

Diagnostic test teacher's notes

This diagnostic test has been designed to assess the language ability of your students before they begin their English course for the academic year. The diagnostic test reflects the language and skills that your students have covered in the previous level or year, so that you can determine in which areas your students require specific review and consolidation.

General marking guidelines

Section	Points
Vocabulary	25
Grammar	25
Reading	15
Listening	15
Speaking	10
Writing	10
TOTAL	100

The test without the writing section takes approximately 50 minutes. If desired, the writing section can be administered, bringing the total test time to 60–70 minutes. The table below shows different combinations for how the diagnostic test can be administered, depending on your needs.

Sections	Formula
Full test	$[\text{student's total score}] \div 100 \times 100 = \text{percentage score}$
Vocabulary and Grammar	$[\text{student's total score}] \div 50 \times 100 = \text{percentage score}$
Reading, Listening, Speaking and Writing	$[\text{student's total score}] \div 50 \times 100 = \text{percentage score}$
Test without Writing	$[\text{student's total score}] \div 90 \times 100 = \text{percentage score}$

Recommendations

The results of the diagnostic test will help to identify the levels of ability of your students and inform you how to best group and divide the students in your class. There are complete answer keys for all of the sections, as well as sample answers for the Speaking and Writing sections. The answer keys contain tagged structures, lexical sets and skills which will help you to identify where students may require support.

In the Teacher's Resource Centre you can find additional resources that can be set for further practice. These include worksheets on Grammar and Vocabulary at three levels, Reading and Writing (basics), The longer read, Listening, Communication games, and three-level Progress tests.

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Vocabulary

Exercise 1

- 1 d [free-time activities]
- 2 c [sports collocation with *go*]
- 3 a [sports collocation with *do*]
- 4 e [sports collocation with *play*]
- 5 b [free-time activities]

Exercise 2 [clothes]

- 1 casual [adjective]
- 2 thick [adjective]
- 3 boots [noun]
- 4 sunglasses [noun]
- 5 top [noun]

Exercise 3 [animals]

- 1 striped [adjective]
- 2 fins [noun]
- 3 colourful [adjective]
- 4 horn [noun]
- 5 reptiles [noun]

Exercise 4 [jobs]

- 1 c
- 2 a
- 3 b
- 4 c
- 5 a

Exercise 5 [holiday activities]

at on (holiday) [preposition]
 in on (bus tours) [preposition]
 hostel cottage [noun]
 (hang) in out (with friends) [phrasal verb]
 (go) sightsee sightseeing [go + -ing]

Grammar

Exercise 6

- 1 's raining [present continuous]
- 2 tidies [present simple]
- 3 aren't going [present continuous]
- 4 'm writing [present continuous]
- 5 don't have [present simple]

Exercise 7

- 1 best [superlative]
- 2 easier [comparative]
- 3 more [comparative]
- 4 worst [superlative]
- 5 biggest [superlative]

Exercise 8 [modal verbs]

- 1 can [permission]
- 2 mustn't [prohibition]
- 3 must [obligation]
- 4 can't [prohibition]
- 5 Can [permission]

Exercise 9 [past simple]

- 1 started [regular; affirmative]
- 2 didn't go [negative]
- 3 woke [irregular; affirmative]
- 4 took [irregular; affirmative]
- 5 weren't [irregular; negative]

Exercise 10

- 1 b [*will*; prediction]
- 2 a [*going to*; plan/intention]
- 3 b [*will*; prediction]
- 4 a [present continuous; arrangement]
- 5 c [*going to*; plan/intention]

Reading

a guidebook entry

Exercise 11 [understanding new vocabulary]

- 1 c
- 2 e
- 3 a
- 4 b
- 5 d

Exercise 12

- 1 c [main idea]
- 2 b [detail/specific information]
- 3 a [detail/specific information]
- 4 c [detail/specific information]
- 5 b [detail/specific information]

Exercise 13

- 1 five [detail/specific information]
- 2 on a boat [detail/specific information]
- 3 Cairo [detail/specific information]
- 4 royal people/kings and queens/pharaohs [inference]
- 5 the writer likes the sightseeing tour [inference]

Listening

an interview

Audioscript

Presenter Hello, and welcome to this week's episode of 'Our World', with our special guest, Richard Thomas. Hello, Richard. What are you talking to us about today?

Richard Hello. Today, I'm talking about the Sepilok orang-utan Sanctuary in Borneo. I've just come back from a trip there, and I've learnt a lot about orang-utans. Orang-utans are an endangered species because their habitat, the Indonesian rainforest, is disappearing. The sanctuary provides a safe area of rainforest where the orang-utans can live as wild animals. The sanctuary also looks after sick or injured orang-utans or orang-utans babies that have no parents to look after them.

Presenter That sounds like a really good programme. Is it successful?

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Richard Yes, it is. In fact, it's so successful that the centre now provides research into other endangered species, including the Asian rhino.

Presenter That's great. What do the orang-utans eat?

Richard They eat fruit. Twice a day the orang-utans come to special tables near the sanctuary to collect fruit. From here, tourists can watch the orang-utans, and this provides money for the centre but it isn't enough. Next month, I'm going to do a sponsored swim to raise money for the Sepilok Sanctuary. If you go to my website, you'll find out more information.

Presenter That sounds fantastic. I'll give your website details at the end of the show. Well, thanks for telling us about the centre Richard and good luck with the sponsored swim.

Richard Thank you.

Presenter And now, we're going to...

Exercise 14 [choosing between options]

- 1 c [main idea]
- 2 b [detail/specific information]
- 3 b [detail/specific information]
- 4 c [detail/specific information]
- 5 c [detail/specific information]
- 6 a [detail/specific information]
- 7 b [detail/specific information]
- 8 c [detail/specific information]
- 9 b [detail/specific information]
- 10 a [detail/specific information]

Exercise 15 [true/false questions]

- 1 The orang-utans / They live in a safe area of the rainforest. [detail/specific information]
- 2 ✓ [detail/specific information]
- 3 The orang-utans / They eat twice a day. [detail/specific information]
- 4 Tourists provide money for the centre but it isn't enough. [detail/specific information]
- 5 ✓ [listening for feelings]

Speaking

Exercise 16 [functional language: making, agreeing and disagreeing with suggestions]

- 1 How about ... [making suggestions]
- 2 Let's ... [making suggestions]
- 3 Why don't we ...? [making suggestions]
- 4 OK, fine [agreeing with suggestions]
- 5 Really? That's too ... [disagreeing with suggestions]

Exercise 17

Model dialogue

Student A Do you want to go out after school?

Student B Sure! What do you want to do?

Student A Well, how about going to the cinema to see the latest Marvel film?

Student B I'm not sure. I don't like superhero films very much.

Student A OK, fine. Why don't we go for pizza?

Student B Really? That's too expensive. I don't have much money.

Student A OK. Then let's go swimming or go for a bike ride.

Student B Good idea – it's going to be sunny this week, so maybe a bike ride.

Student A OK. Great!

Marking criteria

Use the marking criteria below to give a score out of 5.

- 5 Full contribution. Basic and some complex structures, accurate and well-organised. Pronunciation mostly clear.
- 4 Adequate contribution. Basic and some complex structures, generally accurate and well-organised. Pronunciation mostly clear.
- 3 Adequate contribution. Basic structures, generally accurate and some organisation. Pronunciation mostly clear.
- 2 Limited contribution. Basic structures, often inaccurate but some organisation. Pronunciation mostly clear.
- 1 Very limited contribution. Basic structures, mostly inaccurate and little organisation. Pronunciation not always clear.
- 0 Contribution too small or too incomprehensible to mark.

Writing

Exercise 18 [a blog post]

Model writing

SCHOOL FUN DAY FOR LOCAL CHILDREN'S HOSPITAL

Last Friday (30th June), Town School had a fun afternoon to raise money for the children's hospital. Lots of people came to the school at 2.30 pm for the fun afternoon and enjoyed all the events, including the teacher and student races, the talent competition, the around-the-world quiz and the school choir. We finished the afternoon with a delicious barbecue. My favourite part was the quiz because my team won! We raised over £1,000 for the hospital. Well done, everyone!

[87 words]

Marking criteria

Use the marking criteria below to give a score out of 10.

- | | |
|------|--|
| 9–10 | Content/task fulfillment complete, mainly accurate and appropriate register. |
| 7–8 | No more than one content omission, mainly accurate, rarely inappropriate register. |
| 5–6 | No more than one content omission, minor inaccuracies, sometimes inappropriate register. |
| 3–4 | Several content omissions, noticeable inaccuracies, often inappropriate register. |
| 1–2 | Many content omissions, mainly inaccurate, mostly inappropriate register. |
| 0 | Too little or too incomprehensible to mark. |