



Progress test I

Pre-Intermediate level (A2) February 2020

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:

This exam is designed to test your general language skills. It will help you (and the teacher) see where you might need a bit more help. You can do this test without any revision!

A: Reading (Total = 5 points)

Read the text. Then, answer the questions.

Coffee chaos

Shock report on our morning coffee.

What do you have for breakfast? A new report says that the coffee and snack you have in the morning may contain up to 50% of the calories you need for the whole day... especially if you get it from a coffee shop or chain (rather than having it at home). Researchers found that a skimmed-milk cappuccino only had about 30 calories. However, some of the drinks had almost 400 calories, most notably those with full-fat milk, cream or chocolate.

But it isn't only the drinks that are loaded with calories. A slice of chocolate cake may have more than 600 calories; and some sandwiches can have as many as 500. The report said, "You might be surprised to know that some coffee shop sandwiches contain more calories, fat and salt than a fast-food hamburger." In Britain, the recommended daily intake of calories for women is 2,000 calories, and for men it's 2,500. So, a coffee and a snack could give you almost half that amount alone!



1. What do they say about the drinks and food from coffee shops? They contain...
 - a) ...fewer calories than you'd expect.
 - b) ...more calories than you'd expect.
 - b) ...very few calories.



2. A skimmed-milk cappuccino only has about _____ calories.

- a) 40 b) 20 c) 30

3. Some of the drinks had almost _____ calories

- a) 400 b) 300 c) 600

4. A slice of chocolate cake may have more than _____ calories.

- a) 300 b) 600 c) 400

5. Sandwiches can have as many as _____ calories.

- a) 500 b) 600 c) 200

B: Language (Total = 5 points)

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

1. That guide is really _____. a) helpful b) help c) helping

2. The story is _____ in America. a) takes place b) place c) set

3. I really _____ tennis. a) enjoy playing b) enjoy play c) enjoy to play

4. The people were _____ while they were on holiday.

- a) stole b) robbed c) steal

5. The fire _____ the building. a) fire down b) burnt down

c) flame away

6. They managed to _____ the fire. a) wet b) extinct

c) put out

7. They _____ really angry with me. a) got b) try c) develop

8. She shouted _____ us because she was angry. a) by b) at c) in

9. It was really _____ and we couldn't see anything. a) mist b) fog c) foggy

10. People in that country have a really high _____ of living.

- a) raise b) levelled c) standard



C: Listening (Total = 10 points)

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

Booking a flight!

In this recording, a passenger is checking in at the airport for a flight.

Listen once and answer this question.

1. How would you describe the way the passenger feels at the end of the recording?

- a) really happy b) angry c) satisfied with the airline's response.

Read over the questions below. Then, listen to the conversation again and answer the questions.

2. What does the man at the check-in desk ask to see? The passenger's...

- a) ...bag b) ...passport c) ...hand-luggage

3. Are there seats available on the flight the passenger wants to go on?

- a) Yes b) No c) It isn't clear.

4. When did the passenger pay for the flight?

- a) Three days ago. b) Last week. c) Over a month ago.

5. Where did the passenger make his reservation?

- a) At a travel agent's. b) In the airport. c) On their website.

6. What time does the passenger have to be in Amsterdam?

- a) By 12:30 b) At 10:20. c) Sometime in the afternoon.

7. What time does the next available flight leave?

- a) 12:30 b) 1pm c) 10:20

8. Why is the passenger going to Amsterdam?

- a) To do some sightseeing. b) For a meeting. c) To visit a friend.

9. Who does the passenger ask to speak to?

- a) The pilot. b) The cabin crew. c) The supervisor

10. When will this person be back?

- a) In 20 minutes b) In 10 minutes. c) In one hour.

D: Speaking (Total = 15 points)

Use the questions below (or any others you can think of) to have a **discussion with a partner for at least three minutes**. It's up to you to keep the conversation going, and to make sure the talking doesn't stop!

- What do you like about your job or college course? What would you like to change?
 - What are some of the best films you've seen recently? What did you like about them?
 - What are some of your favourite sports to play? Why do you like them?
 - What are some of the best holidays you've ever been on? Why were they so good?
 - Have you ever had to put out a fire? What happened? How did you put it out?
 - What are some of your best or worst habits? What are you doing about them?
 - What do you have for breakfast in the morning? How healthy is it? What's your idea of the perfect breakfast? What do you have for breakfast at the weekend?
 - When was the last time you booked a flight? Where were you going? How smoothly did it all go? What funny, frightening, annoying, etc. things happened in the airport or on the flight?
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E: Writing (Total = 15 points)

Write a review of a film that you saw in the cinema. **Write more or less half an A4 page**. Include information on where you saw it, who you were with, what time it started, what time it finished, who stars in it, who the director is, what happens in the film, what the plot is (the story), how it ends, what you had to eat or drink in the cinema, what you thought of the film, your favourite parts, your favourite scene, what other films by these actors or directors you've seen...

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)

1b 2c 3a 4b 5a

B: Language (5 points)

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

C: Listening (10 points)

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

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

Booking a flight!

Problems trying to get on a flight.

Check in: Good morning, madam, may I see your passport, please?

Passenger: Ah, yes, here you are.

Check in: Thank you. [Looking on the computer.] Oh, dear.

Passenger: What's wrong?

Check in: There's a slight problem. I'm afraid there are no more seats on this flight.

Passenger: What do you mean? Look, here's my confirmation number. I printed it off last week.

Check in: Yes, I can see that, but I'm afraid the flight's been overbooked.

Passenger: But I paid for it over a month ago. I made the reservation on your website, and I've got confirmation e-mails and this booking form.

Check in: I do understand, and I'm terribly sorry, but there are simply no more seats available on this flight. I'll have to put you on the next one.

Passenger: But I've got to be in Amsterdam by 12:30.

Check in: I can put you on the 10.20 flight.

Passenger: What time does it get in?

Check in: 13.00. That's the best I can do.

Passenger: Isn't there an earlier flight? I've got a really important meeting in Amsterdam, and I absolutely must be in the centre by 12:30.

Check in: I'm sorry but the next available flight is at 10.20.

Passenger: Right, well, then I'd like to speak to your supervisor.

Check in: I'm afraid she isn't here right now. She had to leave for a meeting. She'll be back in about twenty minutes.

Passenger: I'll wait. And book me on that 10:20 flight just in case.

Check in: Very well, and on behalf of the airline, I'd like to offer you our sincerest apologies.

Passenger: This is a disgrace! It's just not good enough! *[fades out]*