

# Placement Test

## TEACHERS GUIDE

The *Gateway 2nd Edition* Placement Test has been designed to place students into groups corresponding to the seven levels of the *Gateway 2nd Edition* series (A1+, A2, B1, B1+, B2, B2+ and C1). Students with no previous knowledge of English would not normally be required to take this test.

### General Marking Guidelines

The *Gateway 2nd Edition* Placement Test consists of 60 multiple-choice items (39 grammar, and 21 vocabulary) that are worth one mark each, three reading tasks worth five marks each and two writing tasks worth five marks each. It has a maximum score of 85. Give one mark for every correct answer.

Note that the placement test items are progressively more difficult from questions 1 to 60. Before deciding the level, check the test carefully for the number of incorrect questions per section. If students answer questions incorrectly at the beginning of the test, but answer questions correctly at the end of the test, they may be guessing randomly and may be placed in the wrong level.

### Writing: Marking Guidelines

Use the writing guidelines to give a score out of 5. The same scale is used to assess the students' performance for both writing tasks.

Description of Performance	Points
No answer is written, the student has not understood the question, he or she has answered a different question completely, or what is written is largely unintelligible and does not convey the intended meaning or show any awareness whatsoever of appropriate tenses and language.	0
The student has shown a very basic understanding of the question and has made an attempt at answering it. The student has written substantially less than the specified word count, and there are serious inconsistencies and inaccuracies in the language. Ideas are not linked together in a logical and clear manner and meaning is not conveyed in satisfactory terms.	1
The question has been partially or almost fully understood. The student has written less than the specified word count and he or she has covered some or all of the points, but only partially. There are some issues with sentence construction and inconsistencies and inaccuracies in the grammar and vocabulary that interfere with meaning. The student's response is not cohesive and seems awkward.	2
The question has been almost fully understood, and the student has written close to or less than the specified word count. The student has made a reasonable effort to cover everything. He or she has mostly used appropriate tenses, grammar, and vocabulary, although with frequent errors. Meaning is reasonably clear and the sentences follow a logical train of thought to some extent.	3
The question is fully or almost fully answered in the specified word count. The student has made a reasonable effort to cover everything. He or she has demonstrated a good command of the appropriate language and used relevant grammar and vocabulary accurately, although with occasional errors (that don't interfere with meaning). The student has used cohesive devices, such as linking expressions and sequencers appropriate to the level.	4
The question is fully answered in the specified word count. The student has covered everything. He or she has used accurate and appropriate grammar and vocabulary, with very few, if any, errors. There is a natural or logical progression from one sentence to the next and meaning is totally understood. The student shows a good command of cohesive devices, such as linking expressions and sequencers appropriate to the level.	5

# Placement Test

## TEACHERS GUIDE

### Deciding Students' Levels

#### **Gateway 2nd Edition Placement Test Conversion Table**

Use the Placement Test Conversion Table to identify your students' levels. Placement according to the scores on the complete test is based on the assumption that your students attempt to answer all the questions, including both writing tasks.

Total Score	Recommended Level
0–12	A1+
13–24	A2
25–36	B1
37–48	B1+
49–60	B2
61–72	B2+
73–85	C1

#### **Gateway 2nd Edition Placement Test Conversion Table: Grammar, Vocabulary and Reading only**

If you choose not to use the writing section of the Placement Test, use this table to place your students in the appropriate level based on their grammar, vocabulary and reading skills.

Total Score	Recommended Level
0–9	A1+
10–18	A2
19–27	B1
28–36	B1+
37–45	B2
46–54	B2+
55–65	C1

# Placement Test

## TEACHERS GUIDE

### ANSWER KEY

#### Grammar and Vocabulary

- |  |   |
|--|---|
| 1 C [have got]   | 31 B [past modals of deduction]                   |
| 2 A [present simple]                                       | 32 C [third conditional]                          |
| 3 A [can]  | 33 C [wish]                                       |
| 4 C [present continuous]                                   | 34 A [vocabulary – extreme adjectives]            |
| 5 A [past simple]  | 35 C [vocabulary – dependent prepositions]        |
| 6 B [superlatives]   | 36 B [vocabulary – lend/borrow]                   |
| 7 C [vocabulary – everyday activities]                     | 37 C [present perfect continuous]                 |
| 8 C [vocabulary – places in a town]                        | 38 A [so/such]                                    |
| 9 B [vocabulary – personal qualities]                      | 39 D [the...the.. -comparative structures]        |
| 10 C [modals of obligation/lack of obligation/prohibition] | 40 B [modals in the past]                         |
| 11 A [could]   | 41 B [provided]                                   |
| 12 B [past continuous]                                     | 42 C [question tags]                              |
| 13 A [present continuous for future]                       | 43 C [vocabulary – transport and travel]          |
| 14 C [present perfect with yet]                            | 44 B [vocabulary – money]                         |
| 15 B [first conditional]                                   | 45 C [vocabulary – phrasal verbs]                 |
| 16 B [vocabulary - jobs]                                   | 46 B [gerunds and infinitives]                    |
| 17 B [vocabulary - containers and measures]                | 47 C [reporting verbs]                            |
| 18 C [vocabulary - clothes]                                | 48 D [impersonal reporting structures]            |
| 19 A [relative pronouns]                                   | 49 D [causative <i>gef</i> ]                      |
| 20 B [as...as comparatives]                                | 50 C [participle clauses]                         |
| 21 C [too/(not) enough]                                    | 51 B [vocabulary – body idioms]                   |
| 22 C [second conditional]                                  | 52 A [vocabulary – collocations with <i>do</i> ]  |
| 23 C [used to]   | 53 A [vocabulary – phrasal verbs]                 |
| 24 C [gerunds and infinitives]                             | 54 C [vocabulary – describing cities and towns]   |
| 25 B [vocabulary – health problems and illnesses]          | 55 C [relative clauses]                           |
| 26 C [vocabulary – adjectives –ed/-ing]                    | 56 B [auxiliaries for emphasis]                   |
| 27 C [vocabulary – phrasal verbs]                          | 57 C [inversion]                                  |
| 28 A [present perfect for/since]                           | 58 D [gerunds and infinitives: two meanings]      |
| 29 C [future perfect simple]                               | 59 A [vocabulary – descriptive adjectives]        |
| 30 A [relative clauses – non defining]                     | 60 C [vocabulary – adjective + noun collocations] |

#### Reading

- |                             |                             |                             |
|-----------------------------|-----------------------------|-----------------------------|
| 61 C [detailed information] | 66 C [writer's intention]   | 71 C [writer's intention]   |
| 62 A [detailed information] | 67 A [meaning in context]   | 72 B [detailed information] |
| 63 C [pronoun reference]    | 68 A [detailed information] | 73 C [inference]            |
| 64 C [main idea]            | 69 C [detailed information] | 74 A [pronoun reference]    |
| 65 A [writer's opinion]     | 70 B [writer's opinion]     | 75 D [writer's opinion]     |

# Placement Test

## TEACHERS GUIDE

### ANSWER KEY

#### Writing

6

**Sample answer**

Hi John

Thanks for your email.

To answer your question, my favourite singer is Ed Sheeran.

He sings pop music and he plays the guitar. He also raps in some of his songs. Last year, I saw him in concert and it was amazing! He doesn't have any musicians on stage with him.

It's just him and his guitar.

I like him because he raps really fast and he is very original. If

you have the chance to see him in concert you should go. I

think he is one of the most talented musicians in the world!

Best wishes,

Paul

7

**Sample answer**

Tests at school are very important and every student prepares for them differently. Some prefer to study constantly

throughout the year, whereas others leave all their revision

until the last minute. I can understand both points of view.

To study regularly, you have to be very organised. You must

review your notes before and after lessons and always be

asking your teacher questions when something is not clear.

The advantage of this is that you do really learn better, but the

disadvantage is that it takes a lot of time.

On the other hand, if you leave it to the last minute it is

possible to do a test and remember something that you

studied the night before. However, it is also true that you

cannot study everything the night before because there is not

enough time. In addition, if you have to revise for more than

one subject, the information can become mixed up.

Personally, I think it is best to study regularly and make

summaries of your notes. You can review these easily the

night before without feeling stressed.