







# Post-Primary





**English as an Additional Language**

EAL Post-Primary Assessment Kit

## Table of Contents

-  Foreword
-  Introduction
-  Administration of assessment tasks
-  Scoring and rating
-  Initial interview assessment
-  Recording placement and progress assessment

## Test Sets

-  Placement tests
-  Set 2 tests
-  Set 3 tests
-  Appendix i
-  Appendix ii

## Foreword

The tests of English language proficiency presented in this book were developed by Integrate Ireland Language and Training (IILT), (David Little, Barbara Lazenby Simpson, Bronagh Finnegan Catibusic) with the help of language support teachers working in post-primary schools around the country.

The tests are based on the first three levels of the Council of Europe's *Common European Framework of Reference for Languages* which correspond to the three proficiency levels (1, 2 and 3) used by the Department of Education and Science. In designing the tests every effort has been made to select tasks that students encounter regularly in their language support classes and to design scoring procedures that will achieve accurate results provided the tests are administered strictly according to the instructions provided.

Draft tests were presented at in-service seminars for post-primary language support teachers as follows: *speaking* and *writing* in autumn 2004, *reading* in spring 2005, *listening* in autumn 2005. Each set of tests was piloted by language support teachers working in different parts of the country. Feedback indicated that the tests were easy to administer and elicited an accurate representation of students' English language proficiency. At the end of the piloting process the tests were revised on the basis of student performance and detailed feedback from teachers. A report on the piloting process was presented to the Department of Education and Science.

We acknowledge with gratitude the role played by language support teachers in the development of the tests. The feedback they gave us at in-service seminars and especially via the piloting process played a crucial role in determining the final form of the tests.

We are also grateful to the following for permission to reproduce copyright material: Ashton School, Cork; Bandon Grammar School, Co. Cork; Boherbue Comprehensive School, Co. Cork; Cabinteely Community School; Carrick Vocational School, Co. Donegal; Carrigaline Community School; Coláiste Muire, Ennis, Co. Clare; The Irish Association of Youth Orchestras; John Kelly, The Clare Champion; Kildare Presentation Secondary School; The King's Hospital School; Meánscoil Iognáid Rís, Dublin; Moyne Community School, Co. Longford; O'Connell Secondary School, Dublin.

David Little, Barbara Lazenby Simpson, Bronagh Finnegan Catibusic

## Introduction

### Four skills

Think deeper about the learning outcome by reading these FAQs. As language proficiency for educational purposes is dependent on the appropriate development of four separate skills – listening, speaking, reading and writing – assessment should be carried out for each skill.

Assessment should take into consideration the capabilities of the peer group of native English-speaking students and be appropriate to age and year groupings.

### Scoring and Rating

A grid is provided at the end of each test for scoring and rating students. All rating is carried out in relation to the first three levels of the *Common Europe Framework of Reference for Languages* (CEFR) of the Council of Europe (see [www.coe.int/lang](http://www.coe.int/lang)). These three CEFR levels have been articulated for post-primary learners of English as an Additional Language in Irish schools and may be seen in full on pages 166-7.

The lowest level is A1 and, for newly arrived students with no existing English language proficiency, this level becomes the first teaching/learning target.

The highest level used in the language support programme is B1. When students are capable of performing in the assessment tasks at this level, and of achieving the scores indicated, then their full integration into mainstream learning is possible.

The levels A1, A2 and B1 reflect the first three levels of the six-point scale of the *Common European Framework of Reference for Languages*. The three levels of proficiency indicated in the Department of Education and Science Circular 053/07 relate to these levels.

In order to achieve an accurate assessment of a student's ability, each level has been divided into three sub-levels. These three levels reflect the concept of the student's ability to perform a particular task – *with a lot of help, with a little help, and with no help*.

## Student profile

### Student assessment profile

A sheet is provided for the development of an individual student profile of proficiency in English. It is inevitable that progress will be made at different rates across the four skills. This sheet allows for successive assessments to be recorded and for progress and achievement relative to the different skills to be immediately apparent.

## Assessment tasks

All assessment tasks are derived from typical classroom activities, therefore it is not necessary to introduce an assessment activity as a test, if it is felt that this will cause undue concern to students.

## Using the levels

All sets begin at level A1 and continue to level B1. It is suggested that a student should begin with A1 and continue until he/she is unable to complete a test sheet. The teacher should avoid continuing with the test as soon as it becomes clear that the student is experiencing difficulty proceeding.

At a later stage, it is suggested that the language support teacher, with knowledge of a student's abilities, may decide to begin the assessment at a higher level. For example, it would be appropriate to continue testing at the point at which a student ended on the previous occasion.

If for some reason a student's proficiency has dropped in the interim, due to absence from school, return to his/her home country etc., it may be necessary to lower the starting point of the assessment.

## Introducing new activities under test conditions

If it is thought that a particular task or process in assessment is unfamiliar to a student and may cause additional uncertainty, it is recommended that the teacher introduce this in advance.

For example, if a teacher decides to record the assessment of 'speaking' in order to score the student's performance afterwards, it may be necessary to introduce the use of a recording device to the class in advance.

## Timing

Strict timing has not been indicated on any tests.

The recordings for testing Listening will inevitably dictate the time required for these tests.

For Speaking, Reading and Writing it is appropriate that the teacher administering the tests should judge the matter of timing in relation to the ages and levels of proficiency of students.

## Providing assistance to students

It is important to ensure that students understand fully what they are expected to do. Teachers should use the sample answer which is provided in every test (apart from Speaking tests) to point out what should be done, for example circle a word, draw a line, complete a text and so on.

No other assistance should be provided.

## Ending the test

It will be clear when a student is unable to continue a test and it is appropriate to end the test at that point.

## Monitoring and recording students' progress

An individual file for each student should be maintained by the Language Support Teacher to include all assessments, scoring sheets and student assessment profiles. Samples of students' written work should also be maintained on files and dated accordingly..

## Meeting the needs of post-primary students

The tests reflect the real needs of post-primary students in meeting the challenge of engaging with mainstream subject learning. The focus of the tests, therefore, is on the English language necessary for engagement with mainstream classroom learning and for socialization in the school.

The tests are intended for use across both junior and senior cycles.

## Administration of assessment tasks

The tests are located in the pack as shown below.

**Placement**                      **Page 21**

**Set 2**                                **Page 25**

**Set 3**                                **Page 29**

### For all LISTENING assessments

- Before starting the recording, the teacher should indicate the sample answer, on the relevant answer sheet, and ensure that students understand what they are expected to do e.g. *draw a line, insert a number, insert a tick, or circle.*
- As the recording begins, the teacher should again indicate the sample answer in response to the sample question.
- Students must not be given any further assistance during the test.

### For all SPEAKING assessments

- All tests of speaking are based on pictures.
- The question prompts for teachers are provided as an integral part of the test.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- If a teacher feels uncertain about carrying out the test while scoring the student's performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.

### For all READING assessments

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each sheet.
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that pupils understand fully the requirements of each stage. For example, the teacher may hold up a test sheet and indicate the sample answer.
- No additional help should be given as the purpose of the test is to determine the student's ability to read the assessment tasks.

## For all WRITING assessments

- Assessment at levels A1 and A2 is based on picture prompts. Level B1 assessment requires free writing.
- An example is provided on each sheet of the level A1 and A2 tests.
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that pupils understand fully the requirements of each stage. For example, the teacher may hold up a test sheet, indicate the sample answer and indicate that the pupil should write his/her answers on the blank lines provided.
- Students must not be given any further assistance during the test.

**In all cases, the teacher may end the test when it is evident that a student is no longer able to continue.**



## Scoring and Rating

### Listening and Reading

All listening and reading tests present *six* questions.

In every case, the **first question is an example.**

The remaining **five answers are scored with 1 point each.**

### At each level A1, A2 and B1

15 answers in total, equalling 15 points per level.

### Rating the performance of a student:

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
<b>13 – 15</b>	<b>B1.3</b>	<b>Student has reached the objective of language support.</b>

**When this has been reached for all four skills, the student is ready for full integration into the mainstream.**

## Speaking

Scoring is carried out simultaneously during the tests of speaking. Alternately, the test may be recorded for later scoring.

Each question in the speaking tests is made up of a number of sub-questions, or prompts. The student is scored on his/her overall performance in the set of sub-questions. This allows for more accurate assessment as the student is not marked down by failure to know a single word.

4 sub-questions or prompts

Example:

**Question 5. Now think about our school.**

**What is the name of our school?**

**Tell me one thing about the room that you are in now.**

**Tell me one thing that you like to do at school.**

### Level A1

Assessment is carried out in relation to Vocabulary and Pronunciation only:

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	Seems to recognize what is being pointed at.  Does not always produce the correct word/phrase.  May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand.	Recognises what is being pointed at.  May produce a word/phrase that is less than fully correct.	Recognizes what is being pointed at.  Produces the correct word/phrase.
<b>Pronunciation</b>	Pronunciation is very difficult to understand without reference to the picture prompt.  May require assistance if production is unintelligible.	Pronunciation is recognizable without reference to the picture prompt.  Pronunciation less than fully correct.	Pronunciation is correct, though it may be strongly coloured by the pupil's first language.

Example of scoring grid for A1 (teacher enters “v”):

	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
Vocabulary	<b>v</b>		
Pronunciation		<b>v</b>	

Maximum of 30 points at level A1.

Rating students' performance:

Student's total score	Level	The next stage
1 - 14	A1.1	Continue at this level.
15 - 25	A1.2	Continue at this level.
26 - 30	A1.3	Progress to level A2.

At Levels A2 and B1 assessment includes **Vocabulary**, **Grammar** and **Pronunciation**.

## Level A2

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	<p>Produces some of the required items of vocabulary.</p> <p>May have difficulty remembering words.</p> <p>May require assistance if choice of vocabulary is difficult to understand.</p>	<p>Produces most of the required items of vocabulary.</p> <p>Only occasional difficulty.</p> <p>May make some errors.</p>	<p>Produces all the required items of vocabulary without difficulty or serious error.</p>
<b>Grammar</b>	<p>Can produce structured phrases and simple sentences, but hesitantly and with obvious errors.</p> <p>May require assistance if production is not forthcoming or if the structure produced is difficult to understand.</p>	<p>Can produce structured phrases and simple sentences without hesitation but with some errors.</p>	<p>Can produce structured phrases and sentences without hesitation or serious error.</p>
<b>Pronunciation</b>	<p>Pronunciation is only partly accurate.</p> <p>Phrases/ sentences are often difficult to understand.</p> <p>May require assistance if aspects of production are unintelligible.</p>	<p>Pronunciation is mostly accurate and phrases/ sentences are only occasionally difficult to understand.</p>	<p>Pronunciation is accurate and phrases/ sentences are easily understood.</p> <p>The accent may still be markedly “foreign”.</p>

## Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<p>Uses mostly familiar vocabulary learnt in class.</p> <p>Occasionally has difficulty remembering a word or phrase.</p> <p>May require assistance if choice of vocabulary is difficult to understand.</p>	<p>Can go beyond familiar vocabulary learnt in class.</p> <p>Rarely has difficulty remembering a word or phrase.</p>	<p>Frequently goes beyond vocabulary learnt in class.</p> <p>Uses relevant vocabulary with ease and confidence.</p>
<b>Grammar</b>	<p>Uses appropriate sentence-length structures.</p> <p>Still makes errors and may be hesitant.</p> <p>May require assistance if no response is forthcoming or if the structure produced is difficult to understand.</p>	<p>Uses appropriate sentence-length structures fluently but not always accurately.</p> <p>Meaning is clear despite errors.</p>	<p>Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately.</p>
<b>Pronunciation</b>	<p>Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand.</p> <p>May require assistance if aspects of production are unintelligible.</p>	<p>Pronunciation of individual words generally accurate.</p> <p>Intonation may occasionally be difficult to understand.</p>	<p>Pronunciation of individual words generally accurate and intonation easy to understand.</p> <p>There may still be strong traces of a “foreign” accent.</p>

Example of scoring grid for A2 and B1 (teacher enters “v”):

	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
Vocabulary		v	
Grammar		v	
Pronunciation			v

Maximum of 45 points at levels A2 and B1.

## Rating students' performance:

Student 's total score	Level	The next stage
1 - 22	A2.1	Continue at this level.
	or	
	B1.1	
23 - 38	A2.2	Continue at this level.
	or	
	B1.2	
39 - 45	A2.3	Progress to level B1.
39 - 45	B1.3	<b>Student has reached the objective of language support.</b>
		<b>When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Writing

The writing assessment is as follows:

### Level A1

Test contains 9 single word items with a word bank provided on the answer page.

Example of scoring grid for A1 (teacher enters “v”):

	Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
Point	0	1	2
Mathematics		v	
English			v
etc.			v
TOTAL scores		1	4
Overall TOTAL		5	

Maximum of 18 points at level A1.

Rating students' performance:

Student 's total score	Level	The next stage
0 - 8	A1.1	Continue at this level.
9 - 15	A1.2	Continue at this level.
16 - 18	A1.3	Progress to level A2.

### Level A2 (i)

A2(i) Completing words in six sentences.

Example of scoring grid for A2(i) (teacher enters “v”):

		Word correct	Spelling correct
Sentence	Points	1/2	1/2
2	has		
2	of		
2	interesting		

Maximum of 21 points at level A2 (i)

Rating students' performance:

Student's total score	Level	The next stage
0 - 9	A2.1	Continue at this level.
10 - 18	A2.2	Continue at this level.
19 - 21	A2.3	Progress to level B1

**A2 (ii)** Completing six sentences on the basis of picture prompts.

Descriptors for **Writing** are used to determine proficiency.

Points are awarded for vocabulary, grammar and handwriting (including spelling and punctuation).

Category of competence	A2.2 = 1 point	A2.3 = 2 points
<b>Vocabulary</b>	Can recognize and reproduce most items of basic vocabulary associated with school subjects and activities.  Rarely has difficulty remembering words and begins to work with an increasing range of vocabulary.	Can recognize and reproduce all items of basic vocabulary associated with school subjects and activities.  Has no difficulty remembering words and works confidently with an increasing range of vocabulary.
<b>Grammar</b>	Can structure sentences from a picture prompt, but with occasional errors in word order.	Can structure sentences from a picture or other prompt with accuracy.
<b>Handwriting, spelling and punctuation</b>	Can write words accurately. Punctuation is mostly accurate.	Can write words accurately and write short sentences with correct spelling and appropriate capitalization and punctuation.

Put score (1 or 2) in relevant box for each sentence.

**Required response:** The pupil uses familiar vocabulary to construct a short, well-formed, orthographically accurate sentence, based on a picture prompt.

Sample responses are provided in the *Correction Key* for each test.

Sentence	Rating		
	Vocabulary	Grammar	Handwriting, spelling and punctuation
2			
3			
4			

**Maximum of 36 points at Level A2 (ii)**

Student's total score	Level	The next stage
1 - 28	A2.2	Continue at this level.
29 - 36	A2.3	Progress to level B1.

## Level B1

Scoring of free writing is based on the descriptors for Writing below:

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Can use a small amount of vocabulary additional to basic items.  Does not yet combine and extend vocabulary in free writing.	Can use an increasing amount of vocabulary additional to basic items.  Begins to combine and extend vocabulary in free writing.	Can use a lot of vocabulary additional to basic items.  Confidently combines and extends vocabulary in free writing.
<b>Grammar</b>	Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out.	Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc.  Errors remain in some areas.	Uses a wide range of grammatical structures with confidence and control.  Errors generally confined to attempts to use new or unfamiliar patterns.
<b>Handwriting, spelling and punctuation</b>	Can write short connected sentences, but spelling and punctuation are inaccurate.	Can write short connected sentences with minor errors of layout, punctuation and capitals.	Can write short connected sentences with generally accurate layout, punctuation and capitals

Example of scoring free writing (teacher enters “v”):

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary		<b>v</b>	
Grammar		<b>v</b>	
Handwriting, spelling and punctuation			<b>v</b>
<b>Overall TOTAL</b>	<b>7</b>		

Maximum of 9 points at level B1.

Rating students' performance:

Student 's total score	Level
1 - 4	B1.1
5 - 7	B1.2
8 - 9	B1.3

**The next stage**

Continue at this level.

Continue at this level.

**Student has reached the objective of language support.**

**When this has been reached for all four skills, the student is ready for full integration into the mainstream.**



## Initial interview assessment for new students

On the following page there is a set of questions for initial interview assessment of a new student. An interpretation of this assessment is provided below.

The purpose of this interview is to gain an initial view of a student's proficiency in Listening and Speaking. A more detailed assessment of language proficiency will be conducted following a settling-down period.

The interpretation provided allows the student's early performance to be rated at A1, A2 and B1. In the case that there appears to be a complete absence of any English language proficiency, the grade 0 (zero) may be applied.

The levels A1, A2 and B1 may be equated to Levels 1,2 and 3 as applied by the Department of Education and Science.

### **Level 1/Level A1**

Very poor comprehension of English and very limited spoken English.

### **Level 2/Level A2**

Understands some English and can speak English sufficiently well for basic communication.

### **Level 3/Level B1**

Has competent communication skills in English.

## Rating and grading for initial interview assessment

Performance	Interpretation	Action
<p><b>Questions 1-6</b></p> <p>No real response</p>	<p>Has little or no English language proficiency.</p> <p>May be overwhelmed/shy.</p>	<p>First learning target is Level A1 in the Language Proficiency Benchmarks.</p> <p>Observe the student over the following weeks.</p>
<p><b>Questions 1-6</b></p> <p>Responses to some or all questions</p>	<p>Some level of proficiency at least to A1 level. More rigorous assessment after 'settling down' will clarify this.</p>	<p>Work at A1 level and observe the student's performance in different skills – reading, writing, listening and speaking.</p>
<p><b>Questions 7 -13</b></p> <p>Student understands the question but responds inaccurately</p>	<p>Some level of proficiency at A2 level. More rigorous assessment later.</p>	<p>Work at A1 /A2 level and monitor the student's performance in different skills.</p>
<p><b>Questions 7 -13</b></p> <p>Student understands the questions and responds with general accuracy.</p>	<p>Proficiency in spoken interaction in the A2/B1 range. Further assessment required later.</p>	<p>Work at A2/B1 level and monitor the student's performance in different skills.</p>

- It is important to remember that language proficiency will generally not be consistent at the same level across all language skills and different thematic areas. Learning objectives should be set in accordance with observed individual strengths and weaknesses.
- It should also be noted that it may be difficult to obtain a clear view of a student's proficiency at an initial interview. Many factors can influence performance including strangeness, shyness, fear, etc.

# Post-Primary

## Initial interview assessment for new students

“v” appropriate box as interview proceeds

\* response may not be accurate but indicates a reasonable level of comprehension

YEAR/CLASS\_\_\_\_\_

NAME\_\_\_\_\_

	No response	Some comprehension but unsure response	Response indicating comprehension*
1. What is your name?			
2. What is your age?			
3. What language do you speak at home?			
4. Where do you live?			
5. Have you got brothers and sisters?			
6. What hobbies or sports do you like?			

Only proceed to 7 if the student has answered some or all of questions 1 – 6.

7. How did you come to school today?			
8. Did you go to school in another place? Where?			
9. Tell me about your last school.			
10. What was your best subject?			
11. What did you not like in school?			
12. What will you do after school today?			
13. What would you like to do when you finish school?			

## Recording placement and progress assessment

Name of student :

Year and class:

Date(s) of assessment :

Enter assessment set used (Placement, Set 2, Set 3) with date of assessment in relevant box to indicate student's level(s) of achievement.

Level	Listening	Speaking	Reading	Writing
A1.1				
A1.2				
A1.3				

A2.1				
A2.2				
A2.3				

B1.1				
B1.2				
B1.3				

## Placement Tests

### Set 1

The set of tests for Placement is intended for use within the first month of a student's arrival in school. This set does not include specific curriculum learning but assumes general awareness of school and school subjects. The focus of this set of tests is on *Personal Identification, Classroom Interaction and Learning how to Learn*.

#### Listening

Notes for teachers

- The test tasks are based on recordings, which can be found by clicking the link below.
- A number of the tasks are presented as conversations or readings.
- Each test is introduced by an example which appears on the answer sheet.
- It is appropriate for the teacher to indicate how the sample question has been answered (e.g. by drawing a line, circling the correct answer etc.)
- No other assistance should be provided during the test.
- The teacher may end the test when it is evident that a student is no longer able to continue.
- In the test for Listening at Level B1 (iii) the concept of 'smiley faces' is used. Teachers should confirm that students are familiar with this means of indicating negative, neutral and positive feelings or views.



[Audio files—Listening](#)



[Tests—Listening](#)



[Correction Key Responses—Listening](#)





[Scoring and Rating—Listening](#)

## Speaking

### Notes for teachers

- All levels of this test are based on the pictures, which can be found in the link below.
- The question prompts for teachers are provided as an integral part of the test.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- Level A1 is marked in relation to Vocabulary and Pronunciation.
- Levels A2 and B1 are marked in relation to Vocabulary, Grammar and Pronunciation.
- If a teacher feels uncertain about carrying out the test while scoring the students' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided.
- If a student has obvious difficulty responding, then the test should end at that point. The student's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.

 **Pictures for Speaking Test—Speaking**


 **Test—Speaking**

 **Scoring and Rating—Speaking**

## Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each sheet.
- At level B1 all three tests are based on the three texts, which are introduced for the test B1 (i).
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet and indicate the sample answer.
- No additional help should be given, as the purpose of the test is to determine the student's ability to read the assessment tasks.
- There is no strict time guideline for the reading assessment as the time taken by students may vary. However, teachers should observe the progress of students through the tests and allow similar time for completion as for a native-speaking group of students.
- The teacher may end the test when it is evident that a student is no longer able to continue



### Test—Reading



### Correction Key Responses—Reading




### Scoring and Rating—Reading

## Writing

### Notes for teachers

- At levels A1 and A2 assessment is based on picture prompts.
- An example is provided on each A1 and A2 sheet.
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet, indicate the sample answer and indicate that the student should write his/her answers on the blank lines provided.
- At level B1 the test requires free writing.
- At Levels A2(ii) and B1 scoring is carried out in relation to descriptors for Writing at these levels.



### Test—Writing



### Correction Key Responses—Writing



### Scoring and Rating—Writing

## Set 1 - Audio placement files

- Placement Track 1
  - Play the linked MP3 file
- Placement Track 2
  - Play the linked MP3 file
- Placement Track 3
  - Play the linked MP3 file
- Placement Track 4
  - Play the linked MP3 file
- Placement Track 5
  - Play the linked MP3 file
- Placement Track 6
  - Play the linked MP3 file
- Placement Track 7
  - Play the linked MP3 file
- Placement Track 8
  - Play the linked MP3 file
- Placement Track 9
  - Play the linked MP3 file
- Download these MP3 files as a package (ZIP) 27MB



## Set 2

The focus of this set of tests is on the following subjects; *Physical Education, Art, Music, Home Economics, Technology, MTW, Technical Graphics*. The tests also refer to *Personal Identification, Classroom Interaction and Transition Year* activities.

### Listening

Notes for teachers

- The test tasks are based on recordings, which can be found by clicking the link below.
- A number of the tasks are presented as conversations or readings.
- Each test is introduced by an example which appears on the answer sheet.
- It is appropriate for the teacher to indicate how the sample question has been answered (e.g. by drawing a line, circling the correct answer etc.)
- No other assistance should be provided.
- The teacher may end the test when it is evident that a student is no longer able to continue.
- In the test for Listening at Level B1 (iii) the concept of 'smiley faces' is used. Teachers should confirm that students are familiar with this means of indicating negative, neutral and positive feelings or views.



[Audio files—Listening](#)



[Tests—Listening](#)



[Correction Key Responses—Listening](#)





[Scoring and Rating—Listening](#)

## Speaking

### Notes for teachers

- All levels of this test are based on the pictures, which can be found in the link below.
- The question prompts for teachers are provided as an integral part of the test.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- Level A1 is marked in relation to Vocabulary and Pronunciation.
- Levels A2 and B1 are marked in relation to Vocabulary, Grammar and Pronunciation.
- If a teacher feels uncertain about carrying out the test while scoring the students' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided.
- If a student has obvious difficulty responding, then the test should end at that point. The student's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.

 **Pictures for Speaking Test—Speaking**


 **Test—Speaking**

 **Scoring and Rating—Speaking**

## Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each sheet.
- At level B1 all three tests are based on the three texts, which are introduced for the test B1 (i).
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet and indicate the sample answer.
- No additional help should be given, as the purpose of the test is to determine the student's ability to read the assessment tasks.
- There is no strict time guideline for the reading assessment as the time taken by students may vary. However, teachers should observe the progress of students through the tests and allow similar time for completion as for a native-speaking group of students.
- The teacher may end the test when it is evident that a student is no longer able to continue



### Test—Reading



### Correction Key Responses—Reading



### Scoring and Rating—Reading

## Writing

### Notes for teachers

- At levels A1 and A2 assessment is based on picture prompts.
- An example is provided on each A1 and A2 sheet.
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet, indicate the sample answer and indicate that the student should write his/her answers on the blank lines provided.
- At level B1 the test requires free writing.
- At Levels A2(ii) and B1 scoring is carried out in relation to descriptors for Writing at these levels.



### Test—Writing













### Correction Key Responses—Writing



### Scoring and Rating—Writing

## Set 2 - Audio placement files

-  Track 1
  - Play the linked MP3 file
-  Track 2
  - Play the linked MP3 file
-  Track 3
  - Play the linked MP3 file
-  Track 4
  - Play the linked MP3 file
-  Track 5
  - Play the linked MP3 file
-  Track 6
  - Play the linked MP3 file
-  Track 7
  - Play the linked MP3 file
-  Track 8
  - Play the linked MP3 file
-  Track 9
  - Play the linked MP3 file
-  Download these MP3 files as a package (ZIP) 29MB

## Set 3

The focus of this set of tests is on the demands of the English curriculum including reference to a range of different genres. *Personal Identification* and *Classroom Interaction* are also included.

### Listening

Notes for teachers

- The test tasks are based on recordings, which can be found by clicking the link below.
- A number of the tasks are presented as conversations or readings.
- Each test is introduced by an example which appears on the answer sheet.
- It is appropriate for the teacher to indicate how the sample question has been answered (e.g. by drawing a line, circling the correct answer etc.)
- No other assistance should be provided.
- The teacher may end the test when it is evident that a student is no longer able to continue.
- The test for Listening at Level B1 (iii) uses the symbols + ? - .

+ indicates agreement with the statement or a positive response

? indicates uncertainty (not sure, maybe, might)

- indicates a negative response



[Audio files—Listening](#)



[Tests—Listening](#)



[Correction Key Responses—Listening](#)





[Scoring and Rating—Listening](#)


## Speaking

### Notes for teachers

- All levels of this test are based on the pictures, which can be found in the link below.
- The question prompts for teachers are provided as an integral part of the test.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- Level A1 is marked in relation to Vocabulary and Pronunciation.
- Levels A2 and B1 are marked in relation to Vocabulary, Grammar and Pronunciation.
- If a teacher feels uncertain about carrying out the test while scoring the student's performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided.
- If a student has obvious difficulty responding, then the test should end at that point. The student's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.

 **Pictures for Speaking Test—Speaking**


 **Test—Speaking**

 **Scoring and Rating—Speaking**

## Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each sheet.
- At level B1 all three tests are based on the three texts, which are introduced for the test B1 (i).
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet and indicate the sample answer.
- No additional help should be given, as the purpose of the test is to determine the student's ability to read the assessment tasks.
- There is no strict time guideline for the reading assessment as the time taken by students may vary. However, teachers should observe the progress of students through the tests and allow similar time for completion as for a native-speaking group of students.
- The teacher may end the test when it is evident that a student is no longer able to continue



### Test—Reading



### Correction Key Responses—Reading




### Scoring and Rating—Reading

## Writing

### Notes for teachers

- At levels A1 and A2 assessment is based on picture prompts.
- An example is provided on each A1 and A2 sheet.
- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that students understand fully the requirements of each stage. For example, the teacher may hold up a test sheet, indicate the sample answer and indicate that the student should write his/her answers on the blank lines provided.
- At level B1 the test requires free writing.
- At Levels A2(ii) and B1 scoring is carried out in relation to descriptors for writing at these levels.



### Test—Writing













### Correction Key Responses—Writing



### Scoring and Rating—Writing

## Set 3 - Audio files

-  Track 1
  - Play the linked MP3 file
-  Track 2
  - Play the linked MP3 file
-  Track 3
  - Play the linked MP3 file
-  Track 4
  - Play the linked MP3 file
-  Track 5
  - Play the linked MP3 file
-  Track 6
  - Play the linked MP3 file
-  Track 7
  - Play the linked MP3 file
-  Track 8
  - Play the linked MP3 file
-  Track 9
  - Play the linked MP3 file
-  Download these MP3 files as a package (ZIP) 29MB



## Student assessment profile

The individual profiling form on the following page allows for a student's proficiency to be recorded in relation to performance in tests.

The sheet is divided into columns which represent the three main levels, A1, A2 and B1. Each of these levels is subdivided into three to allow for accurate monitoring and to reflect the scoring of assessment tests. Progress can be recorded by shading the relevant boxes (example 1), drawing a line through the boxes (example 2) or ticking (example 3). Shading and using a continuous line both allow for partial proficiency at a level to be recorded.

Information should be entered with the date of the assessment. It is important to note that the rate of progress demonstrated by students in the different skills of language will generally differ. Reading and listening may develop more quickly than speaking and writing.

### Example 1 (shaded profile)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening				12/9
Speaking				22/9
Reading				25/9
Writing				26/9

### Example 2 (continuous line)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening				12/9
Speaking				22/9
Reading				25/9
Writing				26/9

### Example 3 (ticking)

	Level A1			Dates
	A1.1	A1.2	A1.3	
Listening	√	√	√	12/9
Speaking	√	√		22/9
Reading	√	√		25/9
Writing	√			26/9

**Note:** Testing in the different skills need not be conducted during a single assessment session. It is quite appropriate to administer tests at intervals which fit into the teaching programme, recording the dates to show when the assessment was carried out.

**Student Profile**

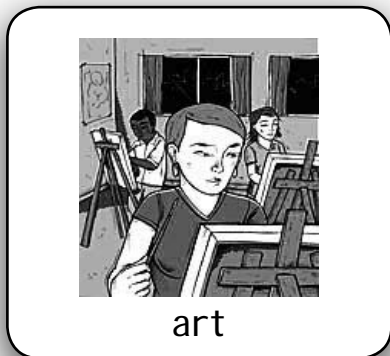
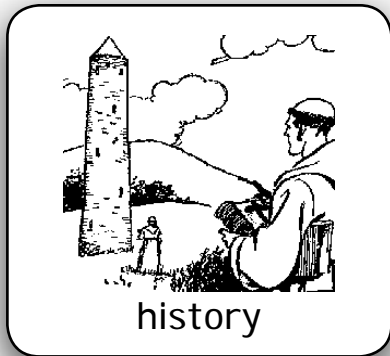
Name of student: \_\_\_\_\_

Year and class: \_\_\_\_\_

	Level A1		Level A2		Level B1		Dates			
	A1.1	A1.2	A1.3	A2.1	A2.2	A2.3		B1.1	B1.2	B1.3
<b>P I a c e m e n t</b>	Listening									
	Speaking									
	Reading									
	Writing									
<b>S e t 2</b>	Listening									
	Speaking									
	Reading									
	Writing									
<b>S e t 3</b>	Listening									
	Speaking									
	Reading									
	Writing									

Placement - Listening

Level A1. (i)



1

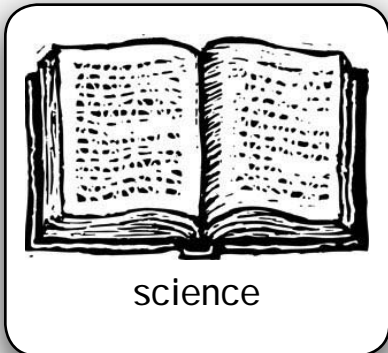
2

3

4

5

6



1

2



3

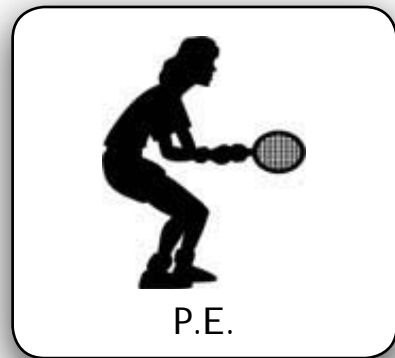
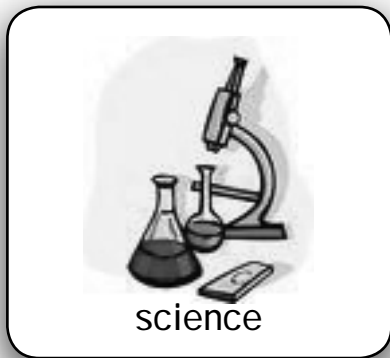
4



5

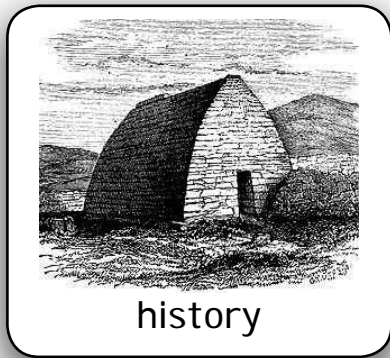
6





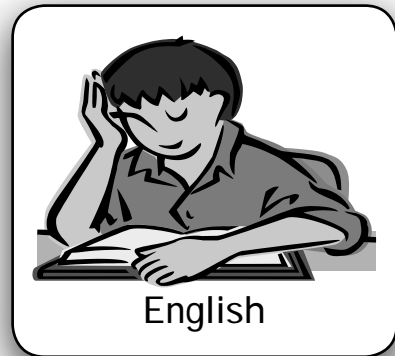
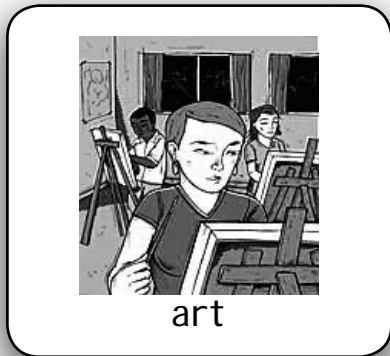
1

2



3

4



5



6



~~1. computer room~~



2. gym



3. classroom



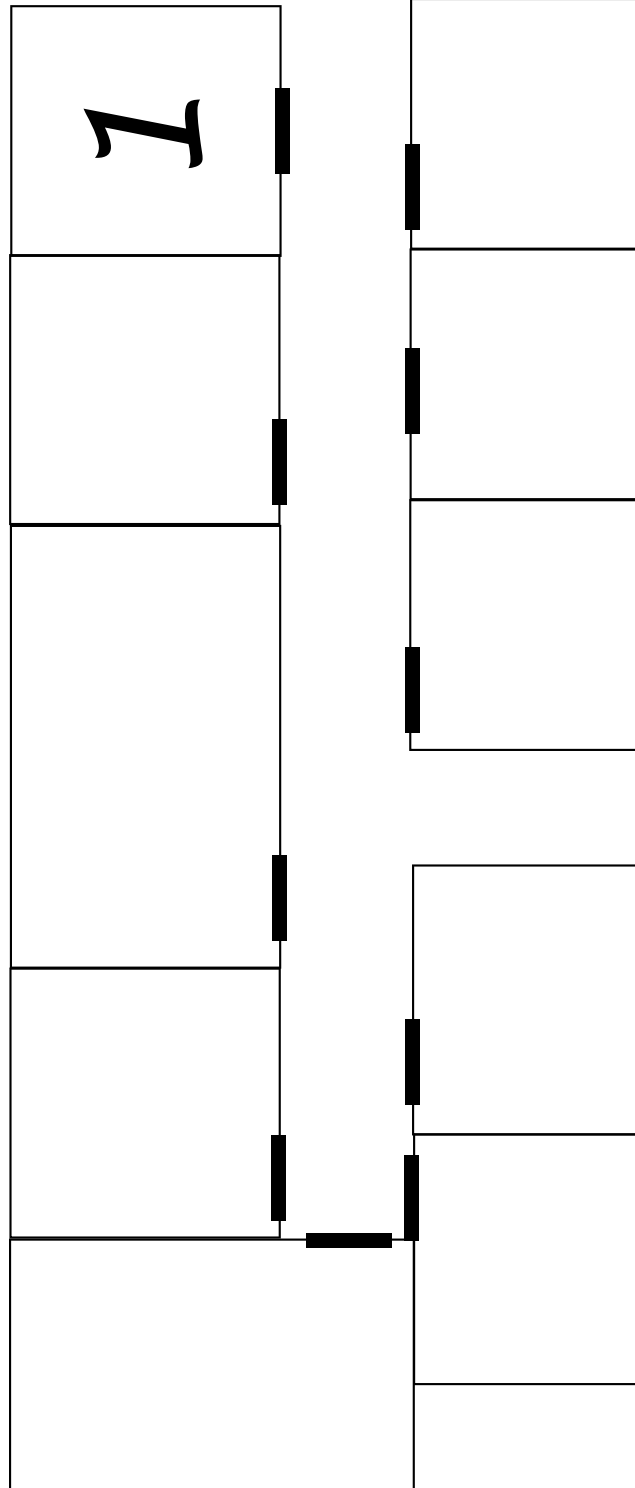
4. chemistry lab








5. library



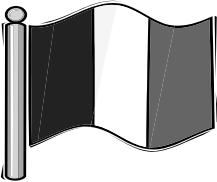



6. principal's office








 <p>geography</p>	
 <p>technology</p>	<p><b>1</b></p>
 <p>business studies</p>	
 <p>drama</p>	
 <p>science</p>	

 <p>lunch</p>	
 <p>history</p>	
 <p>French</p>	
 <p>doctor</p>	
<p><math>y = 3x^2 + c</math></p> <p><math>\frac{3}{4} \times \frac{1}{4} =</math></p> <p>maths</p>	

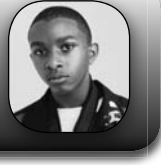


				 
1.	Who is not going straight home after school?		✓	
2.	Who will go to the sports centre on Sunday?			
3.	Who has history homework?			
4.	Who does not have science homework?			
5.	Who was not happy about the test?			
6.	Who will go shopping at the weekend?			





1. Where does Maria sometimes go with her friends?
  - a. To school
  - b. To her friend's house
  - c. To the cinema
  
2. Which of these things does Maria usually buy?
  - a. Clothes
  - b. Magazines
  - c. CDs.
  
3. In which season will Maria take part in a sports competition?
  - a. Spring
  - b. Summer
  - c. Autumn
  
4. Which of these activities does Maria do twice a week?
  - a. Basketball
  - b. Singing
  - c. Dancing
  
5. What has Maria recently begun to learn?
  - a. To sing
  - b. To play the guitar
  - c. To play the piano
  
6. Which part of the world would Maria like to visit?
  - a. The United States of America
  - b. South America
  - c. Australia



1. **a.** Ahmed came to Ireland last September.  
**b.** Ahmed came to Ireland last June.  
**c.** Ahmed started school last June.
  
2. **a.** He was worried about learning English.  
**b.** He was lucky because he knew English.  
**c.** He was afraid of making friends.
  
3. **a.** He will run in the school sports next week.  
**b.** He won a running race a short time ago.  
**c.** He wants to join the athletics club.
  
4. **a.** He has not played much football.  
**b.** He has played a lot of rugby.  
**c.** He has not played much rugby.
  
5. **a.** He finds science more difficult than history.  
**b.** He finds history easier than geography.  
**c.** He finds science easier than history.
  
6. **a.** He doesn't want to become a doctor.  
**b.** He wants to become an engineer.  
**c.** He doesn't want to become a pilot.



				
<b>1.</b>	How does Maria feel about the science question?	She likes it.	She thinks it's OK.	She doesn't like it. ✓
<b>2.</b>	How does Ahmed feel now about speaking English?	He likes it.	He thinks it's OK.	He doesn't like it.
<b>3.</b>	How does Ahmed feel now about watching television in Ireland?	He likes it.	He thinks it's OK.	He doesn't like it.
<b>4.</b>	How does Maria feel about horror movies?	She likes them.	She thinks they're OK.	She doesn't like them.
<b>5.</b>	How does Maria feel about rainy weather?	She likes it.	She thinks it's OK.	She doesn't like it.
<b>6.</b>	How does Ahmed feel about the food in Ireland?	He likes it.	He thinks it's OK.	He doesn't like it.

# Placement – Listening Correction Key

## Responses

Answers to the sample questions are written in **bold**.

A1. (i) 1. **technology**

2. music

3. science

4. home economics

5. P.E.

6. art

(ii) 1. **technology**

2. science

3. P.E.

4. history

5. art

6. English

(iii) 1. **technology**

2. home economics

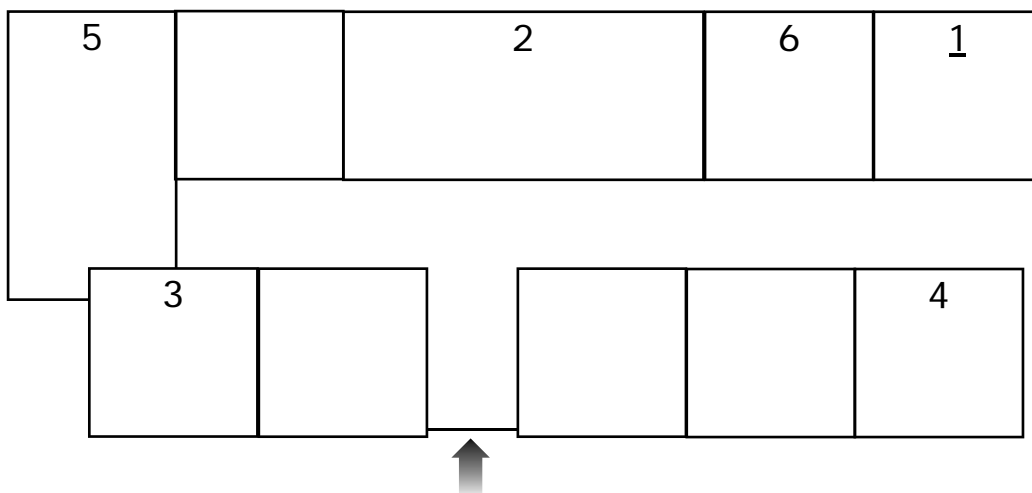
3. music

4. English

5. P.E.

6. history

A2. (i)



A2. (ii) 1. **technology**

2. maths

3. doctor

4. lunch

5. geography

6. drama

A2 (iii) 1. **Maria**

2. Ahmed & Maria

3. Ahmed & Maria

4. Ahmed

5. Maria

6. Ahmed

B1. (i) 1. **c**

2. b

3. a

4. c

5. b

6. c

B1. (ii) 1. **b**

2. a

3. b

4. c

5. c

6. a

B1. (iii) 1. **She doesn't like it.**

2. He thinks it's OK.

3. He likes it.

4. She doesn't like them.

5. She thinks it's OK.

6. He thinks it's OK.

## Placement – Listening Scoring and Rating

Total of 15 questions each for A1, A2 and B1. One point for each correct answer.

### Scoring

Test level	Number of correct answers/points	Student's level of proficiency (√)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

### Rating

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
13 – 15	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

Placement: Pictures for Speaking Test



## Placement – Speaking

### Level A1

All levels of this test are based on the pictures on page 32

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	Seems to recognize what is being pointed at but does not produce the correct word/phrase.	Recognizes what is being pointed at and produces a word/phrase that is less than fully correct.	Recognizes what is being pointed at and produces the correct word/phrase.
<b>Pronunciation</b>	Pronunciation is very difficult to understand without reference to the picture prompt.	Pronunciation is recognizable without reference to the picture prompt, but less than fully correct.	Pronunciation is correct, though it may be strongly coloured by the pupil's first language.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – “the classroom”.*)

What is this? (*Point to board on wall.*)

What is this? (*Point to desk.*)

What is this? (*Point to map on wall above teacher.*)

Put tick (✓) in relevant box when student responds.
---

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

**2.** Who is this? (*Point to teacher in picture 1.*)

What is he doing? (*Point to teacher again.*)

What are these students doing? (*Point to students in picture 1.*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			



3. Now look at this picture. (Point to picture 2 – “the school grounds”.)

What is this? (Point to tree.)

What is this? (Point to bin.)

What are these? (Point to windows.)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

4. Where are these students? (Point to students in picture 2.)

Why are they outside? (Point to students in picture 2.)

What is the weather like in this picture? (Indicate picture 2 again.)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

5. Now think about our school.

What is the name of our school?

Tell me one thing about the room that you are in now.

Tell me one thing that you like to do at school.

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

## Placement – Speaking

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	Produces some of the required items of vocabulary, but with hesitation. May have difficulty remembering words.	Produces most of the required items of vocabulary, with only occasional hesitation. May make some errors.	Produces all the required items of vocabulary without hesitation or serious error.
<b>Grammar</b>	Can produce structured phrases and simple sentences, but hesitantly and with obvious errors.	Can produce structured phrases and simple sentences without hesitation but with some basic errors.	Can produce structured phrases and sentences without hesitation and can correct errors if they are pointed out.
<b>Pronunciation</b>	Pronunciation is only partly accurate and phrases/sentences are often difficult to understand.	Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand.	Pronunciation is accurate and phrases/sentences are easily understood, though the accent may still be markedly "foreign".

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – “the classroom”.*)

What do you think these students are learning about? (*Point to students in picture 1.*)

Which school subject do you like best? Why do you like it?

Tell me about something that you learned in school.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. Look at these students again. (Point to students in picture 1.)

What are they wearing?

Tell me about the clothes that you wear to school. What colour are they?

Do you think that school uniforms are a good idea? Why? / Why not?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school grounds”.)

Do you think that this school building looks nice? (Point to building in picture 2.) Why? / Why not?

How does this building (Point to building in picture 2.) look different from our school?

Tell me about how you came to school this morning.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. These boys are on their lunch break. (Point to students in picture 2.)

At what time do you have lunch in our school?

What do you usually have for lunch?

Tell me about a special food that comes from your country.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. Tell me one thing you like and one thing you don't like about this picture. (Point to picture 1.)

Tell me one thing you like and one thing you don't like about this picture. (Point to picture 2.)

Which picture do you prefer? (Indicate picture 1 and picture 2 again.) Why?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Placement – Speaking

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Uses mostly familiar vocabulary learnt in class. Occasionally has difficulty remembering a word or phrase.	Can go beyond familiar vocabulary learnt in class. Rarely has difficulty remembering a word or phrase.	Uses relevant vocabulary with ease and confidence.
<b>Grammar</b>	Uses simple structures without serious hesitation but still makes errors. Can correct some errors when they are pointed out.	Uses simple structures fluently. Makes errors but can mostly correct them when they are pointed out.	Uses simple structures fluently, with confidence, and mostly with accuracy. Can correct errors immediately when they are pointed out.
<b>Pronunciation</b>	Pronunciation of individual words sometimes inaccurate and intonation sometimes hesitant. May not be able to correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate, but intonation may be difficult to understand. Can correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate and intonation easy to understand, though there may still be strong traces of a “foreign” accent. Can correct errors of pronunciation and intonation when they are pointed out.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start*)

**1.** Look at this picture. (*Point to picture 1 – “the classroom”.*)

What do you think the teacher is saying? (*Point to teacher in picture 1.*)

What do these students have to do in class? (*Point to students in picture 1.*)

Tell me about some of the rules in our school.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. Look at these flags from different countries. (Point to flags in picture 1.)

Tell me about another country that you have lived in.

Tell me some differences between your school in that country and your school in Ireland.

If you could visit any other country in the world, where would you go? Why?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school grounds”.)

What might these boys be talking about? (Point to group of boys on grass beside bin.)

Tell me about something you like to do in your free time. Why do you find this interesting?

What will you do after school today?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Look at this picture again. (Point to picture 2.)

Why is this thing important? (Point to bin.)

What can you do to make our school a cleaner place?

Why should we take more care of the world we live in?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. Now tell me about your first day at school in Ireland. What happened and how did you feel?

If a new student came to our school, how could you help him or her?

If you could change one thing about our school, what would you change? Why?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Placement – Speaking Scoring and Rating

Ticks (√) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a student's performance afterwards.

The scoring points are indicated at the top of each grid.

**Level A1 - maximum total of 30 points.**

**Levels A2 and B1 - maximum total of 45 points.**

### Scoring

Test level	Number of points	Student's level of proficiency (√)
<b>A1.1</b>		
<b>A1.2</b>		
<b>A1.3</b>		
<b>A2.1</b>		
<b>A2.2</b>		
<b>A2.3</b>		
<b>B1.1</b>		
<b>B1.2</b>		
<b>B1.3</b>		

### Rating

	Number of points	Student's proficiency	The next stage
<b>Level A1</b>	1 – 14	A1.1	Continue at this level.
	15 – 25	A1.2	Continue at this level.
	26 – 30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1 – 22	A2.1 or B1.1	Continue at this level.
	23 – 38	A2.2 or B1.2	Continue at this level.
	39 – 45	A2.3	Progress to level B1.
<b>Level B1</b>	<b>39 – 45</b>	<b>B1.3</b>	<b>Student has reached the objective of language support.</b> <b>When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Placement – Reading

## Level A1. (i)

Read these short phrases.

Match each phrase to the correct picture.

1. No mobile phones.



2. a ruler



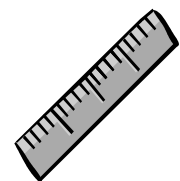
3. the soccer match



4. Close the door.



5. a microscope



6. playing musical instruments



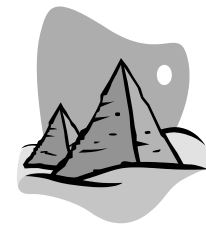
Read these phrases.

Match each phrase to the correct picture.

1. The pyramids of ancient Egypt.
2. Multiply length (l) by breadth (b).
3. Students go home on the bus.
4. Put waste paper in the recycling bin.
5. Switch off the computer after use.
6. Graph showing rainfall in millimetres.



$$l + b =$$

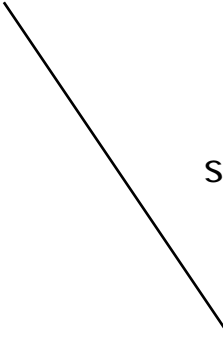


$$l \times b =$$





Read these notes from a student's diary.  
Match each note with the correct school subject.

- |  |           |
|--|-----------|
|  | geography |
| <b>1.</b> Bring a tracksuit and trainers tomorrow.   | art       |
| <b>2.</b> Do the next exercise on fractions.         | science   |
| <b>3.</b> Write a letter to a newspaper.             | P.E.      |
| <b>4.</b> Read about weather systems.                | history   |
| <b>5.</b> Finish the questions about our experiment. | English   |
| <b>6.</b> Draw a picture of someone I like.          | music     |
|  | maths     |
- 

Look at the school rules below.

Read and complete the 6 sentences by matching each sentence to the correct ending.

There are 2 extra endings.



## School Rules



- |   |  |
|---|--|
| <b>1.</b> Students must respect                   | are not allowed on the school premises.      |
| <b>2.</b> Students must take care of              | each other and school staff.                 |
| <b>3.</b> Students must not                       | and other equipment required for class.      |
| <b>4.</b> Students must wear the school uniform – | wear P.E. clothes.                           |
| <b>5.</b> Chewing gum, popcorn and crisps         | school property – no litter, no graffiti.    |
| <b>6.</b> Students must have a bag holding books  | should be eaten during class.                |
|   | leave the school without permission.         |
|   | P.E. gear may only be worn on relevant days. |

Read these messages from a school notice board.

Then fill in the timetable below, using 6 of the 10 activities included in the messages. (4 activities are not included.)

**NOTICE BOARD**

**Actors, Actresses!**  
Join the drama group!  
(Thursdays @ 4.00p.m., Room A2)

**Football**  
Monday: 4.00 – 5.00p.m.  
Tuesday: 12.30 – 1.00p.m.

Thanks to all who helped with the "clean-up day" last Tuesday!

**Sponsored walk (Sunday 6th May)**  
Money must be collected by Thursday!

**Write now ...** for the school magazine.  
1st meeting: Wednesday 12.45p.m., Room C4

**Want to design your own website?**  
The computer club meets every Friday, 12.30 – 1.00p.m.

**Anyone for tennis?**  
Fridays: 3.45 – 4.45 pm.

**Science show**  
Students involved in next Monday's event, see Mr. O'Connor any lunchtime.

**Wanted - singers!**  
The school choir needs you.  
Tuesdays: 3.45 – 4.45p.m.

There will be no swimming practice after school on Wednesday.

Activities this week:	Lunchtime	After school
Monday		football
Tuesday	football	
Wednesday		
Thursday		
Friday		

Read this short text.

Use 6 words from the box to complete the text.



**Coláiste Mhuire students teach primary school children about birds**

### YOUNG ENVIRONMENTALISTS

Students of Coláiste Mhuire, Ennis are flying high having won two awards in the Young Environmentalist Race Against Waste competition.

The school \_\_\_\_\_ an award in the senior category for their project on Irish birds. They also received a \_\_\_\_\_ in the creative category for composing a special "litter song". The awards were \_\_\_\_\_ by the Minister for the Environment, Heritage and Local Government at a \_\_\_\_\_ in Dublin. For the Irish birds project, the students made a CD-Rom explaining how to identify garden birds and \_\_\_\_\_ information about where these birds live. The students also prepared a slide show about Irish birds for use in local primary schools.

~~having~~  
 event  
 ceremony  
 win  
 giving  
 prize  
 gave  
 won  
 presented

Read and complete the three texts below by putting a circle around the correct word in each box.

1.

**SMOKING – A WORLDWIDE PROBLEM**

Tobacco is the second major cause  death in the world. It is currently responsible for the death of one in ten adults worldwide (about 5 million deaths each year). If current smoking patterns continue, it will cause some 10 million deaths each year by 2025. Half the people that smoke today will eventually be killed by tobacco. Smoking and poverty are also linked. Studies have  that in the poorest households in some low-income countries as much as 10% of total household spending is on tobacco. This means that these families have less money for basic necessities  as food, education and health care. In this way, tobacco leads to malnutrition and expensive medical bills. Also, money that could have been used for education is spent on tobacco instead. (World Health Organisation, 2004)

2.

**FEEL FREE TO SAY NO**

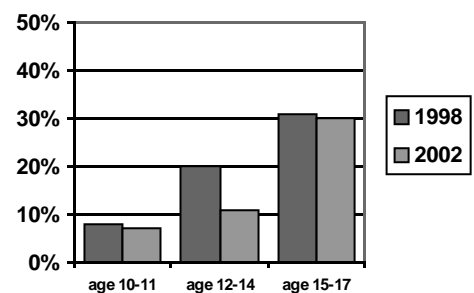
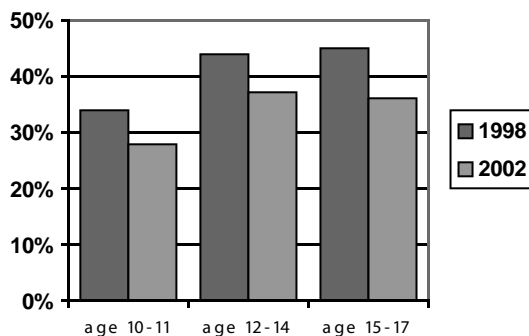
You don't need cigarettes to be cool or successful!

BUT .. Tobacco companies are always looking for new smokers and marketing cigarettes among young people  mean big business. An average smoker spends approximately 50,000 Euro on cigarettes in his or her lifetime. (E.U. initiative, 2003)

3.

**SMOKING IN IRELAND**

In Ireland it  estimated that 7000 people die each year from smoking related diseases. However, the National Health and Lifestyles Survey revealed a 4% decline in smoking rates, from 31% of the population in 1998 to 27% in 2002. Rates of smoking among young people are decreasing too, as the graphs below indicate. Also, since 29th March 2004, smoking has been banned in all workplaces including pubs and restaurants in Ireland. This anti-smoking law is a very important initiative for health that is now being followed in other countries. Ireland is indeed leading the fight  smoking in Europe.



Percentage of boys who report they are current smokers      Percentage of girls who report they are current smokers  
 (National Health and Lifestyles Survey, 2002 / European Commission: Health and Consumer Protection, 2004)

The lines below were taken from the three texts about smoking. Read these lines and decide which texts they were taken from. Match the lines to the correct texts by writing 1, 2 or 3. The first one is done for you.

Lines from text		Text Number
1.	At the moment, smoking kills five million people each year.	1
2.	Now people in this country are not allowed to smoke at work.	
3.	Money wasted on cigarettes could have been spent on education.	
4.	Cigarette advertising is often aimed at young people.	
5.	Here, the rate of smoking seems to be falling, even among young people.	
6.	50% of current smokers will die because of smoking.	

Read these questions about the three texts.

Then circle the correct answer for each question.

1. By 2025, how many people will die each year because of smoking?
  - a. 5 000 000
  - b. 7 000 000
  - c. 10 000 000
2. Where do some families spend up to 10% of their money on cigarettes?
  - a. In poor countries
  - b. In Ireland
  - c. In high-income countries
3. In many places, spending on tobacco leads to:
  - a. Better health care
  - b. Less money for food
  - c. Less expensive cigarettes
4. How much does an average smoker spend on cigarettes?
  - a. At least 50 000 euro
  - b. Not more than 50 000 euro
  - c. About 50 000 euro
5. In 2002, what percentage of people in Ireland were smokers?
  - a. 4%
  - b. 27%
  - c. 31%
6. In both 1998 and 2002, smoking rates in Ireland were:
  - a. Higher for boys than for girls
  - b. Lower for boys than for girls
  - c. The same for boys as for girls

## Placement – Reading Correction Key

### Responses

Answers to the sample questions are written in **bold**.

A1. (i) & (ii) Match phrases to correct pictures.

A1. (iii) 1. **P.E.**

2. maths
3. English
4. geography
5. science
6. art

A2. (i) 1. **Students must respect each other and school staff.**

2. Students must take care of school property – no litter, no graffiti.
3. Students must not leave the school without permission.
4. Students must wear the school uniform – P.E. gear may only be worn on relevant days.
5. Chewing gum, popcorn and crisps are not allowed on the school premises.
6. Students must have a bag holding books, and other equipment required for class.

A2. (ii) TIMETABLE OF ACTIVITIES:

(Minor variations in the transcription of activities e.g. "choir" rather than "school choir" are acceptable).

	Lunchtime	After school
Monday		<b>football</b>
Tuesday	<b>football</b>	school choir
Wednesday	school magazine	
Thursday		drama group
Friday	computer club	tennis



A2. (iii) YOUNG ENVIRONMENTALISTS

Students of Coláiste Mhuire, Ennis are flying high having won two awards in the Young Environmentalist Race Against Waste competition. The school won an award in the senior category for their project on Irish birds. They also received a prize in the creative category for composing a special "litter song". The awards were presented by the minister for the environment, heritage and local government at a ceremony in Dublin. For the Irish birds project, the students made a CD-Rom explaining how to identify garden birds and giving information about where these birds live. The students also prepared a slide show about Irish birds for use in local primary schools.

- B1. (i)
1. **of**
  2. shown
  3. such
  4. can
  5. is
  6. against

- B1. (ii)
1. **1**
  2. 3
  3. 1
  4. 2
  5. 3
  6. 1

- B1. (iii)
1. **c**
  2. a
  3. b
  4. c
  5. b
  6. a

## Placement – Reading Scoring and Rating

Total of 15 questions each for A1, A2 and B1. One point for each correct answer.

### Scoring

Test level	Number of correct answers/ points	Student's level of proficiency (√)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

### Rating

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
<b>13 – 15</b>	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Placement – Writing

## Level A1

Look at these pictures of different school subjects.

Write the name of the correct subject for each picture.

Use the words in the box. (There are 2 extra words.)



1. Technology



2. \_\_\_\_\_



3. \_\_\_\_\_



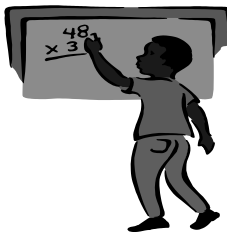
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



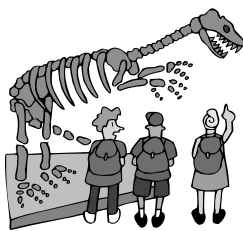
7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

Mathematics

~~Technology~~

History

Technical Drawing

Home Economics

Metalwork

Art

Geography

Physical Education

Science

English

Music

Look at this picture of the library and fill in the spaces for each unfinished word.



1. Our school has a bi g new libra r y.
2. It hhas lots oof very interinteresting books.
3. We ggo to tthe library to borborrow books.
4. These studstudents are looloking at some hishtorical books.
5. They wawanted to knknow what life wwas like lolong ago.
6. Their teatcher told ththem to rerad about it first.
7. Then they hahad to wrwrite an esesay for homehework.

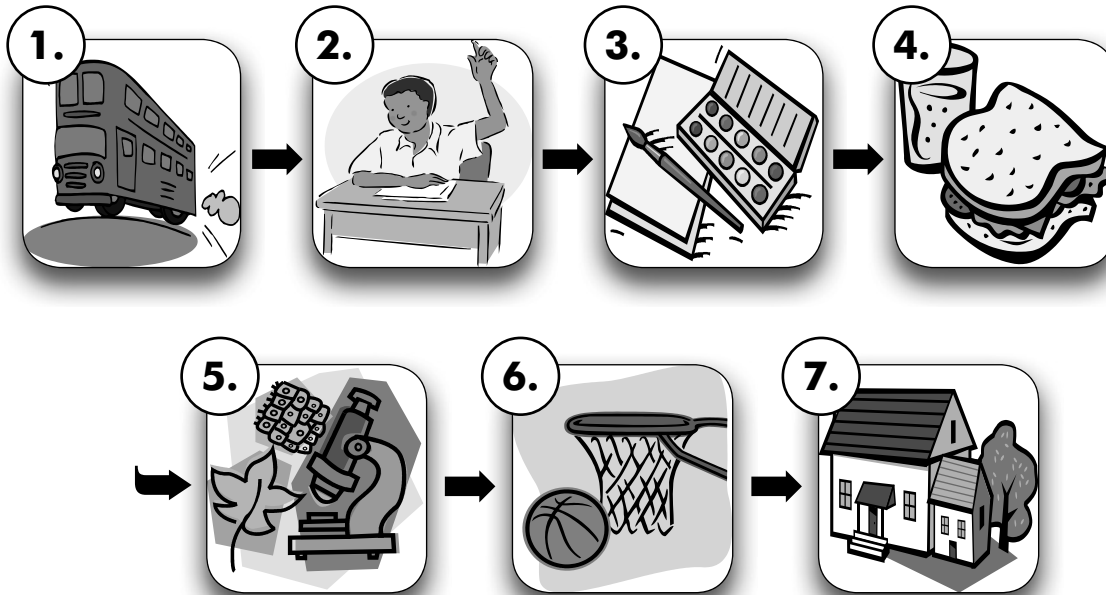


**SAM'S SCHOOL DAY**

The pictures show some things Sam did yesterday.

Use the pictures to finish the sentences below.

Write at least 5 words to finish each sentence.



1. Yesterday morning, Sam came to school by bus.

2. At school he \_\_\_\_\_.

3. Then he \_\_\_\_\_.

4. At lunch time \_\_\_\_\_.

5. After lunch \_\_\_\_\_.

6. Then \_\_\_\_\_.

7. After \_\_\_\_\_.



**A LETTER TO UNA**

Write a short letter to Una.

Tell her about yourself: your name, age, school and family.

Then write about some things that you like to do.

Tell Una why you like to do these things.

Write as much as you can on the answer sheet.



ANSWER SHEET

Name of student: \_\_\_\_\_

\_\_\_\_\_ 20 \_\_\_\_\_

*Dear Una,*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Write back soon,*

\_\_\_\_\_

# Placement — Writing Correction Key

## Responses

Answers to the sample questions are written in **bold**.

A1. 1. **Technology**

2. Science
3. Physical Education
4. Music
5. Home Economics
6. Metalwork
7. Mathematics
8. Geography
9. English
10. History

A2. (i) THE LIBRARY

Our school has a **bi g** new libra r y.

It has lots of very interes t i n g books.

We go to the library to borro w books.

These studen t s are looki n g at some histo r y books.

They wan t to know what life was like long ago.

Their teacher told the m to read about it first.

Then they have to write an essa y for homewo r k.

A2. (ii) (Possible response:)

SAM'S BUSY DAY

1. Yesterday morning, **Sam came to school by bus.**

2. At school he studied hard in English class.

3. Then he  painted a picture in art.

4. At lunch time he ate a sandwich and drank some water.

5. After lunch he had biology and he used a microscope.

6. Then he played basketball in P.E.

7. After school he went home and did his homework.



B1. (Possible response:)

20<sup>th</sup> May 2009

*Dear Una,*

My name is Max and I am fourteen years old. I am in second year at Riverside Community School. I have one younger sister, called Eva, who is ten. We came to Ireland with our parents last year. We really like living here, but sometimes we miss our cousins and our old friends a little. My grandparents and all the rest of my family live in Poland. We will go to visit them in the summer holidays.

The thing I like best is football. I'm good at it and I play for our school team. We practice every Thursday after school and we have a big match next week so we need to train hard. I like other sports too, especially basketball and running. I think that sport is good because it keeps you healthy. You can also make new friends if you play in a team. I like listening to music as well because it can make you feel happy. My favourite kind of music is rap. Write to me soon and tell me about the things you like.

*Write back soon,  
Max.*

# Placement — Writing Scoring and Rating

## Level A1

### Scoring

Put tick in correct box.

Points		Vocabulary incorrect	Vocabulary correct Spelling and/ or capitalisation inaccurate	Vocabulary correct Spelling and capitalisation accurate
		0	1	2
1.	<b>Technology</b>			
2.	Science			
3.	Physical Education			
4.	Music			
5.	Home Economics			
6.	Metalwork			
7.	Mathematics			
8.	Geography			
9.	English			
10.	History			
<b>TOTAL scores</b>				
<b>Overall TOTAL</b>				

### Rating

Student's total score	Level	The next stage
0 - 8	A1.1	Continue at this level.
9 - 15	A1.2	Continue at this level.
16 - 18	A1.3	Progress to level A2.

## Placement – Writing

## Level A2. (i)

## Scoring

Complete the words

Sentence	Points	Word correct	Spelling correct
		$\frac{1}{2}$	$\frac{1}{2}$
1	<i>school</i>		
1	<i>big</i>		
1	<i>library</i>		
2	has		
2	of		
2	interesting		
3	go		
3	the		
3	borrow		
4	students		
4	looking		
4	history		
5	want		
5	know		
5	was		
5	long		
6	teacher		
6	them		
6	read		
6	it		
7	have		
7	write		
7	essay		
7	homework		
	<b>TOTAL scores</b>		
	<b>Overall TOTAL</b>		

Maximum of 21 points at level A2 (i)

## Rating

Student's total score	Level	The next stage
0 - 9	A2.1	Continue at this level.
10 - 18	A2.2	Continue at this level.
19 - 21	A2.3	Progress to level B1.

## Placement – Writing

### Level A2. (ii)

Category of competence	A2.2 = 1 points	A2.3 = 2 points
<b>Vocabulary</b>	Can recognize and reproduce most items of basic vocabulary associated with school subjects and activities. Rarely has difficulty remembering words and begins to work with an increasing range of vocabulary.	Can recognize and reproduce all items of basic vocabulary associated with school subjects and activities. Has no difficulty remembering words and works confidently with an increasing range of vocabulary.
<b>Grammar</b>	Can structure sentences from a picture prompt, but with occasional errors in word order.	Can structure sentences from a picture or other prompt with accuracy.
<b>Handwriting, spelling and punctuation</b>	Can write words accurately. Punctuation is mostly accurate.	Can write words accurately and write short sentences with correct spelling and appropriate capitalization and punctuation.

Put score (1 or 2) in relevant box for each sentence.

**Required response:** The pupil uses familiar vocabulary to construct a short, well-formed, orthographically accurate sentence, based on a picture prompt.

See examples provided in *Correction Key* above.

### Scoring

Sentence	Scoring		
	Vocabulary	Grammar	Handwriting, spelling and punctuation
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>Total scores</b>			

Maximum of 36 points at Level A2 (ii)

### Rating

Student's total score	Level	The next stage
1 - 28	A2.2	Continue at this level.
29-36	A2.3	Progress to level B1.

## Placement – Writing

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Can use a small amount of vocabulary additional to basic items. Does not yet combine and extend vocabulary in free writing.	Can use an increasing amount of vocabulary additional to basic items. Begins to combine and extend vocabulary in free writing.	Can use a lot of vocabulary additional to basic items. Confidently combines and extends vocabulary in free writing.
<b>Grammar</b>	Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out.	Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc. Errors remain in some areas.	Uses a wide range of grammatical structures with confidence and control. Errors generally confined to attempts to use new or unfamiliar patterns.
<b>Handwriting, spelling and punctuation</b>	Can write short connected sentences, but spelling and punctuation are inaccurate.	Can write short connected sentences with minor errors of layout, punctuation and capitals.	Can write short connected sentences with generally accurate layout, punctuation and capitals.

### Scoring

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Handwriting, spelling and punctuation</b>			
<b>Overall TOTAL</b>			

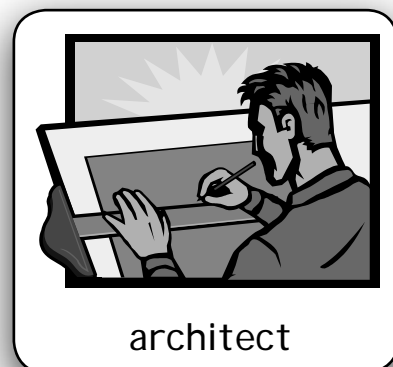
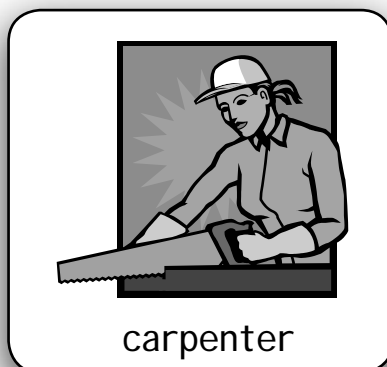
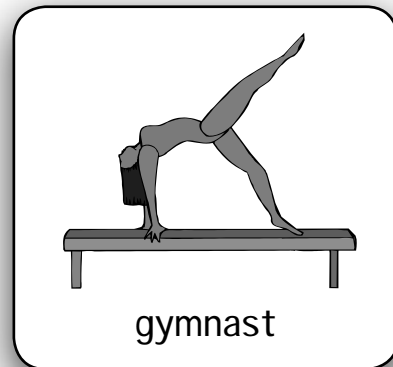
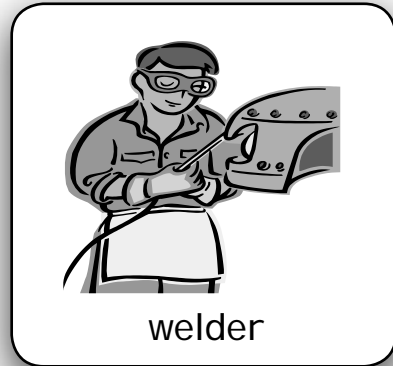
Maximum of 9 points at level B1.

### Rating

Student's total score	Level	The next stage
1 - 4	B1.1	Continue at this level.
5 - 7	B1.2	Continue at this level.
<b>8 - 9</b>	<b>B1.3</b>	<b>Student has reached the objective of language support.</b> <b>When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

Set 2 - Listening

Level A1. (i)



1

2

3

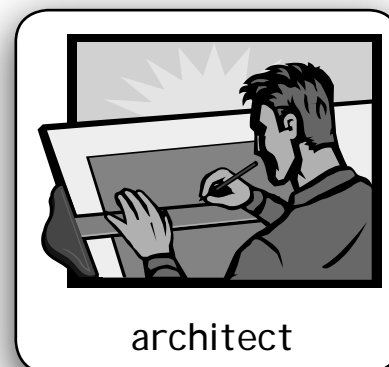
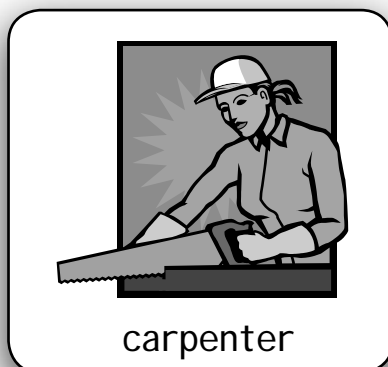
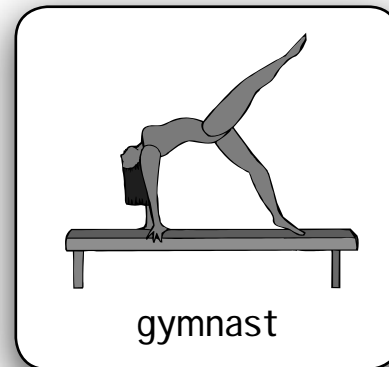
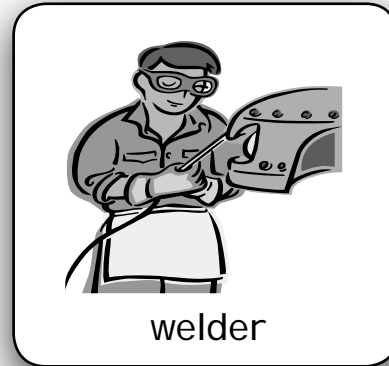
4

5

6

Set 2 - Listening

Level A1. (ii)



1

2

3

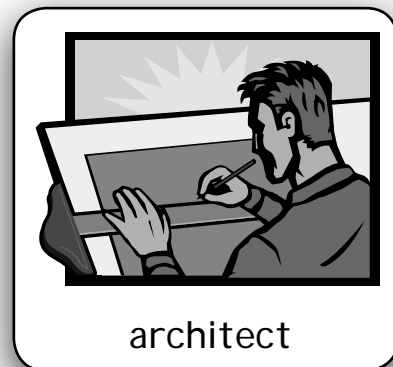
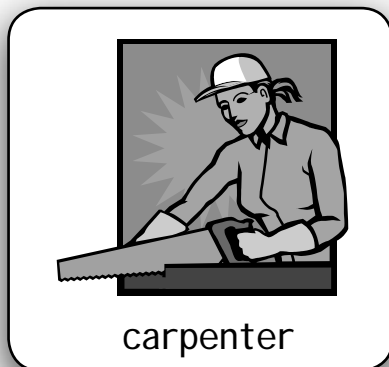
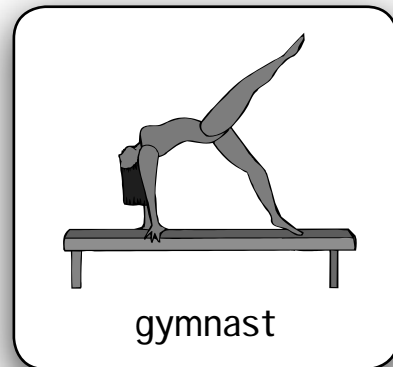
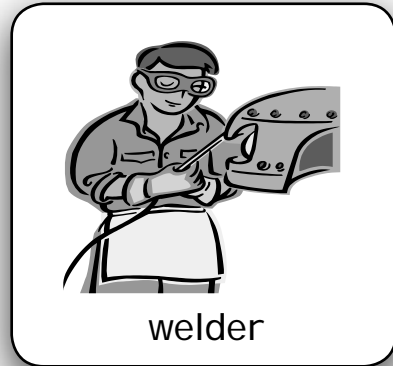
4

5

6

Set 2 - Listening

Level A1. (iii)



1

2

3

4

5

6



Set 2 - Listening

Level A2. (i)




<del>1</del>	2	3	4	5	6


ART EXHIBITION



Set 2 - Listening

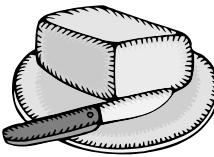
Level A2. (ii)

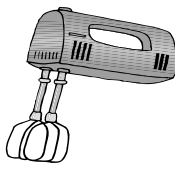



	
weighing scales	


	
rectangular tin	


	
two eggs	


	<b>1</b>
margarine	


	
food mixer	

	
flour	

	
wooden spoon	

	
three eggs	





	
round tins	

	
jam	

Set 2 - Listening

Level A2. (iii)



				 
1.	Who came first in a jumping competition?	✓		
2.	Who won a silver medal?			
3.	Who won a medal in the relay race?			
4.	Who won three medals altogether?			
5.	Who took part in the soccer competition?			
6.	Who got hurt on sports day?			






1. When did Sergei learn to ski?
  - a. When he was six years old
  - b. When he was eleven years old
  - c. When he was in third year
  
2. Who took part in a national competition in Russia?
  - a. Sergei
  - b. Sergei's father
  - c. Sergei's brother
  
3. What did Sergei think about his first winter in Ireland?
  - a. He didn't think it was terribly cold.
  - b. He thought it was really freezing.
  - c. He didn't mind the Irish winter.
  
4. How good were Sergei's friends at ice-skating?
  - a. Some of them were very good.
  - b. Some of them weren't bad.
  - c. None of them knew how to skate.
  
5. What advice does Sergei give to new skiers?
  - a. You should learn about how to fall.
  - b. You should try not to fall over.
  - c. You should be afraid of getting hurt.
  
6. Which of these sports would Sergei like to start?
  - a. Swimming
  - b. Surfing
  - c. Hurling



1. **a.** Rachel has been making jewellery since second year.  
**b.** Rachel has been making jewellery since last year.  
**c.** Rachel has been making jewellery for three years.
  
2. **a.** Rachel makes her jewellery from gold.  
**b.** Rachel does not buy all her materials.  
**c.** Rachel uses recycled beads and wire.
  
3. **a.** Rachel bought her ring in South Africa.  
**b.** Rachel made the ring she is wearing.  
**c.** Rachel's cousin brought the ring from South Africa.
  
4. **a.** Rachel only makes jewellery for herself.  
**b.** Rachel sells jewellery to her friends.  
**c.** Rachel's jewellery will be sold in a shop.
  
5. **a.** Rachel has to do lots of schoolwork.  
**b.** Rachel spends too much time making jewellery.  
**c.** Rachel wants to make a lot of money.
  
6. **a.** Rachel hopes to be a jewellery designer.  
**b.** Rachel hopes to be a clothes designer.  
**c.** Rachel hopes to be an interior designer.



				
<b>1.</b>	How does Jun think the band is getting on?	He thinks it's doing really well.	He thinks it's doing OK. ✓	He thinks it's not doing well.
<b>2.</b>	What does Jun think of rap music?	He likes it.	He thinks it's OK.	He doesn't like it.
<b>3.</b>	What did Jun think of the band's first performance?	He thought it was very good.	He thought it was OK.	He thought it was bad.
<b>4.</b>	What does Jun think about the band's future?	He thinks the band will be successful.	He's not sure.	He thinks the band have no chance.
<b>5.</b>	What does Jun think about putting the band's music on the Internet?	He thinks it's a good idea.	He's not sure.	He thinks it's a bad idea.
<b>6.</b>	What do Jun's parents think about Jun playing in the band?	They like it.	They think it's OK.	They don't like it.

## Set 2 – Listening Correction Key

### Responses

Answers to the sample questions are written in **bold**.

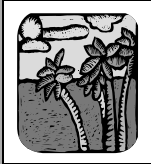

- A1. (i) 1. **chef**  
 2. gymnast  
 3. carpenter  
 4. architect  
 5. welder  
 6. artist

- (ii) 1. **chef**  
 2. musician  
 3. architect  
 4. cyclist  
 5. gymnast  
 6. carpenter

- (iii) 1. **chef**  
 2. architect  
 3. cyclist  
 4. artist  
 5. musician  
 6. welder

- A2. (i)

**ART EXHIBITION**

2		6	
	3	1	
5			4

- A2. (ii) 1. **margarine**  
2. food mixer  
3. three eggs  
4. weighing scales  
5. flour  
6. round tins

- A2 (iii) 1. **Grace**  
2. Jun  
3. Grace & Jun  
4. Grace  
5. Grace & Jun  
6. Jun

- B1. (i) 1. **a**  
2. c  
3. a  
4. c  
5. a  
6. b

- B1. (ii) 1. **c**  
2. b  
3. b  
4. c  
5. a  
6. c

- B1. (iii) 1. **He thinks it's doing OK.**  
2. He doesn't like it.  
3. He thought it was bad.  
4. He thinks the band will be successful.  
5. He thinks it's a bad idea.  
6. They think it's OK.



## Set 2 – Listening Scoring and Rating

Total of 15 questions each for A1, A2 and B1. One point for each correct answer.

### Scoring

Test level	Number of correct answers/ points	Student's level of proficiency (√)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

### Rating

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
13 – 15	B1.3	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

Set 2: Pictures for Speaking Test

1



2



## Set 2 – Speaking

## Level A1

All Speaking tests are based on pictures on page 80.

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	Seems to recognize what is being pointed at but does not produce the correct word/phrase.	Recognizes what is being pointed at and produces a word/phrase that is less than fully correct.	Recognizes what is being pointed at and produces the correct word/phrase.
<b>Pronunciation</b>	Pronunciation is very difficult to understand without reference to the picture prompt.	Pronunciation is recognizable without reference to the picture prompt, but less than fully correct.	Pronunciation is correct, though it may be strongly coloured by the pupil's first language.

## Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Are you ready? (*Check that student is ready to start.*)

1. Look at this picture. (*Point to picture 1 – “music”.*)

These students are playing in an orchestra.

What is this girl playing? (*Point to girl at front playing violin.*)

What are these students playing? (*Point to students playing flutes.*)

What are they sitting on? (*Point to chairs.*)

Put tick (✓) in relevant box when student responds.

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

2. What is this boy doing? (*Point to boy at front of picture 1 who is playing the cello.*)

Where is this man standing? (*Point to conductor.*)

How do you play this big instrument? (*Point to large black drum at back of orchestra.*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

3. Now look at this picture. (*Point to picture 2 – “sport”.*)  
 How many boys can you see in this picture? (*Point to boys in picture 2.*)  
 Where are the boys? (*Point to boys again.*)  
 What are they doing? (*Point to boys again.*)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

4. What is this boy wearing? (*Point to boy’s T-shirt on far left.*)  
 What are these boys wearing on their feet? (*Point to boys in centre of picture.*)  
 What is this boy wearing? (*Point to boy in centre wearing T-shirt and shorts.*)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

5. Now think about our school.  
 Where can you learn about music in this school?  
 When can you do sports in our school?  
 Which do you like better – music or sport?

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

## Set 2 – Speaking

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	Produces some of the required items of vocabulary, but with hesitation. May have difficulty remembering words.	Produces most of the required items of vocabulary, with only occasional hesitation. May make some errors.	Produces all the required items of vocabulary without hesitation or serious error.
<b>Grammar</b>	Can produce structured phrases and simple sentences, but hesitantly and with obvious errors.	Can produce structured phrases and simple sentences without hesitation but with some basic errors.	Can produce structured phrases and sentences without hesitation and can correct errors if they are pointed out.
<b>Pronunciation</b>	Pronunciation is only partly accurate and phrases/sentences are often difficult to understand.	Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand.	Pronunciation is accurate and phrases/sentences are easily understood, though the accent may still be markedly "foreign".

## Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – "music".*)

These students like to play music. (*Point to members of orchestra in picture 1.*)

What kind of music do you think they play? (*Point to orchestra again.*)

What kind of music do you like best?

How often do you listen to music?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. These students are members of a youth orchestra. They practise together after school. (Point to orchestra in picture 1.)

What do you usually do after school?

What groups and clubs can students join at this school?

These students are good at music. (Point to orchestra again.)

Tell me about something that you really like doing.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “sport”.)

Why are these boys running? (Point to boys in picture 2.)

Which sports do you like to play or watch?

Tell me about a sport or another game that you played last week.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. Why do you think many people like sport? (Point to picture 2.)

How is sport good for your health?

What kinds of things are bad for your health? Why are they bad?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. How is this picture (Point to picture 1.) different from this picture? (Point to picture 2.) Tell me about three things that are different.

Which picture do you prefer? (Indicate picture 1 and picture 2 again.) Why?

Tell me about a sports star or a musician that you like. What does this person do and why do you like this person?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Set 2 – Speaking

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Uses mostly familiar vocabulary learnt in class. Occasionally has difficulty remembering a word or phrase.	Can go beyond familiar vocabulary learnt in class. Rarely has difficulty remembering a word or phrase.	Uses relevant vocabulary with ease and confidence.
<b>Grammar</b>	Uses simple structures without serious hesitation but still makes errors. Can correct some errors when they are pointed out.	Uses simple structures fluently; makes errors but can mostly correct them when they are pointed out.	Uses simple structures fluently, with confidence, and mostly with accuracy. Can correct errors immediately when they are pointed out.
<b>Pronunciation</b>	Pronunciation of individual words sometimes inaccurate and intonation sometimes hesitant. May not be able to correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate, but intonation may be difficult to understand. Can correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate and intonation easy to understand, though there may still be strong traces of a “foreign” accent. Can correct errors of pronunciation and intonation when they are pointed out.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – “music”.*)

Why do you think that the drums at the back of this orchestra are not being used? (*Point to large black drum and timpani at back of picture.*)

If you could choose any musical instrument, which one would you like to play? Why?

Tell me about some different kinds of music that people play in your country.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. The students in this orchestra are going to take part in a music competition next week. (Point to orchestra in picture 1.)

What do you think they should do before the competition? (Point to students in orchestra.)

How do you think they will feel on the day of the competition? (Point to students in orchestra again.)

Have you ever entered a competition?

(If "yes") Tell me what you had to do for this competition. / (If "no") What kind of competition would you like to enter? Why?

	<b>B1.1 1 point</b>	<b>B1.2 2 points</b>	<b>B1.3 3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – "sport".)

Which boy do you think will win the race? (Point to boys in picture 1.)

What do you think this boy might be thinking? (Point to boy on far right who is coming last in the race.)

When the race is over, what do you think this boy will tell his friends? (Point to boy second from the left.)

	<b>B1.1 1 point</b>	<b>B1.2 2 points</b>	<b>B1.3 3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Think of a sport that you like. Now explain the main rules of this sport.

Tell me about the best sports competition that you ever took part in or watched.

What do you think is the most important sporting event in the world? Why do you think so?

	<b>B1.1 1 point</b>	<b>B1.2 2 points</b>	<b>B1.3 3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. How is the music that young people listen to today different from the music that people listened to long ago?

Which do you think are better – sports you can do by yourself or team games? Why?

If you were a famous sports star or musician, what would your life be like and what kind of things could you do?

	<b>B1.1 1 point</b>	<b>B1.2 2 points</b>	<b>B1.3 3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			



## Set 2 – Speaking Scoring and Rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a student's performance afterwards.

The scoring points are indicated at the top of each grid.

**Level A1 - maximum total of 30 points.**

**Levels A2 and B1 - maximum total of 45 points.**

### Scoring

Test level	Number of points	Student's level of proficiency (✓)
<b>A1.1</b>		
<b>A1.2</b>		
<b>A1.3</b>		
<b>A2.1</b>		
<b>A2.2</b>		
<b>A2.3</b>		
<b>B1.1</b>		
<b>B1.2</b>		
<b>B1.3</b>		

### Rating

	Number of points	Student's proficiency	The next stage
<b>Level A1</b>	1 – 14	A1.1	Continue at this level.
	15 – 25	A1.2	Continue at this level.
	26 – 30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1 – 22	A2.1 or B1.1	Continue at this level.
	23 – 38	A2.2 or B1.2	Continue at this level.
	39 – 45	A2.3	Progress to level B1.
<b>Level B1</b>	<b>39 – 45</b>	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Set 2 – Reading

## Level A1. (i)

Read these short phrases.

Match each phrase to the correct picture.

1. the metalwork room



2. a school bag



3. a calculator



4. a tennis racket



5. home economics class



6. using the internet



Read these phrases.

Match each phrase to the correct picture.

1. She is baking some biscuits.



2. We are acting on the stage.



3. We practise basketball in the gym.



4. He is sticking some paper with glue.



5. He can paint very well.

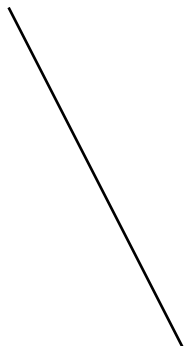


6. We need these things for technical graphics.



Read these definitions.

Match each definition with the correct word.

- |  |  |            |
|--|--|------------|
|  |  | hurling    |
| 1. To find out the size or amount of something       |  | to save    |
| 2. A tool for cutting wood and metal                 |  | to sew     |
| 3. To store information when using a computer        |  | to measure |
| 4. A musical instrument with six strings             |  | drum       |
| 5. An Irish team sport played with a ball and sticks |  | golf       |
| 6. To make things with a needle and thread           |  | saw        |
|  |  | guitar     |
- 

Look at the recipe below.

Then read and complete the 6 sentences by matching each sentence to the correct ending.

(There are 2 extra endings.)

### SCRAMBLED EGGS

#### INGREDIENTS:

- 3 eggs
- 1 dessertspoon oil
- salt and pepper
- 4 dessertspoons milk



#### PREPARATION:

- |                               |       |                                       |
|-------------------------------|-------|---------------------------------------|
| 1. Break the eggs into a bowl | _____ | salt and pepper.                      |
| 2. Heat the oil               | _____ | and beat well with a fork.            |
| 3. Then add the milk,         | _____ | thick and creamy.                     |
| 4. Add the beaten eggs and    | _____ | do not put any eggs into the mixture. |
| 5. Cook until the mixture is  | _____ | in a saucepan.                        |
| 6. Serve on hot toast         | _____ | for a healthy breakfast.              |
|                               | _____ | burnt and sticking to the saucepan.   |
|                               | _____ | stir over a moderate heat.            |

Read this short text.

Then use 6 of the terms used in the text to complete the grid below.



### THE PERSONAL COMPUTER (PC)



- The PC tower contains the most important components of the computer including its hard disk.
- Information can be entered into the computer by typing on the keyboard.
- A mouse is used to select or move items of information.
- The monitor displays information from the computer on a screen.
- Electronic signals from the computer are turned into sound by the speakers.
- The printer prints text and images from the computer, including photographs taken by digital camera.

1.	These let you hear information.	
2.	You use this to choose items of information.	
3.	The main parts of the computer are in this.	<i>PC tower</i>
4.	This copies information and pictures onto paper.	
5.	You put in information by typing on this.	
6.	You need this to see the information.	

Read this short text.

Use 6 words from the box to complete the text.



### *Canoeing and climbing*

#### OUR OUTDOOR PURSUITS TRIP

The day of events started with orienteering. We had to use a map to find our way along a cross-country route. It was \_\_\_\_\_ difficult and we almost got lost. After lunch we took to the water and tried canoeing. It was very \_\_\_\_\_ because there were a lot of strong waves on the lake. By the time we had finished, we were soaking wet and very cold. When we had \_\_\_\_\_ off, we went on to the next activity - climbing the outdoor wall. It was really high and \_\_\_\_\_ everyone made it to the top! At the end of the day we \_\_\_\_\_ exhausted, but the trip had been extremely enjoyable.

hardly  
not  
~~our~~  
quite  
excited  
were  
warmed  
was  
dried  
exciting

Read and complete the three texts below by putting a circle around the correct word in each box. The first one is done for you.

### 1. Get up and Go!

The “Get up and Go” mini-company programme allows Transition Year students to experience the world of business. Students set  companies that either produce a product or offer a service – anything from making crafts to washing cars! Through the programme, students learn about all aspects of running a business, from starting up to winding down. They must also use their creativity and initiative while working together as a team. Each year, regional trade fairs  are organised across the country for school mini-companies. The fairs are very enjoyable occasions and, for the most enterprising schools, participation may even lead to national awards.



### 2. Web of ideas

Schools in Donegal have been  the Internet for a range of projects. In technology related subjects, students found many websites offering good ideas for classroom tasks. In some schools, students used the Internet when designing their Junior Certificate projects for materials technology wood (MTW).

This information helped  to do some impressive work, including the production of items such as small tables, bookshelves and bedside lockers. Fifth year engineering students also used Internet resources to design mechanisms to scare away unwelcome birds.



### 3. Stunning Space-Bug!

Congratulations to students from Moyne Community School who participated in the final of the Form and Fusion Competition. The students  to work as a team to design and construct wild, wonderful and imaginative costumes out of alternative waste materials. Altogether, 8,500 costumes were designed in schools throughout Ireland, and 3,500 of these were then judged in preliminary heats. One design created by students from Moyne Community School was selected to go forward to the Grand Final. The school was delighted  this science-fiction inspired entry, “Nefarious The Space Bug”, came second overall, winning a prize of €1,300. The students were also presented with a specially commissioned piece of glasswork to mark their achievement.





The lines below were taken from the three texts about school projects.

Read these lines and decide which texts they were taken from.

Match the lines to the correct texts by writing 1, 2 or 3.

The first one is done for you.

Lines from text		Text number
1.	The Internet can be very useful for exam projects.	2
2.	Each team also had to present its creation in a two-minute catwalk performance.	
3.	Students gain skills in management, accounting and reporting.	
4.	35 costumes from schools across the country reached this stage of the competition.	
5.	The students downloaded some helpful tips for making furniture.	
6.	At these events, students can display their work and share ideas.	

Read these questions about the three texts.

Then circle the correct answer for each question.

1. From where do students in Donegal get ideas?
  - a. The world wide web
  - b. The world of business
  - c. The world of science-fiction
  
2. Who participates in the “Get up and Go” programme?
  - a. Junior certificate students
  - b. Transition year students
  - c. Fifth year students
  
3. How many costumes were originally designed for the Form and Fusion competition?
  - a. 1,300
  - b. 3,500
  - c. 8,500
  
4. What do students have to do in a school mini-company?
  - a. Wash lots of cars
  - b. Learn to make crafts
  - c. Work as a team
  
5. Where did students make items to keep birds away?
  - a. In engineering class
  - b. In Materials Technology Wood (MTW) class
  - c. At a trade fair
  
6. What are costumes for the Form and Fusion competition made of?
  - a. Wood
  - b. Recycled items
  - c. Special glass

## Set 2 – Reading Correction Key

### Responses

Answers to the sample questions are written in **bold**.

A1. (i) & (ii) Match phrases to correct pictures.

A1 (iii) 1. **to measure**

2. saw

3. save

4. guitar

5. hurling

6. sew

A2. (i) 1. **Break the eggs into a bowl and beat well with a fork.**

2. Heat the oil in a saucepan.

3. Then add the milk, salt and pepper.

4. Add the beaten eggs and stir over a moderate heat.

5. Cook until the mixture is thick and creamy.

6. Serve on hot toast for a healthy breakfast.

A2. (ii) THE PERSONAL COMPUTER (PC)

<b>1.</b>	These let you hear information.	speakers
<b>2.</b>	You use this to choose items of information.	mouse
<b>3.</b>	The main parts of the computer are in this.	<b>PC tower</b>
<b>4.</b>	This copies information and pictures onto paper.	printer
<b>5.</b>	You put in information by typing on this.	keyboard
<b>6.</b>	You need this to see the information.	monitor

A2. (iii) OUR OUTDOOR PURSUITS TRIP

The day of events started with orienteering. We had to use a map to find **our** way along a cross-country route. It was quite difficult and we almost got lost. After lunch we took to the water and tried canoeing. It was very exciting because there were a lot of strong waves on the lake. By the time we had finished, we were soaking wet and very cold. When we had dried off, we went on to the next activity – climbing the outdoor wall. It was really high and not everyone made it to the top! At the end of the day we were exhausted, but the trip had been extremely enjoyable.

- B1. (i) 1. **up**  
2. are  
3. using  
4. them  
5. had  
6. when

- B1. (ii) 1. **Text 2**  
2. Text 3  
3. Text 1  
4. Text 3  
5. Text 2  
6. Text 1

- B1. (iii) 1. **a**  
2. b  
3. c  
4. c  
5. a  
6. b

## Set 2 – Reading Scoring and Rating

### Scoring

Total of 15 questions each at A1, A2 and B1 per level. One point for each correct answer.

Test level	Number of correct answers/points	Student's level of proficiency (√)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

### Rating

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
13 – 15	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Set 2 - Writing

## Level A1

Look at these pictures of things we use at school.

Write the correct label for each picture.

Use the words in the box. (There are 2 extra words.)



1. football



2. \_\_\_\_\_



3. \_\_\_\_\_



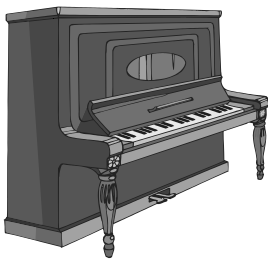
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

piano	scissors
notice board	<del>football</del>
calculator	violin
text book	paint
ring binder	microscope
clock	guitar

## OUR TECHNOLOGY PROJECT

Look at this picture and complete the sentences.

Fill the spaces for each unfinished word.



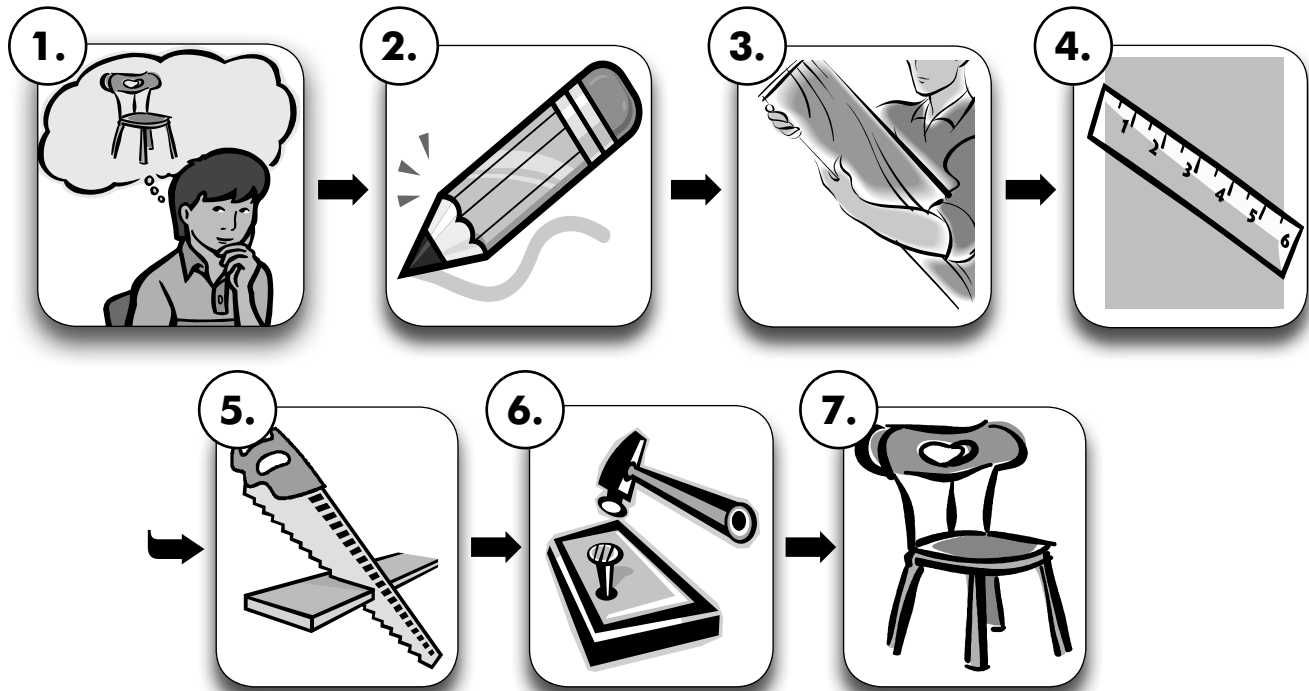
1. We learn about computers in technology class.
2. We a\_\_ using t\_\_ computers f\_\_ an impo\_\_\_\_ project.
3. The teacher to\_\_ us to wo\_\_ in sm\_\_ groups.
4. Each group mu\_\_ think o\_ a go\_\_ idea.
5. Our group is go\_\_ to cho\_\_ "sport" bec\_\_\_\_ we li\_\_ it.
6. We ne\_\_ to u\_\_ the Internet to fi\_\_ some infor\_\_\_\_\_.
7. We wi\_\_ put o\_\_ project o\_ the sch\_\_ website.

MTW (Materials Technology Wood) CLASS

The pictures show how Alex made a chair.

Use the pictures to finish the sentences below.

Write at least 5 words to finish each sentence.



1. Alex thought *about how to make a chair.*
2. He started by \_\_\_\_\_.
3. Then he got \_\_\_\_\_.
4. Then he \_\_\_\_\_.
5. After that \_\_\_\_\_.
6. Then \_\_\_\_\_.
7. He \_\_\_\_\_.



B1. Answer either B1 (i) or B1 (ii) .

The answer sheet is on the next page.

B1. (i) Think of a special food from your country.

Explain carefully how this food is made.

Also write about why it is special.

Write as much as you can.

B1. (ii) Think of a sport that you like to watch or play.

Explain carefully the rules of this sport.

Also write about why you like it.

Write as much as you can.



## Set 2 – Writing Correction Key

### Responses

Answers to the sample questions are written in **bold**.

A1. 1. **football**

2. paint
3. guitar
4. text book
5. microscope
6. clock
7. piano
8. calculator
9. ring binder
10. scissors

A2. (i) OUR TECHNOLOGY PROJECT

We lear n about compu t e r s in techno l o g y class.

We a r e using th e computers fo r an impor t a n t project.

The teacher told us to work in smal l groups.

Each group must think of a good idea.

Our group is goin g to choos e "sport" becau s e we like it.

We need to use the Internet to find some informa t i o n.

We will put ou r project on the school website.

A2. (ii) (Possible response:)

MTW (Materials Technology Wood) CLASS

1. Alex thought **about how to make a chair.**
2. He started by drawing a picture of the chair.
3. Then he got a big piece of wood.
4. Then he took a ruler and measured the wood.
5. After that he cut the wood with a saw.
6. Then he hammered the pieces of wood together.
7. He made a lovely new chair.

B1. (ii) (Possible response:)

*A SPORT THAT I LIKE*

Tennis is a sport that I like a lot. It is played outside on a tennis court. Usually there are two players, but sometimes there are four in "doubles" matches. The players use tennis rackets to hit a small ball over a net. They must not miss the ball or let it fall outside the lines on the court. The first player to hit the ball is called the server. A player serves for one game and then it the other player's turn. You need more than forty points to win a game and you must win at least six games to win a set. It is easier to win a game when you are serving, but the other player will always try to win points and break your serve. In women's tennis matches there are usually three sets, but in men's tennis there can be five sets. I like tennis because it is very exciting and I like to play outside. Last year I won a tennis competition at school so now I want to play more and more. I am going to join the tennis club in my town so that I can learn more about this sport.

## Set 2 – Writing Scoring and Rating

### Level A1

### Scoring

Put tick in correct box.

Points		Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
		0	1	2
1.	<b>football</b>			
2.	paint			
3.	guitar			
4.	text book			
5.	microscope			
6.	clock			
7.	piano			
8.	calculator			
9.	ring binder			
10.	scissors			
<b>TOTAL scores</b>				
<b>Overall TOTAL</b>				

### Rating

Student's total score	Level	The next stage
0 - 8	A1.1	Continue at this level.
9 - 15	A1.2	Continue at this level.
16 - 18	A1.3	Progress to level A2.

## Set 2 – Writing

### Level A2. (i)

#### Scoring

#### Complete the words

Sentence	Points	Word correct	Spelling correct
		1/2	1/2
1	learn		
1	computers		
1	technology		
2	are		
2	the		
2	for		
2	important		
3	told		
3	work		
3	small		
4	must		
4	of		
4	good		
5	going		
5	choose		
5	because		
5	like		
6	need		
6	use		
6	find		
6	information		
7	will		
7	our		
7	on		
7	school		
	<b>TOTAL scores</b>		
	<b>Overall TOTAL</b>		

Maximum of 22 points at level A2 (i)

#### Rating

Student's total score	Level	The next stage
0 - 9	A2.1	Continue at this level.
10 - 18	A2.2	Continue at this level.
19 - 22	A2.3	Progress to level B1.

## Set 2 – Writing

### Level A2. (ii)

Category of competence	A2.2 = 1 points	A2.3 = 2 points
<b>Vocabulary</b>	Can recognize and reproduce most items of basic vocabulary associated with school subjects and activities. Rarely has difficulty remembering words and begins to work with an increasing range of vocabulary.	Can recognize and reproduce all items of basic vocabulary associated with school subjects and activities. Has no difficulty remembering words and works confidently with an increasing range of vocabulary.
<b>Grammar</b>	Can structure sentences from a picture prompt, but with occasional errors in word order.	Can structure sentences from a picture or other prompt with accuracy.
<b>Handwriting, spelling and punctuation</b>	Can write words accurately, punctuation is mostly accurate.	Can write words accurately and write short sentences with correct spelling and appropriate capitalization and punctuation.

Put score (1 or 2) in relevant box for each sentence.

**Required response:** The pupil uses familiar vocabulary to construct a short, well-formed, orthographically accurate sentence, based on a picture prompt.

See examples provided in Correction Key above.

### Scoring

Sentence	Rating		
	Vocabulary	Grammar	Handwriting, spelling and punctuation
2			
3			
4			
5			
6			
7			
<b>Overall total</b>			

### Rating

Maximum of 36 points at Level A2 (ii)

Student's total score	Level	The next stage
1 - 28	A2.2	Continue at this level.
29-36	A2.3	Progress to level B1.

## Set 2 – Writing

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Can use a small amount of vocabulary additional to basic items. Does not yet combine and extend vocabulary in free writing.	Can use an increasing amount of vocabulary additional to basic items. Begins to combine and extend vocabulary in free writing.	Can use a lot of vocabulary additional to basic items. Confidently combines and extends vocabulary in free writing.
<b>Grammar</b>	Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out.	Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc. Errors remain in some areas.	Uses a wide range of grammatical structures with confidence and control. Errors generally confined to attempts to use new or unfamiliar patterns.
<b>Handwriting, spelling and punctuation</b>	Can write short connected sentences, but spelling and punctuation are inaccurate.	Can write short connected sentences with minor errors of layout, punctuation and capitals.	Can write short connected sentences with generally accurate layout, punctuation and capitals.

### Scoring

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Handwriting, spelling and punctuation</b>			
<b>Overall TOTAL</b>			

Maximum of 9 points at level B1.

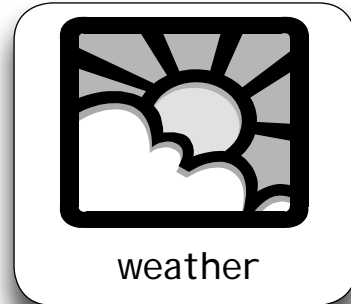
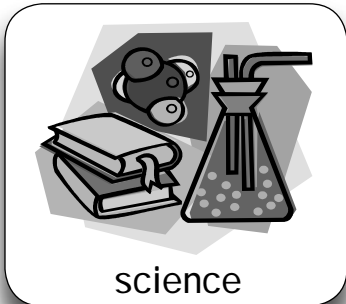
### Rating

Student's total score	Level	The next stage
1 - 4	B1.1	Continue at this level.
5 - 7	B1.2	Continue at this level.
8 - 9	B1.3	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>



Set 3 - Listening

Level A1. (i)



1

2

3

4

5

6



world news



entertainment



science



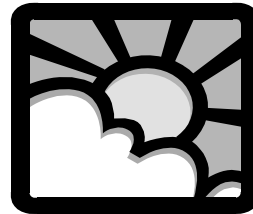
business



traffic



sport



weather



crime

1

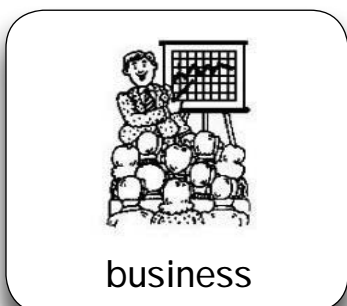
2

3

4

5

6



1

2

3

4


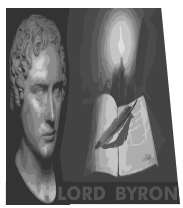



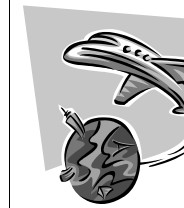
5

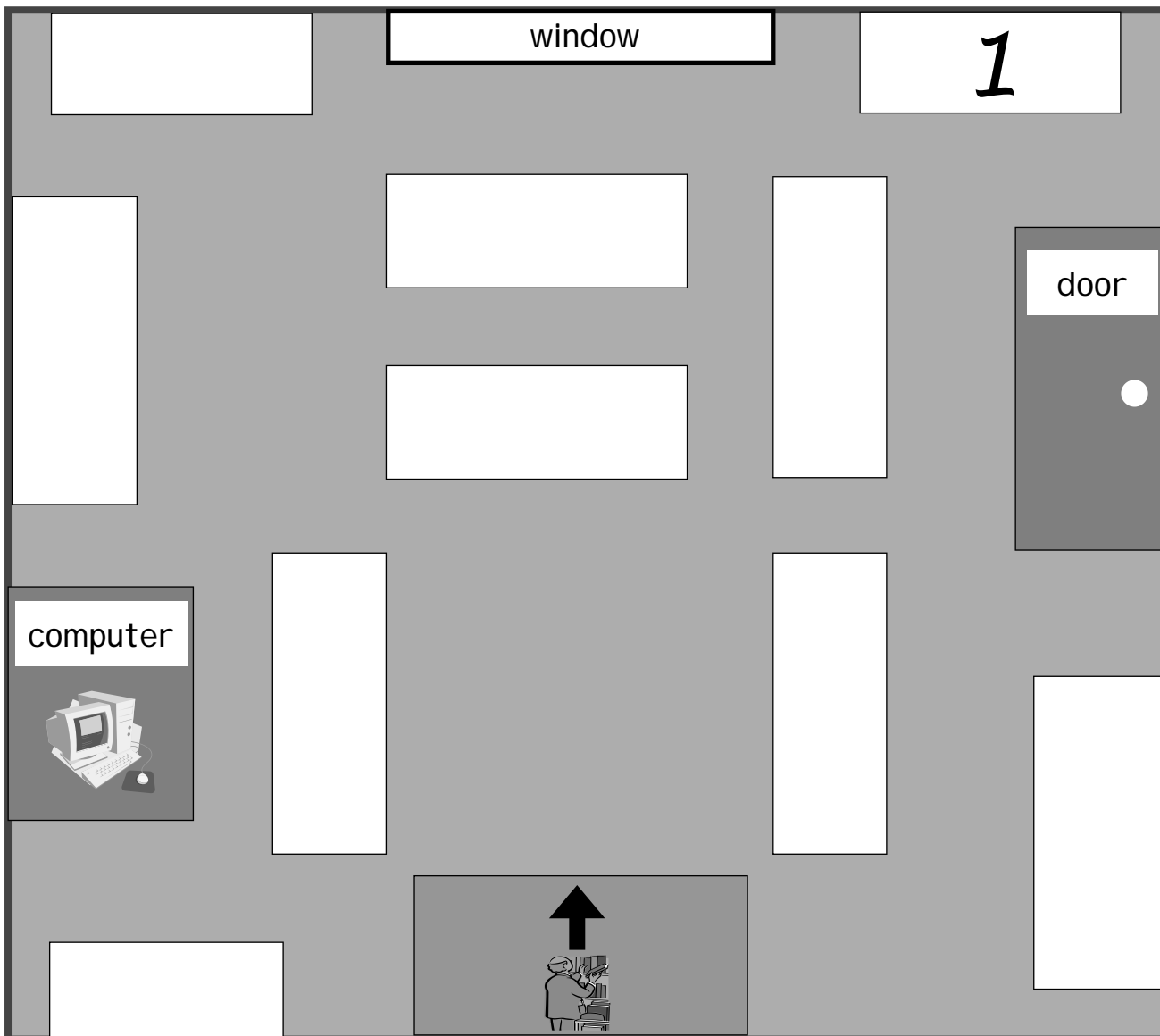
6

Set 3 - Listening

Level A2. (i)




					
1. <del>sport</del>	2. poetry	3. history	4. cooking	5. music	6. travel




Set 3 - Listening


Level A2. (ii)




	
dark horse	

	1
Fionn	

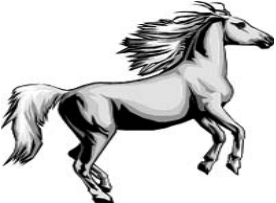
	
Ireland	


	
woman with long hair	


	
young poet	

	
old man	

	
great warrior	

	
white horse	





	
child	

	
the world	

Set 3 - Listening

Level A2. (iii)



				 
1.	Who found an advertisement?		✓	
2.	Who will read a newspaper article?			
3.	Who read a book?			
4.	Who wrote a poem?			
5.	Who will work on a report?			
6.	Who will write a film review?			



1. Which of these does Ben hate?
  - a. Spiders
  - b. Mice
  - c. Reality TV shows
  
2. How often can you watch reality TV shows?
  - a. Every evening
  - b. Once or twice a week
  - c. Some nights
  
3. Which programme did Ben think was disgusting?
  - a. The show about people in a house
  - b. The show about people in the jungle
  - c. The show about people on a boat
  
4. How many people actually appear on reality TV shows?
  - a. Millions of people
  - b. Hundreds of people
  - c. A few people
  
5. What is Ben's opinion of the programme about children at home?
  - a. It's too serious.
  - b. It's very boring.
  - c. It's really scary.
  
6. Which of these statements does Ben think is true?
  - a. Reality programmes are expensive to make.
  - b. There should be more sport on TV.
  - c. Watching stupid people is interesting.



1. **a.** She will talk about "The Wild Swans at Coole".  
**b.** She will talk about "The Fiddler of Dooney".  
**c.** She will talk about "The Lake Isle of Innisfree."
  
2. **a.** This is the poet's first time to see the birds.  
**b.** The poet first saw the birds nineteen years ago.  
**c.** The poet first saw the birds fifty-nine years ago.
  
3. **a.** The poet used to be happier than he is now.  
**b.** The poet is happier now than he used to be.  
**c.** The poet's life has not changed over the years.
  
4. **a.** The swans are tired of life.  
**b.** The poet is still in love.  
**c.** The swans will make new homes.
  
5. **a.** This poem really affects the emotions.  
**b.** This poem has a very hopeful ending.  
**c.** The poet feels peaceful at the end.
  
6. **a.** The language is clear and simple.  
**b.** The language is fairly easy to understand.  
**c.** The language is much too difficult.





		+	?	-
1.	Is Tanya sad because of a problem at school?	She is sad about school.	She might be sad about school. ✓	She isn't sad about school.
2.	What does Tanya think of Amy now?	She still wants to be her friend.	She's not sure if they should be friends.	She doesn't want to be her friend.
3.	Did Tanya want to go shopping last Saturday?	She really wanted to go shopping.	She wasn't sure about going shopping.	She didn't want to go shopping.
4.	Did Tanya like the necklace?	She liked it.	She wasn't sure if she liked it.	She didn't like it.
5.	What did the other customer say?	Tanya stole the necklace.	Maybe Tanya stole the necklace.	Tanya didn't steal the necklace.
6.	What does Tanya think about telling a teacher?	She wants to tell.	She might tell.	She doesn't want to tell.

# Set 3 – Listening Correction Key

## Responses

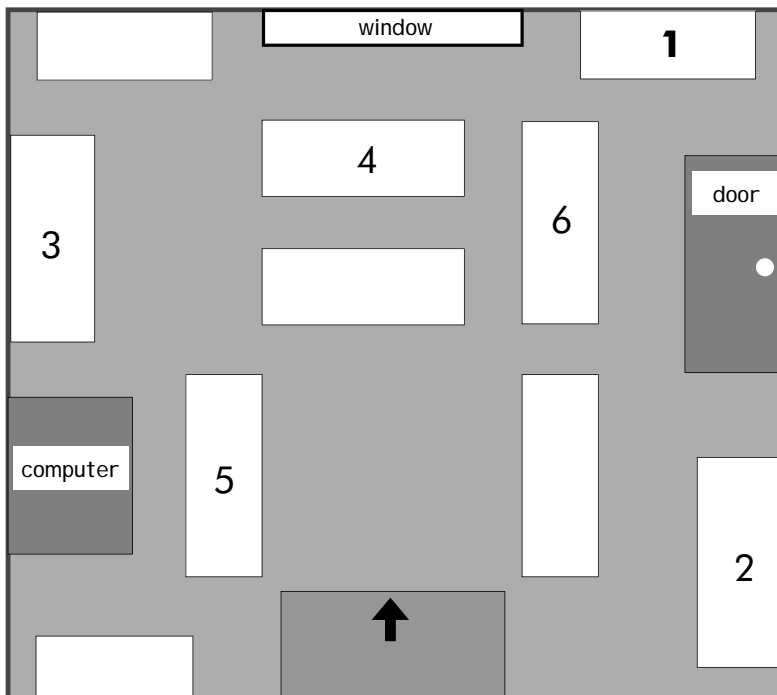
Answers to the sample questions are written in **bold**.

- A1. (i) 1. **sport**  
 2. crime  
 3. entertainment  
 4. world news  
 5. business  
 6. traffic

- (ii) 1. **sport**  
 2. world news  
 3. crime  
 4. business  
 5. science  
 6. weather

- (iii) 1. **sport**  
 2. weather  
 3. world news  
 4. science  
 5. traffic  
 6. entertainment

- A2. (i)



- A2. (ii) 1. **Fionn**  
2. young poet  
3. white horse  
4. woman with long hair  
5. Ireland  
6. old man

- A2 (iii) 1. **Ben**  
2. Tanya  
3. Tanya & Ben  
4. Tanya  
5. Tanya & Ben  
6. Ben

- B1. (i) 1. **c**  
2. a  
3. b  
4. c  
5. b  
6. b

- B1. (ii) 1. **a**  
2. b  
3. a  
4. c  
5. a  
6. b

- B1. (iii) 1. **She isn't sad about school.**  
2. She's not sure if they should be friends.  
3. She didn't want to go shopping.  
4. She liked it.  
5. Tanya didn't steal the necklace.  
6. She might tell.

## Set 3 – Listening Scoring and Rating

### Scoring

Total of 15 questions each for A1, A2 and B1. One point for each correct answer.

Test level	Number of correct answers/points	Student's level of proficiency (√)
<b>A1.1</b>		
<b>A1.2</b>		
<b>A1.3</b>		
<b>A2.1</b>		
<b>A2.2</b>		
<b>A2.3</b>		
<b>B1.1</b>		
<b>B1.2</b>		
<b>B1.3</b>		

### Rating

Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
<b>13 – 15</b>	<b>B1.3</b>	<b>Student has reached the objective of language support.</b> <b>When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

Set 3: Pictures for Speaking Test



## Set 3 – Speaking

## Level A1

All Speaking tests are based on the pictures on page 128.

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	Seems to recognize what is being pointed at but does not produce the correct word/phrase.	Recognizes what is being pointed at and produces a word/phrase that is less than fully correct.	Recognizes what is being pointed at and produces the correct word/phrase.
<b>Pronunciation</b>	Pronunciation is very difficult to understand without reference to the picture prompt.	Pronunciation is recognizable without reference to the picture prompt, but less than fully correct.	Pronunciation is correct, though it may be strongly coloured by the pupil's first language.

## Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Are you ready? (*Check that student is ready to start.*)

1. Look at this picture. (*Point to picture 1 – “reading a book”.*)

What is this? (*Point to book which girl on left is holding.*)

What do you call these things for storing books? (*Point to several shelves.*)

How many students are in this picture? (*Point to students in picture 1.*)

Put tick (✓) in relevant box when student responds.		A1.1 1 point	A1.2 2 points	A1.3 3 points
	<b>Vocabulary</b>			
	<b>Pronunciation</b>			

2. What room are these students in? (*Point to students in picture 1.*)

What is this girl doing? (*Point to girl holding book.*)

Why is this girl smiling? (*Point to girl on right.*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

3. Now look at this picture. (Point to picture 2 – “the school play”.)

Look at this girl. (Point to girl on right.) Is her dress short?

What is this boy wearing? (Point to boy wearing jacket.)

What is this girl wearing? (Point to girl wearing dark dress.)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

4. These students are performing a play on the stage. (Point to picture 2 again.)

How many of the students are standing up?

Now look at some of the things on the stage. (Indicate stage in picture 2.)

What can you see behind this girl? (Point to girl with dark dress.)

What is this boy standing beside? (Point to boy with waistcoat.)

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

5. Now think about your own books.

What kind of books do you have in your schoolbag today?

Which of these books do you like best?

What do you call someone who performs in a play?

	<b>A1.1</b> <b>1 point</b>	<b>A1.2</b> <b>2 points</b>	<b>A1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Pronunciation</b>			

## Set 3 – Speaking

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	Produces some of the required items of vocabulary, but with hesitation. May have difficulty remembering words.	Produces most of the required items of vocabulary, with only occasional hesitation. May make some errors.	Produces all the required items of vocabulary without hesitation or serious error.
<b>Grammar</b>	Can produce structured phrases and simple sentences, but hesitantly and with obvious errors.	Can produce structured phrases and simple sentences without hesitation but with some basic errors.	Can produce structured phrases and sentences without hesitation and can correct errors if they are pointed out.
<b>Pronunciation</b>	Pronunciation is only partly accurate and phrases/sentences are often difficult to understand.	Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand.	Pronunciation is accurate and phrases/sentences are easily understood, though the accent may still be markedly "foreign".

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Try to use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

**1.** Look at this picture. (*Point to picture 1 – "reading a book".*)

This girl is reading a poem in a poetry book. (*Point to girl holding book in picture 1.*)

What is a poem?

What kind of books do you like to read?

Tell me one thing that you read about in school last week.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			



2. These students enjoy reading. (Point to students in picture 1.)

Why is it good to be able to read?

Do you think it is easy to read in English? Why? / Why not?

When you are reading, what do you do if you find a word that you don't understand?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school play”.)

What can you tell about this character? (Point to boy in wheelchair.)

What kind of a person do you think this character is? (Point to girl on right.) Why do you think so?

How do the students know what words to say in the play?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Now look at the stage. (Point to stage in picture 2.)

What kind of a room can you see on this stage?

The play tells a story set over one hundred years ago. (Point to picture 2 again.)

How can you tell that it shows life long ago?

Do you think that this play tells a sad story or a happy story? (Indicate picture 2.) Why do you think so?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. Look at the two pictures again. (Indicate picture 1 and picture 2.)

Tell me three differences between the two pictures.

Which picture do you prefer? (Indicate picture 1 and picture 2 again.) Why?

Which do you think is more interesting, reading a book or watching a play? Why do you think so?

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Set 3 – Speaking

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Uses mostly familiar vocabulary learnt in class. Occasionally has difficulty remembering a word or phrase.	Can go beyond familiar vocabulary learnt in class. Rarely has difficulty remembering a word or phrase.	Uses relevant vocabulary with ease and confidence.
<b>Grammar</b>	Uses simple structures without serious hesitation but still makes errors. Can correct some errors when they are pointed out.	Uses simple structures fluently; makes errors but can mostly correct them when they are pointed out.	Uses simple structures fluently, with confidence, and mostly with accuracy. Can correct errors immediately when they are pointed out.
<b>Pronunciation</b>	Pronunciation of individual words sometimes inaccurate and intonation sometimes hesitant. May not be able to correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate, but intonation may be difficult to understand. Can correct errors in the pronunciation of individual words when they are pointed out.	Pronunciation of individual words generally accurate and intonation easy to understand, though there may still be strong traces of a “foreign” accent. Can correct errors of pronunciation and intonation when they are pointed out.

### Introduction

Look at these two pictures. (*Indicate pictures.*)

I will ask you some questions and you will answer.

Use whole sentences and say as much as you can.

Are you ready? (*Check that student is ready to start.*)

1. Look at this picture of students reading a book. (*Point to picture 1 “reading a book”.*)

Now think about an interesting book that you have read.

What happened in the story?

What were the main characters like?

Why did you like this book?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

2. These students have to read a lot for their English class. (Point to picture 1.)

Do you think that young people read enough today? Why / Why not?

Books give us lots of information. What other things have you used to get information?

Do you think that people will read more or fewer books in the future? Why do you think so?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

3. Look at this picture. (Point to picture 2 – “the school play”.)

This play is called “The Woman in White”.

Looking at this scene, (Point to students in play.) what do you think the play might be about?

What might this character (Point to boy in wheelchair.) be saying to this one (Point to girl on right.)?

What do you think will happen next in the play?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

4. Look at this picture again. (Point to picture 2.)

The students at this school had to make a lot of preparations for their play. (Indicate stage and students in picture 2.)

What kind of things did they have to do?

Do you think that school plays are a good idea? Why / Why not?

This boy would like to become an actor when he leaves school. (Point to boy in jacket.) What do you think he should do?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

5. If you could write a book, what would you write about? Why?

If you were an actor or actress, would you rather work in theatre plays or in TV drama? Why?

Which would you prefer to be, a successful writer or a famous actor or actress? Why?

	<b>B1.1</b> <b>1 point</b>	<b>B1.2</b> <b>2 points</b>	<b>B1.3</b> <b>3 points</b>
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Set 3 – Speaking Scoring and Rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a student's performance afterwards.

The scoring points are indicated at the top of each grid.

### Scoring

**Level A1 - maximum total of 30 points.**

**Levels A2 and B1 - maximum total of 45 points.**

Test level	Number of points	Student's level of proficiency (✓)
<b>A1.1</b>		
<b>A1.2</b>		
<b>A1.3</b>		
<b>A2.1</b>		
<b>A2.2</b>		
<b>A2.3</b>		
<b>B1.1</b>		
<b>B1.2</b>		
<b>B1.3</b>		

### Rating

	Number of points	Student's proficiency	The next stage
<b>Level A1</b>	1 – 14	A1.1	Continue at this level.
	15 – 25	A1.2	Continue at this level.
	26 – 30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1 – 22	A2.1 or B1.1	Continue at this level.
	23 – 38	A2.2 or B1.2	Continue at this level.
	39 – 45	A2.3	Progress to level B1.
<b>Level B1</b>	<b>39 – 45</b>	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

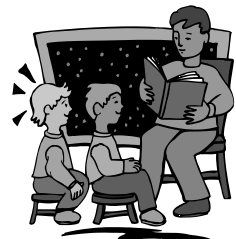
## Set 3 – Reading

## Level A1. (i)

Read these short phrases.

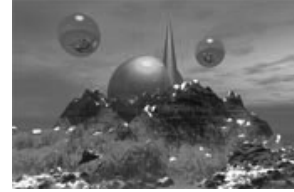
Match each phrase to the correct picture.

1. making a film
2. watching a play
3. writing a letter
4. reading a magazine
5. sending an e-mail
6. listening to a story



Read these titles for different texts.  
Match each title to the correct picture.

1. Tales from all around the world.



2. What happened to the dinosaurs?



3. *Win a holiday of a lifetime!*



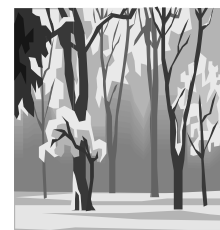
4. Stopping by the woods on a snowy evening.



5. Women rescued from burning building.



6. Pluto's Secret - a new science-fiction thriller.



**Set 3 – Reading**

**Level A1. (iii)**

Read these dictionary definitions.

Match each definition with the correct word.

- |   |         |
|---|---------|
|   | famous  |
| <b>1.</b> A person who is qualified to practise medicine. | doctor  |
| <b>2.</b> Moving fast or doing something in a short time  | quiet   |
| <b>3.</b> To speak or call out very loudly                | carry   |
| <b>4.</b> Known about by many people                      | kitchen |
| <b>5.</b> A room where food is prepared or cooked         | hold    |
| <b>6.</b> Move or transport from one place to another     | quick   |
|   | shout   |



Look at this letter.

Then read the 8 lines below.

Use 6 of these lines to complete the letter.

Number these sentences correctly (1 - 6).

1 14 Woodview Park,  
Tralee,  
Co. Kerry.

2 \_\_\_\_\_

Dear Amy,

3 \_\_\_\_\_ I really love that CD! It was  
great to see you last summer. Maybe next year I'll visit  
you in America. 4 \_\_\_\_\_

5 \_\_\_\_\_

Lisa

6 \_\_\_\_\_

- I'm sorry for forgetting your birthday.
- P.S. I hope you like the photos.
- 1 14 Woodview Park,
- Thank you so much for the birthday present.
- 28<sup>th</sup> October 2006.
- Yours faithfully,
- Best wishes,
- Write soon and tell me all your news.



Read this short text.

Then use 6 of the words used in the text to complete the definitions below.



## ROMEO AND JULIET

by William Shakespeare.



This play is about two young lovers, Romeo and Juliet. They must meet secretly because their families are enemies. Things get even more difficult when Romeo kills Juliet's cousin. Meanwhile, Juliet's family want her to marry another man. To stop this, Juliet takes a medicine that makes her appear to be dead. However, Romeo does not know about Juliet's arrangements. Romeo finds Juliet and believes that she is really dead. He cannot survive without her, so he drinks poison and dies. Juliet wakes up and, when she sees Romeo lying beside her, she stabs herself with his sword.

1.	not old	<i>young</i>
2.	seem	
3.	a harmful substance	
4.	not easy	
5.	feels sure that	
6.	not friends	

Read this short text.

Use 6 words from the box to complete the text.



### THESEUS AND THE MINOTAUR

In Ancient Greece, a *terrible* beast called the Minotaur lived on the island of Crete. The Minotaur was half man and half bull and it lived in the \_\_\_\_\_ passages of a deep maze. Every nine years, the king of Athens had to \_\_\_\_\_ it fourteen children to eat. At last the king's son, Theseus, \_\_\_\_\_ to kill the Minotaur, so he sailed to Crete. There he met the king of Crete, whose daughter, Ariadne, fell in love with him. Ariadne wanted to help the \_\_\_\_\_, young hero. She gave him a sword and some string. Theseus killed the Minotaur \_\_\_\_\_ the sword and used the string to find his way out of the maze.

send  
deciding  
~~terrible~~  
brave  
sent  
with  
frightened  
decided  
by  
dark

## Set 3 – Reading

### Level B1. (i)

Read and complete the three texts below by putting a circle around the correct word in each box. The first one is done for you.

#### 1. EVER DREAMT OF HAVING A NUMBER ONE HIT RECORD?

RTE 2fm is currently accepting entries  for  from  of the RTE 2fm Song Contest taking place at Vicar Street, Dublin and broadcasting live on RTE 2fm next February. This contest is open to  someone  no-one  anyone twenty years or under.

Prizes include:

- Up to 10,000 euro worth of equipment
- Live performance
- Studio recordings

To enter, go to [www.rte.ie/2fm/songcontest.html](http://www.rte.ie/2fm/songcontest.html).



#### 2. YOUTH DANCE COMPANY MAKES SHAPES IN LIMERICK.

*In the new Limerick Youth Services building in the heart of the city centre the Limerick Youth Dance Company meet every Wednesday evening for a two-hour session.  Its  Their  Our members are aged between twelve and sixteen and they practise an energetic mix of hip-hop and contemporary dance. Aisling, aged 13  has  had  was never really danced before she joined Limerick Youth Dance Company, but she finds the activity very enjoyable. “I really like the exercise and meeting people in class”, she says. During each session, the teenagers are eager to share new dance routines they have put together themselves. They are also looking forward to several public performances, including participation in the Youth Dance Festival.*



#### 3. AGE GAP? WHAT AGE GAP?

“Living Scenes” is a Transition Year project that takes place at Presentation Secondary School, Galway each year. Retired people come into the school to learn skills alongside transition year students. Age is not a problem, as one of the grown-up participants, Brian O’Malley, says: “With these young people, you meet them on an equal level”. The students are likewise impressed by the energy and confidence of their visitors.  Either  Neither  Both old and young take classes in arts, crafts, creative writing and drama.

The highlight of last year’s scheme was the group’s production of a play, performed for two nights at the An Taibhdhearc theatre in Galway. The success of this programme has been

recognise  recognised  recognising not only by students and teachers, but also by the older people involved.



The lines below were taken from the three texts.

Read these lines and decide which texts they were taken from.

Match the lines to the correct texts (1, 2 or 3).

Lines from text	Text number
<p><b>1.</b> Then why not make your dreams come true? Here is your chance to shine like a star!</p>	<b>1</b>
<p><b>2.</b> According to project member, Kitty Raftery, "it's great to listen to young people, and to have them listening to you."</p>	
<p><b>3.</b> Every week, the participants attempt new pieces and rehearse the movements they learned in the previous class.</p>	
<p><b>4.</b> Through their activities together, both groups also have the chance to chat and make friends.</p>	
<p><b>5.</b> You can also apply by calling 01 2083461 for Entry Forms and Rules.</p>	
<p><b>6.</b> Claire (15) admits that at the start she didn't know much about technique but says, "now I can do more steps".</p>	

Read these questions about the three texts.  
Circle the correct answer for each question.

1. Where will the song contest be held?
  - a. Galway
  - b. Limerick
  - c. Dublin
  
2. How old are the members of the dance company?
  - a. Twenty years or under
  - b. Over eleven but under seventeen years
  - c. At least sixty years old
  
3. What do students do in the “Living Scenes” project?
  - a. They make older people more confident.
  - b. They take care of older people.
  - c. They work together with older people.
  
4. What type of text is text Number 1?
  - a. A report
  - b. An advertisement
  - c. An interview
  
5. What style of dancing does the dance company practise?
  - a. Modern
  - b. Traditional
  - c. Classical
  
6. Which event was part of the “Living Scenes” project?
  - a. A youth festival
  - b. A dramatic performance
  - c. A music competition

## Set 3 – Reading Correction Key

### Responses

Answers to the sample questions are written in **bold**.

A1. (i) & (ii) Match words / phrases to correct pictures

A1 (iii) 1. **doctor**

2. quick

3. shout

4. famous

5. kitchen

6. carry

A2. (i) 1. **14 Woodview Park,**

2. 28th October 2006.

3. Thank you so much for the birthday present.

4. Write soon and tell me all your news.

5. Best wishes,

6. P.S. I hope you like the photos.

A2. (ii) ROMEO AND JULIET

		Answers
1.	not old	young
2.	seem	appear
3.	a harmful substance	poison
4.	not easy	difficult
5.	feels sure that	believes
6.	not friends	enemies

A2. (iii) **THESEUS AND THE MINOTAUR**

In Ancient Greece, a *terrible* beast called the Minotaur lived on the island of Crete. The Minotaur was half-man and half- bull and it lived in the dark passages of a deep maze. Every nine years, the king of Athens had to send it fourteen children to eat. At last the king's son, Theseus, decided to kill the Minotaur, so he sailed to Crete. There he met the king of Crete, whose daughter, Ariadne, fell in love with him. Ariadne wanted to help the brave, young hero. She gave him a sword and some string. Theseus killed the Minotaur with the sword and used the string to find his way out of the maze.

- B1. (i)
1. **for**
  2. anyone
  3. Its
  4. had
  5. Both
  6. recognised

- B1. (ii)
1. **Text 1**
  2. Text 3
  3. Text 2
  4. Text 3
  5. Text 1
  6. Text 2

- B1. (iii)
1. **c**
  2. b
  3. c
  4. b
  5. a
  6. b

## Set 3 — Reading Scoring and Rating

### Scoring

Total of 15 questions each for A1, A2 and B1. One point for each correct answer.

Test level	Number of correct answers/points	Student's level of proficiency (√)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

### Rating

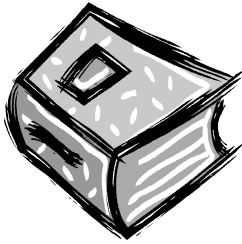
Student's total score at any one level	Student's proficiency (level of test)	The next stage
0 – 7	A1.1 or A2.1 or B1.1	Continue at this level.
8 – 12	A1.2 or A2.2 or B1.2	Continue at this level.
13 – 15	A1.3 or A2.3	Progress to the next level – from A1 to A2 or from A2 to B1.
13 – 15	<b>B1.3</b>	<b>Student has reached the objective of language support.</b> <b>When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>



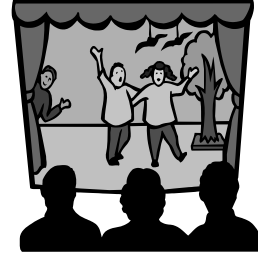
## Set 3 - Writing

## Level A1

Look at these pictures of how language can be used.  
Write the name of the correct text for each picture.  
Use the words in the box. (There are 2 extra words.)

1. novel

2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



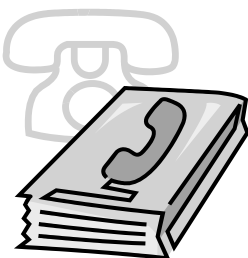
7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

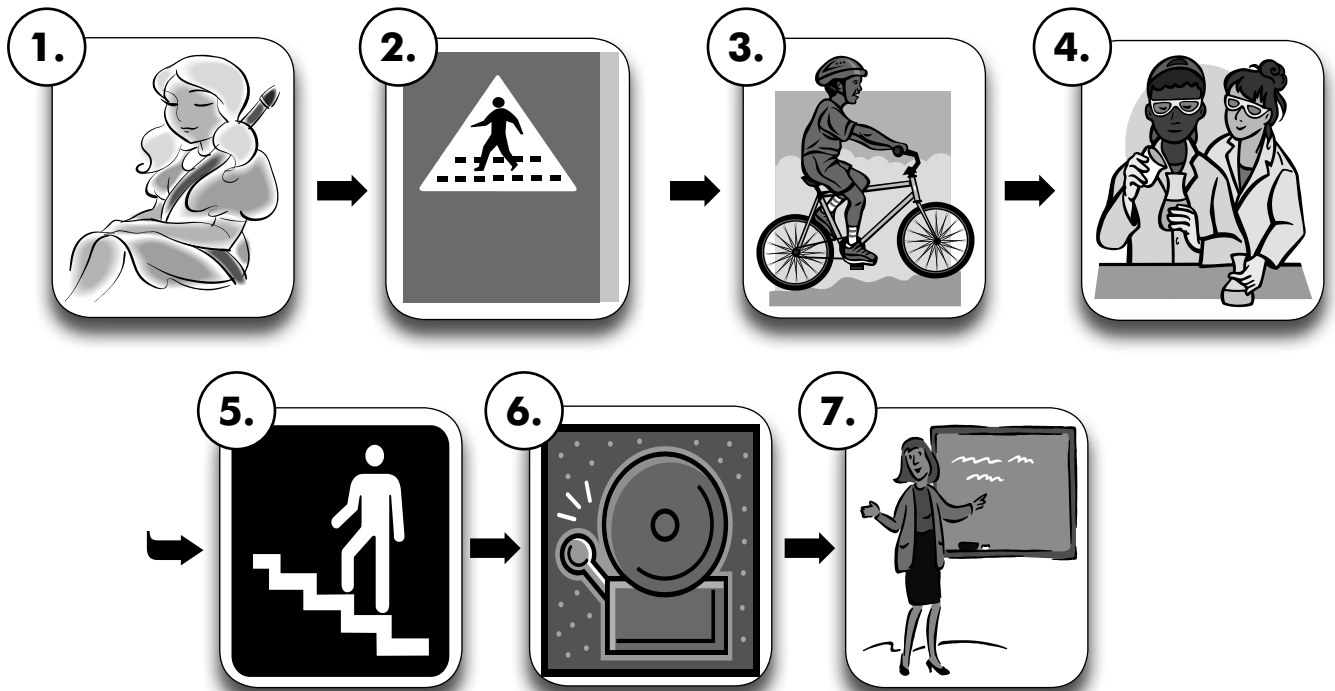
advertisement  
~~novel~~  
telephone directory  
text message  
comic strip  
drama

recipe book  
interview  
fairy tale  
newspapers  
speech  
radio broadcast

## SAFETY AT SCHOOL

Read these safety rules that some students have written for their school.

Fill the spaces for each unfinished word.



1. Fasten seaa t belts when travelling by bus orr car.
2. Be car       on the ro    and i   the car pa   .
3. Don't ri    a bic       without wea       a hel      .
4. Always u    school equi       responsibly and saf      .
5. Never r    in the corr       or o   the sta      .
6. If t    fire al       rings, wa    to the nea       exit.
7. Report all acci       to a mem       of st      .

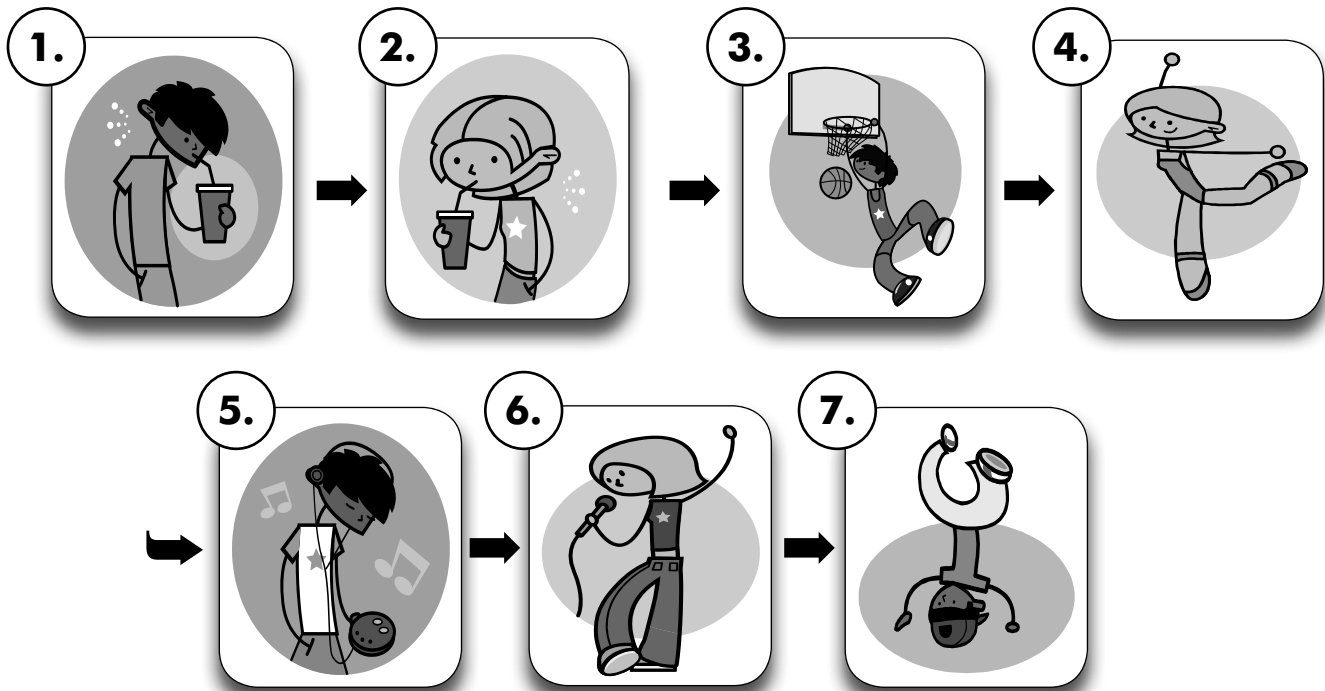


## CHATTING WITH FRIENDS

Danny and Emma are talking at lunchtime.

Use the pictures to finish their conversation.

Write at least 5 words to finish each sentence.



1. DANNY: Hi Emma, can I sit here beside you?

2. EMMA: Yeah sure, \_\_\_\_\_?

3. DANNY: \_\_\_\_\_ after school.

4. EMMA: \_\_\_\_\_ this evening.

5. DANNY: Emma, do \_\_\_\_\_?

6. EMMA: \_\_\_\_\_ school show.

7. DANNY: That's great, \_\_\_\_\_.

B1. Answer either B1 (i) or B1 (ii)

The answer sheet is on the next page.

B1 (i) Choose a book that you have read.

Write a review of this book.

Write as much as you can.

Write about:

- The story and the characters
- What you liked and disliked about this book
- Your opinion - do you think other people should read this book?

B1 (ii) Choose a film that you have watched.

Write a review of this film.

Write as much as you can.

Write about:

- The story and the characters
- What you liked and disliked about this film
- Your opinion - do you think other people should watch this film?



## Set 3 – Writing Correction Key

### Responses

Answers to the sample questions are written in **bold**.

A1. 1. **novel**

2. newspapers
3. drama
4. advertisement
5. text message
6. radio broadcast
7. speech
8. recipe book
9. interview
10. telephone directory

A2. (i) SAFETY AT SCHOOL

1. Fasten sea t belts whe n travelling by bus or car.
2. Be care f u l on the roa d and in the car par k.
3. Don't ride a bicy c l e without wear i n g a helme t.
4. Always use school equip me n t responsibly and safe l y.
5. Never run in the corri d o r or o n the stai r s.
6. If the fire ala r m rings, wal k to the neare s t exit.
7. Report all accide n t s to a membe r of sta f f.

A2. (ii) (Possible response:)

CHATTING WITH FRIENDS

1. DANNY: Hi Emma, can I sit here beside you?
2. EMMA: Yeah sure, so what are you doing today?
3. DANNY: I'm playing in a basketball match after school.
4. EMMA: Good luck. I've got my dance class this evening.
5. DANNY: Emma, do you like listening to music?
6. EMMA: Yeah, and I'm singing in the school show.
7. DANNY: That's great, I must go to see it.

## **HARRY POTTER AND THE PHILOSOPHER'S STONE**

A short time ago I read "Harry Potter and the Philosopher's Stone" by J.K. Rowling. It tells the story of a young boy named Harry who lives with his horrible aunt and uncle. Harry has magical powers and, when he is eleven years old, he gets the chance to go to Hogwarts school for wizards and witches.

Harry makes a lot of new friends at Hogwarts, like Hermione and Ron, but there are also some bad kids too, like Malfoy. Harry sometimes gets into trouble at school, but the most dangerous moment in the story is when he has to fight with a three-headed dog.

I really enjoyed this book as it is very exciting and Harry is a really interesting character. This was the longest book I ever read in English and at first I thought I wouldn't like reading it because it was too long. There were some new words but I didn't have too many problems with them.

I think that other people should read this book because it is a good story and also, because it is the first in a series of books about Harry Potter. I am reading the second Harry Potter book now.

## Set 3 – Writing Scoring and Rating

### Level A1

### Scoring

Put tick in correct box.

Points		Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
		0	1	2
2.	newspapers			
3.	drama			
4.	advertisement			
5.	text message			
6.	radio broadcast			
7.	speech			
8.	recipe book			
9.	interview			
10.	telephone directory			
<b>TOTAL scores</b>				
<b>Overall TOTAL</b>				

### Rating

Student's total score	Level	The next stage
0 - 8	A1.1	Continue at this level.
9 - 15	A1.2	Continue at this level.
16 - 18	A1.3	Progress to level A2.



## Set 3 – Writing

### Level A2. (i)

#### Scoring

#### Complete the words

Sentence	Points	Word correct	Spelling correct
		$\frac{1}{2}$	$\frac{1}{2}$
2	careful		
2	road		
2	in		
2	park		
3	ride		
3	bicycle		
3	wearing		
3	helmet		
4	use		
4	equipment		
4	safely		
5	run		
5	corridor		
5	on		
5	stairs		
6	the		
6	alarm		
6	walk		
6	nearest		
7	accidents		
7	member		
7	staff		
	<b>TOTAL scores</b>		
	<b>Overall TOTAL</b>		

Maximum of 22 points at level A2 (i)

#### Rating

Student's total score	Level	The next stage
0 - 9	A2.1	Continue at this level.
10 - 18	A2.2	Continue at this level.
19 - 22	A2.3	Progress to level B1.

## Set 3 – Writing

### Level A2. (ii)

Category of competence	A2.2 = 1 points	A2.3 = 2 points
<b>Vocabulary</b>	Can recognize and reproduce most items of basic vocabulary associated with school subjects and activities. Rarely has difficulty remembering words and begins to work with an increasing range of vocabulary.	Can recognize and reproduce all items of basic vocabulary associated with school subjects and activities. Has no difficulty remembering words and works confidently with an increasing range of vocabulary.
<b>Grammar</b>	Can structure sentences from a picture prompt, but with occasional errors in word order.	Can structure sentences from a picture or other prompt with complete accuracy.
<b>Handwriting, spelling and punctuation</b>	Can write words accurately. Punctuation is mostly accurate.	Can write words accurately and write short sentences with correct spelling and appropriate capitalization and punctuation.

### Scoring

Put score (1 or 2) in relevant box for each sentence.

**Required response:** The pupil uses familiar vocabulary to construct a short, well-formed, orthographically accurate sentence, based on a picture prompt.

See examples provided in Correction Key above.

Sentence	Rating		
	Vocabulary	Grammar	Handwriting, spelling and punctuation
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>Total scores</b>			

### Rating

**Maximum of 36 points at Level A2 (ii)**

Student's total score	Level	The next stage
1 - 28	A2.2	Continue at this level.
29-36	A2.3	Progress to level B1.

## Set 3 – Writing

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	Can use a small amount of vocabulary additional to basic items. Does not yet combine and extend vocabulary in free writing.	Can use an increasing amount of vocabulary additional to basic items. Begins to combine and extend vocabulary in free writing.	Can use a lot of vocabulary additional to basic items. Confidently combines and extends vocabulary in free writing.
<b>Grammar</b>	Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out.	Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc. Errors remain in some areas.	Uses a wide range of grammatical structures with confidence and control. Errors generally confined to attempts to use new or unfamiliar patterns.
<b>Handwriting, spelling and punctuation</b>	Can write short connected sentences, but spelling and punctuation are inaccurate.	Can write short connected sentences with minor errors of layout, punctuation and capitals.	Can write short connected sentences with generally accurate layout, punctuation and capitals.

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Handwriting, spelling and punctuation</b>			
<b>Overall TOTAL</b>			

Maximum of 9 points at level B1.

Rating students' performance:



Student's total score	Level	The next stage
1 - 4	B1.1	Continue at this level.
5 - 7	B1.2	Continue at this level.
<b>8 - 9</b>	<b>B1.3</b>	<b>Student has reached the objective of language support. When this has been reached for all four skills, the student is ready for full integration into the mainstream.</b>

## Appendix i




**Global Benchmarks of Communicative Proficiency** (from *English language proficiency benchmarks for non-English-speaking students at post-primary level*, IILT, 2003)

**Self-assessment grid of the Common European Framework of Reference for Languages**


## Global benchmarks of communicative proficiency

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD	
<b>U N D E R S T A N D I N G</b>	 <b>Listening</b>	<p>Can understand basic words and phrases concerning him/herself, family and school.</p> <p>Can understand simple questions and instructions when teachers and other students speak slowly and clearly and use visual cues (facial expression, gesture, mime, etc.).</p>	<p>Can understand phrases and the highest frequency vocabulary related to him/herself and family, classroom activities and routines, school instructions and procedures, friends and out-of-class activities.</p> <p>Can understand routine instructions given in all school contexts (classroom, gym, playground, etc.) and outside school (e.g., by a traffic warden).</p> <p>Can follow at a general level topics covered in the mainstream class when key concepts and vocabulary have been studied in advance and there is appropriate visual support.</p>	<p>Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.).</p> <p>Can understand the main points of topics that are presented and texts that are read aloud in the mainstream classroom provided that key concepts and vocabulary have been studied in advance.</p> <p>Can understand the main points of a short film on a familiar topic relevant to the mainstream curriculum.</p> <p>Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.</p>
	 <b>Reading</b>	<p>Can recognize the letters of the alphabet and numbers.</p> <p>Can understand basic signs and simple notices in the school and on the way to school.</p> <p>Can understand basic words on labels/posters in the classroom and on maps, diagrams, etc. in textbooks.</p> <p>Can identify basic words and phrases in a new piece of text.</p> <p>Can use the alphabet to find particular items in lists (e.g., a name in a telephone book).</p>	<p>Can read and understand very short, simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects.</p> <p>Can use key words, diagrams, illustrations and comprehension questions to find specific information in mainstream textbooks.</p>	<p>Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar or specially prepared in advance.</p> <p>Can use key words, diagrams and illustrations to support reading comprehension and learn new words/concepts.</p> <p>Can read and understand descriptions of events, feelings and wishes in personal letters, newspapers/magazines and short works of fiction.</p> <p>Can follow clearly written instructions (e.g. for carrying out a classroom task, conducting a simple experiment, assembling or using a piece of equipment, etc.).</p>

# Global benchmarks of communicative proficiency

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
<b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b>	<b>Spoken Interaction</b>  <p>Can greet, take leave, say please and thank you, and use very basic words and phrases to ask for directions to another place in the school.</p> <p>Can ask for attention in class.</p> <p>Can interact in a simple way provided the other person is prepared to repeat or rephrase things and help him/her formulate what he/she is trying to say.</p> <p>Can make basic requests in the classroom or playground (e.g., for the loan of a pencil) and respond appropriately to the basic requests of others.</p>	<p>Can respond with confidence to simple questions about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going.</p> <p>Can communicate in simple and routine classroom tasks requiring a simple and direct exchange of information on familiar topics/activities.</p> <p>Can handle very short social exchanges with peers, though he/she usually can't understand enough to keep the conversation going.</p>	<p>Can cope with most communicative situations likely to arise in the classroom.</p> <p>Can repeat what has been said (e.g., by the teacher giving instructions) and convey the information to another person.</p> <p>Can engage spontaneously with other students in discussing topics of common interest (songs, football, pop stars, etc.), though he/she may still have some difficulty making him/herself understood from time to time.</p>
<b>I</b> <b>N</b> <b>G</b>	<b>Spoken Production</b>  <p>Can say the letters of the alphabet and numbers.</p> <p>Can use simple phrases and sentences to describe in very basic terms where he/she lives and people he/she knows, especially family members.</p>	<p>Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g., out-of-school activities, holiday plans).</p> <p>Can use a series of phrases and sentences to express personal feelings in a simple way.</p>	<p>Can connect phrases in a simple way in order to describe experiences and events, hopes and ambitions, or to summarize information from a text that is being studied in class.</p> <p>Can connect phrases in a simple way in order to summarize the plot of a film he/she has seen or a book he/she has read and describe his/her reactions.</p> <p>Can briefly give explanations and reasons for opinions and plans.</p>
<b>W</b> <b>R</b> <b>I</b> <b>T</b> <b>I</b> <b>N</b> <b>G</b>	<b>Writing</b>  <p>Can write his/her name and address and the name of the school.</p> <p>Can copy numbers, words and short phrases that are being learnt in class.</p> <p>Can write labels and/or numbers on a picture, map or diagram.</p> <p>Can copy short sentences from the board.</p> <p>Can fill in forms with personal details (e.g. the language passport section of the European Language Portfolio).</p>	<p>Can enter newly-learnt words in a personal dictionary (e.g. in the European Language Portfolio), possibly including sample sentences.</p> <p>Can write short, simple texts on familiar or very specific new topics (e.g. for inclusion in the European Language Portfolio).</p> <p>Can write a short message (e.g., a postcard) to a friend.</p>	<p>Can write simple connected text on topics that are familiar or of personal interest, e.g. a brief summary of a book or film.</p> <p>Can write simple connected text that meets the different writing requirements of the curriculum, using key words and phrases from textbooks.</p> <p>Can write a short personal letter or a short entry in the European Language Portfolio describing experiences and impressions.</p>

# Self-assessment grid of the Common European Framework of Reference for Languages.

	A1	A2	B1	B2	C1	C2
<b>U</b> <b>N</b> <b>D</b> <b>E</b> <b>R</b> <b>S</b> <b>T</b> <b>A</b> <b>N</b> <b>D</b> <b>I</b> <b>N</b> <b>G</b>	<b>Listening</b>  <p>I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.</p>	<p>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.</p>	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.</p>	<p>I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.</p>	<p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.</p>
	<b>Reading</b>  <p>I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.</p>	<p>I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<p>I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.</p>	<p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.</p>	<p>I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.</p>	<p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.</p>
<b>S</b> <b>P</b> <b>E</b> <b>A</b> <b>K</b> <b>I</b> <b>N</b> <b>G</b>	<b>Spoken Interaction</b>  <p>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p>	<p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</p>	<p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>	<p>I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.</p>	<p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p>
	<b>Spoken Production</b>  <p>I can use simple phrases and sentences to describe where I live and people I know.</p>	<p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>	<p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>
<b>W</b> <b>R</b> <b>I</b> <b>T</b> <b>I</b> <b>N</b> <b>G</b>	<b>Writing</b>  <p>I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.</p>	<p>I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.</p>	<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.</p>	<p>I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.</p>	<p>I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.</p>

## Appendix ii

### Scripts for Listening tests

#### Placement

#### Level A1. (i)

*Look at these eight pictures.*

*Maria is talking about six of her school subjects.*

*Listen to what she says, find the matching picture, and draw a line from the number you hear to the picture.*

*Find number one on the page.*

*This one is done for you. Listen carefully.*

**1.** *Number one, number one.*

*Learning about technology is very interesting and useful.*

*Learning about technology is very interesting and useful.*

*Now listen and choose the pictures that match what Maria says.*

**2.** *Number two, number two.*

*My favourite subject is music, I love singing and playing the piano.*

*My favourite subject is music, I love singing and playing the piano.*

**3.** *Number three, number three.*

*We're learning about different parts of the body in science.*

*We're learning about different parts of the body in science.*

**4.** *Number four, number four.*

*I'm not very good at cooking, but I try hard in home economics class.*

*I'm not very good at cooking, but I try hard in home economics class.*

**5.** *Number five, number five.*

*We do P.E. every week and I like playing basketball.*

*We do P.E. every week and I like playing basketball.*

**6.** *Number six, number six.*

*I spend a lot of time drawing so I really enjoy art class.*

*I spend a lot of time drawing so I really enjoy art class.*

*Please finish now*



## Placement

### Level A1. (ii)

Now look at the eight pictures.

Maria is learning six of these subjects.

Listen to what her teachers say and choose the correct picture for each subject.

Find number one. This one is done for you.

1. Number one, number one.  
To send your e-mail, just click here at the top of the screen.  
To send your e-mail, just click here at the top of the screen.
2. Number two, number two.  
Now open your science book at page 63.  
Now open your science book at page 63.
3. Number three, number three.  
We're doing athletics today so take all the equipment outside.  
We're doing athletics today so take all the equipment outside.
4. Number four, number four.  
In the past people built small stone houses.  
In the past people built small stone houses.
5. Number five, number five.  
Don't forget to bring your paints and brushes again next week.  
Don't forget to bring your paints and brushes again next week.
6. Number six, number six.  
Read the poem and think about how it makes you feel.  
Read the poem and think about how it makes you feel.  
Please finish now.

## Placement

### Level A1. (iii)

Now look at the eight pictures.

Maria and her friends are talking about six of these subjects.

You must listen carefully and choose the correct picture for each conversation that you hear. Number one is done for you.

1. Number one, number one.  
Girl: How do I print this?  
Boy: Easy, just use your mouse ... now press "OK".  
Girl: How do I print this?  
Boy: Easy, just use your mouse ... now press "OK".

**2.** Number two, number two.

*Girl:* Here's the flour and sugar.

*Boy:* OK .. and I've got the eggs.

*Girl:* Here's the flour and sugar.

*Boy:* OK .. and I've got the eggs.

**3.** Number three, number three.

*Girl:* What do you usually listen to?

*Boy:* Me? Rock, rap .. My mum likes classical, though.

*Girl:* What do you usually listen to?

*Boy:* Me? Rock, rap .. My mum likes classical, though.

**4.** Number four, number four.

*Girl:* Is that book any good?

*Boy:* Yeah. It's a great story but the ending is really sad.

*Girl:* Is that book any good?

*Boy:* Yeah. It's a great story but the ending is really sad.

**5.** Number five, number five.

*Girl:* Have you got the tennis rackets?

*Boy:* Yeah, here's one for you.

*Girl:* Have you got the tennis rackets?

*Boy:* Yeah, here's one for you.

**6.** Number six, number six.

*Girl:* What do we have for homework?

*Boy:* We have to write about life in Ireland 1500 years ago.

*Girl:* What do we have for homework?

*Boy:* We have to write about life in Ireland 1500 years ago.

*Please finish now*

**Placement**

**Level A2. (i)**

*Ahmed is a new student.*

*He wants to find some rooms in his school.*

*Listen to Ahmed asking directions to these rooms.*

*He starts at the front door each time.*

*You must match each picture with the correct room on the school plan by writing its number in the right place.*

*The first one is done for you. Listen now and find the computer room.*

**1. Number one, number one.**

*Boy:* Could you tell me how to get to the computer room?

*Girl:* Sure. Just go down the corridor on your right, and it's the last classroom on your left.

*Boy:* Thanks.

*Boy:* Could you tell me how to get to the computer room?

*Girl:* Sure. Just go down the corridor on your right, and it's the last classroom on your left.

*Boy:* Thanks.

**2. Number two, number two.**

*Boy:* Sorry, do you know where the gym is?

*Girl:* Yeah .. it's there, straight ahead. The door's in front of you.

*Boy:* Oh right, thanks.

*Boy:* Sorry, do you know where the gym is?

*Girl:* Yeah .. it's there, straight ahead. The door's in front of you.

*Boy:* Oh right, thanks.

**3. Number three, number three.**

*Boy:* Could you help me find my classroom? .. I'm in 2C.

*Girl:* 2C .. Mmm .. I'm not sure ..it's down that corridor to the left and then I think it's the first .. no, it's the second on your left.

*Boy:* OK .. so it's the last on the left.

*Girl:* That's right.

*Boy:* Could you help me find my classroom? .. I'm in 2C.

*Girl:* 2C .. Mmm .. I'm not sure ..it's down that corridor to the left and then I think it's the first .. no, it's the second on your left.

*Boy:* OK .. so it's the last on the left.

*Girl:* That's right.

**4. Number four, number four.**

*Boy:* Can you show me where the chemistry lab is?

*Girl:* Yeah .. just go down that corridor to the right and it's the third classroom on your right.

*Boy:* Thanks .. must run.

*Boy:* Can you show me where the chemistry lab is?

*Girl:* Yeah .. just go down that corridor to the right and it's the third classroom on your right.

*Boy:* Thanks .. must run.

**5. Number five, number five.**

*Boy:* Hi .. where's the library?

*Girl:* Down that corridor.

*Boy:* To the right?

*Girl:* No, left .. just go straight to the end of it.

*Boy:* Hi .. where's the library?

Girl: Down that corridor.

Boy: To the right?

Girl: No, left .. just go straight to the end of it.

**6.** Number six, number six.

Boy: Excuse me, Miss, I'm looking for the principal's office.

Teacher: It's just round that corner to the right ..see?

Boy: There, Miss?

Teacher: Yes .. just knock on the first door on your left and wait *outside*.

Boy: Excuse me, Miss, I'm looking for the principal's office.

Teacher: It's just round that corner to the right ..see?

Boy: There, Miss?

Teacher: Yes .. just knock on the first door on your left and wait *outside*.

*Please finish now*

**Placement**

**Level A2. (ii)**

*Now look at these ten pictures.*

*You will hear about Ahmed and Maria.*

*They are talking about their school timetable.*

*You will hear this twice.*

*While you are listening the first time, you must choose six pictures that show their activities today and put these pictures in the correct order, by numbering them 1, 2, 3, as you hear them.*

*The second time you can check your answers.*

*The first one is done for you.*

Maria greeted Ahmed in the corridor, 'Hi, Ahmed, how are you getting on?'

'Well, OK so far,' Ahmed replied, 'but I'm not too sure about today's classes'.

'Yeah, they've been changed around a bit,' Maria said. 'Here, let me check. Hmm .. Tuesday. Well, we still have technology first'.

'OK, technology, and after that, French?' asked Ahmed.

'No, you're looking at Monday's timetable', said Maria.

'Right, so it's maths then?' Ahmed asked.

'Yeah, we never miss it!' Maria replied.

'And then business studies?' asked Ahmed.

'No,' said Maria, 'we don't have business today because the doctor's coming. Did you forget? Ms. Brennan told us yesterday'.

'OK', said Ahmed, 'so then it's lunch, and then history. No, sorry, I mean geography'.

'Oh no!' Maria cried, 'I still haven't finished my project'.

'The one on world weather?' Ahmed asked. 'Oh, I handed that up last week. Have you studied for the science test, though?'

'Not yet,' Maria replied, 'it's not 'til Thursday'.

'But we've got science last two classes today,' Ahmed pointed out.

'No not today', Maria reminded him, 'we're going to a play instead. Did you not hear about that?'

'No ... nobody told me,' replied Ahmed.

'There's a drama group coming at 2.30. It's for English .. everyone has to go,' said Maria.

'And I spent hours studying last night!' Ahmed groaned.

'Don't worry,' said Maria, 'you'll have less to do tomorrow'.

Now listen carefully again and check your answers while you are listening.

*Conversation is played a second time with pauses.*

*Please finish now.*

## Placement

### Level A2. (iii)

Now listen to Ahmed and Maria talking about what they are doing.

After each part of the conversation you will hear one or two questions.

Look at the answer grid.

You choose the correct answer for each question by ticking:

*Ahmed or Maria or Ahmed and Maria. The first question is answered for you.*

*Now listen carefully.*

Ahmed Hi, Maria, how are things?

Maria Fine .. Are you going home now?

Ahmed Yes .. What about you?

Maria Not yet, I've got basketball practice in the gym.

#### 1. Number one, number one.

Who is not going straight home after school?

The answer is Maria because she is going to basketball practice after school.

Ahmed Basketball practice on a Friday?

Maria Yes, we've a competition on Sunday.

Ahmed Here?

Maria No, down in the sports centre.

Ahmed Really? I go swimming there every Sunday afternoon.

Maria I might see you then.

#### 2. Number two, number two.

Who will go to the sports centre on Sunday?

Ahmed Yes I'll look out for you but, hey, what are you doing tomorrow?

Maria My homework! I have so much this weekend.

Ahmed Like what?

Maria Well, that history essay for Monday and those science exercises.

Ahmed Oh, I only have the history.

**3.** Number three, number three.

Who has history homework?

**4.** Number four, number four.

Who does not have science homework?

Maria Yes, cause I bet you did well in the science test.

Ahmed Mmm .. I did alright.

Maria I was really disappointed I'll just have to study harder, I suppose.

Ahmed Call me if you need any help, OK?

**5.** Number five, number five.

Who was not happy about the test?

Maria Thanks, I probably will, are you busy tomorrow?

Ahmed Not really I just have to go into town to buy a present for my little sister. It's her birthday.

Maria That's nice, well I'll ring you sometime in the evening then.

Ahmed Cool ... and see you on Sunday, maybe?

Maria Yeah .. maybe.

**6.** Number six, number six.

Who will go shopping at the weekend?

*Now listen to the conversation and the questions again, and check your answers.*

Ahmed Hi, Maria, how are things?

Maria Fine .. Are you going home now?

Ahmed Yeah .. What about you?

Maria Not yet, I've got basketball practice in the gym.

Ahmed Basketball practice on a Friday?

Maria Yes, we've a competition on Sunday.

Ahmed Here?

Maria No, down in the sports centre.

Ahmed Really? I go swimming there every Sunday afternoon.

Maria I might see you then.

Ahmed Yes I'll look out for you but, hey, what are you doing tomorrow?

Maria My homework! I have so much this weekend.

Ahmed Like what?

Maria Well, that history essay for Monday and those science exercises.

Ahmed Oh, I only have the history.

Maria Yes, cause I bet you did well in the science test.

Ahmed Mmm .. I did alright.

Maria I was really disappointed I'll just have to study harder, I suppose.

Ahmed Call me if you need any help, OK?

Maria Thanks, I probably will, are you busy tomorrow?

Ahmed Not really I just have to go into town to buy a present for my little sister. It's her birthday.

Maria That's nice, well I'll ring you sometime in the evening then.

Ahmed Cool ... and see you on Sunday, maybe?

Maria Yeah ... maybe.

1. Number one, number one.  
This is the example question:  
Who is not going straight home after school?
2. Number two, number two.  
Who will go to the sports centre on Sunday?
3. Number three, number three.  
Who has history homework?
4. Number four, number four.  
Who does not have science homework?
5. Number five, number five.  
Who was not happy about the science test?
6. Number six, number six.  
Who will go shopping at the weekend?

Please finish now

## Placement

### Level B1. (i)

*Maria is talking about her interests.*

*First, you will hear some questions about the things she likes to do.*

*Read the questions as you listen but do not try to answer them yet.*

*Question 1 has been answered already.*

1. Question one:

*Where does Maria sometimes go with her friends?*

- a. to school.
- b. to her friend's house.
- c. to the cinema.

*The correct answer is "c" – to the cinema.*

*You will hear that Maria sometimes goes to the cinema with her friends.*

2. Question two:

*Which of these things does Maria usually buy?*

- a. Clothes.
- b. Magazines.
- c. CDs.

3. Question three:

*In which season will Maria take part in a sports competition?*

- a. Spring.
- b. Summer.
- c. Autumn.

4. Question four:

*Which of these activities does Maria do twice a week?*

- a. basketball.
- b. singing.
- c. dancing.

- 5.** Question five:  
What has Maria recently begun to learn?
- a.** to sing.
  - b.** to play the guitar.
  - c.** to play the piano.

- 6.** Question six:  
Which part of the world would Maria like to visit?
- a.** The United States of America.
  - b.** South America.
  - c.** Australia.

*Now listen carefully to Maria speaking and answer the questions.  
You will hear Maria speak once only.*

There are so many things I like to do with my friends. On school days we just chat together at lunchtime, but at the weekend we often visit each other's houses or sometimes go to the cinema. We like going shopping too, especially for clothes or CDs. It's a pity they're all so expensive, though. Most of the time, I just end up buying a few magazines instead. My favourite sport is basketball and I've been a member of the school team since the autumn. We usually practise once a week after school. This year we've done quite well and we're going to take part in the national championship in the spring. I hope we'll win!

My best friend and I also joined a dance class last summer and we go to it on Mondays and Wednesdays. It's great exercise and we learn lots of new dances from different places. At the moment we're doing some amazing dances from South America. I love music too. I sing in a choir and I've been playing the piano for about two years. I've just started going to guitar lessons as well. When I was younger, I used to want to become a pop star and to live in the USA, but now my dream is to travel all over the world. I'd really love to go to Australia, because I've seen a lot about it on TV and it looks fantastic.

*Now listen to the questions again and choose your answers.*

- 1.** Question one - this is the example question:  
Where does Maria sometimes go with her friends?
- 2.** Question two:  
Which of these things does Maria usually buy?
- 3.** Question three:  
In which season will Maria take part in a sports competition?
- 4.** Question four:  
Which of these activities does Maria do twice a week?
- 5.** Question five:  
What has Maria recently begun to learn?
- 6.** Question six:  
Which part of the world would Maria like to visit?  
*Please finish now.*



## Placement

### Level B1. (ii)

Ahmed is talking about his school life.

First, you will hear some sets of sentences about his experiences.

In each set, only one of the three sentences is correct, the other two are incorrect.

Read the sentences as you listen but do not try to mark them yet.

The first set of sentences has been marked already.

1. Number one - this is the example set:

- a. Ahmed came to Ireland last September.
- b. Ahmed came to Ireland last June.
- c. Ahmed started school last June.

The correct sentence is sentence "b"

You will hear that Ahmed came to Ireland in June.

Now listen to the other sets of sentences.

2. Number two:

- a. He was worried about learning English.
- b. He was lucky because he knew English.
- c. He was afraid of making friends.

3. Number three:

- a. He will run in the school sports next week.
- b. He won a running race a short time ago.
- c. He wants to join the athletics club.

4. Number four:

- a. He has not played much football.
- b. He has played a lot of rugby.
- c. He has not played much rugby.

5. Number five:

- a. He finds science more difficult than history.
- b. He finds history easier than geography.
- c. He finds science easier than history.

6. Number six:

- a. He doesn't want to become a doctor.
- b. He wants to become an engineer.
- c. He doesn't want to become a pilot.

Listen now to Ahmed speaking and circle the correct sentences.

You will hear Ahmed speak once only.

I remember my first day at this school last September. I had only come to Ireland in June and everything was still very strange. I was so nervous because I knew very little English then. I was scared that I wouldn't make any new friends. Luckily I was wrong. The other students in my class were really nice. I also joined the school athletics club, because I've always loved running, and this helped me to get to know more people. I felt very happy when I won the 100 metres at the school sports last week. I play a lot of football with my friends, too. They even want to teach me how to play rugby, but I've only tried it a few times so far. It was great fun, though.

I'm getting used to my school subjects as well. My teachers helped me a lot at the beginning and I can understand things much better now. My favourite subject has always been maths, but I'm good at science too. Subjects that need a lot of English, like history and geography, are the most difficult for me but I try my best. I'd like to be able to pass all my exams and to go to university when I leave school. My father wants me to be a doctor like him, but I would rather study something like engineering because I like working with machines.

Now listen to the sets of sentences again and check your answers.

1. Number one - this is the example set:
  - a. Ahmed came to Ireland last September.
  - b. Ahmed came to Ireland last June.
  - c. Ahmed started school last June.
2. Number two:
  - a. He was worried about learning English.
  - b. He was lucky because he knew English.
  - c. He was afraid of making friends.
3. Number three:
  - a. He will run in the school sports next week.
  - b. He won a running race a short time ago.
  - c. He wants to join the athletics club.
4. Number four:
  - a. He has not played much football.
  - b. He has played a lot of rugby.
  - c. He has not played much rugby.
5. Number five:
  - a. He finds science more difficult than history.
  - b. He finds history easier than geography.
  - c. He finds science easier than history.
6. Number six:
  - a. He doesn't want to become a doctor.
  - b. He wants to become an engineer.
  - c. He doesn't want to become a pilot.

Please finish now.

**Placement**

**Level B1. (iii)**

Ahmed and Maria are talking together.

First, you will hear some questions about their feelings.

Read the questions as you listen but do not try to answer them yet.

Question 1 has been answered already.

1. Question one - this is the example:

How does Maria feel about the science question?  
You will see a "tick" in the box under the sad face.  
You will hear that Maria does not like the science question.

2. Question two:  
How does Ahmed feel now about speaking English?
3. Question three:  
How does Ahmed feel now about watching television in Ireland?
4. Question four:  
How does Maria feel about horror movies?
5. Question five:  
How does Maria feel about rainy weather?
6. Question six:  
How does Ahmed feel about the food in Ireland?

*Listen to Ahmed and Maria speaking now.*

*Then listen to the questions and tick their views:*

*The smiling face shows they like something.*

*The straight face shows they think something is OK.*

*The sad face shows they don't like something.*

*You will hear the conversation once only.*

- MARIA Hi, Ahmed, can I ask you about this science question. I think I've made a mess of it.
- AHMED Sure, let me see. No, it's fine ... you've got the right idea.
- MARIA Really? I hate those kind of problems... but thanks for checking it.
- AHMED Any time.
- MARIA So how are you getting on with your English?
- AHMED Good, I understand almost everything now and I find that speaking is usually OK. I still don't like writing, though.
- MARIA Don't worry about it you just need more time.
- AHMED Yes you're probably right. At least I'm starting to enjoy TV again. At first it was far too difficult for me, but now I hardly notice that all the programmes are in English.
- MARIA No way! I wish I could do that in another language.
- AHMED It's not that hard, I just kept watching a little every day, like last night I watched a really good film called "Scream" ... did you see it?
- MARIA No, I can't stand horror movies.
- AHMED It wasn't that scary. You should've watched it.
- MARIA I was busy last night. It was nearly 10 o'clock before I got home from my dance class. The weather was awful.
- AHMED Yeah, that's one thing I don't like about Ireland, the rain!
- MARIA I don't really mind the rain, I hate the wind, though.
- AHMED I miss the sun and the food.
- MARIA Yeah, the food here isn't great.
- AHMED It's not too bad, I suppose, and we can still make our own kind of meals too. It's just difficult to get some of my favourite things.'
- MARIA Mmm, I wouldn't like that.

Now listen to the questions again and choose your answers.

1. Question one - this is the example:  
How does Maria feel about the science question?
2. Question two:  
How does Ahmed feel now about speaking English?
3. Question three:  
How does Ahmed feel now about watching television in Ireland?
4. Question four:  
How does Maria feel about horror movies?
5. Question five:  
How does Maria feel about rainy weather?
6. Question six:  
How does Ahmed feel about the food in Ireland?  
*Please finish now.*

## Set 2

### Level A1. (i)

Look at these eight pictures. .

Six of these people are talking about what they do.

Listen to what each person says, find the matching picture, and draw a line from the number you hear to the picture.

Find number one on the page.

This one is done for you. Listen carefully.

1. Number one, number one.  
*I work as a chef in a busy restaurant.*  
*I work as a chef in a busy restaurant.*

Now listen and choose the pictures that match what each person says.

2. Number two, number two.  
I'm a gymnast and I take part in many international competitions.  
I'm a gymnast and I take part in many international competitions.
3. Number three, number three.  
I make all sorts of wooden furniture because I'm a carpenter.  
I make all sorts of wooden furniture because I'm a carpenter.
4. Number four, number four.  
Working as an architect is very interesting because I can design lots of new buildings.  
Working as an architect is very interesting because I can design lots of new buildings.
5. Number five, number five.  
Working with metal can be dangerous, but I like my job as a welder.  
Working with metal can be dangerous, but I like my job as a welder.

**6.** Number six, number six.

I enjoy being an artist because I love to draw and paint.

I enjoy being an artist because I love to draw and paint.

*Please finish now*

**Set 2**

**Level A1. (ii)**

Now look at the eight pictures.

Six of these people are talking about what they are doing now.

Listen to what they say and choose the correct picture for each person.

Find number one. This one is done for you.

**1.** Number one, number one.

*I'm using a frying pan to make some pancakes.*

*I'm using a frying pan to make some pancakes.*

**2.** Number two, number two.

*I am practising my violin – we're playing in a big concert tonight.*

*I am practising my violin – we're playing in a big concert tonight.*

**3.** Number three, number three.

*I'm drawing plans for an apartment block – I must measure all the lines exactly.*

*I'm drawing plans for an apartment block – I must measure all the lines exactly.*

**4.** Number four, number four.

*I'm pedalling really hard because I want to win the race.*

*I'm pedalling really hard because I want to win the race.*

**5.** Number five, number five.

*I want to make the Olympic team so I'm balancing very carefully on the bar.*

*I want to make the Olympic team so I'm balancing very carefully on the bar.*

**6.** Number six, number six.

*I'm sawing some wood so I can make a new table.*

*I'm sawing some wood so I can make a new table.*

*Please finish now*

**Set 2**

**Level A1. (iii)**

Now look at these eight pictures.

Six of these people are going to give you some advice about their work.

You must listen carefully and choose the correct picture for each person.

Number one is done for you.

**1.** Number one, number one.

*You have to know a lot about food and learn different styles of cooking.*

*You have to know a lot about food and learn different styles of cooking.*

**2. Number two, number two.**

You should be good at art, but maths is necessary too because you have to work out the correct size of each building.

You should be good at art, but maths is necessary too because you have to work out the correct size of each building.

**3. Number three, number three.**

You must be really fit, you should practise on difficult roads and, of course, you need a good bike.

You must be really fit, you should practise on difficult roads and, of course, you need a good bike.

**4. Number four, number four.**

Colour is the most important thing – I like making my pictures bright and fun to look at.

Colour is the most important thing – I like making my pictures bright and fun to look at.

**5. Number five, number five.**

I listen first to famous violinists and then try to play like them. It's not easy, though!

I listen first to famous violinists and then try to play like them. It's not easy, though!

**6. Number six, number six.**

You have to protect yourself from hot sparks and melting metal. You should always wear gloves and an eye-mask.

You have to protect yourself from hot sparks and melting metal. You should always wear gloves and an eye-mask.

*Please finish now*

**Set 2**

**Level A2. (i)**

*Grace and Jun are putting up pictures for the school art exhibition.*

*They are trying to decide where these six pictures should go on the notice board.*

*Listen to Grace and Jun and, for each part of their conversation, write the number of the picture that they talk about in the right place on the notice board.*

*The first one is done for you. Listen now and find where they put the picture of the house.*

**1. Number one, number one.**

*Girl:* Right, we've got the picture of the flowers at the bottom and the picture of the sea at the top..

*Boy:* Yeah, but where'll we put this one?

*Girl:* The house? Mmm .. I'd put it in the middle, right above the flowers. What do you think?

*Boy:* Yes .. looks OK.

*Girl:* Right, we've got the picture of the flowers at the bottom and the picture of the sea at the top..

*Boy:* Yeah, but where'll we put this one?

*Girl:* The house? Mmm .. I'd put it in the middle, right above the flowers. What do you think?

*Boy:* Yes .. looks OK.

**2. Number two, number two.**

*Boy:* And the picture of the girl?

*Girl:* It should go on the top row.

*Boy:* What about here, in the left-hand corner?

*Girl:* Yes, beside the picture of the sea.

*Boy:* And the picture of the girl?

*Girl:* It should go on the top row.

*Boy:* What about here, in the left-hand corner?

*Girl:* Yes, beside the picture of the sea.

**3.** Number three, number three.

*GIRL:* Now the car.

*BOY:* Mmm .. it's fantastic. We should put it right in the middle, there, beside the house.

*GIRL:* Under the picture of the sea?

*BOY:* Yeah.

*GIRL:* Now the car.

*BOY:* Mmm .. it's fantastic. We should put it right in the middle, there, beside the house.

*GIRL:* Under the picture of the sea?

*BOY:* Yeah.

**4.** Number four, number four.

*BOY:* What about the lion, though? It's really good too.

*GIRL:* Maybe put it on the top row?

*BOY:* No, we need more at the bottom. How about here, beside the flowers?

*GIRL:* You mean in the right-hand corner? Yeah, that'd be good.

*BOY:* What about the lion, though? It's really good too.

*GIRL:* Maybe put it on the top row?

*BOY:* No, we need more at the bottom. How about here, beside the flowers?

*GIRL:* You mean in the right-hand corner? Yeah, that'd be good.

**5.** Number five, number five.

*GIRL:* Now where'll the picture of the mountain go?

*BOY:* On the other side of the house maybe? Or no... it'd look better down in the corner.

*GIRL:* On the left?

*BOY:* Yeah, there at the very bottom.

*GIRL:* Now where'll the picture of the mountain go?

*BOY:* On the other side of the house maybe? Or no .. it'd look better down in the corner.

*GIRL:* On the left?

*BOY:* Yeah, there at the very bottom.

**6.** Number six, number six.

*BOY:* And the man with the trumpet?

*GIRL:* Let's see. Somewhere in the middle or at the top.

*BOY:* How about here in the right-hand corner?

*GIRL:* No, move him left a little, next to the picture of the sea.

*Boy:* OK?

*GIRL:* Yes. Now we need four more pictures from the art room.

*BOY:* And the man with the trumpet?

GIRL: Well, we need more in the middle and at the top.  
BOY: How about here in the right-hand corner?  
GIRL: No, move him left a little, put him next to the picture of the sea.  
Boy: OK?  
GIRL: Yes. Now we need four more pictures from the art room.  
*Please finish now.*

## Set 2

### Level A2. (ii)

*Now look at these ten pictures.*

*Grace and Jun are talking about how to make a cake.*

*You will hear their conversation twice.*

*While you are listening the first time, you must choose six pictures that show the things they use to make their cake and put these pictures in the correct order, by numbering them 1, 2, 3, as you hear them.*

*The second time you can check your answers.*

*The first one is done for you.*

JUN: Here's the recipe. Victoria sponge cake. But what should we do?  
GRACE: Well, first it says that we have to put 175g of sugar and the same amount of margarine in a bowl. I've measured the sugar already.  
JUN: OK, I'll get the margarine.  
GRACE: Good, Now we're supposed to mix the sugar and margarine with an electric food mixer .  
JUN: Right here's the mixer.  
  
JUN: Phew! That took a lot of mixing, now what?  
GRACE: Eggs. Give me two. Or no, I need three.  
JUN: Here you are. What's next?  
GRACE: Now add 175g of self-raising flour.  
JUN: Flour? Oh no, I forgot to measure it.  
GRACE: Then give me the weighing scales.  
JUN: Here.  
GRACE: 175g of flour.  
JUN: Yeah. Let me put it in.  
  
GRACE: Great. Now it's ready for the oven.  
JUN: But what about the jam?  
GRACE: You must be joking. The jam is for after, when the cake's cooked.  
JUN: So I can put the mixture straight into a tin then?  
GRACE: Yeah.  
JUN: Like this rectangular one?  
GRACE: No, it says you should divide it between two sandwich tins.



JUN: What?

GRACE: I think they mean those circular ones over there.

JUN: Right. Get them fast!

*Now listen carefully again and check your answers while you are listening.*

JUN: Here's the recipe. Victoria sponge cake. But what should we do?

GRACE: Well, first it says that we have to put 175g of sugar and the same amount of margarine in a bowl. I've measured the sugar already.

JUN: OK, I'll get the margarine.

GRACE: Good, Now we're supposed to mix the sugar and margarine with an electric food mixer .

JUN: Right. Here's the mixer.

JUN: Phew! That took a lot of mixing, now what?

GRACE: Eggs. Give me two. Or no, I need three.

JUN Here you are. What's next?

GRACE: Now add 175g of self-raising flour.

JUN: Flour? Oh no, I forgot to measure it.

GRACE: Then give me the weighing scales.

JUN: Here.

GRACE: 175g of flour.

JUN: Yeah, Let me put it in.

GRACE: Great. Now it's ready for the oven.

JUN: But what about the jam?

GRACE: You must be joking. The jam is for after, when the cake's cooked.

JUN: So I can put the mixture straight into a tin then?

GRACE: Yeah.

JUN: Like this rectangular one?

GRACE: No, it says you should divide it between two sandwich tins.

JUN: What?

GRACE: I think they mean those circular ones over there.

JUN: Right. Get them fast!

*Please finish now.*

**Set 2**

**Level A2. (iii)**

*Now listen to Grace and Jun talking about the school sports day.*

*After each part of their conversation you will hear one or two questions.*

*Look at the answer grid*

*You choose the correct answer for each question by ticking: Grace, or Jun, or Grace and Jun.*

*The first question is answered for you. Now listen carefully.*

JUN: Congratulations, Grace, I hear you did really well in the high jump.

GRACE: Yeah, I won.

JUN: Well done. Better than I did in the long jump.

GRACE: Yeah, I saw you jumping, how did it go?

JUN: I came third.

**1.** Number one, number one.

Who came first in a jumping competition?

The answer is Grace because she won the high jump competition.

GRACE: Very good. Did you get anything else?

JUN: Yeah. I was on the relay team and we came second, so I got a silver for that.

GRACE: No way! I got a bronze medal in the girls' relay. Our team came third even though we hadn't practised at all.

JUN: Really? Our class did pretty well then.

**2.** Number two, number two.

Who won a silver medal?

**3.** Number three, number three.

Who won a medal in the relay race?

GRACE: Yeah, and I won the 100 metre sprint too.

JUN: I don't believe you! Three medals, with two golds! I thought I was doing OK getting two.

GRACE: Don't worry, you did well. Bet you'll win three medals next year.

**4.** Number four, number four.

Who won three medals altogether?

JUN: I could've won more this time if I hadn't fallen.

GRACE: Why, what happened to you?

JUN: Were you playing in the five-a-side soccer tournament?

GRACE: Yeah, I thought it was great fun.

JUN: Not for me.

GRACE: Why?

JUN: Well, our team was winning and I had just scored when I twisted my ankle and had to drop out.

GRACE: Oh no, was it bad?

JUN: Only sprained. But after I went off, we lost the match and then I couldn't take part in any other competitions.

**5.** Number five, number five.

Who took part in the soccer competition?

**6.** Number six, number six.

Who got hurt on sports day?

Now listen to the conversation and the questions again and check your answers.

JUN: Congratulations, Grace, I hear you did really well in the high jump.

GRACE: Yeah, I won.

JUN: Well done. Better than I did in the long jump.

GRACE: Yeah, I saw you jumping, how did it go?

JUN: I came third.

GRACE: Very good. Did you get anything else?

JUN: Yeah. I was on the relay team and we came second, so I got a silver for that.

GRACE: No way! I got a bronze medal in the girls' relay. Our team came third even though we hadn't practised at all.

JUN: Really? Our class did pretty well then.

GRACE: Yeah, and I won the 100 metre sprint too.

JUN: I don't believe you! Three medals, with two golds! I thought I was doing OK getting two.

GRACE: Don't worry, you did well. Bet you'll win three medals next year.

JUN: I could've won more this time if I hadn't fallen.

GRACE: Why, what happened to you?

JUN: Were you playing in the five-a-side soccer tournament?

GRACE: Yeah, I thought it was great fun.

JUN: Not for me.

GRACE: Why?

JUN: Well, our team was winning and I had just scored when I twisted my ankle and had to drop out.

GRACE: Oh no, was it bad?

JUN: Only sprained. But after I went off, we lost the match and then I couldn't take part in any other competitions.

**1.** Number one, number one.

This is the example question:

Who came first in a jumping competition?

**2.** Number two, number two.

Who won a silver medal?

**3.** Number three, number three.

Who won a medal in the relay race?

**4.** Number four, number four.

Who won three medals altogether?

**5.** Number five, number five.

Who took part in the soccer competition?

**6.** Number six, number six.

Who got hurt on sports day?

Please finish now.

## Set 2

### Level B1. (i)

Grace is interviewing another student, Sergei, for a school radio project. Sergei is talking about winter sports.

First, you will hear some questions about the interview.

Read the questions as you listen but do not try to answer them yet.

Question 1 has been answered already.

**1. Question one:**

When did Sergei learn to ski?

- a. When he was six years old.
- b. When he was eleven years old.
- c. When he was in third year.

The correct answer is "a" – when he was six years old.

You will hear that Sergei learned to ski when he was six years old..

**2. Question two:**

Who took part in a national competition in Russia?

- a. Sergei.
- b. Sergei's father.
- c. Sergei's brother.

**3. Question three:**

What did Sergei think about his first winter in Ireland?

- a. He didn't think it was terribly cold.
- b. He thought it was really freezing.
- c. He didn't mind the Irish winter.

**4. Question four:**

How good were Sergei's friends at ice-skating?

- a. Some of them were very good.
- b. Some of them weren't bad.
- c. None of them knew how to skate.

**5. Question five:**

What advice does Sergei give to new skiers?

- a. You should learn how to fall properly.
- b. You should try not to fall over.
- c. You should be afraid of getting hurt.

**6. Question six:**

Which of these sports would Sergei like to start?

- a. Swimming
- b. Surfing.
- c. Hurling.

Now listen carefully to Grace interviewing Sergei and answer the questions.

You will hear the interview once only.

GRACE: Our first guest is Sergei. He's a third year student and a winter sports expert.

SERGEI: Hi, Grace. OK, I can tell you about skiing because I lived in Russia until I was eleven years old and I learnt to ski when I was six.

GRACE: Really?

SERGEI: Yeah. My father taught me. I was quite good at skiing and I won some local competitions, but my older brother was better. He qualified for the national championships when he was only fourteen.

GRACE: So what did you think of winter in Ireland?

SERGEI: Well, the first year was terrible. I didn't mind that it wasn't so cold because in Russia the winter is really freezing. But I missed not being able to ski.

GRACE: You can skate here, though, can't you?

SERGEI: Yeah. I went to an ice rink in Dublin with my friends. It was funny. There were a few very good skaters and some others who weren't bad. But most people hadn't a clue about skating, especially my friends.

GRACE: Some of our students are going on a ski-trip next month. Can you give them any tips?

SERGEI: Hmm. If you haven't skied before, don't be afraid. Just don't try anything crazy and learn how to fall properly or else you might get hurt.

GRACE: Good advice. And what about you, what other sports do you do now?

SERGEI: I go swimming and I've even started to play hurling at school, but I'd love to try some new water sports like surfing or jet-skiing because the sea around Ireland is really good for these.

Now listen to the questions again and choose your answers.

**1.** Question one - this is the example question:

When did Sergei learn to ski?

**2.** Question two:

Who took part in a national competition in Russia?

**3.** Question three:

What did Sergei think about his first winter in Ireland?

**4.** Question four:

How good were Sergei's friends at ice-skating?

**5.** Question five:

What advice does Sergei give to new skiers?

**6.** Question six:

Which of these sports would Sergei like to start?

Please finish now.

## Set 2

### Level B1. (ii)

Listen to Jun interviewing another student, Rachel, for the radio project. Rachel is talking about making jewellery.

First, you will hear some sets of sentences about the interview.

In each set, only one of the three sentences is correct, the other two are incorrect.

Read the sentences as you listen but do not try to mark them yet.

The first set of sentences has been marked already.

**1.** Number one - this is the example set:

- a.** Rachel has been making jewellery since second year.
- b.** Rachel has been making jewellery since last year.
- c.** Rachel has been making jewellery for three years.

The correct sentence is sentence "c"

You will hear that Rachel has been making jewellery for three years.

Now listen to the other sets of sentences.

**2.** Number two:

- a.** Rachel makes her jewellery from gold.
- b.** Rachel does not buy all her materials.
- c.** Rachel uses recycled beads and wire.

**3.** Number three:

- a.** Rachel bought her ring in South Africa.
- b.** Rachel made the ring she is wearing.
- c.** Rachel's cousin brought the ring from South Africa

**4.** Number four:

- a.** Rachel only makes jewellery for herself.
- b.** Rachel sells jewellery to her friends.
- c.** Rachel's jewellery will be sold in a shop.

**5.** Number five:

- a.** Rachel has to do lots of schoolwork.
- b.** Rachel spends too much time making jewellery.
- c.** Rachel wants to make a lot of money.

**6.** Number six:

- a.** Rachel hopes to be a jewellery designer.
- b.** Rachel hopes to be a clothes designer.
- c.** Rachel hopes to be an interior designer.

Now listen to Jun interviewing Rachel and circle the correct sentences.

You will hear the interview once only.

JUN: Our next guest, Rachel, is only in second year but already she is a busy young designer. Rachel, tell us about your jewellery.

RACHEL: Hi, Jun. Well, I've been making jewellery for about three years. Just small things like earrings at the start but, since last year, larger pieces like bracelets and necklaces too.

JUN: I see, so what do you use to make them?

RACHEL: Oh, nothing expensive, they're not made of gold! I use recycled materials - like buttons and ribbons from old clothes. Then I get things like beads and wire in a craft shop.

JUN: You didn't make that ring you're wearing, did you?

RACHEL: Actually, I did. My cousin was on holiday in South Africa and he brought me back some little wooden elephants. I just painted one of them and used it for this ring.

JUN: But what do you do with your jewellery?

RACHEL: Well, at first I only made things for myself. But my friends thought they were cool, so I gave them stuff too. Then my friend's mum asked me if she could sell my some of my jewellery in her shop. It's going on sale next month.

JUN: Wow, you're in business!

RACHEL: Yeah, kind of, but I can't spend too much time making things because I've so much schoolwork. Anyway, the money isn't really important, I just want people to like my jewellery.

JUN: So what about the future?

RACHEL: When I finish school I'd love to be a jewellery designer.

Now listen to the sets of sentences again and check your answers.

1. Number one - this is the example set:
  - a. Rachel has been making jewellery since second year.
  - b. Rachel has been making jewellery since last year.
  - c. Rachel has been making jewellery for about three years.
2. Number two:
  - a. Rachel makes her jewellery from gold.
  - b. Rachel does not buy all her materials.
  - c. Rachel uses recycled beads and wire.
3. Number three:
  - a. Rachel bought her ring in South Africa.
  - b. Rachel made the ring she is wearing.
  - c. Rachel's cousin brought the ring from South Africa
4. Number four:
  - a. Rachel only makes jewellery for herself.
  - b. Rachel sells jewellery to her friends.
  - c. Rachel's jewellery will be sold in a shop.
5. Number five:
  - a. Rachel has to do lots of schoolwork.
  - b. Rachel spends too much time making jewellery.
  - c. Rachel wants to make a lot of money.

6. Number six:
- a. Rachel hopes to be a jewellery designer.
  - b. Rachel hopes to be a clothes designer.
  - c. Rachel hopes to be an interior designer.

*Please finish now.*

## Set 2

### Level B1. (iii)

Now Grace is interviewing Jun for the radio project.

First, you will hear some questions about Jun's opinions.

Read the questions as you listen but do not try to answer them yet.

Question 1 has been answered already.

1. Question one - this is the example:

*How does Jun think the band is getting on?*

*You will see a "tick" in the box under the straight face.*

*You will hear that Jun thinks the band is doing OK.*

2. Question two:

*What does Jun think of rap music?*

3. Question three:

*What did Jun think of the band's first performance?*

4. Question four:

*What does Jun think about the band's future?*

5. Question five:

*What does Jun think about putting the band's music on the Internet?*

6. Question six:

*What do Jun's parents think about Jun playing in the band?*

*Listen to Grace interviewing Jun now.*

*Then listen to the questions and tick Jun's opinions:*

*The smiling face shows that the opinion is positive.*

*The straight face shows that the opinion is OK.*

*The sad face shows the opinion is negative.*

*You will hear the interview once only.*

GRACE: Well you've heard from Jun already, but now he's going to talk about his sensational new band: Wild Side. So, Jun, how does it feel to be a rock star?

JUN: A rock star? Really? That'd be great. Seriously, though, the band's doing OK. I mean it's not easy starting up, but we're getting on well enough.

GRACE: So who's in the band and what's your music like?

JUN: Well, I play guitar, there's Sean on bass, Marco on drums and Niamh, our vocalist. We write our own material – mostly alternative rock stuff. It's cool 'cause I love that kind of music. OK, some of the guys like rap as well, but I'm not into it at all.



GRACE: And have you had many performances?

JUN: Yeah, we've done a few gigs. The first one was awful, I mean we were so nervous. But the next was OK and after that things got better. Our last gig was really good and loads of people came.

GRACE: So you're going to be a great success.

JUN: Oh yeah, we'll be megastars!. No, I'm not joking. Sure - everyone says we've no chance. But if we keep practising, I know that we could make it!

GRACE: OK, but when's the big recording deal?

JUN: Hmm... I'm not sure. We thought about launching a few songs on the Internet, but I don't think it's a great idea. It's a bit risky and, anyway, our recording equipment is rubbish. We'll probably just keep on playing live shows and, hopefully, someone will spot us.

GRACE: And your parents, what do they think about the band?

JUN: At first they hated it. They said we should be concentrating on our schoolwork. But I showed them I could still study hard, so now everything's alright with them. Actually, they even like our music.

*Now listen to the questions again and choose your answers.*

**1.** Question one - this is the example:

How does Jun think the band is getting on?

**2.** Question two:

What does Jun think of rap music?

**3.** Question three:

What did Jun think of the band's first performance?

**4.** Question four:

What does Jun think about the band's future?

**5.** Question five:

What does Jun think about putting the band's music on the Internet?

**6.** Question six:

What do Jun's parents think about Jun playing in the band?

*Please finish now.*

**Set 3**

**Level A1. (i)**

*Look at these eight pictures*

*Ben is listening to the news on the radio.*

*He hears six news headlines.*

*Listen to each headline, find the matching picture, and draw a line from the number you hear to the picture.*

*Find number one on the page.*

*This one is done for you. Listen carefully.*

**1.** Number one, number one.

*Celebrations begin after a great weekend of sport.*

*Celebrations begin after a great weekend of sport.*

Now listen and choose the pictures that match the headlines.

- 2.** Number two, number two.  
Gardai call for better resources in the fight against crime.  
Gardai call for better resources in the fight against crime.
- 3.** Number three, number three.  
Young actress receives major entertainment award.  
Young actress receives major entertainment award.
- 4.** Number four, number four.  
In world news, peace talks continue today at the United Nations.  
In world news, peace talks continue today at the United Nations.
- 5.** Number five, number five.  
A government report finds that fuel prices are rising every month.  
A government report finds that fuel prices are rising every month.
- 6.** Number six, number six.  
Traffic in Dublin is heavy, with road works causing long delays.  
Traffic in Dublin is heavy, with road works causing long delays.  
*Please finish now*

### Set 3

#### Level A1. (ii)

Now look at these eight pictures.

Ben is listening to six different news items.

Listen to the news items and choose the correct picture for each item.

Find number one. This one is done for you.

- 1.** Number one, number one.  
In soccer, Ireland is set to qualify for the European Championships.  
In soccer, Ireland is set to qualify for the European Championships.
- 2.** Number two, number two.  
European Union leaders meet to discuss the situation in the Middle East.  
European Union leaders meet to discuss the situation in the Middle East.
- 3.** Number three, number three.  
Raiders steal two million euro in city centre robbery.  
Raiders steal two million euro in city centre robbery.
- 4.** Number four, number four.  
Economists warn that banks are lending too much money.  
Economists warn that banks are lending too much money.
- 5.** Number five, number five.  
New research finds many interesting things about the planets.  
New research finds many interesting things about the planets.
- 6.** Number six, number six.  
After a cloudy start, all areas can look forward to a bright, sunny day.  
After a cloudy start, all areas can look forward to a bright, sunny day.  
*Please finish now*

**Set 3**

**Level A1. (iii)**

Now look at these eight pictures.

Ben is talking about six of these news items.

You must listen carefully and choose the correct picture for each news topic.

Number one is done for you.

**1.** Number one, number one.

Two - nil against Germany? Wow, our footballers are incredible!

Two - nil against Germany? Wow, our footballers are incredible!

**2.** Number two, number two.

Good. If it's fine I don't need to bring an umbrella.

Good. If it's fine I don't need to bring an umbrella.

**3.** Number three, number three.

Why can't politicians stop wars from happening in the first place?

Why can't politicians stop wars from happening in the first place?

**4.** Number four, number four.

It must be really cool to discover all those weird things about space.

It must be really cool to discover all those weird things about space.

**5.** 5 Number five, number five.

I think it's better to cycle today. When the roads are busy, the bus is always late.

I think it's better to cycle today. When the roads are busy, the bus is always late.

**6.** Number six, number six.

There are so many good films - I don't know how they choose the best one.

There are so many good films - I don't know how they choose the best one.

*Please finish now.*

**Set 3**

**Level A2. (i)**

Tanya is at the library.

She is looking for some different kinds of books.

Tanya asks the librarian about where to find these books.

The librarian gives her directions from his desk.

You must match each picture with the correct bookshelf on the library plan by writing its number in the right place.

The first one is done for you. Listen now and find the shelf with the books about sport

**1.** Number one, number one.

GIRL: Excuse me, do you have any books about sport?

MAN: Sport? Certainly, they're on the back wall beside the window, on the right-hand side.

GIRL: Near the big red door?

MAN: Yes, that's right.

GIRL: Excuse me, do you have any books about sport?

MAN: Sport? Certainly, they're on the back wall beside the window, on the right-hand side.

GIRL: Near the big red door?

MAN: Yes, that's right.

**2.** Number two, number two.

GIRL: And where are the poetry books?

MAN: They're over here to the right.

GIRL: On this shelf in the middle?

MAN: No, the on one against the wall, beside the door.

GIRL: And where are the poetry books?

MAN: They're over here to the right.

GIRL: On this shelf in the middle?

MAN: No, the on one against the wall, beside the door.

**3.** Number three, number three.

GIRL: Oh, I'm looking for books about ancient Egypt as well.

MAN: You'll find them in the history section.

GIRL: Where's that?

MAN: You see that green table to the left? It's got a computer on it.

GIRL: Yes.

MAN: The history shelf is on the wall beside it.

GIRL: OK, thanks.

GIRL: Oh, I'm looking for some books about ancient Egypt as well.

MAN: You'll find them in the history section.

GIRL: Where's that?

MAN: You see that green table to the left? It's got a computer on it.

GIRL: Yes.

MAN: The history shelf is on the wall beside it.

GIRL: OK, thanks.

**4.** Number four, number four.

GIRL: Sorry, I'm back. This time I need a book on cooking.

MAN: No problem. Do you see that bookshelf straight in front of you?

GIRL: Yes.

MAN: Well, the cookery books are on the shelf behind that one. They're facing the window.

GIRL: Sorry, I'm back. This time I need a book on cooking.

MAN: No problem. Do you see that bookshelf straight in front of you?

GIRL: Yes.

MAN: Well, the cookery books are on the shelf behind that one. They're facing the window.

**5.** Number five, number five.

*GIRL:* And where are the music books?

*MAN:* They're just here to the right, or no sorry, I mean left.

*GIRL:* On this shelf beside me?

*MAN:* Yes, in front of the computer.

*GIRL:* And where are the music books?

*MAN:* They're just here to the right, or no sorry, I mean left.

*GIRL:* On this shelf beside me?

*MAN:* Yes, in front of the computer.

**6.** Number six, number six.

*GIRL:* Just one more thing. Have you any books about Brazil?

*MAN:* Of course, try the travel section.

*GIRL:* Where's it?

*MAN:* Well it used to be beside me on this wall but, hmm, I think it's over there now.

*GIRL:* Where?

*MAN:* There, in front of the door.

*GIRL:* Oh yeah, thanks.

*GIRL:* Just one more thing. Have you any books about Brazil?

*MAN:* Of course, try the travel section.

*GIRL:* Where's it?

*MAN:* Well it used to be beside me on this wall but, hmm, I think it's over there now.

*GIRL:* Where?

*MAN:* There, in front of the door.

*GIRL:* Oh yeah, thanks.

*Please finish now.*

**Set 3**

**Level A2. (ii)**

Now look at these ten pictures.

Listen to Ben telling a story that he read.

You will hear the story twice.

While you are listening the first time, choose six pictures that show parts of the story. Number the pictures 1, 2, 3, as you hear the story.

The second time you hear Ben telling the story you can check your answers.

The first one is done for you.

Yesterday I read a very interesting story called Oisín in Tír na n-Óg. It is an Irish legend from a collection of stories about a warrior named Fionn. In this story, Fionn and his men were hunting in County Kerry. His son, Oisín, was with them too. Oisín was a brave young man and also a great poet.

As the men arrived at a lake, they suddenly saw a white horse coming towards them. A beautiful woman was riding the horse. She had long golden hair and she was wearing a dress as blue as the sky. The lady rode up to them and introduced herself as Niamh, the daughter of the king of Tír na n-Óg. She explained that Tír na n-Óg was a land where no-one grew old and she asked Oisín to come back to this magical world with her.

Oisín was already in love with Niamh so he agreed. They were married and spent many happy years in Tír na n-Óg, but Oisín still wanted to visit Ireland again. Niamh told Oisín to take her horse but warned him not to get off it. Oisín didn't know that he had been away for three hundred years. When he arrived home he met some people and, as he was trying to help them, the saddle on his horse broke and he fell off. Immediately Oisín turned into a very old man but, before he died, he told the people many wonderful stories.

*Now listen carefully again and check your answers while you are listening.*

Yesterday I read a very interesting story called Oisín in Tír na n-Óg. It is an Irish legend from a collection of stories about a warrior named Fionn. In this story, Fionn and his men were hunting in County Kerry. His son, Oisín, was with them too. Oisín was a brave young man and also a great poet.

As the men reached the shores of a lake, they suddenly saw a white horse coming towards them. A beautiful woman was riding the horse. She had long golden hair and she was wearing a dress that was as blue as the sky. The lady rode up to them and introduced herself as Niamh, the daughter of the king of Tír na n-Óg. She explained that Tír na n-Óg was a land where no-one grew old and she asked Oisín to come back to this magical world with her.

Oisín was already in love with Niamh so he agreed. They were married and spent many happy years in Tír na n-Óg, but Oisín still wanted to visit Ireland again. Niamh told Oisín to take her horse but warned him not to get off it. Oisín didn't know that he had been away for three hundred years. When he arrived home he met some people and, as he was trying to help them, the saddle on his horse broke and he fell off. Immediately Oisín turned into a very old man but, before he died, he told the people many wonderful stories.

*Please finish now.*

### Set 3

#### Level A2. (iii)

*Now listen to Tanya and Ben talking about their English project.*

*After each part of the conversation you will hear one or two questions.*

*Look at the answer grid*

*You choose the correct answer for each question by ticking:*

*Tanya or Ben or Tanya and Ben.*

*The first question is answered for you. Now listen carefully.*

TANYA: OK, Ben, what have we got so far?

BEN: Well, I found this advertisement, it's from an anti-drugs campaign.

TANYA: Say no to drugs. Yes, that's a good start. Now what else?

**1.** Number one, number one.

Who found an advertisement?

The answer is Ben because he said that he found an advertisement.

BEN: I brought this newspaper article too, it's about drugs and young people in Ireland. You should read it.

TANYA: Show me, yes, that seems really useful, I'll read it tonight.

**2.** Number two, number two.

Who will read a newspaper article?

BEN: Did you read that book about the girl who nearly died?

TANYA: Yes, It was awful. Could you believe it - her best friend gave her those tablets?

BEN: I know, I felt sick reading it. Still, it would definitely put anyone off taking drugs.

TANYA: That's true.

**3.** Number three, number three.

Who read a book?

BEN: So what's next?

TANYA: Well, we've got plenty of information and, here, I've written a short poem we can use.

BEN: Great. I'm not much good at poetry, but I was thinking of writing a report. You know, explaining the facts

TANYA: Yes, we could do that together, it'd be quicker.

BEN: OK.

**4.** Number four, number four.

Who wrote a poem?

**5.** Number five, number five.

Who will work on a report?

TANYA: Any other ideas?

BEN: Yes, there was a film on TV last week about drug addicts in Scotland. Did you see it?

TANYA: No.

BEN: It was a bit mad, but it showed how drugs can mess up your life.

TANYA: OK, could you write a review of it?

BEN: Yeah sure, I'll have it done by tomorrow.

**6.** Number six, number six.

Who will write a film review?

*Now listen to the conversation and the questions again and check your answers.*

TANYA: OK, Ben, what have we got so far?

BEN: Well, I found this advertisement, it's from an anti-drugs campaign.

TANYA: Say no to drugs. Yes, that's a good start. Now what else?

BEN: I brought this newspaper article too, it's about drugs and young people in Ireland. You should read it.

TANYA: Show me, yes, that seems really useful, I'll read it tonight.

BEN: Did you read that book about the girl who nearly died?

TANYA: Yes, it was awful. Could you believe it - her best friend gave her those tablets?

BEN: I know, I felt sick reading it. Still, it would definitely put anyone off taking drugs.

TANYA: That's true.

BEN: So what's next?

TANYA: Well, we've got plenty of information and, here, I've written a short poem we can use.

BEN: Great. I'm not much good at poetry, but I was thinking of writing a report. You know, explaining the facts

TANYA: Yes, we could do that together, it'd be quicker.

BEN: OK.

TANYA: Any other ideas?

BEN: Yes, there was a film on TV last week about drug addicts in Scotland. Did you see it?

TANYA: No.

BEN: It was a bit mad, but it showed how drugs can mess up your life.

TANYA: OK, could you write a review of it?

BEN: Yes sure, I'll have it done by tomorrow.

1. Number one, number one.  
This is the example question:  
Who found an advertisement?
2. Number two, number two.  
Who will read a newspaper article?
3. Number three, number three.  
Who read a book?
4. Number four, number four.  
Who wrote a poem?
5. Number five, number five.  
Who will work on a report?
6. Number six, number six.  
Who will write a film review?  
*Please finish now.*

### Set 3

#### Level B1. (i)

*Ben is giving a short talk about television.*

*First, you will hear some questions about his talk.*

*Read the questions as you listen but do not try to answer them yet.*

*Question 1 has been answered already.*

1. Question one:  
*Which of these does Ben hate?*
  - a. Spiders.
  - b. Mice.
  - c. Reality TV shows.

*The correct answer is "c" – reality TV shows.*

*You will hear that Ben can't stand reality TV shows.*



- 2.** Question two:  
How often can you watch reality TV shows?
- a.** Every evening.
  - b.** Once or twice a week.
  - c.** Some nights.
- 3.** Question three:  
Which programme did Ben think was disgusting?
- a.** The show about people in a house.
  - b.** The show about people in the jungle.
  - c.** The show about people on a boat.
- 4.** Question four:  
How many people actually appear on reality TV shows?
- a.** Millions of people.
  - b.** Hundreds of people.
  - c.** A few people.
- 5.** Question five:  
What is Ben's opinion of the programme about children at home?
- a.** It's too serious.
  - b.** It's not interesting.
  - c.** It's really scary.
- 6.** Question six:  
Which of these statements does Ben think is true?
- a.** Reality programmes are expensive to make
  - b.** There should be more sport on TV
  - c.** Watching stupid people is interesting

Now listen carefully to Ben speaking and answer the questions.

You will hear Ben speak once only.

Everyone has a pet hate, something that really annoys us. My little sister hates spiders and my Mum freaks out about mice. But there's only one thing that I can't stand and that's reality TV.

Every evening, no matter what channel you watch, you find reality programmes. Maybe once or twice a week there's a football match as well, or some nights there might be a good film, but that's only if you're lucky.

The first really successful reality programme filmed a group of people stuck together in a house. It's still broadcast every summer. Then they made a show about celebrities trying to live in the jungle. It was revolting - some people even ate insects. There was also a programme about people surviving on a boat. It was ridiculous because the boat sank.

I can't understand why anyone would want to take part in these programmes, but every year hundreds of people try. Only a few are chosen for the TV and they seem to like making total fools of themselves in front of millions of viewers.

As well as these silly reality shows, there are also more serious ones. These are usually very boring, like the programme showing how kids act when their mother goes on holiday. Then there are the medical programmes showing real operations – they're scary.

Basically, I think that all these reality shows should be scrapped and we should have more sport, drama and interesting documentaries on TV. Reality programmes might be cheaper to make and they can be very addictive, but we watch TV for enjoyment or for information. Looking at people behaving stupidly or doing dull everyday things is not exactly entertainment.

Now listen to the questions again and choose your answers.

1. Question one - this is the example question:  
Which of these does Ben hate?
2. Question two:  
How often can you watch reality TV shows?
3. Question three:  
Which programme did Ben think was disgusting?
4. Question four:  
How many people actually appear on reality TV shows?
5. Question five:  
What is Ben's opinion of the programme about children at home?
6. Question six:  
Which of these statements does Ben think is true?  
*Please finish now.*

### Set 3

#### Level B1. (ii)

Tanya is talking about a poem that she read.

First, you will hear some sets of sentences about this poem.

In each set, only one of the three sentences is correct, the other two are incorrect.

Read the sentences as you listen but do not try to mark them yet.

The first set of sentences has been marked already.

1. Number one - this is the example set:
  - a. She will talk about "The Wild Swans at Coole".
  - b. She will talk about "The Fiddler of Dooney".
  - c. She will talk about "The Lake Isle of Inisfree".The correct sentence is sentence "a"  
You will hear that Tanya wants to talk about the poem called "The Wild Swans at Coole".

Now listen to the other sets of sentences.

2. Number two:
  - a. This is the poet's first time to see the birds.
  - b. The poet first saw the birds nineteen years ago.
  - c. The poet first saw the birds fifty-nine years ago.
3. Number three:
  - a. The poet used to be happier than he is now.
  - b. The poet is happier now than he used to be.
  - c. The poet's life has not changed over the years.
4. Number four:
  - a. The swans are tired of life.
  - b. The poet is still in love.
  - c. The swans will make new homes.

- 5.** Number five:
- a.** This poem really affects the emotions.
  - b.** This poem has a very hopeful ending.
  - c.** The poet feels peaceful at the end.
- 6.** Number six:
- a.** The language is clear and simple.
  - b.** The language is fairly easy to understand.
  - c.** The language is much too difficult.

*Listen now to Tanya speaking and circle the correct sentences.*

*You will hear Tanya speak once only.*

Last week we read some poems by Yeats, like "The Lake Isle of Inisfree" and "The Fiddler of Dooney", but today I want to talk about another poem by this famous poet, called "The Wild Swans at Coole".

The poem begins with a description of a flock of swans gathered on a calm autumn evening. The poet counts fifty-nine of these birds at the water's edge and he remembers the first time that he saw the swans, nineteen years ago.

As he watches the swans he thinks about how much his life has changed over the years. He says that his heart is "sore" when he sees the swans now. They seem to remind him of happier times in the past.

The swans remain as beautiful as ever. As the poet looks at pairs of swans paddling together, he notices how they seem to be still in love. Unlike him, the birds have not become tired of life and will one day build new nests again.

At the end of the poem, the peace and harmony that the poet sees in nature, contrasts with his own sorrow. There is even the suggestion of death, as the poet wonders if this could be the last time that he will see the swans. Overall, while the poem is not hopeful, it is very moving.

I enjoyed this poem because the poet uses a description of a simple scene as a way of talking about life itself. I liked the language used in the poem because at times it sounded almost like music. Also, because the language was not too difficult to understand, I think that the message of the poem was quite clear.

*Now listen to the sets of sentences again and check your answers.*

- 1.** Number one - this is the example set:
- a.** She will talk about "The Wild Swans at Coole".
  - b.** She will talk about "The Fiddler of Dooney".
  - c.** She will talk about "The Lake Isle of Inisfree".
- 2.** Number two:
- a.** This is the poet's first time to see the birds.
  - b.** The poet first saw the birds nineteen years ago.
  - c.** The poet first saw the birds fifty-nine years ago.
- 3.** Number three:
- a.** The poet used to be happier than he is now.
  - b.** The poet is happier now than he used to be.
  - c.** The poet's life has not changed over the years.
- 4.** Number four:
- a.** The swans are tired of life.
  - b.** The poet is still in love.
  - c.** The swans will make new homes.

5. Number five:
- a. This poem really affects the emotions.
  - b. This poem has a very hopeful ending.
  - c. The poet feels peaceful at the end.
6. Number six:
- a. The language is clear and simple.
  - b. The language is fairly easy to understand.
  - c. The language is much too difficult.

*Please finish now.*

### Set 3

#### Level B1. (iii)

*Ben and Tanya have written a short play in drama class.  
First, you will hear some questions about the play.  
Then you will hear Ben and Tanya performing their play.  
Read the questions as you listen but do not try to answer them yet.  
Question 1 has been answered already.*

1. Question one - this is the example:  
*Is Tanya sad because of a problem at school?  
You will see a "tick" in the box under the minus sign.  
You will hear that Tanya thinks that school is OK.*
2. Question two:  
*What does Tanya think of Amy now?*
3. Question three:  
*Did Tanya want to go shopping last Saturday?*
4. Question four:  
*Did Tanya like the necklace?*
5. Question five:  
*What did the other customer say?*
6. Question six:  
*What does Tanya think about telling a teacher?*

*Listen to Ben and Tanya performing their play now.  
Then listen to the questions and tick the correct responses:*

*The plus sign shows a positive response.  
The question mark shows a response that is neither positive nor negative.  
The minus sign shows a negative response.  
You will hear the play once only.*

BEN: Tanya, why are you crying?

TANYA: Leave me alone, Ben.

BEN: But what's wrong, did something happen in school?

TANYA: No, school's OK.. Oh I might as well tell you..

BEN: What?

TANYA: You know Amy in our class?

BEN: Yeah.

TANYA: Well we've been friends for ages but now I don't know if I should have anything to do with her.

BEN: Why?

TANYA: She's changed, like.

BEN: What do you mean?

TANYA: Well, last Saturday she phoned me and told me to come shopping with her. I was just back from swimming and I didn't even want to go, but she kept saying I had to come with her, it'd be good fun..

BEN: So?

TANYA: So I said OK.

BEN: Then what?

TANYA: OK, we went into this shop, and we were looking around when Amy saw this expensive necklace behind the counter and asked me what I thought of it.

BEN: Yeah?

TANYA: I said it was lovely – I mean not like I *wanted* it or anything - and Amy just reached over the counter, took the necklace, stuck it in my bag and ran out of the shop.

BEN: And what did you do?

TANYA: I went to put the necklace back, but then a shop assistant came over and started accusing me of stealing it.

BEN: No way!

TANYA: Yeah, she was going to report me to the manager when another customer, who must've been standing behind us at the time, came over and said I didn't do it.

BEN: You were lucky.

TANYA: I know, but now what to do?

BEN: You should tell someone, Tanya. I mean Amy's only going to get herself in trouble, and you as well.

TANYA: But who can I talk to, Ben? I can't tell my parents - they'd go crazy.

BEN: What about one of the teachers? They'd understand.

TANYA: Yeah, maybe. I just want to get out of this mess before it gets any worse.

*Now listen to the questions again and choose your answers.*

**1.** Question one - this is the example:

Is Tanya sad because of a problem at school?

**2.** Question two:

What does Tanya think of Amy now?

**3.** Question three:

Did Tanya want to go shopping last Saturday?

**4.** Question four:

Did Tanya like the necklace?

**5.** Question five:

What did the other customer say?

**6.** Question six:

What does Tanya think about telling a teacher?

*Please finish now.*