



Assessment

Types of tests

1. Achievement test
2. Diagnostic test
3. Objective test
4. Placement test
5. Oral test
6. Proficiency test
7. Progress test
8. Subjective test
9. Summative test

Achievement test

Measures what learners have learnt on a language course - usually at the end of the course.

Outcomes Advanced

TESTS

END-OF-YEAR TEST 1 UNITS 1-16

GRAMMAR

1 Complete the second sentence so that it has a similar meaning to the first sentence using the words given.

- The sheer scale of the refugee problem concerns me.
What _____.
- George hopes to get a scholarship to Harvard University.
It _____.
- If Sally hadn't slipped, she may well have won the race.
Had _____.
- I regret breaking up with Debra.
If only _____.
- In the end, we lost the match.
We ended up _____.
- Both universities were offering places to applicants from abroad.
Applicants from abroad _____.
- After she had received her award, Penny began to cry.
Having _____.
- We posted the news online as soon as we heard it.
No sooner _____.
- Sylvia's injury didn't affect her performance at all.
In no way _____.
- Senator Clark said that he had never told a lie.
Senator Clark denied _____.

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2 Complete the text with one word in each space.

A robotic age

The world is on the ¹ _____ of change, and breakthroughs in the field of robotics look ² _____ to lead that change. The place ³ _____ we will, in all ⁴ _____, see the most significant transformation is the workplace. A new idea is to design robots that can perform routine jobs ⁵ _____ being controlled by a person in a different country. This may seem a strange thing to do at first glance. Why on earth ⁶ _____ you want the operator to be in a different country? However, imagine ⁷ _____ a robot cleaner in a big company in Japan, which was ⁸ _____ controlled by an operator in Thailand or Vietnam. It would create jobs in developing countries, ⁹ _____ jobs are difficult to find and salaries are low. ¹⁰ _____ many predict is that it will become possible to rent a robot to do our shopping, visit an elderly relative, or check out a hotel that we're thinking ¹¹ _____ visiting. ¹² _____ only would that transform our lives, ¹³ _____ it would also leave us free time to do what we really want to do. ¹⁴ _____ a possibility was

things for themselves. The threat of ¹⁹ _____ replaced by robots is also a concern for many workers. ²⁰ _____ notwithstanding, it seems clear that a new robotic age will be with us soon.

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VOCABULARY

3 Complete each sentence with one word.

- The journalists were caught up in an _____ conflict between government and rebel forces intent on killing each other.
- I'm just going to the shops to buy a few bits and _____ . Do you want anything?
- Jim and Moira's marriage is going through a bit of a _____ patch. They aren't talking to each other at the moment.
- Samantha just _____ into tears when she was told her dog had died.
- We're just going round in _____ here. Let's stop talking about things and come to a decision.
- I don't support this line of research. It's a _____ slope leading to unforeseen consequences.
- If you need a _____ to cry on, give Pam a call. She's very supportive.
- John is on _____ leave. His father died and he needed time off to get over it.
- Anderson has been _____ from the team following a string of poor performances.
- She was shocked. She went as white as a _____.

- The newspaper was _____ for libel by the actress.
- Too many cooks spoil the _____.

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4 Complete the sentences with the correct phrasal verb form of the verbs in the box.

end send go sort butt freak

- Our region has _____ a lot of changes in recent years. It's a more interesting place as a result.
- We should try to _____ our differences. Ignoring each other is not the best way to behave.
- If you go on like this, you'll _____ making yourself ill. Take a rest.
- Paul's so rude. He's always _____ other people's conversations.
- The captain was _____ for foul play in the last minute of the match.
- Ellie _____ when she saw all the blood. She just screamed and screamed.

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Diagnostic test

Identifies learners' strengths and weaknesses.
Helps teachers to make decisions on what needs to be taught

- o Example

At the start of the course, the teacher gives the learners a diagnostic test to see what areas of language need to be in the syllabus.

- o In the classroom

Progress tests given during the course can also act as diagnostic tests as they help the teacher and learners identify what areas will be looked at next on the course.

DIAGNOSTIC TEST

Name _____

SIMPLE AND CONTINUOUS TENSES

- 1 Complete the sentences with the simple or continuous form of the verbs. Use contractions where possible. (15 marks)

Present simple and present continuous

- 1 We _____ (not want) to go out. It _____ (rain).
 2 Sara _____ (not be) at school. She _____ (stay) at home today.
 3 I _____ (enjoy) playing football.
 4 I _____ (love) watching that programme. I _____ (watch) it every night.

Past simple and past continuous

- 5 When we arrived, we _____ (ring) the door, but nobody _____ (answer) it.
 6 He _____ (phone) while I _____ (sleep).
 7 'What _____ (you / do) this time last night?' 'I _____ (read) a book.'
 8 When we _____ (arrive) at the airport, our friends _____ (wait) for us.

SIMPLE AND PERFECT TENSES

- 2 Choose the correct alternatives. (10 marks)

- 1 I still **haven't found** / **hadn't found** my mobile phone.
 2 Have you **seen** / **did you see** the new Harry Potter film yet?
 3 The party **already finished** / **had already finished** before I arrived.
 4 I **have been** / **went** to London in 2007.
 5 She **didn't see** / **hadn't seen** him since last summer.
 6 You were talking to Ben when I **saw** / **had seen** you.
 7 I **haven't played** / **didn't play** the piano for years.
 8 After we'd finished eating, we **'d drunk** / **drank** coffee.
 9 He **just bought** / **'s just bought** a new computer.
 10 Did you **go** / **Had you been** to the cinema yesterday?

MIXED TENSES

- 3 Choose the correct alternatives. (15 marks)

- I (1) **read** / **'m reading** a brilliant book at the moment.
 It (2) **'s** / **'s been** a biography of Salvador Dalí. I (3) **borrowed** / **'ve borrowed** it from my friend Marta last week. She (4) **read** / **was reading** the book when I (5) **called** / **was calling** at her house last week. She said she'd had the book (6) **for** / **since** years, but she (7) **'d only started** / **was only starting** reading it the previous week. She said she (8) **was really enjoying** / **really enjoyed** reading it. I (9) **love** / **am loving** art so I (10) **asked** / **was asking** Marta if I could borrow it when she (11) **finished** / **'d finished** it. She (12) **'d given** / **gave** it to me on Saturday, so I (13) **'ve only just started** / **only just started** it. I (14) **'ve already read** / **already read** chapter one, and I (15) **am not waiting** / **can't wait** to read some more.

- 4 Write questions for the answers. (20 marks)

- 1 What _____?
 My mother's a doctor.
 2 Where _____?
 We were going home when we met Kate.
 3 Who _____?
 My sister gave it to me.
 4 Who _____?
 Abdul's been talking to Haif.
 5 How _____?
 We come here every week.
 6 _____?
 No, we've never been to Edinburgh.
 7 _____?
 No, they aren't watching TV. They're reading magazines.
 8 Why _____?
 I'm going to bed because I'm tired.
 9 _____?
 Yes thanks, we had a lovely holiday.
 10 _____?
 No, she doesn't. She hates football.

Objective test

- o An objective test is a test that has right or wrong answers and so can be marked objectively. It can be compared with a subjective test, which is evaluated by giving an opinion, usually based on agreed criteria. Objective tests are popular because they are easy to prepare and take, quick to mark, and provide a quantifiable and concrete result.
- o For example
True or false questions based on a text can be used in an objective test.
- o In the classroom
Marking objective tests together in the class is a useful way to exploit them further as it gives the learners the opportunity to discuss answers, try to justify choices, and help each other etc.

Placement test

Used before the beginning of courses, to determine learners' language levels and place them in the most appropriate groups.

Macmillan Dictionary



The screenshot shows the Macmillan Dictionary website page for Placement Tests. The page has a blue header with the title "Placement Tests". Below the header is a breadcrumb trail: "Home > Resources > Placement Tests". The main content area is titled "Placement Tests" and contains several paragraphs of text. On the right side, there is a search bar with a "Lookup" button and a "Double Click Enabled" notification. The text on the page describes the placement tests, their purpose, and provides links to different levels of tests.

Placement Tests

Home > Resources > Placement Tests

Placement Tests

In this section, you will find placement tests to help you find which level of Straightforward your students should be using.

Each test has 50 questions, with one point available for each correct answer. Levels are then determined by the number of points your students score.

The first test on this page is a general level test for Straightforward, and includes questions linked to the grammar from the Student's Books. There are also more detailed tests for Beginner/Elementary, Pre-Intermediate/Intermediate and Upper Intermediate/Advanced-level students, to help you determine which level will best suit your class.

These have been updated and expanded but will be suitable for both the original and the second edition of Straightforward.

Clicking on each test below will open a .zip file with both the tests and the answers. These placement tests are Word documents, so you can download them and then edit the questions to suit your students' language learning requirements if necessary.

[Quick Placement Test](#)

[Beginner and Elementary Placement Test](#)

[Pre-Intermediate and Intermediate Placement Test](#)

[Upper Intermediate and Advanced Placement Test](#)

MACMILLAN
DICTIONARY

Double Click Enabled
Double click any word on this web page. 

Oral test

Measures learners' speaking abilities

Prompt Card (a)

CHANGE AND STABILITY

Test 1

Is change always a good thing?

- social change
- changes in personal life
- technological developments

One of the following questions for Candidate B:

- Is there something which you believe will never change?
- What would you most like to change in your life?
- What change in society would you most like to see?

Source: Proficiency Testbuilder 4th edition, Macmillan

Cambridge Proficiency

IELTS

IELTS Speaking Test Cue Card

Describe something you do to help others.

You should say:

- what you do
- how often you do this
- who you help

and say why you do this.

Proficiency test

Measures language ability and based on what is needed for a particular purpose, e.g. English for secretaries, English for car mechanics.



Progress test

Measures learners' progress during a language course

Oxford University Press

Progress test 1

UNITS 1-6

Exercise 1 Tenses

Put the verb in brackets in the correct tense. The tenses used are Present Simple, Present Continuous, Past Simple, Past Continuous, Past Perfect, and future with *will*. There are also examples of the infinitive.

Example: Yesterday I **went** (go) to the city centre. I wanted **to do** (do) some shopping.

Mrs Hay (1) _____ (drive) along a country road when she (2) _____ (see) a man at the side of the road. He (3) _____ (wave) and pointing at his car. Mrs Hay (4) _____ (stop) and (5) _____ (ask) the man if he was all right.

'My car's broken down,' said the man.

'Where do you want (6) _____ (go)?' asked Mrs Hay.

'London,' replied the man.

'Well, I (7) _____ (not go) to London, but I

(8) _____ (give) you a lift to the station, if you like.'

On the way to the station they chatted.

'(9) _____ you _____ (work) in London?' asked Mrs Hay.

'No, I don't. I (10) _____ (run) my own business in Oxford. But today I (11) _____ (have) dinner with a friend in London - we always (12) _____ (have) dinner together on the last Friday of every month. I promised

(13) _____ (meet) her at six o'clock.'

'There's a train at 1.30. I don't think you (14) _____ (be) late.'

'When they arrived at the station, a train (15) _____ (stand) at the platform.

'That's your train,' said Mrs Hay. 'You (16) _____ (catch) it if you're quick.'

After the man (17) _____ (get out) of the car, Mrs Hay (18) _____ (drive away). A few minutes later she realized that she (19) _____ (make) a mistake - it was the wrong train. She went back to the station, but the train wasn't there. It (20) _____ already _____ (leave). She went into the station and asked at the information

desk where the train was going. 'Edinburgh,' the information clerk told her.

'Where does it stop next?' asked Mrs Hay.

'It's the express service,' the clerk told her. 'It doesn't stop until it gets to Edinburgh.'

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Exercise 2 Auxiliary verbs

Complete the sentences with the correct form of *be*, *do*, or *have* in the positive or negative.

1 That's Peter over there. He _____ wearing a red jacket.

2 _____ you ever been to Spain?

3 'Yes, I went there in 2000.'

4 'Where _____ you live?'

5 'I live in San Francisco.'

6 She's not allowed to drive. She _____ passed her driving test yet.

7 Tea _____ grown in India and China.

8 Who _____ you play tennis with yesterday?

9 When I arrived, they _____ having dinner.

10 She _____ usually go shopping on Saturdays.

11 She prefers to go during the week.

8

Exercise 3 Irregular past tense

What is the Past Simple of the following irregular verbs?

1 become _____

2 catch _____

3 fall _____

4 fly _____

5 grow _____

6 lose _____

7 think _____

8 wear _____

9 write _____

9

Subjective test

- Example
Tests of writing ability are often subjective because they require an examiner to give an opinion on the level of the writing.
- In the classroom
Learners preparing for a subjective writing test, for example a letter of complaint, need to think about their target audience, since they are being asked to produce a whole text. Teachers can help them by emphasizing the importance of analysing the question and identifying the key points of content, register, and format.

CAE Writing

Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Summative test

End of year/end of course test measuring learners' overall achievement of course objectives.

Outcomes
Advanced

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