

**PENGUIN
ENGLISH TESTS**

BOOK 1

Jake Allsop

PENGUIN
ENGLISH TESTS

BOOK 1

Jake Allsop



Penguin Books

PENGUIN BOOKS

Published by the Penguin Group
27 Wrights Lane, London W8 5TZ, England
Viking Penguin Inc., 40 West 23rd Street, New York, New York 10010, USA
Penguin Books Australia Ltd, Ringwood, Victoria, Australia
Penguin Books Canada Ltd, 2801 John Street, Markham, Ontario, Canada L3R 1B4
Penguin Books (NZ) Ltd, 182-190 Wairau Road, Auckland 10, New Zealand
Penguin Books Ltd, Registered Offices: Harmondsworth, Middlesex, England

First published 1988

Copyright © Jake Allsop, 1988
All rights reserved

Designed by Jacky Wedgwood
Illustrations by James Val/Joan Farmer Artists

Set in Linotron 202 10/11pt Bembo

Made and printed in Great Britain by
Hazell Watson & Viney Limited
Member of BPCG plc
Aylesbury, Bucks, England

Except in the United States of America, this book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form of binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser

CONTENTS

INTRODUCTION

LEVEL ONE

TEST 1 pages 10–16

TEST 2 pages 17–23

TEST 3 pages 24–30

LEVEL TWO

TEST 1 pages 31–37

TEST 2 pages 38–43

TEST 3 pages 44–49

LEVEL THREE

TEST 1 pages 50–55

TEST 2 pages 56–61

TEST 3 pages 62–67

REVIEW TEST

pages 68–74

Acknowledgments

We gratefully acknowledge the following people and institutions for their help in reading and/or field-testing the material:

Beth Williams and the staff and students of the Liceo Internazionale, Milan; Patrick Philpott and the staff and students of Cordoba English Institute; Z. Zacharopoulos, Canning Square, Greece; Kathy Gude and her students at Barnet College; Edward Vanderpump, Bell School, Norwich; Judith Haigh and her students, Harrow Further Education College; Hilary Day, Studio School of English, Cambridge.

My personal thanks go also to John Arnold of Eurocentres for assessing the strengths and weaknesses of my original specification.

INTRODUCTION

Purpose of the tests

These multiple-choice tests are designed to assess students' progress during courses of study from beginner up to the end of intermediate level. The language items are derived from an analysis of the common core of items to be found in widely used coursebooks, including Penguin's *Way Ahead*, Cassell's *Foundation English*, Longman's *Kernel* series, *Streamline* and the *Strategies* series. This battery of tests has been produced for a wide range of situations and has been field-tested, so that, we hope, it will serve your needs, given that no tests will fit every situation exactly.

Each book in the series contains ten tests of forty items each. Within each book there are three levels of language difficulty and three alternative or parallel tests for each level. The tenth test in each book, called the Review Test, is designed to function as an achievement test, and contains a range of language items from the other nine tests and a few at a level slightly beyond the level of the book:

LEVEL ONE	LEVEL TWO	LEVEL THREE	ACHIEVEMENT
Test 1	Test 1	Test 1	Review Test
Test 2	Test 2	Test 2	
Test 3	Test 3	Test 3	

The teacher's notes to each book contain:

- a distribution list showing the kind of language items being tested - this can be used for diagnostic purposes;
- an inventory of the language items;
- a key to the tests.

Level of the tests

Teaching systems and situations vary widely. As a rough guide only, the levels of each book are equivalent to:

Book	Hours of instruction	Typical name of level
1	50-150	beginner-elementary
2	150-250	elementary-lower intermediate
3	250-350	lower intermediate-intermediate

By the end of Book 3, students would typically start a course leading to an examination of the level of the Cambridge First Certificate.

Contents of the tests

Broadly, the structure of each test is as follows:

QUESTIONS

- 1-25 Testing for grammatical accuracy**
 - 1-10 Various language areas (see distribution lists).
 - 11-15 Prepositions/phrasal verb particles.
 - 16-25 Verb form/verb use/collocations.
- 26-30 Testing knowledge of everyday questions and responses**
 - Phatic utterances.
 - Realisations of functions such as requesting, suggesting, advising, inviting, warning.
- 31-40 Vocabulary items (Books 1 and 2)**
 - Semantic fields of the common core of vocabulary to be found in the criterion coursebooks.
- Reading/Phonology (Book 3)**
 - Reading comprehension test items based on text.
 - Sign-sound correspondences.

Administration of the tests

Field-testing to single- and to mixed-nationality groups, both in the UK and overseas, suggests that each test, excluding administration (such as issuing test books, going through examples and making sure that the students understand what they have to do), will take between thirty and thirty-five minutes.

A note on 'correct' answers

It is tiresome for teachers to be faced with the argument that one of the distractors is also 'possible'. For example, a 'possible' response to an introductory 'My name is John Smith' is 'Your servant, sir', but it must be many decades since that response was current. The criteria for judging the 'correctness' of an answer must be:

- 1 Does it conform to the norm of the English being taught? Thus a response which is taught in an American English course must be 'correct', even though it would not be the preferred form for a British teacher. We have tried to avoid such distractors, but we may not have eliminated them completely.
- 2 If it satisfies the first criterion, is it then acceptable? A form which is theoretically possible may be unacceptable simply because it is not idiomatic, that is, no English speaker would ever use it (for example, archaisms like 'Your servant, sir').

Distribution of items in Book 1

Item no.	Language area
01-05	DETERMINERS
06-09	NOUN PHRASES
10	WORD ORDER
11-15	PREPOSITIONS
16-20	VERB USE
21-25	VERB FORM
26-30	EVERYDAY QUESTIONS AND RESPONSES
31-40	VOCABULARY

The items are so distributed across the tests that there is a degree of diagnostic value in the series.

	LEVEL ONE			LEVEL TWO			LEVEL THREE					
	Test 1	Test 2	Test 3	Test 1	Test 2	Test 3	Test 1	Test 2	Test 3			
1-2	this/that			nouns[p!]			all/each/every/both					
3	a/an/one											
4-5	some/any etc./omission of articles											
6-7	possessive			adj. comparison			which/who					
8	various			possessives								
9	incl. word order						pers. pron					
10	word order (adverbials)											
11-15	prepositions											
16	there is			imperative/short ans.			verb constructions					
17	can			pres. simple/cont.								
18	be			past simple			verb collocations					
19	have got			verb collocations								
20	o and A			pres. simple/cont.								
21	pres. in /es/			/s/=[z]			irregular verbs					
22	pres. in /ies/			/ed/=[d]								
23	doubled consonant -											
24-25	/s/=[iz][s]			regular -ed								
26-27	questions											
28-29	responses											
30	expressions involving numbers											
31-40	vocabulary											

Inventory of language items in Book 1

DETERMINERS, NOUN PLURALS

this, that, these, those
 all, each, every, both
 all + most = almost, a/an, the
 some, any, a few, a lot, plenty, no(thing)
 somebody, anybody, nobody
 not much, not many, more
 a + other = another
 one, ones
 what kind of?
 a, some, any, Ø with mass and countable nouns
 a little
 a (e.g. twice a week)

NOUN PHRASES, PRONOUNS, POSSESSIVES

here is, there is statements with noun phrase
 I/me, you, he/him, she/her, we/us, they/them
 Comparatives + as, so, than
 Superlatives + of/in noun phrase
 Possessive 's and s', an X of Y (eg. a piece of paper)
 Possessive adjective versus pronoun
 who's versus whose
 Relative pronouns: people who do, people Ø I know
 Direct and indirect object: describe him to me, give him ...
 Pronouns + preposition eg. who ... to, the man I spoke to
 -self (only as distractor)

WORD ORDER

Questions and negative sentences
 here it is
 Position of frequency adverbs: always, never, usually
 Position of adverbial in sentence: here, tomorrow, very well, also

PREPOSITIONS

Time and space uses of:
 at, on, in, from, with, about, for, by, next to, near, behind, in front of,
 to/on the right/left of, outside, between, under, over, in the south
 something from someone, a photograph of
 Adjective + preposition: good at, good of someone
 Prepositional phrases with school, bed, cinema, office, radio
 by ship
 Simple prepositional/phrasal verbs: listen to, look for, get off, switch off,
 wake up, turn down, think of, put on, take X from Y, wait for, live
 with, talk about, spend money on
 No preposition: except Ø, go Ø home, start Ø work, leave Ø school

VERB USE

Question and negative

Common contractions n't, isn't etc

can, can't

am, is, are

has, have

Present simple and continuous

do, does, did

have got

Question tags, short answers

Questions with how much, how many

Imperative

Past Simple

was, were

had

let's do

Simple verb collocations/constructions:

take + go, bring + come

spend time doing, go swimming, make a phonecall, have a party, get ready for, ask a question, happy to do, take a photograph, wear a suit

Simple noun phrase after verbs: ask him if . . . , ask/tell/want him to . . .

Purpose: he came to do . . .

VERB FORM

-s/-es/-ies endings + pronunciation [s], [z] or [iz]

double consonant for -ing form

-ed ending as [d] [t] or [ɪd]

regular and irregular past tenses

doubling consonant before -ed

LEVEL ONE

TEST 1

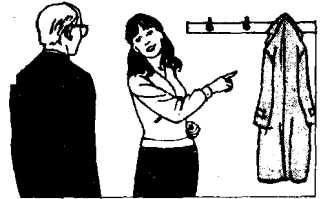
A Grammar

Choose the correct answer. Only one answer is correct.

- EXAMPLE: I A loving you
 B loves
 C to love
 D love

The correct answer is D: 'I love you.'

- 1 Tell me, is A there your coat?
 B these
 C here
 D that



- 2 A These fruit is very dear
 B This
 C Those
 D There
- 3 My father is A an old man
 B a old
 C not young
 D not an young
- 4 There isn't A some bread in the house
 B of
 C any
 D nothing

- 5 There's A any milk in the fridge
 B some
 C a
 D a lot

- 6 Kate and Jenny are sisters, and Bill is A their brother...
 B her
 C they
 D there

- 7 ... Bill and A her sisters live in Hull
 B his
 C their
 D he's

- 8 Where A is my pen?
 B it is
 C there's
 D is it



- 9 A Here your pen!
 B Here is it!
 C Your pen here's!
 D Here it is!



- 10 A Comes here, Bill!
 B Come here, Bill!
 C To come here Bill!
 D Here come, Bill!



- 11 He's listening A at the radio
 B on
 C to
 D -
- 12 The train arrives A on 4.30
 B at
 C to
 D in
- 13 This is a letter A off my brother in Australia
 B of
 C from
 D too
- 14 When do you go A for bed?
 B to the
 C in
 D to
- 15 I have a lesson A at Tuesday
 B by
 C in
 D on
- 16 A Is a blackboard in the classroom?
 B Is it
 C Is there
 D Has there
- 17 Elizabeth A doesn't able play tennis
 B can't
 C don't can
 D cant

- 18 Janet and I A am good friends
 B are
 C it's
 D is
- 19 My parents A haven't got a car
 B hasn't
 C don't
 D isn't
- 20 At what time A does the lesson starts?
 B starts the lesson?
 C the lesson starts?
 D does the lesson start?
- 21 Which verb adds -es in the third person,
 like I wish - she wishes?
 A feel B listen C teach D hear
- 22 Which verb changes to -ies in the third person,
 like I try - she tries?
 A buy B hurry C say D play
- 23 Which verb repeats the last letter before -ing,
 like get - getting?
 A run B read C wait D speak
- 24 Three of these -s endings sound the same, like [z] as in fizz. One is
 different: it sounds like [s] as in miss. Which one is it?
 A goes B lives C writes D watches
- 25 Three of these -s endings sound the same, like [z] as in fizz. One is
 different: it sounds like [s] as in miss. Which one is it?
 A washes B loves C does D takes

B Everyday questions and responses

Choose the question or response which fits the situation.

- EXAMPLE 1: Is that your car? A Is
 B Yes, it is
 C What is it?
 D That one

The answer is B: 'Yes, it is.'

- EXAMPLE 2: A Who are you? I'm in the kitchen
 B How
 C Where
 D What

The answer is C: 'Where are you?'

- 26 How are you? A Very good, thank you
 B Thank you
 C I'm a student
 D Very well, thank you
- 27 Are you Bill Smith? A That's right
 B All right
 C Is right
 D Your right
- 28 A What's your name?
 B How's your name?
 C How do they call you?
 D What you're name?
- 29 A What the time is?
 B How is it late?
 C What hour have you got?
 D What time is it?

- 30 It's seven A to nine
 B before
 C minutes to
 D of

C Vocabulary

Complete the squares.

EXAMPLE 1:

white	black
day	

A night B week C red D minute

The answer is A: 'night' is the opposite of 'day', as 'black' is the opposite of 'white'.

EXAMPLE 2:

drink	cup
eat	

A plate B glass C meat D saucer

The answer is A: we 'eat' from a 'plate', as we 'drink' from a 'cup'.

- 31

cut	knife
write	

 A plate B glass C pen D paper
- 32

in	out
up	

 A down B to C on D off
- 33

come	go
here	

 A where B there C went D this
- 34

tea	coffee
apple	

 A bread B egg C milk D orange
- 35

father	son
mother	

 A daughter B sister C niece D aunt

36

month	year
day	

A minute B hour C season D week

37

see	eye
eat	

A ear B face C mouth D food

38

cup	saucer
knife	

A plate B fork C spoon D glass

39

dark	light
small	

A big B bright C thin D little

40

night	day
evening	

A morning B time C dark D afternoon