

B1 DIAGNOSTIC TEST

Grammar

1 Choose the correct words.

I went / goed shopping yesterday.

- Are you watching / Do you watch TV at the moment?
- They not saw / didn't see the match.
- We slepted / slept really badly.
- Do you want to / Want you to go to the cinema?
- What was / were they talking about?
- You hardly ever phone / phone hardly ever me.
- Was he watching / Did he watching a comedy?
- How often are you speaking / do you speak to him?
- Do you must / Do you have to drive on the right in your country?
- You must / should take an umbrella – it's going to rain.

2 Look at the online catalogue for sports equipment. Then circle the correct answers.

	•	••	•••	••••	•••••
good					very good
Ball (small)			€20	••••	
Ball (big)			€30	••••	
Water bottle (small)			€8	•••••	
Water bottle (big)			€10	•••••	
Table tennis table			€200	•••••	
Tennis racket			€35	•••••	

- The small water bottle is **cheaper than** / **more expensive than** / **the most expensive** the big water bottle.
- The big ball is **not as expensive as** / **not as cheap as** / **as expensive as** the tennis racket.
- The table tennis table is **cheaper than** / **more expensive than** / **the most expensive** item in the catalogue.
- The cheap ball is **bigger than** / **smaller than** / **as big as** the other ball.
- The balls are **as good as** / **better than** / **not as good as** the table tennis tables.
- The small water bottle is **cheaper than** / **as cheap as** / **the cheapest** item in the catalogue.

Mark

3 Write sentences from the prompts using the present simple, present continuous, past simple or past continuous tense.

- 1 you / watch TV / at the moment / ?

- 2 They / not see / the match / yesterday

- 3 We / sleep / badly / last night

- 4 What / they / talk about / when I called / ?

- 5 How often / you / see / your grandparents / ?

4 Complete the sentences with the words below. Use too – or (not) – enough.

busy • big • old • far • loud • warm

- 1 I can't hear you. The radio is too loud.

- 2 You can't put all your clothes in that bag. It's _____.

- 3 I can't come to your house today. I'm _____.

- 4 We can't go swimming today. It's _____.

- 5 Bill is eighteen. He is _____ to drive a car.

5 Circle the correct answers.

Eleven-year-old Keith is one of the ¹ **better** / **best** / **good** enough young surfers in Britain. Keith lives in Scotland. The Scottish sea is ² **coldest** / **cold enough** / **colder than** the sea in the rest of Britain. But it isn't ³ **too cold** / **colder** / **coldest** for Keith. He loves the sea and he thinks surfing is ⁴ **more exciting than** / **the most exciting** / **too exciting** sport in the world. Now, Keith is ⁵ **old enough** / **as old as** / **older** to enter competitions. He wants to be a champion.

B1 Level English Language Practice Tests

Anna Phillips, Terry Phillips



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Learners: Research and Practice in Assessing the English of School-age Learners Szilvia Papp, Shelagh Rixon, 2018

The proposed book on child second language L2 development and assessment will be a state of the art account of what we currently know about how children learn L2s in formal contexts and how that knowledge impacts on the design development and evaluation of language assessment products for young learners The uniqueness of child L2 development within the classroom is highlighted by considering children's L2 needs typical patterns of development and the role of instruction and assessment in how children learn Common issues shared in child L2 acquisition studies language testing and educational assessment are explored by linking research carried out within the educational academic and testing communities Several case studies are described from different educational contexts around the world where teaching and assessment of young language learners takes place In particular the book presents the Cambridge English approach to assessing young learners of English and presents a framework for the development research and validation activities around the Cambridge English suite battery for children **Demystifying Corpus Linguistics for English Language Teaching** Kieran

Harrington, Patricia Ronan, 2023-03-03 The aim of this edited volume is to demystify corpus linguistics for use in English language teaching ELT It advocates the inclusion of corpus linguistics in the classroom as part of an approach to ELT in which students engage with naturally occurring language The first chapter provides a basic but essential introduction to corpus linguistics including sections on corpora and corpus methods and this is followed by a review of the use of corpus

linguistics in ELT Chapters on the traditional ELT strands of skills vocabulary and grammar as well as chapters on pluricentric approaches on language and culture World Englishes and English as a Lingua Franca flow naturally from the second chapter which reports on a survey of the attitudes of trainee teacher to the use of corpus linguistics in the ELT classroom The final two chapters show how the work of corpus linguists can benefit classroom teacher preparation materials development and textbook writing This book will be of interest not only to academics in fields such as English Language Teaching Applied Linguistics and Corpus Linguistics but also to educators of teacher trainees and teacher trainees themselves as well as teachers who are looking for new interactive approaches to ELT

Working Together for Integration Skills and Labour Market Integration of Immigrants and their Children in Norway OECD,2022-11-28 Norway's foreign born population has tripled since 2000 and the share of migrants among the population has seen one of the largest increases across the OECD mostly driven by labour migration from EU countries Most migrants from non EU countries in contrast are refugees and their family members High qualification levels and labour market participation of the native born raise the question of an adequate benchmark for integration outcomes especially for the low educated refugees and their families

Language Aptitude Theory and Practice Zhisheng (Edward) Wen,Peter Skehan,Richard L. Sparks,2023-04-27 The last few years have witnessed exponential growth in research output within the field of language aptitude With contributions from an international team of leading experts this volume provides the most comprehensive authoritative and up to date overview of developments in language aptitude theory and practice It addresses central and newly emerging methodological and theoretical issues and revisits and re examines the most popular language aptitude tests including the most durable and innovative batteries It also provides in depth demonstrations of language aptitude research paradigms including well established and emerging ones scrutinizing them from multidisciplinary perspectives Aptitude treatment interactions studies are reported and discussed and pedagogical implications are provided to illuminate theory construction test development policymaking curriculum design and classroom practice Seamlessly integrating theory research assessment and practice it is essential reading for anyone seeking to learn more about language learning training and teaching and will further advance the research in this exciting fast paced field

The Diagnosis of Reading in a Second or Foreign Language J. Charles Alderson,Eeva-Leena Haapakangas,Ari Huhta,Lea Nieminen,Riikka Ullakonoja,2014-10-03 The Diagnosis of Reading in a Second or Foreign Language explores the implications of language assessment research on classroom based assessment practices by providing an in depth look at the little examined field of diagnosis in second and foreign language reading This volume examines the development of second and foreign language reading and how subsequent research findings couched in this knowledge can help facilitate a more informed teaching approach in second and foreign language classrooms By contextualizing the latest in classroom settings and presenting implications for future research in this developing area of linguistics this book is an ideal resource for those studying and working in applied linguistics second language acquisition

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Validating Second Language Reading Examinations Rachel Yi-fen Wu, 2014-09-25 Validating Second Language Reading Examinations describes the development of an empirical framework for test validation and comparison of reading tests at different proficiency levels through a critical evaluation of alignment with the Common European Framework of Reference CEFR It focuses on contextual parameters cognitive processing operations and test results and identifies parameters for the description of different levels of reading proficiency examinations The volume explores procedures for linking tests to the CEFR and proposes both qualitative and quantitative methods that complement the procedures recommended in the Council of Europe's Relating Language Examinations to the Common European Framework of Reference for Languages CEFR A Manual piloted in 2003 and revised 2009 Key features of the book include a detailed review of the literature on CEFR alignment vertical scaling test specifications and test comparability a comprehensive and coherent approach to the validation of reading tests an accessible and systematic description of procedures for collecting validity evidence based on a sound theoretical framework a case study comparing different testing systems targeting the same CEFR level

ECEL 2018 17th European Conference on e-Learning Klimis Ntalianis, Antonios Andreatos, Cleo Sgouropoulou, 2018-11-01 The European Conference on e Learning was established 17 years ago It has been held in France Portugal England The Netherlands Greece and Denmark to mention only a few of the countries who have hosted it ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars practitioners and individuals who are engaged in various aspects of e Learning Among other journals the Electronic Journal of e Learning publishes a special edition of the best papers presented at this conference

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A Practical Guide to Language Assessment Ildiko Porter-Szucs, Cynthia J. Macknish, Suzanne Toohey, 2025-02-03 An essential resource on

effective language assessment invaluable for a new generation of teachers and education researchers A Practical Guide to Language Assessment helps educators at every level redefine their approach to language assessment Grounded in extensive research and aligned with the latest advances in language education this comprehensive guide introduces foundational concepts and explores key principles in test development and item writing Authored by a team of experienced language teacher educators this book addresses the potential impacts of poorly designed tools and prepares teachers to make informed effective assessment decisions Perfect for developing test blueprints and crafting effective assessment tools including those for young learners A Practical Guide to Language Assessment bridges the gap between theory and practice to provide the real world training educators need to successfully navigate the complexities of modern language assessment Clear and accessible chapters highlight the critical role of well designed assessments emphasize the importance of selecting appropriate tools to accurately measure student proficiency and discuss recent innovations and emerging needs With practical examples and a focus on current innovations including ungrading and the use of AI A Practical Guide to Language Assessment Explains the foundational concepts of language assessment with practical examples and clear explanations Bridges theoretical principles with practical applications enabling educators to create effective test blueprints and assessment items and tasks Provides up to date coverage of timely topics such as the integration of AI in assessments and the ethical and legal considerations of language testing Features a wealth of in depth examples of how theoretical concepts can be operationalized in practice A Practical Guide to Language Assessment is an essential read for students in language education as well as teachers assessment managers professional development trainers and policymakers in language program evaluation

The TKT Course Modules 1, 2 and 3 Mary Spratt, Alan Pulverness, Melanie Williams, 2011-01-13 This is the official preparation course for teachers and trainee teachers preparing for the Cambridge Teaching Knowledge Test TKT modules 1 2 and 3

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