately recognizable situations in the world of work and academic life studying Cultural Heritage. The degree course content listed on the department website informs the choice of topic and text used in the tests. The topics covered do not go into more detail than a B2 level candidate from a different discipline could readily understand. Any highly technical vocabulary is glossed and the level of abstraction or complexity is monitored and amended according to what a B2 level candidate could reasonably be asked to cope with. The topics do, however, provide contexts that give students the opportunity to perform at their best during the test.

Where possible tasks are designed according to situational and interactive authenticity. Situational authenticity is the degree to which the test method characteristics of a language task reflect the characteristics of a real life situation in which the language will be used. The TLUS in the rubric make the task purpose clear to facilitate goal setting and strategy. The real life listening / reading event is typically reflected in the test task. That could be listening to a lecture or discussion between colleagues to solve a problem, or reading a class handout or product specifications.

Interactional authenticity regards the interaction between test task and test taker. Where possible, tasks incorporate the goal-directed purposive nature of language as communication, which means that they involve the test taker in functions other than simply demonstrating knowledge of the language.

This means tests:
- include texts, situational contexts, and tasks which simulate real life without trying to replicate
it exactly. For example, a reading task could require a candidate to scan for specific terms in the text, rather than automatically requiring them to read the text closely, attentively and in detail;

- attempt to use situations and tasks which are likely to be familiar and relevant to the intended test taker at B2 level. Operations are detailed in the tables below;
- make clear, in providing contexts, the purpose for carrying out a particular task.

**CEFR Background Information**

**GLOBAL SCALE**

| Independent User (receptive skills) | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. |

**LISTENING**

<table>
<thead>
<tr>
<th>OVERALL LISTENING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</td>
</tr>
</tbody>
</table>

Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.

<table>
<thead>
<tr>
<th>LISTENING AS A MEMBER OF A LIVE AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2 Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</td>
</tr>
<tr>
<td>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td><strong>B2</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LISTENING TO AUDIO MEDIA AND RECORDINGS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
<td>Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</td>
</tr>
<tr>
<td></td>
<td>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker’s mood, tone etc.</td>
</tr>
</tbody>
</table>
# READING

<table>
<thead>
<tr>
<th>OVERALL READING COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING FOR ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Can scan quickly through long and complex texts, locating relevant details.</td>
</tr>
<tr>
<td>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING FOR INFORMATION AND ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
</tr>
<tr>
<td>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</td>
</tr>
<tr>
<td>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</td>
</tr>
<tr>
<td>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</td>
</tr>
</tbody>
</table>
ONLINE BENI CULTURALI TESTS LEVEL B2 OVERVIEW:

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>NO. ITEMS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
<tr>
<td>TASK 2</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
<tr>
<td>TASK 3</td>
<td>5</td>
<td>2 MINS 30 SECS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING</th>
<th>WORD COUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 9</td>
<td>700</td>
</tr>
<tr>
<td>TASK 8</td>
<td>500-550</td>
</tr>
<tr>
<td>TASK 8</td>
<td>500-550</td>
</tr>
</tbody>
</table>

**WORD COUNT 1,300 WORDS MAX**
LISTENING SECTION

Listening Construct:
The listening tasks aims to measure the candidates’ competence in the following areas:

- **Knowledge of the sound system**: discriminating stress patterns within words; discriminating sounds in connected speech; recognizing and understanding intonation, stress; recognizing and understanding attitudinal meaning through pitch, pause and tempo.

- **Understanding full linguistic meanings**: knowledge of syntax, vocabulary, discourse structure, understanding longer texts, the ability to use that knowledge automatically in real time.

- **Understanding inferred meanings**: grammatical, discourse and pragmatic knowledge – understanding inferred meanings and unstated implications.

TEXT CONSIDERATIONS

- Listening tests generally require fast, automatic, on-line processing of texts that have the characteristics of typical spoken language. The texts should contain features of the CEFR descriptors in the tables above and be in line with the realistic and reasonable TLUS at B2 level.

- Only knowledge that has been provided in the text should be open for interpretation.

- The scripted and teacher recorded texts should be in line with the CEFR B2 level descriptors and reflect the realistic TLUS at this level. Texts are chosen once the complexity and density of information and level of abstraction are deemed appropriate for B2. When scripting texts writers should take into account appropriate periods of redundancy.

- Listeners are required to understand the basic linguistic information in lectures and multi-participant discussions. Listeners should be able to distinguish main ideas from their supporting detail.

- Listening tasks require candidates to obtain the important concrete facts and details that are presented in the text. The general idea is for candidates to demonstrate they can autonomously participate in academic life, and to an extent professional life, and obtain information from spoken discourse that will increase their knowledge and understanding of the subject being dealt with.

- Where appropriate, listeners may be required to process both literal and inferred meanings. Inferred meanings should be based on linguistic clues or other clear evidence from the text, which may include attitude expressed through intonation patterns.
**Assessment objectives for listening**

**Vocabulary:**
Comprehension of spoken English pertinent to communicative situations relevant to the world of beni culturali. Knowledge and understanding of vocabulary that facilitates access into a variety of academic and professional content areas.

**Spoken discourse:**
Knowledge and understanding of the conventions of spoken discourse in English to facilitate access to new knowledge. Understanding the speaker's attitude to the issue being discussed.

### Listening 1

| Structure | Contextualized TLUS – listening to spoken English in the context of the educational / professional domain of communication |
| Task instructions | Audio - Candidate may listen twice |

| Objective | Principally to assess candidate's ability to understand specific information. Some items can test global understanding of the whole text / important section. |

- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Obtaining factual information
- Focused listening
- Detailed note taking
- Recognizing function of intonation to signal information structure (pitch, volume, pace)
- Detecting attitude of speaker toward subject matter
- Following different styles of lecturing (informal,
• Recognizing relevant matter from digressions
• Recognizing instructional / learner tasks (warnings, suggestions, recommendations, advice, instructions)
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation
• Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

Type of task
- 4 option multiple choice questions
- Matching
- Multiple matching
- Note completion – presented as bullet points
- Note completion – presented as a table
- 5 option selection from list of 9 options
- Constructed response – No more than 3 words and / or a number
- Constructed response – Labelling diagram, flow chart

Number of items
5

Type of text
Monologue
Domain: educational / professional

Nature of information
Excerpt from a talk on a subject relevant to beni culturali

Speakers
One speaker delivering the talk

Text length
Approx 400-450 words - 2 mins 30 secs

Score
1 point per item

Listening 2
Contextualized TLUS – listening to a discussion in English in the context of the educational, public or professional domains of communication

Structure
Task instructions
Audio - Candidate may listen twice
Items
Objective

To assess candidate’s ability to understand the gist and necessary details of a multi-participant conversation at normal speed

- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Recognizing markers of cohesion
- Obtaining factual information
- Focused listening
- Detailed note taking
- Recognizing function of intonation to signal information structure (pitch, volume, pace)
- Detecting attitude of speaker toward subject matter
- Recognizing relevant matter from digressions
- Recognising and understanding opinions
- Understanding comparisons and contrasts
- Recognizing and understanding speculation
- Following conversations revolving around a variety of concerns related to beni culturali / familiar, predictable professional communicative situations / familiar, predictable public communicative situations
- Recognising and understanding opinions
- Recognizing speaker purpose
- Identifying evidence for claim and recognizing supporting information
- Understanding expressions of agreement / disagreement
- Following discussion development and relationships between emerging content
- Recognizing indications of uncertainty

Intended operations

Type of task

4 option multiple choice questions
Matching
Multiple matching
Note completion – presented as bullet points
Note completion – presented as a table  
5 option selection from list of 9 options  
Constructed response – No more than 3 words and / or a number  
Constructed response – Labelling diagram, flow chart

<table>
<thead>
<tr>
<th>Number of items</th>
<th>5</th>
</tr>
</thead>
</table>
| Type of text    | Multi-participant discussion  
Domains: educational, public, professional |
| Nature of information | Topics pertinent to beni culturali that are explored in contexts like panel discussions, open Q&A sessions, university seminars etc.  
Topics pertinent to beni culturali that are explored in discussions in familiar professional situations between colleagues etc |
| Speakers        | Multiple participants engaged in discussion |
| Text length     | Approx 40-450 words 2 mins 30 secs |
| Score           | 1 point per item |

### Listening 3

| Structure | Contextualized TLUS – listening to spoken English in the context of the educational / professional / public domain of communication  
Task instructions  
Audio - Candidate may listen twice  
Items |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To assess candidates' ability to understand specific details in a formal exchange</td>
</tr>
</tbody>
</table>
| Intended operations | - Identifying purpose and scope  
- Identifying topic and following topic development  
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)  
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs, gambits) |
• Inferring relationships (cause, effect, conclusion)
• Recognizing key lexical items related to topic
• Deducing meanings of words from context
• Recognizing markers of cohesion
• Obtaining factual information
• Focused listening
• Detailed note taking
• Recognizing function of intonation to signal information structure (pitch, volume, pace)
• Detecting attitude of speaker toward subject matter
• Following different styles of delivery (informal, conversational, unplanned)
• Recognizing relevant matter from digressions
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation
• Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

4 option multiple choice questions
Matching
Multiple matching
Note completion – presented as bullet points
Note completion – presented as a table
5 option selection from list of 9 options
Constructed response – No more than 3 words and / or a number
Constructed response – Labelling diagram, flow chart

Type of task

Number of items
5

Type of text
Dialogue (Questions and follow up comments from speaker 1 but most of the substance is supplied by speaker 2)
Domain: educational / public / professional

Nature of information
Interview, tutorial, seminar, long turn panel discussion etc

Speakers
Interlocutor and respondent

Text length
Approx 400-450 words - 2 mins 30 secs

Score
Suggested time allotted for three tasks: 20 minutes
READING SECTION

Reading Construct:
The reading tasks aims to measure the candidates’ competence in the following areas:

- **Knowledge of script**: discriminating graphemes, following spelling system, understanding punctuation.

- **Understanding full linguistic meanings**: deducing meaning and use of unfamiliar lexical items through understanding of word formation: stem/roots, affixation, derivation, compounding, deducing meaning through contextual clues.

- Understanding explicitly stated information.

- Understanding conceptual meaning, particularly: quantity and amount; definiteness and indefiniteness; comparison and degree; time (tense and aspect); location and direction; cause; result; purpose; reason; condition; contrast.

- Understanding relations within a sentence: elements of sentence structure; modifiers.

- Understanding relations between parts of a text through lexical cohesion: repetition; synonymy; lexical set; general words.

- Understanding relations between parts of a text through grammatical cohesive devices.

- Recognizing discourse indicators for: introducing; developing; transitioning; concluding; emphasising; explaining and clarifying.

- Identifying the main point or important information in a text.

- Distinguishing the main idea from supporting details by differentiating: primary from secondary significance; the whole from its parts; a process from its stages; category from exponent; statement from example; fact from opinion; a proposition from its argument.

- Extracting salient points to summarise: the whole text; a specific idea / topic in the text; the underlying idea or point in the text.

- Selective extraction of relevant points from a text involving: the coordination of relevant information; the ordered rearrangement of contrasting items; the tabulation of information for comparison and contrast.

- Skimming to obtain: the gist of the text; a general impression of the macro structure of the text.

- Search reading: locating information on predetermined topics. It is reading to answer set questions or to provide data for an assignment. It is different from skimming because the search for information is guided by predetermined topics so the reader does not necessarily have to establish a macro-propositional structure of the whole text.

- Scanning to locate specifically required information on: a single point; more than one point; a whole topic.

- Careful reading: understanding the majority of information in the text / part of the text – the process is not selective. A macro-structure of the text is built up on the basis of the majority of the information in the text.


**Assessment objectives for reading**

**Vocabulary and Syntax in Print:** Knowledge of English vocabulary and applied knowledge of correct syntax to comprehend written text. Knowledge and understanding of vocabulary that facilitates access into a variety of academic / public / professional content areas.

**Advanced Comprehension:** Ability to read English fluently and identify facts and evidence in order to interpret and analyse text. Ability to recognise writer attitude.

**Informational/Expository Text:** Identification and analysis of purposes, structures, and elements of non-fiction English texts.

### Reading 1

**Structure**

- Contextualized TLUS – reading to access and enhance knowledge in an English medium university context
- Task instructions
- Text
- Items

**Objective**

To assess candidate’s ability to understand the necessary details of semi-formal texts.

**Intended operations**

- Reading for gist and reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Obtaining factual information
- Focused reading
• Detailed note taking
• Understanding accompanying tables / graphs / graphics and how they relate to text
• Detecting attitude of writer toward subject matter
• Recognizing and following different registers and degrees of formality
• Recognizing relevant matter from redundant material
• Recognizing instructional / learner tasks (warnings, suggestions, recommendations, advice, instructions)
• Summarizing
• Recognising and understanding opinions
• Understanding comparisons and contrasts
• Recognizing and understanding speculation
• Following detailed descriptions of processes / techniques / concepts / procedures and understanding the relative importance of the stages / outcomes.

Type of task

- Constructed response – 3 words and or a number
- Matching
- Multiple matching
- Summary completion
- Note completion – bullet points or table
- Replace sentence
- Which sentence does not fit?
- True/False/Not given
- Labelling diagram, flowchart
- Select 5 true statements from a list of 9 options
- Lexis: Meaning from context

Number of items

8

Type of text

- Personal / semi-formal email correspondence;
- semi-formal internet forum contributions;
- instructional / promotional / informative material;
- reviews;
- magazine / website interviews;
- blogs;
- press releases.

Nature of information

Informative / pragmatic / personal texts pertinent to matters relating to beni culturali (personal / professional / educational / public)

Text length

Approx 550 words
Reading 2

**Contextualized TLU**

**Task instructions**

**Text**

**Items**

**Objective**

To assess candidate’s ability to understand the gist and necessary details of an informative formal or semi-formal text.

- Reading for gist and reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Recognizing fact from opinion
- Focused reading
- Detailed note taking
- Understanding accompanying tables / graphs / graphics and how they relate to text
- Detecting attitude of writer toward subject matter
- Recognizing and following different registers and degrees of formality
- Recognizing relevant matter from redundant material
- Summarizing
- Recognising and understanding opinions
- Understanding comparisons and contrasts
- Recognizing and understanding speculation

**Score** 1 point per item

**Type of task** Constructed response – 3 words and or a number

Matching
<table>
<thead>
<tr>
<th>Number of items</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of text</td>
<td>Newspaper / website article, editorial</td>
</tr>
<tr>
<td>One of the following:</td>
<td>Magazine article</td>
</tr>
<tr>
<td></td>
<td>Blog</td>
</tr>
<tr>
<td></td>
<td>Instructional / promotional / informative material</td>
</tr>
<tr>
<td>Nature of information</td>
<td>Topic of general interest in the context of beni culturali.</td>
</tr>
<tr>
<td>Text length</td>
<td>Approx 550 words</td>
</tr>
<tr>
<td>Score</td>
<td>1 point per item</td>
</tr>
</tbody>
</table>

**Reading 3**

<table>
<thead>
<tr>
<th>Structure</th>
<th>Contextualized TLU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task instructions</td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td></td>
</tr>
<tr>
<td>Items</td>
<td></td>
</tr>
</tbody>
</table>

**Objective**

To assess candidate’s ability to understand the necessary details of a formal informative / academic text.

- Reading for detail
- Identifying purpose and scope
- Identifying topic and following topic development
- Identifying relationships among units within discourse (major ideas, generalizations, hypotheses, supporting ideas, examples)
- Identifying role of discourse markers in signalling structure (conjunctions, adverbs)
- Inferring relationships (cause, effect, conclusion)
- Recognizing key lexical items related to topic
- Deducing meanings of words from context
- Recognizing markers of cohesion
- Recognizing fact from opinion
- Focused reading
- Detailed note taking
- Understanding accompanying tables / graphs / graphics and how they relate to text
- Detecting attitude of writer toward subject matter
- Recognizing relevant matter from redundant material
- Summarizing
- Recognising and understanding opinions
- Understanding comparisons and contrasts
- Recognizing and understanding speculation

**Type of task**

4 option multiple choice questions
Lexis: Meaning from context

**Number of items**

9

**Type of text**

One of the following:
Formal text on a topic relating to beni culturali

**Nature of information**

Detail is contained in a more complex text. Candidates are required to locate and understand necessary information to process the entire text.

**Text length**

Approx 700 words

**Score**

1 point per item