

The *Gateway A2* diagnostic test has been designed to assess the language ability of your students before entering an A2 level course. It reflects the language and skills covered in the *Gateway A1+* level course and it can be used to determine the areas where your students are strong or weak.

General Marking Guidelines

The test covers Grammar, Vocabulary, Use of English and the four core skills (Reading, Listening, Writing and Speaking). The full test has a total of 75 points.

Section	Items	Points
Grammar	15	15
Vocabulary	15	15
Use of English	5	5
Reading	10	10
Listening	10	10
Writing	1	10
Speaking	1	10
Total		75

The complete test takes approximately 60–70 minutes. The test can also be administered partially, using only the Grammar, Vocabulary, Use of English, Reading and Listening sections. In this case, the test should take approximately 50 minutes.

You may give the full test or sections of it. Use the following formulas for grading.

Sections	Formula
Full test	$([\text{student's total score}] \div 75) \times 100 = \text{percentage score}$
Grammar, Vocabulary, Use of English, Reading, Listening	$([\text{student's total score}] \div 55) \times 100 = \text{percentage score}$
Grammar, Vocabulary, Use of English, Reading, Listening, Writing	$([\text{student's total score}] \div 65) \times 100 = \text{percentage score}$
Grammar, Vocabulary, Use of English, Reading, Listening, Speaking	$([\text{student's total score}] \div 65) \times 100 = \text{percentage score}$

Recommendations for Remediation

It should be stressed that the diagnostic test is not intended for grading purposes. The value of the test lies in using the points to see who the very strong or weak students are and dividing the class into subgroups as necessary.

There are complete answer keys for all of the sections, as well as sample answers for the Writing and Speaking sections. The answer key contains tagged structures, lexical sets and skills which help you identify areas where students are having problems.

For example: 1 A [present perfect]

A student who repeatedly misses items marked [*present perfect*] may need to review this tense.

In the Teacher's Resource Centre, you will also find differentiated Extra grammar practice worksheets that can be set for further practice of the target grammar, as well as Study skills worksheets offering guidance on the four skills, grammar and vocabulary to help students improve their study habits.

ANSWER KEY

Grammar

- 1
- 1 haven't [*have got*]
 - 2 Where [question words]
 - 3 It's [*to be*]
 - 4 's doing [present continuous]
 - 5 can't [*can/can't*]

- 2
- 1 watched [past simple]
 - 2 studying [*love + -ing*]
 - 3 weren't [past simple of *to be*]
 - 4 Have/ flown [present perfect]
 - 5 Don't open [the imperative]

- 3
- 1 C [*some, any, a/an*]
 - 2 A [possessive adjectives]
 - 3 C [comparatives and superlatives]
 - 4 A [prepositions of time]
 - 5 B [adverbs of manner]

Vocabulary

- 4
- 1 cousin [the family]
 - 2 sugar [food and drink]
 - 3 stormy [weather]
 - 4 mouse [computers]
 - 5 whale [animals]
 - 6 boat [transport]
 - 7 hair [describing faces]
 - 8 painting [free-time activities]

- 5
- 1 bathroom [rooms]
 - 2 feet [parts of the body]
 - 3 bakery [shops]
 - 4 lunch [everyday activities]
 - 5 desert [geographical features]
 - 6 kind [personal qualities]
 - 7 prize [sports]

Use of English

- 6
- 1 'm/am [*to be*]
 - 2 an [articles]
 - 3 but [linkers]
 - 4 went [past simple]
 - 5 to [*going to*]

Reading

- 7
- 1 A [detail]
 - 2 C [detail]
 - 3 C [detail]
 - 4 D [detail]
 - 5 A [detail]
- 8
- 1 F [main idea]
 - 2 NM [detail]
 - 3 T [inference]
 - 4 F [detail]
 - 5 T [detail]

ANSWER KEY

Listening

Audioscript

Woman: Hello. I'm writing a newspaper article about the clothes teenagers wear. Could you answer some questions?

Boy: OK. No problem.

Woman: Great! So what do you normally wear?

Boy: It depends ... I have to wear a uniform at school.

Woman: Do you like wearing a uniform?

Boy: I'm not mad about it but I think it's OK.

Woman: What do you have to wear?

Boy: Grey trousers, a white shirt and a blue jumper. The jumper has the school name on it.

Woman: What shoes do you wear?

Boy: There aren't any rules about shoes, so I usually wear trainers.

Woman: And what clothes do you wear at home?

Boy: I usually wear jeans and T-shirts ... I like wearing comfortable clothes when I'm not at school.

Woman: Who buys your clothes for you?

Boy: Well, my parents buy my school clothes but I usually buy my jeans and trainers.

Woman: How do you pay for them?

Boy: I get money when I help my parents with jobs at home and sometimes my grandparents give me money.

Woman: Where do you buy your clothes?

Boy: I get my trainers in a sports shop but my mum buys my school clothes on the Internet. She says they're cheaper online.

Woman: Well, they're all my questions. Thank you!

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- 1 C [inference]
- 2 B [understanding opinion]
- 3 A [detail]
- 4 B [detail]
- 5 C [detail]

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- 1 article [detail]
- 2 school [detail]
- 3 comfortable [detail]
- 4 jobs [detail]
- 5 cheaper [detail]

Writing

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Sample answer

I went to Greece last summer. We visited the Acropolis in Athens. We also went to an island called Amorgos. It was beautiful. It was hot and we swam in the sea. It was the best holiday I've ever had!

Marking criteria

Use the marking criteria below to give a score out of 10.

- | | |
|------|---|
| 9–10 | Complete, mainly accurate and appropriate. |
| 7–8 | No more than one omission, mainly accurate, rarely inappropriate. |
| 5–6 | No more than one omission, minor inaccuracies, sometimes inappropriate. |
| 3–4 | Several omissions, noticeable inaccuracies, often inappropriate. |
| 1–2 | Many omissions, mainly inaccurate, mostly inappropriate. |
| 0 | Too little or too incomprehensible to mark. |

Speaking

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Sample answer

Hello Lorena. I'm going to watch the football match this evening. Would you like to come? It starts at seven o'clock so we have to leave at five thirty. We can get the bus there and my dad can collect us.

Marking criteria

Use the marking criteria below to give a score out of 10.

- | | |
|------|--|
| 9–10 | Full contribution. Basic and some complex structures, accurate and well-organised. Pronunciation mostly clear. |
| 7–8 | Adequate contribution. Basic and some complex structures, generally accurate and well-organised. Pronunciation mostly clear. |
| 5–6 | Adequate contribution. Basic structures, generally accurate and some organisation. Pronunciation mostly clear. |
| 3–4 | Limited contribution. Basic structures, often inaccurate but some organisation. Pronunciation mostly clear. |
| 1–2 | Very limited contribution. Basic structures, mostly inaccurate and little organisation. Pronunciation not always clear. |
| 0 | Contribution too small or too incomprehensible to mark. |