

The *Gateway B2* diagnostic test has been designed to assess the language ability of your students before entering a B2 level course. It reflects the language and skills covered in the *Gateway B1+* 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 have finished [present perfect]
- 2 have gone [third conditional]
- 3 Have you had [present perfect causative]
- 4 was lying [past continuous]
- 5 leaves [present simple with future meaning]

2

- 1 have you been learning [present perfect continuous questions]
- 2 hadn't replied [reported question]
- 3 have seen [modal verbs of deduction]
- 4 to live [*used to*]
- 5 had [*if only*]

3

- 1 had [past perfect]
- 2 nobody/no one [indeterminate pronoun]
- 3 such [*so/such*]
- 4 have been [modal verbs of deduction]
- 5 wouldn't [third conditional]

Vocabulary

4

- 1 achievement [noun suffixes]
- 2 renewable [adjective suffixes]
- 3 neighbourhood [noun suffixes]
- 4 psychologist [noun suffixes]
- 5 embarrassed [adjective suffixes]

5

- 1 A [adverbs to describe statistics]
- 2 B [general words and phrases]
- 3 C [extreme adjectives]
- 4 B [transport and travel]
- 5 A [food and drink]

6

- 1 According [prepositional phrase]
- 2 impact [noun]
- 3 particularly [adverb]
- 4 sensitive [adjective]
- 5 solution [noun]

Use of English

7

- 1 used to live [*used to*]
- 2 such an enormous dessert [*such a*]
- 3 would travel [second conditional]
- 4 if I liked [reported question]
- 5 better not [*had better*]

Reading

8

- 1 C [main idea]
- 2 E [main idea]
- 3 F [main idea]
- 4 A [main idea]
- 5 D [main idea]

9

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

ANSWER KEY

Listening

Audioscript

Amy: Shall we go shopping tomorrow, Sophie? I saw some really good reductions on trainers the other day. You said you needed a new pair.

Sophie: Er, actually I've decided not to spend any money for a while.

Amy: Why not? Are you saving up for something?

Sophie: Er, not exactly. Look, Amy, I want to do an experiment – to see if I can live without lots of luxuries. I read an article in a magazine the other day that really inspired me. It was about a woman who decided to spend only a pound a day for a year – apart from buying food and paying bills. She stopped buying take-away sandwiches and coffees, she started cycling instead of using public transport and she wore the clothes she'd already got instead of buying new ones that she didn't really need.

Amy: And?

Sophie: Well, by the end of the year she had saved up enough money to buy her brother an amazing wedding present. And she had realised how much money she used to waste on things she didn't really need.

Amy: So, do you mean that you're going to stop buying things for a whole year?

Sophie: Well, I'm going to try.

Amy: But that's going to be really difficult. I mean, what about buying birthday presents, for example? You can't just say to people, sorry, I'm not giving you a present this year because I'm doing an experiment.

Sophie: Mmm, I've thought about that. I'm either going to make them a present, like some homemade biscuits or give them something that doesn't cost anything. I might download all their favourite songs onto a CD or babysit for free. Presents don't have to cost money, you know!

Amy: And what about going out? You love going to the cinema and you won't be able to do that anymore.

Sophie: I know. I'll just invite people round to my house to watch a DVD instead.

Amy: Well, I still don't really see the point of this. I mean what are you going to do at the end of the year when you've saved up all this money?

Sophie: I don't know yet. I want to do something really useful with it. Maybe I'll give it to a charity.

Amy: But your mum and dad might not like the idea of you giving your pocket money away. Have you told them about this yet?

Sophie: No, but my mum's always complaining about the amount of money I spend on things I don't need, so I think she'll be pleased.

Amy: But everyone needs treats now and again. I'd hate it if I couldn't spend *any* money – life would be so boring!

Sophie: Well, not everyone agrees with you. Lots of people think that we should all reduce our spending. In fact, there's even a 'Buy Nothing Day' when people round the world agree not to spend any money for one day. Even you could do that!

Amy: Well – maybe. Not tomorrow, though. I'm going shopping!

10

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

11

- 1 B [detail]
- 2 C [detail]
- 3 A [detail]
- 4 C [detail]
- 5 D [main idea]

ANSWER KEY

Writing

12

Sample answer

Last Saturday evening my family and I visited Marco's restaurant to celebrate my sister's birthday. Marco's is an Italian restaurant in Sun Square near the city centre.

When we arrived, one of the waiters showed us to our table, which was by the window with a nice view of the square. The atmosphere was quite lively and Italian music was playing in the background. We all ordered pizzas for our main course and we decided to share a salad. The pizzas were delicious and were so big that we didn't want a dessert! The salad was also fresh and tasty.

Although the food was excellent and very reasonably priced, the service was really slow. We had to wait nearly an hour for our food! The waiters apologised for the delay and gave us some free drinks, but we were so hungry that it spoiled our evening.

To sum up, I would recommend the food and the atmosphere at Marco's but not the service. If I visited this restaurant again, I would definitely not go on a Saturday evening!

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

13

Sample answer

What are the people doing in each picture?

In the first picture, the man is fishing alone on a beach. In the second picture, the people are watching some kind of sports event.

How are they feeling?

I think the man in the first picture is enjoying spending time alone in a peaceful place far away from the distractions of modern life. He looks so relaxed that he probably doesn't care how long it will take to catch a fish! The people in the second picture must be feeling very excited by what they are watching because they are standing up and cheering. They seem to be very involved with what is going on even though they are only spectators.

Which activity would you prefer to do and why?

I'd prefer fishing in a quiet place to watching a sports event with lots of other people because I don't like big crowds and I'm not really a sports fan. I love quiet beaches like the one in the picture and I find it really relaxing to be near the sea, so the first activity would definitely suit me better.

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.