

Elementary (A1-A2) progress test 1 of 3 (units 1-15)

There are five parts to the test: A: Reading; B: Language; C: Listening; D: Speaking; E: Writing.

TEACHERS: only print the first four pages for your students.

Student (full name): Company:

Group: Level: Teacher (full name): Date course started:

To be completed by the teacher:

(A) Reading (5): (B) Language (5): (C) Listening (10):

(D) Speaking (15): (E) Writing (15): Total score: (50)

Teacher's comment:

A: Reading (total = 5)

Read the text. Then, choose the correct answers.

Holly Ashton

2 hours ago

Pandas & me!

Guess where I've been! In China in the Sichuan Giant Panda Sanctuaries! It's amazing. It's in a mountain region of China, and it's got more than 30% of the world's giant pandas! Last week, I talked to panda specialist Lu Zhi. She said that, "The best way to protect pandas is to keep them alive in their natural environment." I completely agree! It's incredible to see them there in the wild. In case you didn't know, giant pandas are one of the world's most endangered species. There are only about 1,600 of them in the wild. The sanctuary has other endangered species too. There are red pandas, snow leopards and clouded leopards. The Sichuan Giant Panda Sanctuaries is a World Heritage Site. Other World Heritage sites include Egypt's pyramids, Stonehenge in England, and the Great Wall of China. I'll post some more pictures next week. Bye!

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1. Where is the Sichuan Giant Panda Sanctuaries?

a) China b) India c) Mongolia

2. What percentage of the world's giant pandas lives there?

a) 20% b) 30% c) 50%

3. Where does Lu Zhi say that they should keep giant pandas? *In...*

a) zoos b) nature parks c) their natural environment

4. How many giant pandas are there in the wild?

a) 30 b) 1,600 c) 3,100

5. What other World Heritage Site does Holly mention?

a) the Great Wall of China b) the Great Barrier Reef c) Yellowstone National Park



B: Language

(total = 5)

Choose the correct options. These questions are on very general things for this level.

- Where do you _____?
a) live b) lives c) living
- She _____ in Manchester.
a) work b) working c) works
- Where _____ your partner live?
a) do b) doing c) does
- They _____ at home last night.
a) was b) were c) are was
- What time does he _____ the house?
a) leaves b) leaving c) leave
- What's she _____ at the moment?
a) doing b) do c) does
- I don't think you _____ that.
a) should do b) should to do c) should doing
- She gets home _____ about 7pm.
a) in b) at c) with
- Who did you _____ to last night?
a) talked b) talking c) talk
- We _____ for about 20km.
a) walked b) did walked c) walking



C: Listening (total = 10 points)

Remember, you don't have to understand every word in order to answer the questions.

At the restaurant!

Ben and Poppy are in a restaurant. Listen twice. Then choose the correct answers.

- What does Poppy order to drink? **A glass of...**
a) orange juice b) white wine c) red wine
- What does Ben order to drink? **A glass of...**
a) orange juice b) white wine c) red wine
- What does Ben order as a starter?
a) a salad b) fish c) pizza
- What type of crepe does Ben want? **One with...**
a) chicken b) fish c) spinach
- What type of crepe does Poppy want? **One with...**
a) spinach b) chicken c) fish
- What time is the meeting next week?
a) 10am b) 11am c) 1pm
- What did Poppy walk around on Saturday?
a) a park b) a palace c) a lake
- How far did she walk? **About...**
a) 5km b) 8km c) 10km
- Where did Ben go in the evening?
a) the cinema b) the beach c) the club
- What did he do on Sunday? **He went...**
a) horse riding b) skiing c) cycling

D: Speaking (total = 15)

Ask and answer the questions. Use **full answers** and give details where appropriate. Invent information where necessary.

- Where do you live? What's it like to live there (describe it)?
- Where do you work or study? What's it like there (describe it)?
- What's your morning routine (when you wake up, get up, have breakfast, leave home, etc.)?
- What do you do when you get home from work or college?
- What do you usually do at the weekend?
- What languages can you speak? / What are you good at in general?
- What advice would you give to someone who is feeling ill?
- What advice would you give to someone who doesn't have any money?
- Where were you last night at 8pm? Who were you with? What did you do?
- What did you watch on TV last night? What was it about?
- Who did you visit last month? Why did you visit them?
- Who did you chat with yesterday? What did you chat about?
- Who did you call on your phone last week? Why did you call them?
- Where did you walk to last month? How long did it take to walk there?

When was the last time you studied for an exam? What was it? How well did you do in the exam?

- Where does your brother/sister live, work, study, etc.? What's his/her morning routine? What time does he/she get to work or college? What time does he/she get home after work? What does he/she do at the weekend?



E: Writing (total = 15)

Write a description of a friend or colleague. Invent information where necessary. Use as many of the points below to write about 15 sentences.

- What's his/her name? How old is he/she? What does he/she look like? Give details.
- Where does he/she work or study? Describe his/her job or studies.
- Where does he/she live? Describe his/her town/city. What can you see or do there?
- What is his/her house like? Give details.
- What hobbies or pastimes does he/she have? Describe one of these in detail.
- What does he/she like to do in their free time? Give details.
- What did he/she do last weekend?
- Where did he/she go for their last holiday? Who did he/she go with? How long did he/she stay there?

My friend / colleague

TEACHER'S NOTES

DO NOT PRINT FOR YOUR STUDENTS!

Exam notes for teachers

Remember, this is a general test on your students' language skills. There's no need for your students to revise for it. We feel this is a good way of checking students' progress as they work on their own without any assistance from you. Extra weighting in the exam scoring is given to listening, speaking and writing – the important communicative skills.

- Give the exam during class time – don't let students take the exam away with them.
- Be careful not to photocopy the answers when you make the copies for your students!
- Please print the exam double-sided.
- The exam should take about an hour and a half. If needed, this can be divided up into two testing periods, with the exam being given over two classes.
- Mark the results clearly on each individual student's Progress Report Sheet.
- Any student who doesn't turn up for the exam will have to do it another day. Students doing the exam after the event should do so quietly to one side of the normal class. For more information on this, speak to the DOS or teacher coordinator.
- The recordings for the Listening sections of the exams are on our website.

You can download them from here: www.learnhotenglish.com/teachers

Submitting the Information

- Once the exams have been completed, you are required to complete all fields of the Progress Report Sheet and send this by e-mail (or drop it off - whatever's easiest) to your point of contact in the central office. Completed Progress Report Sheets need to be handed in no later than two weeks after you have received the exam. To make our administrative processing easier, please group together students from the same class.
- Students have two weeks to do the test. It is your responsibility to make sure they all do the test. If after two weeks they still haven't done it, then you must write N/A (Not Attended) on the Progress Report Sheet. Thanks for your collaboration!

A: Reading (5 points)

1a 2b 3c 4b 5a

B: Language (5 points)

1a 2c 3c 4b 5c 6a 7a 8b 9c 10a

C: Listening (10 points)

1b 2c 3a 4c 5b 6b 7c 8c 9a 10c

D: Speaking (15 points - three points per objective)

Students get zero points per objective if they don't complete it or if they do it poorly. Set it up so that students speak in pairs (or with you for one-on-one classes). Make notes while they're speaking on how well they do. Other students could be doing the Writing test while you do this.

- Did the student complete the task? (three points)
- Did the student speak clearly and fluently without too much hesitation? (three points)
- Did the student speak accurately (not making many mistakes)? (three points)
- Did the student pronounce the words correctly? Did the student use the correct intonation, word stress, sentence stress, etc.? (three points)
- Did the student use a wide range of expressions and vocabulary? (three points)

E: Writing (15 points - three points per objective)

Students get zero points per objective if they don't complete it or if they do it poorly.

- Did the student complete the task? (three points)
- Did the student write accurately? (three points)
- Did the student write text that makes sense? Were the ideas linked logically? (three points)
- Did the student use a wide range of appropriate words or expressions? (three points)
- Did the student use a wide range of appropriate grammatical structures? (three points)

Audio script

Poppy: So, how's it been going?

Ben: Great, thanks! I like the restaurant. Have you been here before?

Poppy: Yes, a couple of times. The crepes are good!

Ben: Mmm... I love crepes.

Waiter: Good afternoon. Can I get you anything to drink?

Poppy: Yes, I'll have a glass of white wine, please. And we'd like a jug of water too, please.

Waiter: Very good.

Ben: And I'll have a glass of red wine, please.

Waiter: OK. And are you ready to order?

Ben: Yes, I think so.

Poppy: Yes, sure, go ahead.

Ben: OK, then, I'll have the salad as a starter, please.

Poppy: And I'll have the same, please.

Waiter: And for the main course?

Ben: I'll have a crepe with spinach, mushroom and cheese, please.

Poppy: And I'll have one with chicken, broccoli and blue cheese, please.

Waiter: So, that's two salads, and one spinach crepe, and one chicken crepe.

Poppy: Perfect! *[to Ben]* So, do you think you'll be able to come to the meeting next week?

Ben: When was it again?

Poppy: Friday 23rd at 11am.

Ben: Yes, I should be OK for that.

Poppy: Great! We need to discuss the project.

Ben: OK. Sounds good! So, erm, what did you do at the weekend?

Poppy: Well, on Saturday, we went for a walk around the lake at Heddlington.

Ben: That's nice. How far is that?

Poppy: It's about 10 km. And then on Sunday, I made lunch for my family and my parents.

Ben: Very nice!

Poppy: So, what about you?

Ben: I was at home for most of Saturday morning, and then I went to the cinema in the evening; and on Sunday, I went cycling with some friends in the morning, and then to a restaurant in the centre.

Poppy: Lovely! So, what film did you see on Saturday?

Ben: Oh, it was the latest one by... *[fades out]*