

Placement Test English B1–C2

We are looking forward to teaching you soon and wish you every success in learning English!
By answering the following questions, you will help us determine the ideal course type for you. Before you begin the test, please read the instructions at the bottom of the page.

First name: _____ Surname: _____ Date: _____

E-Mail: _____ Phone: _____ Mobile: _____

Street: _____ Postcode/City: _____

What is your mother tongue? _____ How much time have you spent in an English-speaking area? _____

When and for how long did you take English lessons? Do you remember the level of those classes? _____

Have you got an English language certificate or diploma? If so, which? Do you remember when you attained this certificate and the grades you received (e.g. «excellent», «good», «satisfactory»)? _____

Are you interested in learning English directly at your business premises?

Yes No Maybe, please contact me.

Your company name: _____ Person in your company responsible for language training: _____

Which skills would you like to learn or improve during your course?

Speaking Writing Reading Grammar Understanding spoken language
 Telephone skills Everyday vocabulary Business vocabulary

Which level or certificate would you like to achieve? Please find out more about the levels on the next page.

A1 A2 B1 B2 C1 C2 Diploma:

Notes: _____

Instructions for Placement Test

- Please print out this document. On the answer sheets mark the answer you think is correct. For each question there is only one correct answer.
- Please complete the test without any help, i.e. dictionary or another person.
- Complete the test as far as you can until you cannot answer any further questions.
- Please bring the answer sheets, together with this sheet, to your spoken placement test at the school. We will be happy to arrange an appointment for you on 044 482 55 55. You can also return the two sheets by fax on 044 482 55 56, or scanned via Email to your contact person at our school, or to the following address: info@sprachschuleschneider.ch. We will then contact you as soon as possible.
- If you would like to attend a course at your business premises, please refer to the contact person in your company responsible.

Placement Test English B1–C2

Our language courses are based on the six proficiency levels of the Common European Framework of Reference. These descriptions of the levels will help you find out which linguistic level you would like to reach:

	Productive skills: speaking and writing	Receptive skills: reading and listening	Certificates	Number of hours required to reach the level
Level C2	I am able to summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. I express myself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.	I understand virtually everything I read with ease, from manuals and other non-fiction, to works of literature. I do not have any difficulty listening to or taking part in discussions or understanding the media.	CPE «Certificate of Proficiency in English»	1000 – 1200 full hours
Level C1	I express myself fluently and spontaneously without much obvious searching for expressions, and use language flexibly and effectively for social, academic and professional purposes. I can also produce clear, well-structured, and detailed text on complex subjects.	I can understand the details of a wide range of demanding, longer texts, even if I am not familiar with the topic. I can even recognise implicit meaning in most of what I read and hear, both in my everyday life and in the workplace.	CAE «Certificate in Advanced English» BEC Higher «Business English Certificate» ICFE «International English Certificate in Financial English» ILEC «International English Certificate in Legal English»	700 – 800 full hours
Level B2	I interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. I can also produce clear, detailed text on a wide range of subjects, in various genres.	I am able to understand the main ideas of complex text on both concrete and abstract topics, and can read reports and articles from trade journals on familiar topics in my field of specialisation.	FCE «First Certificate in English» BEC Vantage «Business English Certificate»	500 – 600 full hours
Level B1	I am able to deal with most situations likely to arise while travelling in an area where the language is spoken, and can produce simple connected text on topics which are familiar. I can describe experiences, hopes and ambitions, and briefly give reasons and explanations for my opinions and plans.	I can understand the main points of clear standard input on familiar matters broadcast on the radio or TV. I can also understand language regularly encountered in everyday life, at work or at school.	PET «Preliminary English Test» BEC Preliminary «Business English Certificate»	340 – 420 full hours
Level A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. I can also describe in simple terms aspects of my background, work life and immediate environment. I am able to write brief notes and short personal letters or emails.	I can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment). I can also understand the main points of short texts, such as adverts, brochures, faxes, emails etc.	KET «Key English Test»	180 – 200 full hours
Level A1	I can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. I can introduce myself and others, and can ask and answer questions about personal details, such as where I live and people I know.	I can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, provided they are spoken clearly. I am also able to understand familiar words and simple sentences on signs, posters and menus.		70 – 90 full hours

Oxford Placement Test 2

Grammar Test PART 1

Name

Total Listening / 100

Total Grammar / 100

Grand total / 200

Look at these examples. The correct answer is ticked.

- a In warm climates people like likes are liking sitting outside in the sun.
 b If it is very hot, they sit at in under the shade.

Now the test will begin. Tick the correct answers.

- | | | | | |
|----|---|---|----|-------|
| 1 | Water <input checked="" type="checkbox"/> be freezing <input type="checkbox"/> is freezing <input type="checkbox"/> freezes | at a temperature of 0°C. | 1 | _____ |
| 2 | In some countries <input type="checkbox"/> there is <input type="checkbox"/> is <input type="checkbox"/> it is | dark all the time in winter. | 2 | _____ |
| 3 | In hot countries people wear light clothes <input type="checkbox"/> for keeping <input type="checkbox"/> to keep <input type="checkbox"/> for to keep | cool. | 3 | _____ |
| 4 | In Madeira they have <input type="checkbox"/> the good <input type="checkbox"/> good <input type="checkbox"/> a good | weather almost all year. | 4 | _____ |
| 5 | Most Mediterranean countries are <input type="checkbox"/> more warm <input type="checkbox"/> the more warm <input type="checkbox"/> warmer | in October than in April. | 5 | _____ |
| 6 | Parts of Australia don't have <input type="checkbox"/> the <input type="checkbox"/> some <input type="checkbox"/> any | rain for long periods. | 6 | _____ |
| 7 | In the Arctic and Antarctic <input type="checkbox"/> it is <input type="checkbox"/> there is <input type="checkbox"/> it has | a lot of snow. | 7 | _____ |
| 8 | Climate is very important in <input type="checkbox"/> most of <input type="checkbox"/> most <input type="checkbox"/> the most | people's lives. | 8 | _____ |
| 9 | Even now there is <input type="checkbox"/> little <input type="checkbox"/> few <input type="checkbox"/> less | we can do to control the weather. | 9 | _____ |
| 10 | In the future <input type="checkbox"/> we'll need <input type="checkbox"/> we are needing <input type="checkbox"/> we can need | to get a lot of power from
the sun and the wind. | 10 | _____ |
| 11 | For many people the name Pelé still means <input type="checkbox"/> the more <input type="checkbox"/> the most <input type="checkbox"/> most | famous footballer in the world. | 11 | _____ |
| 12 | Pelé <input type="checkbox"/> had been <input type="checkbox"/> is <input type="checkbox"/> was | born in 1940. | 12 | _____ |
| 13 | His mother <input type="checkbox"/> not want <input type="checkbox"/> wasn't wanting <input type="checkbox"/> didn't want | him to become a footballer. | 13 | _____ |
| 14 | But his father <input type="checkbox"/> made him to <input type="checkbox"/> made him <input type="checkbox"/> would make him to | practise every day. | 14 | _____ |
| 15 | By 1956 he <input type="checkbox"/> has joined <input type="checkbox"/> joined <input type="checkbox"/> had joined | the Brazilian club, Santos, and had scored in his first game. | 15 | _____ |

subtotal /15

- 16 In 1957 he **has been picked** **was picked** **was picking** for the Brazilian national team. 16 _____
- 17 The next World Cup Finals were in 1958 and Pelé was looking forward to **play** **playing** **the play** . 17 _____
- 18 And **even though** **even so** **in spite of** he was injured he helped Brazil to win the final. 18 _____
- 19 Pelé was **a such** **such a** **a so** brilliant player that he helped Brazil win 3 World Cups. 19 _____
- 20 He didn't stop **playing** **to play** **play** for Santos till he was 34. 20 _____
- 21 After calling it a day in 1974, he came **from** **off** **out of** retirement and played for *New York Cosmos*. 21 _____
- 22 **Till** **By** **In** the end of his career he had scored over a thousand goals. 22 _____
- 23 He then settled for a role **as** **like** **in** a sporting ambassador for Brazil. 23 _____
- 24 By the end of the 20th Century he had received a great **many** **number** **deal** of awards. 24 _____
- 25 Though honoured with the title *Athlete of the Century*, he will always be remembered
as footballer **as a footballer** **as the footballer** . 25 _____

Football, or soccer as it is sometimes known, **has been** **is being** **was** played 26 _____
for **above** **over** **more than** 150 years, but the first World Cup 27 _____
competition **has not been** **was not** **was not being** held until 1930, 28 _____
when Uruguay **could win** **were winning** **won** the first professional final. 29 _____
Four teams had entered from Europe, but with **a little** **little** **few** success. 30 _____
The 1934 World Cup was again won by **a** **the** **their** home team, Italy, 31 _____
who **which** **that** went on to win the 1938 final as well. Winning successive 32 _____
finals is something that **is not** **was not** **has not been** achieved again 33 _____
until Brazil managed **them** **these** **it** in 1958 and 1962. 34 _____
If Brazil **would have won** **would win** **had won** again in 1966 then the FIFA 35 _____
authorities would have needed to **have** **let** **make** the original World Cup replaced. 36 _____
However, England stopped the Brazilians **to get** **getting** **get** a third successive win. 37 _____
In the 1970s the honours were shared **among** **between** **inside** Europe and South America. 38 _____
Argentina succeeded **to win** **at winning** **in winning** in 1978, but in 1982, in Spain, 39 _____
they had **difficulty in** **difficulties to** **difficulty to** getting beyond the early stages. 40 _____
They won again in Mexico in 1986, **where** **which** **while** Maradona 41 _____
managed to win **much** **some** **any** of the games, especially the one 42 _____
against England, almost **by his own** **by himself** **on himself**. The 1990s finals were 43 _____
dominated by European teams **except** **apart** **save** from Brazil's win in the USA in 1994, 44 _____
with the 1998 finals in France again **to be** **being** **having** won by the hosts. 45 _____
Throughout the 1990s police in the host countries **was** **were** **have been** kept busy keeping 46 _____
rival fans apart, but **there was** **there were** **it was** to be no such problems when the first 47 _____
World Cup Finals of the 21st century took **part** **place** **hold** in Japan and South Korea in 2002. 48 _____
Football's third century **has seen** **saw** **seeing** success for a number of footballing nations in 49 _____
Africa and Asia, who **may well** **may as well** **might as well** prove to be the teams of the future. 50 _____

Grammar Test PART 2

- 51 Millions of **persons people peoples** around the world now use the Internet almost every day. 51 _____
- 52 The majority of children in the UK **have has are having** access to a PC. 52 _____
- 53 Learning to use the Internet is not the same **as like than** learning traditional skills. 53 _____
- 54 Most of us start off with email, **who which what** is fairly easy to use. 54 _____
- 55 Children generally find using computers easy, but some adults can't get used **to work to working work** with them. 55 _____
- 56 There aren't **no any some** shortcuts to becoming proficient – everyone needs training and practice. 56 _____
- 57 Those who do best are those who also use computers a lot **on their own by their own on themselves**. 57 _____
- 58 It's no use **in trying to try trying** to become an expert just by reading books. 58 _____
- 59 There are many who wish they **started would have started had started** learning earlier. 59 _____
- 60 A few unsuccessful learners have resigned themselves to never **know knowing known** how to use the Internet. 60 _____
- 61 Some new users quickly become almost addicted **to be to being be** on line. 61 _____
- 62 Others decide they would just **rather prefer better** not have anything to do with computers. 62 _____
- 63 The trend continues **to be be by being** for computers to get smaller and smaller. 63 _____
- 64 Some companies already have more palmtops **that than as** desktops. 64 _____
- 65 It is thought that we'll have mobile phones as powerful as PCs **till by in** the end of the decade. 65 _____

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

- I'm writing I will write I should write** to you because I 66 _____
- am not knowing don't know know not** what to do. I'm twenty-six and a teacher at 67 _____
- a primary school in Norwich where **I'm working I've worked I work** for the last five years. 68 _____
- When I **was have been had been** there for a couple of years, one of the older members of staff 69 _____
- would leave left had been leaving**, and a new teacher 70 _____
- would be became was** appointed to work in the same department as me. 71 _____
- We **worked have worked should work** together with the same classes during her first year 72 _____
- and had the **opportunity for building possibilities to build chance to build** up a good professional 73 _____
- relationship. Then, about eighteen months after **she has arrived to have arrived arriving** 74 _____
- in Norwich, she decided to buy **her own herself her a** house. 75 _____

She was tired of **to live** **live** **living** in rented accommodation and wanted a place **76** _____
by her own **of her own** **of herself** . At about the same time, I **77** _____
was given **have been given** **gave** notice by the landlord of the flat **78** _____
what I was living **that I had lived** **I was living** in **79** _____
and she asked me if I **liked** **had liked** **would like** to live **80** _____
with her. She **said** **told** **explained** me that by the time she **81** _____
would pay **would have paid** **had paid** the mortgage **82** _____
and the bills **it** **there** **they** wouldn't be **83** _____
a lot **many** **few** left to live on. She suggested **84** _____
us to **we should** **we may** share the house and share the costs. **85** _____
It seemed like a good idea, so after **we'd agreed** **we could agree** **we agreed with** all the details **86** _____
what **that** **who** needed to be sorted out, we moved into the new house together. **87** _____
At the end of this month **we have lived** **we have been living** **we'll have been living** **88** _____
together for a year and a half. It's the first time **I live** **I'm living** **I've lived** with anybody before, but **89** _____
I should guess **I might have guessed** **I'd have guessed** what would happen. I've fallen in love with **90** _____
her and now she's been offered another job 200 miles away and is going to move. I don't know what to
do. Please give me some advice.
Yours in shy desperation,
Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

- a He's getting the 9.15 train, **isn't he** **hasn't he** **wasn't he** ?
b She works in a library, **isn't she** **doesn't she** **doesn't he** ?
c Tom didn't tell you, **hasn't he** **didn't he** **didn't he** ?
d Someone's forgotten to switch off the gas, **didn't one** **didn't they** **haven't they** ?

Now tick the correct question tag in the following 10 items:

- 91 Steve's off to China, **has he** **hasn't he** **isn't he** ? **91** _____
92 It'll be a year before we see him again, **won't it** **won't we** **shan't it** ? **92** _____
93 I believe he's given up smoking, **isn't he** **don't I** **hasn't he** ? **93** _____
94 I'm next on the list to go out there, **am not I** **are I** **aren't I** ? **94** _____
95 No doubt you'd rather he didn't stay abroad too long, **shouldn't you** **wouldn't you** **hadn't you** ? **95** _____
96 He's rarely been away for this long before, **is he** **hasn't he** **has he** ? **96** _____
97 So you think he'll be back before November, **shall he** **will he** **do you** ? **97** _____
98 Nobody's disagreed with the latest proposals, **did he** **has he** **have they** ? **98** _____
99 We'd better not delay reading this any longer, **should we** **did we** **had we** ? **99** _____
100 Now's hardly the time to tell me you didn't need a test at all, **did you** **is it** **isn't it** ? **100** _____

Writing

Please write a short text of about 200-300 words. Choose from the topics below:

General Topics

Should public money be used to support the arts, for example by subsidising theatres, orchestras and art galleries?

or

Pop singers and film stars have a duty to act as responsible role models for the young people who pay to listen to their music and see their films. Discuss.

Business Topics

An international fund is offering grants to small businesses to improve their facilities. Your manager has decided to apply and has asked you to write on behalf of the company. Write a letter, including the following information:

- a brief background to your company
- which facilities a grant would enable you to improve
- what the future benefits to your company would be.

or

Your company's Sales Department has asked you to give a talk next Friday on your most recent project. Write an email to Mrs Jay in the Sales Department:

- agreeing to give the talk and suggesting a time
- outlining the content of your talk
- saying what equipment you will need
- requesting information about the participants
