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for schools
Tests One

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Contents

	Introduction.....	4
THEME		
A	A parcel of English	5
	Progress test.....	5
	Listening test.....	9
	Speaking task.....	12
	Quiz.....	14
B	The natural world	15
	Progress test.....	15
	Listening test.....	19
	Speaking task.....	22
	Quiz.....	24
C	The way we live	25
	Progress test.....	25
	Listening test.....	29
	Speaking task.....	32
	Quiz.....	34
D	Planet Earth	35
	Progress test.....	35
	Listening test.....	39
	Speaking task.....	41
	Quiz.....	43
E	Natural forces	44
	Progress test.....	44
	Listening test.....	48
	Speaking task.....	50
	Quiz.....	52
F	Living history	53
	Progress test.....	53
	Listening test.....	57
	Speaking task.....	59
	Quiz.....	61
	Answer key.....	62
	Tapescripts for Listening tests.....	68
	Acknowledgements.....	72

Introduction

This book is intended to support teachers using *Cambridge English for Schools 1*. It contains six sets of tests designed to give a reliable measure of a student's language ability after each of the main Themes of the course. Each set includes:

- a Progress test (assessing vocabulary, grammar, reading and writing)
- a Listening test
- a Speaking task.

Answer keys and band descriptors for assessing speaking are provided. The language content and contexts of the tests are closely matched to the course.

Using all three elements at the same time will give a comprehensive 'snapshot' of a student's strengths and weaknesses. However, the tests can be used in a flexible way, with some parts being replaced with the teacher's class assessments. Alternatively, the Speaking and Listening tasks can be used as part of the teaching process without formal assessment. For example, the Speaking task stimulus sheets can be used for small-group activities.

Reflecting the philosophy of the *CES* course, each test aims to stimulate students by providing a range of tasks. However, since the tests are designed to give valid and

reliable results, they may initially appear slightly more daunting than those that the students are used to. They may also include item types with which the students are unfamiliar. If this is the case, teachers may wish to 'walk students through' one or more of the early tests. Believe it or not, feedback from our piloting shows that once students are familiar with the format, many find the tests an enjoyable challenge.

The book also contains six end-of-Theme quizzes. These are not primarily tests of language but have been included for teachers who wish to assess students on some of the contexts within which they have been learning English. For example, Quiz A focuses on maps and life in Britain, and Quiz E is about the seasons and the weather. Therefore, while the quizzes do assess some language skills indirectly, the scores they produce should be treated independently.

We hope that you will find the tests and quizzes to be a useful resource and that your students will enjoy using them.

Patricia Aspinall
George Bethell

A Progress test

Read the questions carefully. Try to answer them all.
This test takes about 40 minutes.

Name

1 Finding the right word

5 marks

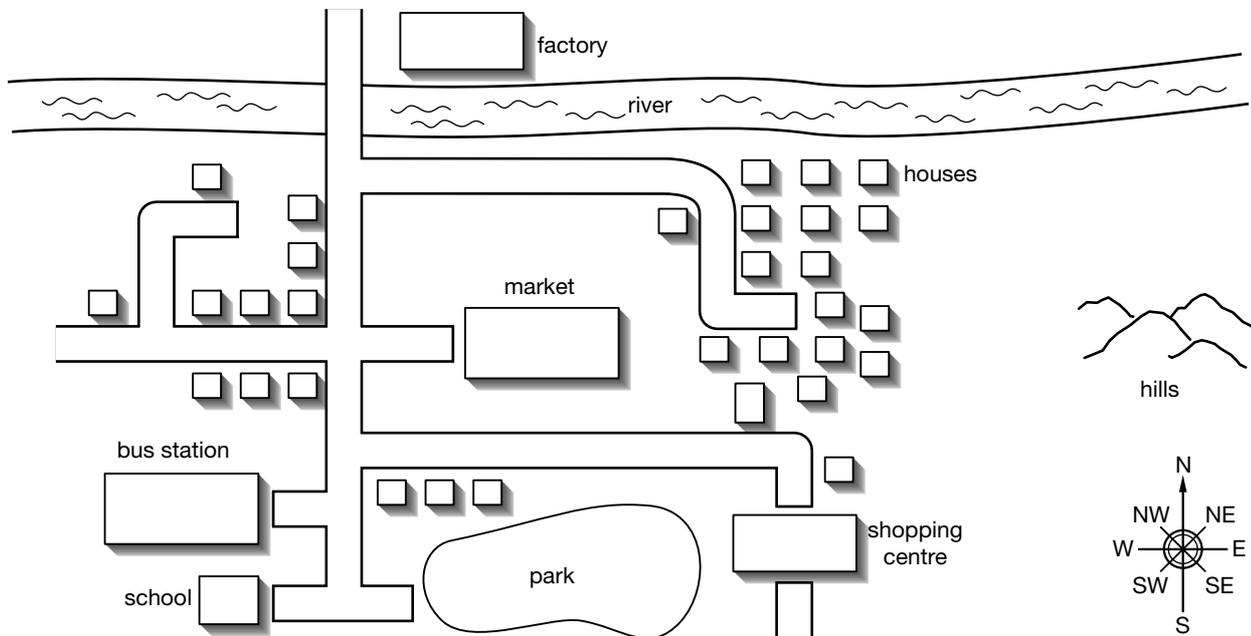
Find the best word to fill each gap. Circle the correct letter, A, B or C.
The first one is an example.

- | | |
|---|---|
| <p>1 We live very my school. I walk there every day.
A next B near C far</p> <p>2 It's a very big town and there are shops.
A many B lots C more</p> <p>3 I'd like these chocolates, please. How much are ?
A they B them C this</p> | <p>4 My friend like swimming.
A do B don't C doesn't</p> <p>5 I live near the library. do you live?
A When B Where C Which</p> <p>6 I don't know much geography.
A around B also C about</p> |
|---|---|

2 Writing about places

5 marks

Look at the town map. Use one word to complete each of the sentences below.



- The is in the centre of the town.
- There is a factory in the north of the town near the
- There is a small park the shopping centre.
- In the east there are
- The bus station is in the south of the town, near the school.

3 Looking for spelling mistakes

5 marks

Read this carefully. There is a spelling mistake in every line. Circle the mistake and write it correctly at the end of the line. The first one is an example.

- My name is Ali and I have short, dark (hare). I live with my family
1 hair
- in a flat near the shoping centre. I go to school by bus but
2
- I walk home because I like to play football in the parc. At school my
3
- favourit lessons are Maths and Science. I have two free lessons
4
- a week, one on Wenesday and one on Friday. After school,
5
- my freind John and I go to the shops to buy magazines or cassettes.
6

4 Reading about towns

10 marks

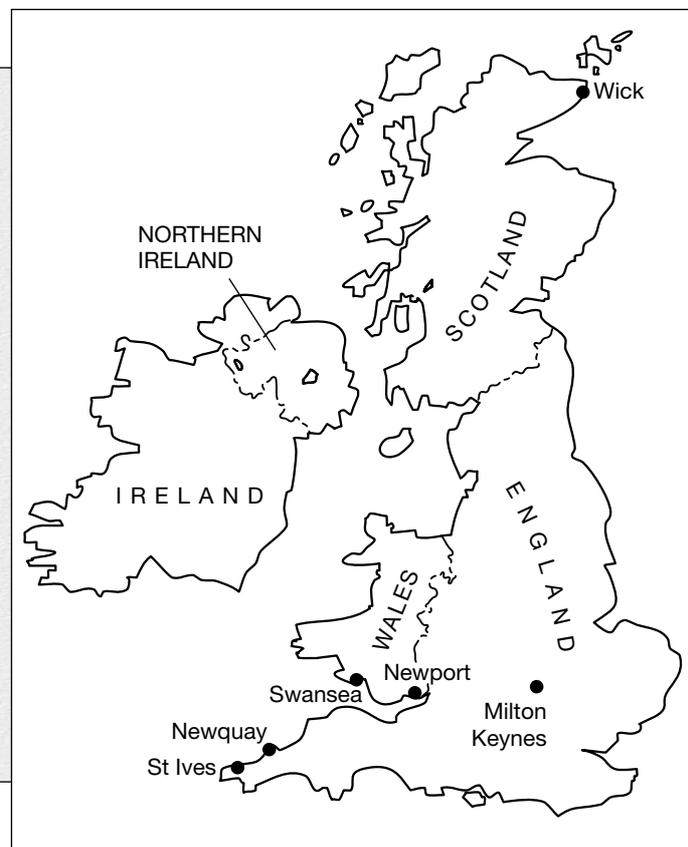
Read this carefully. Answer the questions below.

In industrial towns in south Wales, such as Newport and Swansea, a lot of people still live in small, terraced houses. Many people work in factories making cars and steel. Some people still work in coal mines.

The south west of England has many seaside towns like Newquay and St Ives where people go on holiday.

Scotland has lots of small farming villages. Wick in the north is an old village where people live in small cottages and there are animals in their gardens. There is a market every Wednesday where the farmers buy and sell sheep and cows.

There are some new towns in Britain. One of them is Milton Keynes in the south east of England. Here many people live in new flats and houses and work in offices.



- Which English towns are near the sea?
.....
- Why do farmers go to Wick on Wednesdays?
.....
- Give the names of three buildings which people live in.
.....
- Give the names of three places where people work.
.....
- Which of these is the best title for this text? Circle the correct letter, A, B or C.
A An English town B Industrial Britain C Life in towns

5 Filling in the verbs

7 marks

This is about someone going shopping. Fill in each gap using one of the verbs in the box. The first one is an example.

doesn't go am listen have got don't buy are

When I get my pocket money I *go* to the shops. It is a long way to the shopping centre but I a new bicycle so it take long. I thirteen now so my mother lets me go with my friends. We go to a newsagent's and a drink or sweets. Sometimes we to music in a record shop. I buy many CDs because they very expensive.

6 Writing about your school day

8 marks

Write a letter to a friend about your favourite day at school. Write about four sentences. Here are some words to help you:

Monday Tuesday Wednesday Thursday Friday
lesson subject teacher break lunch
Maths Science History Geography Sport Art English

Dear

You asked me to tell you about school. My favourite day

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

After the test: Self-assessment

There were six exercises in the test.

- Were they easy or difficult? Tick (✓) 'Easy', 'OK' or 'Difficult'.
- How many marks do you think you got for each exercise? Write a number in 'Your score'.

<i>Exercise</i>	<i>Easy</i>	<i>OK</i>	<i>Difficult</i>	<i>Your score</i>
1 Finding the right word				
2 Writing about places				
3 Looking for spelling mistakes				
4 Reading about towns				
5 Filling in the verbs				
6 Writing about your school day				

A Listening test

Listen to the tape. Write your answers on these sheets.
This test takes about 10 minutes.

Name

Section A

5 marks

Circle the correct letter, A, B or C.

1 Which one is James?



A



B

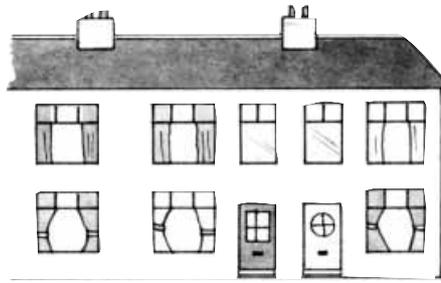


C

2 Where does Pat live?



A

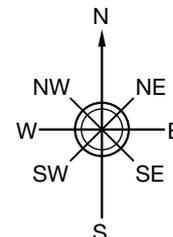
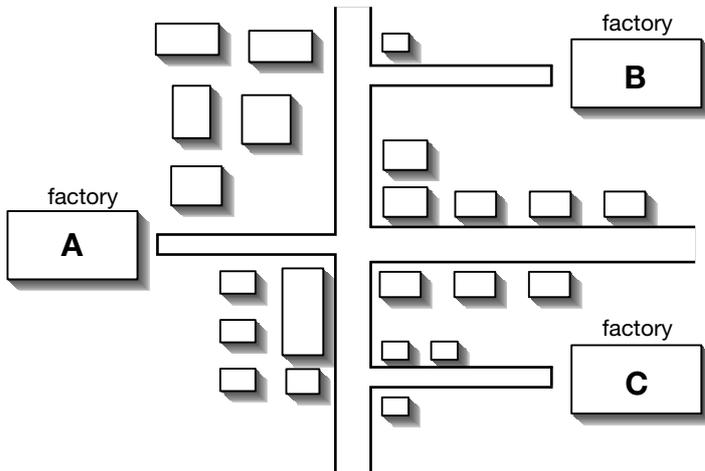


B



C

3 Where does David's father work?



4 Which is Ann's timetable for Monday?

Monday	
1.	Art
2.	French
3.	Maths
<i>lunch</i>	
4.	English
5.	History

A

Monday	
1.	Art
2.	French
3.	Maths
<i>lunch</i>	
4.	History
5.	Geography

B

Monday	
1.	English
2.	French
3.	Maths
<i>lunch</i>	
4.	Art
5.	History

C

5 Which picture shows the guitar lesson?



A



B



C

Section B

4 marks

You will hear Alex making a phone call about his holiday. Listen carefully and fill in the missing information on the postcard.

Hi!

I am on holiday in with my family.

We are in a small seaside

It is near a and I can see sheep and on the hills.

I like it here.

See you soon.

Love

Alex



Simon Jones
14 Orchard Road
West Dulwich
London
SE4 2RQ

Section C

6 marks

You will hear someone talking about a school. Read the sentences. If a sentence is correct, put a tick (✓) in the 'True' box. If it isn't correct, put a tick in the 'False box'.

	<i>True</i>	<i>False</i>
1 There are 370 students at the school.		
2 There are five lessons in the morning.		
3 You can have lunch for about 30 pence.		
4 The school is in the town centre.		
5 You can play tennis at Ellwood School.		
6 There is a computer club on Fridays.		

After the test: Self-assessment

There were three parts in the test.

- Were they easy or difficult? Tick (✓) 'Easy', 'OK' or 'Difficult'.
- How many marks do you think you got for each exercise?
Write a number in 'Your score'.

<i>Exercise</i>	<i>Easy</i>	<i>OK</i>	<i>Difficult</i>	<i>Your score</i>
Section A: Short texts				
Section B: Postcard				
Section C: True or false?				

A Speaking task

Instructions to the teacher

Using the Speaking task

Work with two or three students. Sit them close together so they can share one stimulus sheet.

Place the stimulus sheet on the table so that all the students can see. Explain that the pictures show two places where people live. Tell them to take it in turns to describe what they can see. What things are different? What things are the same? Ask one student to start.

If one or more of the students can't keep the exercise going, join in to encourage each student to produce some spoken English. For example, 'What are the people doing in this picture, Maria?'

When the students have all had a chance to describe at least two aspects of the pictures, move to the second stage of the interview. Ask them in turn whether they would like to live in a city or in a small town. Invite each student to give one or two reasons. After they have made one or two comments each, draw the task to a close.

Marking the Speaking task

During the interview, make two independent judgements about the speaking ability of each student. The first is about *communication*: can the student describe objects and activities in a way that a very sympathetic native speaker would understand? The second is about the *quality* of the language used: does the student use appropriate vocabulary and grammar when describing situations?

For each judgement, a score of 0–5 is awarded giving a total score of 0–10. Band descriptors are provided below to clarify the marking system.

Communication

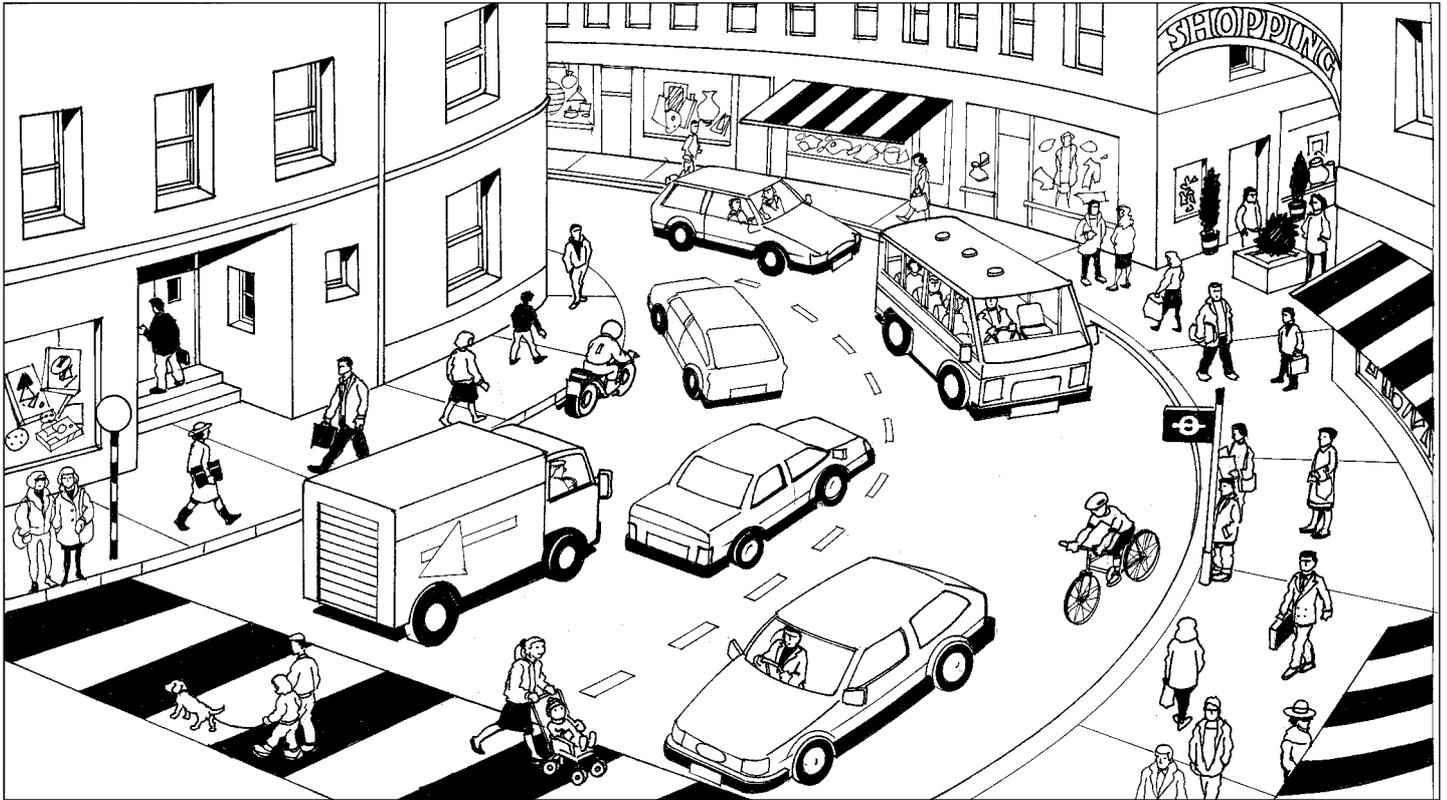
- 4 or 5** Can describe objects and activities with little difficulty. No teacher help is required. Grammar may not be correct, e.g. 'There is cars and bus. Boy is with bicycle.' May paraphrase for unknown words.
- 2 or 3** Can describe objects and activities but may occasionally need prompting/help.
- 1** Can name/describe basic objects unaided but generally needs help.
- 0** Cannot say what he/she sees without significant prompting/help.

Language content

- 4 or 5** Descriptions are generally expressed using acceptable grammar, e.g. 'There is a market in the town.'
- 2 or 3** Vocabulary is adequate for the task. At least some descriptions use appropriate grammar but others need some effort on the part of the listener.
- 1** Uses basic vocabulary successfully for simple descriptions only. Significant evidence of missing vocabulary and grammar.
- 0** Vocabulary clearly inadequate for the task

Look at these two pictures. Take it in turns to say what is different about each place and what is the same.

Picture A



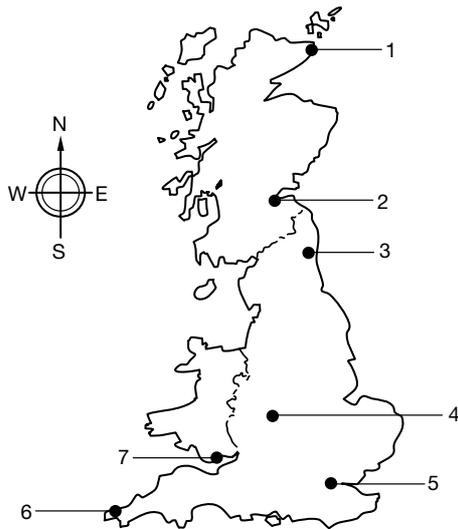
Picture B



Quiz Towns in Britain

Name

1 Match the towns on the map to their names. The first one is an example.



- 1 **Wick** (N Scotland)
- **Edinburgh** (Scotland)
- **Cardiff** (S Wales)
- **London** (SE England)
- **St Ives** (SW England)
- **Birmingham** (centre of England)
- **Newcastle** (NE England)

2 Which of these are true and which are false? Tick the correct boxes.

	<i>True</i>	<i>False</i>
1 People go on holiday to Newquay.	<input type="checkbox"/>	<input type="checkbox"/>
2 Milton Keynes is a new town near London.	<input type="checkbox"/>	<input type="checkbox"/>
3 Penzance is in Scotland.	<input type="checkbox"/>	<input type="checkbox"/>
4 Newport is a farming town.	<input type="checkbox"/>	<input type="checkbox"/>
5 They make steel in south Wales.	<input type="checkbox"/>	<input type="checkbox"/>
6 London is a seaside town.	<input type="checkbox"/>	<input type="checkbox"/>

3 On some maps you find symbols. Use the letters on the left to make a word. Then draw a line to the correct symbol. The first one is an example.

1 potilash	..... <i>hospital</i>	 a  b
2 eathret	.....	c
3 kale	.....	d
4 tascle	.....	e
5 cipcin eara	.....	f
6 sumuem	.....	g
7 sowod	.....