

The tests on this CD-ROM

The tests are designed to be suitable for mixed-ability classes. There are three levels of Unit, End-of-term and End-of-year tests:



- basic level ★
- standard level ★★
- higher level ★★★

This allows you to choose the test which best matches your students' abilities.

These tests include:

- a **Diagnostic test** to use at the beginning of the year.
- **End-of-unit tests**, including listening, vocabulary, grammar, reading, communication and writing activities at three levels: basic, standard and higher. There is also a speaking test for each unit.
- **End-of-term** and **End-of-year tests** at three levels: basic, standard and higher.
- **Five-minute tests** covering language from the Vocabulary and Language focus lessons.
- **Parallel (A/B) versions** of the standard tests are also offered to prevent copying.
- the **Tapecript** for the listening activity in each test.
- the **Answer keys**.

An **audio CD** element is included, with recordings for all the listening tasks, which can be played on a CD player.

All the tests are provided as PDFs  and as Word documents . You can print out the PDFs and use them as they are. If you want to adapt the tests, you can edit the Word documents and save them on your computer.

A/B versions

The standard level tests are offered in two versions (A and B). The A and B tests cover exactly the same material, but the questions have been reorganized to prevent copying. All the tests can be photocopied freely for classroom use. They may not be sold without the permission of Oxford University Press.

Guidelines for adapting the tests

You might want to add something extra you taught in class, remove something you decided to omit or did not have time to teach, or even personalize the exercises. You can easily do this by:

- adding, removing, or editing sections.
- adding, removing, or editing questions.


You might also want to:

- put two tests together – for instance if you want a quick test for Units 1 and 2, you could combine the five-minute tests for both these Units.

- make tests which only cover grammar or vocabulary.
- make the layout compatible with other tests you use.
- use the listening scripts provided and write extra comprehension questions, vocabulary exercises or pronunciation exercises.


Remember to save your customized tests on your computer if you want to use them again.

Diagnostic test (A/B versions)

 45 minutes

The Diagnostic test is intended to help you assess your students' level of English. This knowledge will help you when using the Student's Book, the optional activities in the Teacher's Book, the graded activities in the Workbook, Teacher's Photocopiable Resources and Tests. The Diagnostic test should be given at the beginning of the school year.

Unit tests (Graded and A/B versions)

 40 minutes

Each unit test is offered at three levels: *basic*, *standard* and *higher*. The standard level tests are also available in versions A and B. The unit tests are divided into five sections: listening, vocabulary, language focus, reading, communication and writing.

A marking scheme is provided, with a final mark out of 100 for each test.

End-of-term and End-of-year tests (Graded and A/B versions)

 40 minutes


Each End-of-term and End-of-year test is offered at three levels: *basic*, *standard* and *higher*. The standard level tests are also available in versions A and B.

Each End-of-term test tests language and skills from the previous four Student's Book units.

Each End-of-year test tests language and skills from the whole Student's Book.

A marking scheme is provided, with a final mark out of 100 for each test.

Five-minute tests (A/B versions)

 10 minutes

There are four Five-minute tests for each unit. They are quick to administer and quick to mark. They test only grammar and vocabulary. Each test lasts 10 minutes. The first and third tests in the unit cover the vocabulary from the two Vocabulary lessons, whilst the second and fourth tests cover the grammar from the two Language focus lessons.

Audio

The audio for all the listening sections can be found on this MultiROM. The track numbers refer to this CD.

SPEAKING

About the tests

The speaking tests in *English Plus* are in three parts:

1 About you

In this part of the test, students respond to personal questions about themselves, their experiences, their likes and dislikes, etc. The questions recycle vocabulary from the units and use a variety of tenses. Students are expected to answer with factual information and also to express their opinions on a variety of topics.

2 Role play

This part of the test assesses students' ability to use the communicative expressions taught in the Speaking section of each unit. Students complete a dialogue with the target expressions, and then practise the dialogue.

There is an extension section, which provides an alternative format for students of higher ability. The extension instructions broadly map out the situation that students have to role play, but students have to provide the communicative expressions themselves.

3 Photo description

Students are given one of two photographs and asked to describe general and detailed aspects of it and also to give their opinions on issues arising from the photograph.

There is an extension section, which includes some more general opinion-based questions, or questions comparing the two photographs.

How to use the tests

The tests are designed to be flexible, so there are different options for using each activity.

1 About you

- Give students five minutes to prepare their answers. Then ask each student individually the questions.
- Ask each student the questions without giving them time to prepare.
- Ask students to ask and answer the questions in pairs while you listen.

2 Role play

- Give students five minutes to complete the dialogue individually. Then perform the dialogue with each student, taking one of the roles yourself.
- Ask students to complete the dialogue and practise it in pairs while you listen.
- Give students, in pairs or on their own, the role play extension instructions. Students then perform the dialogue in pairs, or you take one of the roles yourself. (If you take a role, give the student the role of A.)

3 Photo description

- Assess students individually, giving them one of the photographs and asking the questions. Allow students five minutes to look at the photograph and the questions, and to prepare their answers.
- Assess pairs of students at a time. Give each student one of the photographs, and allow them five minutes to look at it and prepare their answers. Ask each student their questions in turn. You could then ask students the Extension questions together, or ask them to discuss the questions with each other, while you listen.

Criteria for assessment of speaking tests

The following weighting of marks is suggested for each section: **About you – 20%; Role play – 40%; Photo description – 40%.** For the Diagnostic speaking test, the suggested weighting is: **About you – 40%; Photo description – 60%.**

The following criteria can be used to assess students' performance in the speaking tests.

Content: How well did students complete each task? Did they answer the questions and add relevant opinions?

Fluency: How natural did the students sound? Did they manage to speak without hesitating or stopping too much?

Interaction: How well did students interact with you or their partner? To what extent did they have a real conversation?

Language: Did students use appropriate vocabulary and grammar? For the unit tests, did they use new vocabulary and grammar taught in the unit? How rich / varied was their language?

Accuracy: How many errors were there, especially basic errors?

WRITING

Criteria for assessment of writing sections

The writing section of each test asks students to produce a written text of the same type as they have studied in the corresponding unit of the Student's Book. The following criteria can be used to assess each piece of writing.

Content: Have students completed the task successfully? Have they included all the information specified in the instructions?

Appropriacy: Have students used language appropriate to the task type, for example, informal expressions in an email to a friend?

Organization: Is the writing appropriately organized into paragraphs, and appropriately laid out?

Language: Have students used appropriate vocabulary and grammar? How rich / varied is the language used?

Linking: Are linking words and expressions used appropriately to give the text cohesion?

Accuracy: How many errors are there in lexis and grammar, especially basic errors?