

The *Gateway B1* diagnostic test has been designed to assess the language ability of your students before entering a B1 level course. It reflects the language and skills covered in the *Gateway A2* 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
<b>Total</b>		<b>75</b>

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 C [adverbs with present perfect]
  - 2 B [superlatives]
  - 3 C [past simple questions]
  - 4 A [*there is/there are*]
  - 5 A [present and past verb tenses]
  - 6 A [expressions of quantity/articles]
  - 7 C [modal verbs]
  - 8 B [first conditional]
- 2
- 1 has [present perfect]
  - 2 than [comparatives]
  - 3 couldn't [modal verbs] / didn't [past simple]
  - 4 must/have to/need to [modal verbs]
  - 5 were [past continuous]
  - 6 at [preposition of place]
  - 7 by [passive voice]

#### Vocabulary

- 3
- 1 lucky [adjective]
  - 2 Homelessness [noun]
  - 3 chemistry [noun]
  - 4 stressful [adjective]
  - 5 novelist [noun]
  - 6 unusual [adjective]
  - 7 pleasure [noun]
- 4
- 1 carton [containers]
  - 2 fridge [household objects]
  - 3 cup [containers]
  - 4 take [jobs around the house]
  - 5 recycling [environment]
  - 6 turn off [environment]
  - 7 butcher's [shops]
  - 8 leaflets [culture/tourism]

#### Use of English

- 5
- 1 weren't worn [passive voice]
  - 2 mustn't swim [modal verbs] / aren't allowed [passive voice]
  - 3 you going to [future tense]
  - 4 isn't any [expressions of quantity]
  - 5 should stay [modal verbs]

#### Reading

- 6
- 1 T [inference]
  - 2 NM [detail]
  - 3 F [detail]
  - 4 F [detail]
  - 5 T [detail]
  - 6 NM [detail]
- 7
- 1 D [main idea]
  - 2 B [detail]
  - 3 B [detail]
  - 4 D [detail]

#### Listening

##### Audioscript

- Eva:** Chris!
- Chris:** What?
- Eva:** Why are you throwing half your lunch away?
- Chris:** I don't want any more. I'm not hungry.
- Eva:** But you shouldn't waste food! Did you know that human beings throw away 1.3 billion tonnes of food every year? That's enough to feed all the hungry people in the world!
- Chris:** Well, it was only half a sandwich.
- Eva:** Yes, but that was just one meal. Think about how much food you throw away in a week or even a month.
- Chris:** OK, Eva, you're right. But I'm not the only one who does it. We all waste food, even you!
- Eva:** Yes, I know. But I'm going to try to stop doing it.
- Chris:** How?
- Eva:** Well, I've found this brilliant website with lots of ideas. It tells you different ways you can use leftover food, for example.
- Chris:** Such as ...?
- Eva:** Well, there's this great recipe for banana ice cream that you make using old, soft bananas. I made it last night and it was delicious.

### ANSWER KEY

- Chris:** OK. But that's just one thing using up leftover food. What about all the food that supermarkets throw away?
- Eva:** Yeah, you're right. This website talks about how to deal with that problem, too.
- Chris:** And?
- Eva:** Well, some restaurants now use the food that supermarkets are going to throw away. There's nothing wrong with it, but the supermarkets can't sell it because it's out of date.
- Chris:** Right ...
- Eva:** And because the ingredients are free, the meals at these restaurants are free too. Or you can just pay what you want to pay.
- Chris:** So these restaurants offer inexpensive food *and* stop food waste! That's brilliant!
- Eva:** I know!

8

- 1 F [detail]
- 2 T [detail]
- 3 NM [detail]
- 4 F [detail]
- 5 T [detail]

9

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

### Writing

10

#### Sample answer

Hi Sophie,

How are you? I hope you're enjoying the summer holidays!

I'm having a great time. I'm working as a volunteer for a charity called 'Animal Care', which looks after cats and dogs without a home. I work there three times a week. I have to clean the animals' cages, feed them and take the dogs for walks. I haven't got any pets so I love looking after these animals. It's hard work, but it's fun too!

See you soon!

Jack

#### 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

11

#### Sample answer

I recently saw the movie *Mr Stink* by David Walliams. It was about a girl who wasn't very happy because she didn't have many friends and she thought her mum didn't like her. One day she met a homeless man and his dog and they became friends. It was winter and she didn't want them to sleep outside so she let them sleep in her garden shed. Then her parents found out and her mum was very angry, but everything was OK in the end. I really enjoyed this movie because it was funny and sad at the same time. Sometimes it really made me laugh, but it had a serious message too. I'd like to see more movies like this one.

#### 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.