

PENGUIN
ENGLISH TESTS

BOOK 2

Jake Allsop

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Penguin Books

PENGUIN BOOKS

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

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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 2

Item no.	Language area
01-05	DETERMINERS
06-10	ADVERBS incl. WORD ORDER
11-15	PREPOSITIONS
16-20	VERB FORM AND USE
21-25	VERBS AND/OR PARTICLES IN COMMON EXPRESSIONS
26-30	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	a little/a few/some/any/less/plenty/each/every/both/none								
2	all/whole/own								
3	possessive pronoun			noun possessive form			possessive construction		
4	comparative form of adjectives in -er						nationality adj. in -ish		
5	comparisons and superlatives: as/not so ... as/than/of/in						adjective order		
6	adverbs								
7	word order of adverbs								
8	word order								
9	either/neither/also/too/so/nor								
10	very/too/later/after/next/quite-quiet/some time/often/yet/still								
11-15	prepositions								
16	regular and irregular past tense forms								
17	irregular past tense forms [internal vowel changes/past in -t]								
18	can/could/able to/must/have to/had to/need								
19	past simple vs present perfect								
20	present simple/pres continuous//question tags								
21-25	choice of verb and/or particle in expressions taught at this level								
26-30	everyday questions and responses								
31-40	vocabulary								

Inventory of language items in Book 2

DETERMINERS, POSSESSIVES, ADJECTIVES

a little, a few, less, much less, too much, too many, plenty of
all of them, them all, all the, all of it, the whole

all, both, each, every one

my/mine etc, my own, of my own

did it myself (reflexive only as distractor)

Possessive with 's, s'

Possessive constructions: a loaf of bread, a man's jacket, a table leg

Nationality adjectives in -ish: Irish, Swedish, Spanish, British, Danish,
Turkish, Polish, Scottish, Finnish

Simple adjective order eg: a bright red London bus, the last few sunny
days, at the doctor's, etc

one, ones

Adjective comparatives in -er: commoner, simpler, prettier, cleverer,
narrower, friendlier

Superlatives: the worst, the best

as/not so ... as, ... -er: than, the ... -est in/of

quicker, slower as adverbs

so **ADJECTIVE** that

something else

bored vs boring

seven of us vs we are seven

ADVERBIALS

nice vs nicely etc

very, too, enough, much too; also, too, as well

quite vs quiet

later, after, next, then; for/since + TIME

WORD ORDER

Position of still, ever, always, usually, really hard, soon, also, even

Indirect Object and Direct Object + **ADVERB**

Phrasal verb particle + **ADVERB OF MANNER**

so do I, neither do I, I don't either

not yet, not quite, already, still

PREPOSITIONS

near, good at, down the stairs, from A to B, tired of, with a big nose,
belong to, far from, happy about, walk across the road, ask for, by
midnight, bad for, between vs among, tell about, spend money on, after
dinner, afraid of, on holiday, until X, late for, in a hurry, tired of, on the
train, interested in, in half, borrow from, the second on the left, during, at
last, a painting by Picasso, on the left-hand side, at first, married to, just in
time, full of, on foot, by car, on a bike etc, in or at home/school/church/
hospital etc., on my own = alone, opposite, in vs into the church, look
after yourself, fond of

VERB FORM AND USE

Irregular verbs taught at this level

can/could + INFINITIVE, could(n't) AS PAST, Could you . . . ? AS REQUEST,
able to

may: I may see you later, May I . . . ?

have (got) to, had to, did you have to

I was born

A talks but B doesn't

are/have been, did/has done

have you . . . yet/lately?

the -est I have ever seen

Question tags: let's . . . shall we?, won't . . . will you?, haven't . . . have
you?

is coming with future meaning

going to

do you think it will/is going to

do you need to (recognition only), like doing, mustn't do

CORRECT VERB/PARTICLE IN COMMON EXPRESSIONS

put the light on, have a bath, wake up, get off a bus, come and bring, go
and take, turn the radio down, have a party, get up, get married, go for
something, throw away, have a wash, get out of, take A out of B, go
shopping, catch and miss a train, spend time or money on, look like, taste
like, taste of, stay up late, lend vs borrow, catch what you said, have a
good holiday, lie down, pay for X, it takes X time, have a good weekend,
sun sets, grow old, make a mistake, machine takes 50p, want/will/wish,
pass a test, fail an exam, fall asleep, turn white, car does X to the litre,
sit down, mind . . . ing, expect vs wait for

LEVEL ONE

TEST 1

A Grammar

Choose the correct answer. Only one answer is correct.

- EXAMPLE: They never do A there homework on time
 B they're
 C they
 D their

The correct answer is D: 'They never do their homework on time.'

- 1 Would you like some sugar? Yes, please, just A a little
 B little
 C a few
 D bit
- 2 He spends A all time sleeping
 B all his
 C his all
 D the all of his
- 3 Whose coat is this? It's not A my one
 B a my coat
 C of me
 D mine
- 4 Which adjective can form its comparative in -er, like quick - quicker?
 A common B intelligent C horrible D useful
- 5 Is the Eiffel Tower taller A then Big Ben?
 B than
 C as
 D of

- 6 You look A most nicely in red!
 B too nice
 C nicely
 D very nice
- 7 Put the word 'still' in the right place in the sentence
Tell me, [A] are [B] you [C] going [D] out with Kate?
- 8 I was A yesterday at home all day
 B yesterday all day at home
 C at home all day yesterday
 D all day at home yesterday
- 9 I don't like salmon A Neither do I
 B So do I
 C So I don't
 D Nor I do
- 10 Have you been to Osaka? A Until now not
 B Already not
 C Still not
 D Not yet
- 11 Janet and I live quite near A from each other
 B -
 C at
 D as
- 12 I'm no good A by mathematics
 B for
 C on
 D at

- 13 The old man tripped and fell A from the stairs
 B off
 C down
 D under



- 14 Tell us something A about your holiday
 B -
 C over
 D on

- 15 She was ill, so she had to go A to home
 B at
 C for
 D -

- 16 Which group of letters gives the past tense of the verb?

EXAMPLE:

take

A	t-	-ook
B	t-	-aked
C	t-	-oke
D	t-	-ock

The correct answer is A: t- -ook = 'took'.

hold

A	h-	-eld
B	h-	-olden
C	h-	-olded
D	h-	-olt

- 17 Three of these verbs have -o- in the past tense, like speak - spoke. One does not. Which one is it?

A wake B grow C wear D ride