

UNIVERSIDAD MAYOR DE SAN ANDRES
HUMANITIES AND EDUCATIONAL SCIENCES SCHOOL
LINGUISTICS AND LANGUAGES DEPARTMENT



**DEVELOPMENT OF AN A1 STANDARDIZED LEVEL
TEST SUPPORTED BY A PREPARATION COURSE FOR
THE FIRST LEVEL STUDENT'S EVALUATION AT
CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE
IDIOMAS – CETI UMSA.**

Project degree submitted to obtain the degree in linguistics and languages

By: Luis Esteban Lipa Paucara

Michelle Wara Mamani Ticona

Tutor: MSc. Carmen Rosa Artovar Castillo

LA PAZ – BOLIVIA

2022

**MAYOR DE SAN ANDRES UNIVERSITY
HUMANITIES AND EDUCATIONAL SCIENCES SCHOOL
LINGUISTICS AND LANGUAGES DEPARTMENT**

Project Degree

**DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST
SUPPORTED BY A PREPARATION COURSE FOR THE FIRST
LEVEL STUDENT'S EVALUATION AT CENTRO DE ENSEÑANZA
Y TRADUCCIÓN DE IDIOMAS – CETI UMSA.**

By:

- Luis Esteban Lipa Paucara
- Michelle Wara Mamani Ticona

Project degree submitted to obtain the degree in linguistics and languages

Numerical note: _____

Literal note: _____

It was: _____

Director:

PhD.: Maria Teresa Terán Zubieta

Tutor:

MSc. Carmen Rosa Artovar Castillo

Tribunal:

Lic. Teresa Soliz de Estrada

Tribunal:

Lic. Jacqueline Sanchez Quiroz

La Paz, 8 de Junio de 2022

DEDICATION

This Project Degree is dedicated to my dear parents Isabel Paucara and Esteban Lipa, because of their constant support, encouragement and love; to my siblings Rolando, Virginia, Teresa, Yolanda, Maria and of course the little Melany, the ones who have always been there in those hard moments.

This Project Degree is dedicated to my dear husband, Eddy Argani, and my little son, Aaron, who are my support and my reason to move forward; to my parents, Teodora Ticona and Fredy Mamani, because of their constant support and love through these years; to my sister Karen who always gave me support in my studies, and my special appreciation to my dear professor Mg. Carmen Artovar who spent a lot of her valuable time helping us to develop this Project.

ACKNOWLEDGEMENT

We would like to say that we feel so grateful to God who has lighted us up to continue and never let give ourselves up.

Our deep and complete gratitude to our Academic Tutor: MSc. Carmen Rosa Artovar Castillo, who has guided us in the Degree project, with all the knowledge she has shared during the process of the project development. She, as an excellent professional and person, has taught us many important things that we will always remember.

Our special recognition to the director of Linguistics and Languages Department: Maria Teresa Terán Zubieta PhD, who has encouraged us to develop the current project at Centro de Enseñanza y Traducción de Idiomas-CETI. Special thanks to Lic. Jacqueline Sanchez Quiroz and Lic. Teresa Soliz de Estrada who have contributed to academically enrich this project. As well as, to former coordinators at CETI: Lic. Lic. Nelly Maria Sirpa Caceres, Lic. Jhenny Amalia Chavez Villacorta and Lic. Maria Roxana Huallpara Soliz, who have helped us in different instances in the project development.

INDEX

DEDICATION	ii
ACKNOWLEDGEMENT	iii
INDEX	iv
SUMMARY	viii
RESUMEN.....	x
INTRODUCTION	1
CHAPTER I	4
1.1 Background of the Institution	4
1.1.1 Vision	8
1.1.2 Mission.....	8
1.1.3 Geographical features.....	9
1.1.4 Infrastructure and Equipment.....	9
1.1.5 Languages	9
1.1.6 Social, intercultural and intracultural aspects	9
1.2 Subject.....	10
1.2.1 Spatial delimitation	10
1.2.2 Temporal delimitation.....	10
1.3 Situational Diagnosis	10
1.4 Problem description	11
1.5 Diagnostic	13
1.6 Objectives.....	13

1.6.1 General objective	13
1.6.2 Specific objective	13
1.7 Resources and activities	14
7.8 Justification (needs, importance, benefit)	16
Chapter II	18
2.1 Theoretical Framework	18
2.1.1 Testing.....	18
2.1.2 Assessment.....	19
2.1.3 Evaluation	21
2.1.4 Test types	23
2.1.5 Test categories.....	30
2.1.6 Characteristics of a Good Test	33
2.1.7 Test Development	41
2.1.8 Standardized Test.....	44
2.1.9 Language	46
2.1.10 Language skills.....	47
2.1.11 Project Degree	71
CHAPTER III	73
3.1 Development of the Project.....	73
3.2 A1 Test development	75
3.3 Test Types in the Project Development	76
3.3.1 Diagnostic test.....	76

3.3.2 Language test	77
3.4 Test specification	77
3.4.1 The test development purpose.....	78
3.4.2 Establishing the skills.....	79
3.4.3 Test sections	79
3.5 Rubric	96
3.5.1 Rubric	97
3.6 Analytic rubric	99
3.7 Description of the test format.....	100
3.8 Pilot test.....	100
3.8.1 Pre-test	100
3.8.2 During the test	104
3.8.3 Post test	106
3.9 Internal results validity.....	115
CHAPTER IV	117
4.1 Conclusion	117
4.2 Recommendations	119
REFERENCES.....	121
ANNEX.....	126

CHART LIST

Chart 1.	Resources and activities	14
Chart 2.	OpenMind and CEFR contrast	73
Chart 3.	Skills Description	95
Chart 4.	Language skills icons	100
Chart 5.	Language skills general description	106
Chart 6.	Listening.....	107
Chart 7.	Grammar	108
Chart 8.	Vocabulary	109
Chart 9.	Reading	110
Chart 10.	Writing -Test-taker 1.....	111
Chart 11.	Writing - Test-taker 2.....	111
Chart 12.	Writing - Test-taker 3.....	112
Chart 13.	Writing - Test-taker 4.....	112
Chart 14.	Speaking - Test-taker 1	113
Chart 15.	Speaking - Test-taker 2	114
Chart 16.	Speaking - Test-taker 3	114
Chart 17.	Speaking - Test-taker 4	115

SUMMARY

The present project degree is entitled “DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT’S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA”. This project is based on the development of a standardized evaluation tool development with detailed specification, skill by skill, and a supporting course that provides all information about the exams. In addition, it presents advice to successfully take the exam at the end of A1 level at Centro de Enseñanza y Traducción de Idiomas – CETI.

The objective is to contribute in the evaluation process, for the students who have concluded the A1 level at CETI. This project allows a standard evaluation for the students in their first stage of the teaching-learning process of English as a foreign language. Having applied an evaluation tool, aspects to be reinforced on the teaching-learning process of foreign language students will be identified.

The procedure for the standardized test development was carried out skill by skill. In this way, all exams were developed based on the same criteria. Furthermore, all the aspects taken into account for the exams’ development, are based on the Common European Framework of Languages-CEFR, in this situation, the first stage of a foreign language students. At the end of the process, the A1- set - exam in two versions is presented (A and B) in order to have two possibilities and exchange them to avoid applying the same exam

all the time. Moreover, a preparation course is presented so that the students can take the A1 exam or consolidate the level more safely.

Key words: Evaluation, listening comprehension, grammar, vocabulary, reading comprehension, writing, speaking, test-taker, preparation course.

RESUMEN

El presente Proyecto de grado es titulado “DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT’S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA”. Este Proyecto está basado en el desarrollo de una herramienta de evaluación estandarizada con las especificaciones detalladas, habilidad por habilidad, y un texto de apoyo que provee toda la información sobre los exámenes. Además, éste presenta consejos para realizar el examen satisfactoriamente al finalizar el nivel A1 en el Centro de Enseñanza y Traducción de Idiomas – CETI.

El objetivo es contribuir con el proceso de evaluación, para los estudiantes que han completado el nivel A1 en el CETI. Este proyecto permite una evaluación estándar para los estudiantes en su primera etapa del proceso enseñanza-aprendizaje del idioma inglés como lengua extranjera. Habiendo aplicado una herramienta de evaluación, se identificarán los aspectos a ser reforzados sobre el proceso de enseñanza-aprendizaje de los estudiantes de lengua extranjera.

El procedimiento para el desarrollo del examen estándar fue llevado a cabo, habilidad por habilidad. De esta forma, todos los exámenes fueron desarrollados en base a los mismos criterios. Además, todos los aspectos tomados en cuenta para el desarrollo del examen, son basados en la Marco Común Europeo de Referencia para las Lenguas-MCER, en este caso, la primera etapa de los estudiantes de la lengua extranjera. Al final de este proceso

se presenta el examen A1 en dos versiones (A y B) a modo de tener dos posibilidades e intercambiarlas para evitar la aplicación del mismo examen todo el tiempo. Por otra parte, se presenta un texto de apoyo preparatorio para que los estudiantes realicen el examen A1 o consoliden el nivel con más seguridad.

Palabras clave: Evaluación, comprensión auditiva, gramática, vocabulario, comprensión lectora, escritura, expresión oral, examinado, texto de preparación.

INTRODUCTION

It is widely known that the English language is more needed worldwide, as a result, many people get involved in different language courses in order to communicate using this universal language as a code. Together with the stated necessity and demand, many language schools, and universities offer a broad variety of language courses in different modalities applying different teaching approaches, methodologies, materials, and means with the objective of developing different language abilities; however, most language schools have something in common: reached levels of those abilities that are nowadays regulated by international language standards. Those standards are expressed in the Common European Framework of References for Languages - CEFRL which describe language abilities on a six-point-scale that goes from A1 for beginners to C2 for the ones who have mastered the language.

The mentioned scale is used for evaluating different qualifications reached in language programs so that teachers, learners and institutions are benefitted by knowing what language levels have been reached, what abilities need to be reviewed and what to do to improve the teaching and learning process. Besides, it is worth mentioning that most international language certified proficiency examinations such as TOEFL, Cambridge or Michigan express a relationship with the CEFRL.

Centro de Enseñanza y Traducción de Idiomas -CETI, is a Language School part of Linguistics and Languages Department at Mayor of San Andres University-UMSA. As a prestigious language school, the teaching material used is aligned with the CEFRL so

the evaluation is implicitly based on the descriptive levels recommended by the framework. The whole English as a foreign program is developed in 18 modules. Evaluation is carried out in every module and designed by every professor in charge who have the chance of using some resources provided by editorial. Although evaluation covers the corresponding content, it is carried out within the needs of every module and not at a level basis, it means there is no tests that evaluates modules 1.1, 1.2, 1.3, 2.1 and 2.2 that corresponds to A1 level.

The current project aims to develop evaluation tools for the A1 level which fits the first 5 modules in the developed program, therefore, the proposal includes two official tests. The proposal includes two tests to be used as a descriptive tool that allows CETI administrators and professors to reflect on their decisions and practice, and to situate and co-ordinate their efforts, as appropriate, for the benefit of language learners at CETI. Since there is no such level assessment, we also provide an evaluation preparation course to be used by students as a self-study material. The preparation course includes a diagnostic test, two step-by-step preparation tests and a self-evaluative final test where different test skills are presented.

The project development is carried out thanks to a variety of supported theories that were necessary to develop the tests. The necessary concepts and ideas were analyzed and contrasted in order to have a conclusion about the most useful information to start with the test development. In this way, all language abilities were included as part of the

standardized test that has international requirements due to its base on the Common European Framework of References for Languages CEFR.

Finally, the project is established in four chapters: background of the institution, theoretical framework, development of the project and conclusions and recommendations. The first chapter includes the project profile where all information about CETI language school, such as: mission vision, geographical features, infrastructure and equipment, languages, social and cultural aspects, delimitations, situational diagnosis, problem description, needs analysis, objectives and justification. The second chapter is in charge of providing all relevant theories, concepts presented by different important authors, who have dedicated to research more about the teaching-learning process. The third chapter has the complete information about the project development and piloting at CETI based on the theories that were mentioned in the former chapter. The last chapter is about the final conclusion gotten from the complete project to finish with the last ideas and recommendations.

CHAPTER I

1.1 Background of the Institution

In 1993, Centro de Enseñanza y Traducción de idiomas - CETI was created based on the experience that Linguistics and Languages department had in the teaching/learning field and language translation area. The principal objective is to provide indigenous and foreign language teaching services and work as the official translation office at UMSA. (Facultad de Humanidades y Ciencias de la Educación - Lingüística e Idiomas , 2014)

Having created CETI, the Linguistics and Languages department decided not to consider languages like levels in its curricula, and to take languages just as one more requirement to continue and pass to the fifth semester of the students' studies. However, six years later, in 1999 all languages were considered part of the curricula one more time. So, they became principal subjects in the first and second year of studies at the Linguistics and Languages department. Besides, CETI also becomes an institution in charge of providing language classes to all careers at San Andres Major University – UMSA as an option.

In 2001, it was created a self-financed program in order to offer language teaching services to the general population, from UMSA, schools, and any person who would like to learn a language. Nevertheless, at the beginning of this program CETI language school did not have its own infrastructure, so different room at different UMSA faculties such as Humanities, Technical and Technology, Law, Engineering and Architecture were borrowed under some agreements. (Sanchez J. , 2022)

In 1999, CETI has started an arrangement with San Calixto School. This was carried out for six years, until 2005. Each contract was for two years, so it was necessary to sign three during this period. Centro de Enseñanza y Traducción de Idiomas CETI Language School had presented a complete pacification for the English language teaching, having as main objectives:

- To fulfil with San Calixto requirements about having the enough courses for all students form this school.
- To accomplish seven hours and thirty minutes of English classes per week.
- To complete the basic level in 360 hours.
- To complete the intermediate level in 360 hours.
- To provide enough professionals in the area for the teaching-learning process (Guerra , 2022).

The project presented by CETI was created based on some important characteristic:

- The students' necessities were taken into account, due to the schedules were according the school program. So students, who have school classes in the morning, used to attend English classes in the afternoon and vice versa.
- The basic level was considered from 1.1 to 1.6. This is 360 hours divided in seven hours and thirty minutes per week.

- The intermediate level was considered from 2.1 to 2.6. This is 360 hours divided in seven hours and thirty minutes per week.
- At the end of the basic level, it was taken a screening test, and if the student could pass the test, he needed to take a remedial course for six weeks.
- As not all the students used to have the same language level, all of them had taken a placement test before starting the English course.
- The material used to teach, evaluation tools and methodology for the teaching-learning process was in charge of Centro de Enseñanza y Traducción de Idiomas CETI.
- The minimum passing score was 50, so it has a high demand due to the maximum was 70.

The arrangement between Centro de Enseñanza y Traducción de Idiomas CETI Language School and San Calixto school had favorable repercussions because students have achieved a successful language level. Due to all requirements by the language school, students have considered the English language as an important subject, the same or harder than mathematics, in their school education. It is important to mention, as well, that having finished this English course, all students used to have a certification for the culmination of their studies, and this one was provided by Mayor de San Andres University-UMSA (Vacaflor, 2022).

Until 2012, CETI language school has increased its population in La Paz city, having more than 1500 students who want to learn a foreign or an indigenous language.

The students come from different schools, institutions and universities and include whoever interested in learning a language. Also, this year, CETI has gotten its own classrooms at GROVER building which is located on Juan José Perez St.

Centro de Enseñanza y Traducción de idiomas CETI Language School has the following objectives:

- ✓ To offer services in the teaching-learning area about indigenous (Aymara and Quechua) and foreign (English and French) languages to all students at UMSA.
- ✓ To be the principal source to work with the UMSA documents translations. This, considering indigenous and foreign languages.

Centro de Enseñanza y Traducción de idiomas CETI is really competitive because:

- ✓ CETI administration strengthens the internal resources to satisfy the external requirements.
- ✓ It strengthens the services offered to all career at UMSA.
- ✓ It strengthens the economic status through a self-financed program, workshops, etc.
- ✓ It works thanks to the internal structure which was set by Linguistics and Languages Department.
- ✓ It works thinking about administration staff, teachers and students' environment to have good results. (Facultad de Humanidades y Ciencias de la Educación - Lingüística e Idiomas , 2014)

1.1.1 Vision

To be the leader institution offering services of translation and teaching foreign and indigenous languages to all population who needs some help. This will be possible thanks to the new methodology and tools to teach and translate, making competitive people about the requirements in the society. (Ibidem)

1.1.2 Mission

We are a University academic unit for the provision of translation services and the teaching of foreign and native languages, with extensive experience in the field of training young university students, students, professionals and adults, whose preparation includes the development of communication skills / abilities and translation of languages, the application of innovative methodologies, the practice of solid moral and ethical values and the strengthening of the spirit of service; which allows them to train with excellence. (Ibidem)

It is also important to mention that this institution has been working with different languages since it started. However, some of them were eliminated because of the lack of interest in the target students, they were, German, Chinese and Italian.

Having worked in this fields for a long time, CETI language school has operated considering its mission and vision which have been key elements for CETI to become a leader in the teaching language field.

1.1.3 Geographical features

CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI Language School is located on JJ Perez St., La Paz city.

1.1.4 Infrastructure and Equipment

CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS language school operates in a building called GROVER which has five floors. There are approximately seven classrooms on each floor. It has an elevator that can be used just by four people at a time. Among the equipment used by the professors there are: boards, recorders, projectors, speakers, etc. which are provided by the institution for classroom use.

1.1.5 Languages

This institution has been working with languages, such as: French, English, Aymara and Quechua mainly; German, Chinese and Italian were part of the language in few terms thought.

1.1.6 Social, intercultural and intracultural aspects

The social condition of this institution is the most favorable to satisfy all the necessities to teach different languages. Not just talking about intercultural aspects that help us to have a better and adequate interaction in our own society due to the indigenous languages, such as: Aymara and Quechua, about which this language school has the experience. But also, the intracultural aspects, which enable to keep or improve external relation, with some other cultures, that are not actually part of our own reality or social context, such as: English and French.

1.2 Subject

The following project will be classified as follows:

- General area: Language evaluation
- Specific area: A1 level test

As to temporary and space delimitation the following is established:

1.2.1 Spatial delimitation

The project will be carried out at CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI Language School located on JJ Perez St., La Paz city.

1.2.2 Temporal delimitation

This project will be carried out in the second semester of 2020 and 2021.

1.3 Situational Diagnosis

In order to start the diagnosis of the institution and to be informed about the status and necessities, a meeting took place with Miguel Velasco professor who was the coordinator at Centro de Enseñanza y Traducción de Idiomas - CETI Language School on February 4th, 2020 (Annex 1). The meeting lasted about an hour, taking into account the strengths and weaknesses of the institution. The coordinator mentioned that the institution material which is used to teach was selected because it had been developed considering the specifications given by Common European Framework Reference of Languages, being this a standardized reference of the knowledge evaluation, so it means that the language school works based on international standards to have the needed results. However, he also mentioned that there was no a specific or unique tool to evaluate the

student's knowledge about the language, so each teacher had to prepare his own material and tool to get the results. Consequently, they usually get different results at the end of each evaluation due to their evaluation material provided by themselves is constructed under particular needs and under the Common European Framework criteria, like the books (Velazco, 2020)(Annex 4). This information was clarified by the current general coordinator, Ms. Sanchez, who specified that each course of the program has its own test provided by McMillan Editorial, with its teaching material. However, the evaluation material could be adequate by the professors according to the students' language weaknesses. (Sanchez J. , 2022) Therefore, every course or module is assessed within the vision of the professor in charge supported by the editorial resources. However, level evaluation according to the Common European Framework criteria would be an emerging necessity so that the whole level would be assessed evenly.

1.4 Problem description

The language learning process requires to be assessed before, during and at the end of the course. It is essential to measure the progress and performance of individual students into the different skills providing useful feedback for both: students and teachers. So, evaluating allows planning further steps for implementing improvements.

According to the law N° 269 in Bolivia as a Plurinational State, general law of linguistic rights and policies, some important points could be identified. First, it is mentioned that each person has the possibility to learn a new language which is not part of any linguistic code into the country, so it is not part of any indigenous language.

Second, it illustrates that this is an optional and personal right. And finally, each individual is named as a bilingual because of their competence in different linguistic skills in their second language (Asamblea Legislativa Plurinacional, 2012, p. 413).

This is understood not only regarding the student's rights to learn a foreign language, but also regarding how they must be able to work with this new language. Nevertheless, the institution main purpose is to provide learners with all possible materials, activities and necessary practice in order to foster language skills development.

A plus for the institution is that all teachers are evaluated to be part of it every year, based on their professional background, the experience they have in the language teaching process and how they have applied the teaching approaches. To add, Ms. Sanchez emphasized that professors at CETI are all linguists who have the academic background to teach second languages such as English. (Sanchez J. , 2022)

The teaching material CETI is using, comes from MacMillan Editorial (MasterMind and OpenMind), for instance: The OpenMind-essentials (Annex 3), course philosophy is to understand a language as a skill used to communicate and connect with people, in everyday lives. Being able to expand people's potential, in all aspects, around the world.

Students are evaluated course by course with valid criteria coming for every professor in charge. However, the institution does not consider level criteria (A1, A2. B1, B2, C1) to be assessed. We consider level evaluation as a useful tool to adjust students' performance.

1.5 Diagnostic

Once the analysis of the needs was completed, it was concluded that the institution could be better benefited with a level evaluation tool starting from the A1 level test considering this experience as a first step to develop further tests. This level test should have some preparation, so that a course book including a diagnostic, practice and preparation test could be an alternative for students to be prepared for taking the test.

The most relevant point and the principal reason to work in this project was to provide a tool to evaluate the students' performance in the different language skills for the A1 language level. This is an important instrument to consider in a language school in order to get a level picture about the student's linguistic skills using this universal language.

1.6 Objectives

1.6.1 General objective

To develop a standardized A1 level test supported by a preparation course for the student's evaluation in the English teaching-learning process, based on the Common European Framework A1 level at CETI-UMSA.

1.6.2 Specific objective

- ✓ To contrast CETI teaching material with the Common European Framework.
- ✓ To elaborate a language A1 level test with it needed resource and the answer key.
- ✓ To prepare a course to aid in the A1 level success.

- ✓ To carry out the pilot test (pilot review) in each required level in order to be evaluated.

1.7 Resources and activities

Chart 1. Resources and activities

Specific objective	Activities	Material resources	Human resources	Financial resources
To contrast CETI teaching material with the common European Framework	The first activity in this stage is to read all beginner's books in order to analyze and get acquainted with the content to accurately develop the project.	Books (Digital form): - Open Mind Essentials -Open mind 1 -Common European Framework Reference of Languages	Applicants: • Lipa Luis • Mamani Michelle Tutor: • MSc. Carmen Artovar	Internet connection which is around 150 to 300 Bs. Per person (Monthly)
To elaborate a language A1 level test with it needed resource and the answer key.	The elaboration is developed step by step considering the CEFRL and the mentioned linguistic and communicative skills previously analyzed. The test will include: 1. Written test A and written test B. 2. Audios 3. Descriptive rubrics for the writing section of the test. 4. Descriptive rubrics for the oral test expected performance	Devices: • Computer • Cellphones • Recorders Applications and websites: • Audacity App • Meet conferences • Freepek Web • Icons Web • Camtasia • You Tube • Snaptube • Dafonts	Applicants: • Lipa Luis • Mamani Michelle Tutor: • MSc. Carmen Artovar • There were some foreign people in the audio elaboration.	-Internet connection which is around 150 to 300 Bs. Per person (Monthly) -Phone calls 50 Bs.

<p>To prepare a course to aid in the A1 level success.</p>	<p>As in the previous step, this is carried out in detail based on the concepts given before about CEFRL and the linguistic skills by using developing matrixes.</p>	<p>Devices:</p> <ul style="list-style-type: none"> • Computer • Cellphones • Recorders <p>Applications and websites:</p> <ul style="list-style-type: none"> • Audacity App • Meet conferences • Freepek Web • Icons Web • Camtasia • You Tube • Snaptube • Dafonts • Digital books • Excel 	<p>Applicants:</p> <ul style="list-style-type: none"> • Lipa Luis • Mamani Michelle <p>Tutor:</p> <ul style="list-style-type: none"> • MSc. Carmen Artovar 	<p>-Internet connection which is around 150 to 300 Bs. Per person (Monthly) -Phone calls 50 Bs.</p>
<p>To carry out the pilot test (pilot review) in each required level in order to be evaluated.</p>	<p>This is the pilot application step, so in this stage the test previously elaborated is applied to adjust this work. The pilot test is virtually applied in the level 2.2</p>	<p>Devices:</p> <ul style="list-style-type: none"> • Computer • Cellphones • Recorders <p>Web sites:</p> <ul style="list-style-type: none"> • Google forms • Google meet • Zoom 	<p>Applicants:</p> <ul style="list-style-type: none"> • Luis Lipa • Michelle Mamani <p>Tutor:</p> <ul style="list-style-type: none"> • MSc. Carmen Artovar <p>CETI coordinators:</p> <ul style="list-style-type: none"> • Lic. Nelly Sirpa • Lic. Jhenny Chavez • Lic. Maria Huallpara <p>CETI students:</p> <ul style="list-style-type: none"> • The ones who were in the 2.2 level 	<p>-Internet connection which is around 150 to 300 Bs. Per person (Monthly) -Phone calls 50 Bs.</p>

Chart 1: Resources and activities

7.8 Justification (needs, importance, benefit)

The learning process includes different aspects to take into account. For instance, the professor's teaching method, the students' responsibility and motivation, the environment where the language is taught, etc., providing different necessities. Among all of them, evaluation is one of the most important because of the results a test can provide in order to judge and analyze this information, which helps the professor, to know if the linguistic competence has been reached by the student at the end of a certain course or lesson.

It is known that students have different linguistic skills, even being in the same course. Having developed the adequate, intermediate or low competences about the foreign language. This is because of some aspects mentioned above and one of the most important is the way to evaluate students, because some tests could be more complicated than the others or they may have more and different tasks to do. For this reason, the following project has the purpose to contribute in the evaluation of English students at Centro de Enseñanza y Traducción de Idiomas - CETI. This is because it wants to keep a homogeneous level of the students who have finished the 2.2 module that is considered the A1 level taking into account CEFRL.

The institution is benefited with three important aspects: First, this project could be considered as the first step for future projects about level tests (A2, B1, B2, C1). Second, all the material developed (the course book and the A1 level test) is a unique one of exclusive use for CETI Language School. Finally, the students are going to be evaluated

homogeneously by a level test which has practical and trustworthy characteristics. Having applied this test, the results tend to present a homogeneous result in order to realize how well the students have done in 5 modules so that students themselves, professors and CETI authorities could decide on further steps to be taken.

Chapter II

2.1 Theoretical Framework

The theoretical bases for the project development at Centro de Enseñanza y Traducción de Idiomas - CETI is going to be presented in this chapter. The theoretical framework, based on what Gomez sates “implica analizar y exponer las teorías, de los enfoques teóricos, las investigaciones y los antecedentes que se consideren pertinentes para el correcto encuadre de nuestro estudio” (Gómez , 2006, p. 49). All this theory is used to describe all the relevant and important concepts to carry out the project.

2.1.1 Testing

A test is: “a method of measuring a person’s ability, knowledge, or performance in a giving domain.” (Brown, 2004, p. 3) based on test results, students, teachers and administrators of a language programs are able to demonstrate how well they are within the linguistic skills regarding a language. But it is important to have the concept as clear as possible in order to clearly define this practice.

The word test is understood as a method because it needs to be explicit and structured. For example: multiple choice test which requires specific and understandable questions with different possible answers and among them the correct answer is given. Also, appropriate quantities of items and sections need to be taken into account in the test structure. For instance: writing prompts and oral interviews which are carried out and evaluated based on rubrics that provides descriptors about aspects to be considered in the mentioned test.

It is said that the test must measure, because it helps the administrator to recognize the level of the performance and developed abilities of students. This measure would be about general abilities, such as: how the student works in a speech, applying all his knowledge, or specific competences, taking in consideration about the student's performance in each linguistic skill, such as: speaking, reading, listening and writing.

A test measures a given domain, which means that it has the responsibility to present the results of the complete proficiency in the language, which implies all the skills as a whole, as a single part. Even though, some tests could be divided into different areas, such as: writing, speaking, listening, reading, or also there are some tests that could have specific areas for grammar and vocabulary.

According to Richards and Schmidt the term testing refers to “a use of tests, or the study of the theory and practice their use, development, evaluation, etc.” (2010, p. 592). It means that the testing is any kind of instrument used and applied by the educator to practice all the theory previously developed in a class. This is because the test-taker and the teacher need to know how capable someone is regarding communicative abilities developed in a language program, using that information in a real context. It also provides the administrator an idea about the student's knowledge.

2.1.2 Assessment

The assessment is “an ongoing process that encompasses a much wider domain” (Brown, 2004, p. 4). This is the process in which the educator provides support to the student when it is needed. The concept is based on the fact that a student always makes

mistakes in the teaching-learning process and the instructor starts assessing because he takes, understands, analyses, and corrects those mistakes. For example, when the student's writing is presented the content of the task is assessed because the teacher starts with the correction of coherence, spelling, grammar, vocabulary, etc.

The assessment is the systematic approach of collecting information and getting conclusions about the student's abilities and the teaching course quality and success. This information and conclusion would be gotten thanks to the evidence that could be taken in the teaching-learning process due to the application of tests, interviews, questionnaires, etc. (Richards & Schmidt, 2010)

Assessment would be interpreted as providing evidence of the test-taker's knowledge, skills, attitudes and beliefs, usually measurable terms. The principal objective about assessing is to make corrections in order to improve, due to assessing is not about judge the results of a test. It helps with the corrections of the results thanks to the description, collection, record, score, interpretation of the information about what was learned (International Journal of Society and Humanities, 2017)

Lethaby (2002) mentioned as cited in Escobar & Grajales (2011), assessment is a process by which the educator concludes what a student is able to do after a particular set time. It is more than an examination, testing and marking because it is a process of measuring the student's process in order to find their strengths and weaknesses about the content that was taught.

Rayment (2006) mentioned as cited in Escobar & Grajales (2011) that assessment is:

- ✓ A method to acquire and collect essential feedback.
- ✓ The process of documenting knowledge, skills, attitude and beliefs.
- ✓ An essential teaching approach and technique.
- ✓ A cyclical and continues process to evaluate teaching and learning should continue.
- ✓ A diagnostic and evaluating tool.

Rayment understands by assessment to that process in which an educator gathers information about a student, such as: how well a student participates in an activity, what kind of skills he has developed, what or how the student got the information and how he uses it. Furthermore, he uses the word cyclical to refer that the educator is in the assessment process meanwhile he is teaching and evaluating, because the educator gives feedback about the student's strengths and weaknesses.

2.1.3 Evaluation

Evaluation is the collection, analysis and interpretation of information, in methodological sounds ways, as the basis for forming judgments about the value of a particular program, course or project for decisions making purposes. It varies according to its purpose, audience, approach, resource and time available. Evaluation findings feed into quality-assurance and quality-improvement activities (Robinson & Latchen, 2003, p. 14)

In language programme evaluation, evaluation is related to decisions about the quality of the programme itself and decision about individuals in programmes. The evaluation of programmes may involve the study of CURRICULUM, OBJECTIVES, materials, and tests or grading system. The evaluation of individuals involves decisions entrance to programmes, placement, progress, and

achievement. In evaluating both programmes and individuals, tests and other measurements are frequently used. (Richards & Schmidt, 2010, p. 206)

Evaluation is a quantitative measure of the prevailing situation. It calls for evidence of effectiveness, suitability, or goodness of the programme. It is the estimation of the worth of a thing, process or programmes in order to reach meaningful decision about that thing, process or programme (Manichamber, 2016, p. 2).

The evaluation is understood as the final step to check the result that a test-taker has obtained. This is after having mentioned the objectives of the complete course and having passed the necessary time that is usually set at the beginning of the course. This last step is called the judgment due to the instructor is in charge to judge and see how clear was the information shared until that moment, and how the student has assimilated it.

Sometimes, test, evaluation and assessment are three terms that could be confused. This is because they could be taken as synonyms which is not true due to a test is a subclass of assessment. It is said that testing is a subclass because it is just one among other procedures that an educator would use to assess. On the other hand, to evaluate is to get the final results and judge how well or not the institution objectives, which are usually given at the beginning of the complete course, were reached. However, the assessment is the process itself in which an instructor can correct or guide the student in the teaching-learning process.

It is important and necessary to define the concepts described above, such as: testing, assessment and evaluation. Having described each one, it is essential to mention that the main concept which is going to be taken into account for the project, is evaluation because it helps to keep the main idea and purpose of the project due to the evaluation is

the way in which the final results are gotten after the teaching-learning process. Having taught the plan of the specific content in a class, the educator and the institution needs to know how well the student has acquired that information and linguistic abilities to handle them from that moment to the future, based on the objectives that were set at the beginning of the course. Furthermore, it is important to understand what the student's weaknesses and strengths are, if they are able to continue in the following steps with no or the lowest percentage of difficulties.

2.1.4 Test types

Language evaluation is one of the most important steps in the teaching-learning process, and a standardized test is needed to do it. However, standardized test is misunderstood due to it is believed that this test is used to judge students in their learning process. Nevertheless, it is not only used to evaluate student's performance, but also to evaluate teachers, administration staff, programs and the complete language school district. It means that the complete institution is evaluated by this tool.

Tests are developed according to different necessities and requirements that institutions have about their students, for this reason, it is essential to know and describe different tests options. Furthermore, each evaluation is developed according to a purpose and objective to be applied. There are some test types that need to be described in order to have an idea and being able to choose the correct one according to the requirements.

2.1.4.1 Language aptitude test

According to Brown, this is the type of test that is used to measure how able, a person is to learn a foreign language. This test type takes into account the general abilities of a person to learn a language as a foreign one. It can help to predict the student's success or failure in the foreign language. So, thanks to tests, an educator would know if the student is able to learn a new language or not to begin with the teaching-learning process (2004, p. 43).

2.1.4.2 Proficiency test

Brown talks about proficiency test as checking the global competence in a language. It means that this test type is applied to know the test-taker's skills in the language. It is used to have the whole score of the test and it does not care about each single skill, such as: listening, reading, writing and speaking. The single skills are part of the overall test, and they have sub scores which are almost always summative. A clear example of a proficiency test is the Test of English as a Foreign Language (TOEFL), which consist of listening comprehension, structure, reading comprehension, written expression and oral production. The main purpose of the proficiency test is to know how the test-takers work with whole skills together. (2004, p. 44)

At Centro de Enseñanzas y Traducción de Idiomas CETI, to achieve the complete course takes around three years. Having finished the whole course, the students need to take the proficiency test which is divided into five sections that are: grammar, reading, listening, writing, and speaking from TOEFL PBT test.

About grammar, this section is subdivided into two sections: The first one is about choosing the correct option to fill the incomplete sentences given. After that, the second section is about choosing the mistakes in the sentences. There are in total forty exercises, taking into account both sections. Also, it is important to mention that the time the test-takers have to complete the grammar section is 25 minutes.

In the listening section, the test-takers have three main sections: The part “A” consists of brief conversations involving two speakers. The part “B” is about an extended conversation between two speakers. Finally, the part “C” is based on several talks by a single speaker. The general characteristic about them is that the test-takers listen each conversation or talk only once, and after listening the information they listen to the question as well in order to choose the correct option. The test-takers have in total 50 different audios and 50 minutes to solve this section.

In the reading section, there are five different short stories, the same one could be about random topics and the vocabulary is very varied, so the test-taker is always going to find new words. Each reading has around ten questions, which are about deep readings, and consequently there are 50 in total about all the reading section. 55 minutes is provided to solve this section, so it means that each reading needs to be solve in around 12 minutes.

Writing is one of the lasts skills to be evaluated and it consists of writing an argumentative essay in around 40 or 50 minutes. The topic to write about is given to the test-takers in that moment. The professor that corrects the essay has the rubrics that contains the principal points the student’s written production has to fulfill. The rubrics is

based on some criteria, such as: vocabulary, grammar, cohesion, coherence, etc. Furthermore, the essay structure is really important to take into considerations, it means the introductory paragraph with the respective thesis statement, the body and concluding paragraph with the supporting topic and concluding sentences.

The speaking is usually the last test to be taken, and this consists of making a small group of 4 or 5 test-takers and the evaluator gives them a topic to think about. It takes some seconds to organize their ideas in order to present each test-taker point of view about the topic. The test is taken in 15 minutes approximately.

2.1.4.3 Placement test

A placement test is “an instrument to place students appropriately in programs” (Richard, 2003, p. 132). It is a test type, used by language teaching institution, which has as a main purpose to place the test-taker in the correct and appropriate level of the language curriculum into the institution. The information found in the test would be neither easy nor difficult for the test-taker, but challenging for him. Sometimes, a placement test is developed derived from the institution teaching material. So having taken the test, both, the test-taker and the institution will have the clear idea of which is the correct level for the test-taker to continue his studies about the language.

Placement test is designed to assess students’ level of language ability so that they can be placed in the appropriate course or class. Such tests may be based on aspects of the syllabus taught at the institution concerned. In some languages institutions students are placed according to their rank in the test result so that, for example, the students with the top scores might go into the top class. (Alderson, Clapham, & Wall, 1995 p. 12)

The placement test at Centro de Enseñanzas y Traducción de Idiomas - CETI, is carried out approximately every two months, and it has a considerable price. However, it is not a single one due to it depends on if the student belongs to the UMSA University or not, by the way, the cost is not too different. The placement test is structured considering the following sections: grammar, which has one hundred multiple choice exercises. Reading that has around three different texts with some multiple-choice questions. And the last section is speaking which is based on a talk between the professor in charge and the applicant, this is an individual test and it takes some minutes to answer.

2.1.4.4 Diagnostic test

According to Richard a diagnosis test: “diagnose student’s problems in the target language with reasonable amount of accuracy” (2003 p.132). It is understood as a tool to know how able a student is about the language use in specific aspects. For example, a pronunciation test could detect the phonological difficulties for the learners, and structure test could find about verb tenses miscomprehension and correct use. So, it means that the diagnostic test is used to find those linguistic characteristics that the curriculum needs to take into account.

Based on Alderson, diagnostic tests seek to identify areas in which the students need further help. These tests can be fairly general, and show, for instance, whether a student needs particular help with one of the four principal language skills, or they can be more explicit seeking perhaps to identify shortcomings in the students’ use of grammar,

but this more specific diagnostic tests are not easy to design since it is hard to diagnose precisely strengths and weaknesses in the complexities of language ability (1995).

2.1.4.5 Achievement test

The achievement test is “to measure achievement, in other words, to what extent students have reached course or program objectives” (Richard, 2003, p. 132). This test type is related about the course curriculum. For instance, the topics to talk about, skills to be developed, concepts to be understood, etc. It defines whether the course objectives have been gotten by the test-takers, about the knowledge and the skills acquisition of the student at the end of the instruction period.

According to Brown: and effective achievement test will offer washback about the quality of a learner’s performance in subsets of the units of course. This washback continues to the formative nature of such test. The specification for the achievement test should be determined by:

The objective of the lesson, unit, or course being assessed.

The relative importance (or weight) assigned to each objective.

The tasks employed in classroom lessons during the unit of time.

Practical issues, such as the time frame for the test and tournament time.

The extent to which the test structure lends itself to formative washback. (2004, p. 48)

The achievement test is used at Centro de Enseñanzas y Traducción de Idiomas CETI in the teaching-learning process of the English language. This is a common test taken by the students after a new topic presented by a teacher in order to know how well

the student could understand it. These tests are not about the whole content of a book, they are about some units or lessons, a part or section of the whole information from the program, so they are short quizzes taken by the students.

2.1.4.6 Language Test

The language tests are used as formal assessment instruments, which could be used as measuring the test-taker's proficiency of a language, without considering any particular program or they are used to measure the extent of test-takers' achievement about the goals of a specific course.

The language tests that are properly designed, constructed, and administrated have the following advantages:

- Results are standardized and reliable, which means that it is easy to compare candidates across the same or different administration.
- Candidates are assessed with a high degree of independency and objectivity.
- Large numbers may be tested in a short space of time.
- Test validity helps to ensure fairness (Council of Europe , 2019).

To design the test, some important aspects need to be considered by the developer. First, determine the purpose of their test and the real world demands on the test-takers. This means, in the linguistic requirements, the knowledge and skills that the test-taker is likely to require. Second, test specification needs to be produced, that is the description about the items or tasks types to be applied, the test form, the criteria to measure the performance, etc. The purpose is to provide the test-takers with adequate opportunities to demonstrate that they meet the assessment criteria.

The language test should be taken under conditions which are equally fair for all test-takers. It is related to all the aspects to start, do and finish the test. For example, the institution, that provides the test, needs to be suitable accredited. The administration needs to be professionally competent. It is necessary a high level of security and confidentiality before during and after the testing process. The physical conditions need to be appropriate; it means: a quiet place, good temperature, and a suitable distance among test-takers. All these aspects are necessary and important for the institution that provides the test, and the test-taker who does the test (Council of Europe , 2019).

Having presented, conceptualized and understood all important test types suggested by different authors, it is necessary to emphasize that the most relevant for the project development is the Language Test. This is due to that it goes with the main purpose of the project that is to create a language test about the A1 level in the English language considering the Common European Framework of Reference of Languages. This test type is relevant for the current project because it is going to be considered for the test-takers' evaluation after finishing the 2.2 level in their teaching-learning process of the English language at CETI School.

2.1.5 Test categories

Patricia A. Richard-Amato recognizes the types of tests to evaluate a test-taker as “test categories” which are based on the concepts developed one by one below.

2.1.5.1 Norm-Referenced Tests and Criterion-Referenced Tests

“Norm-referenced tests measure how a student does compare to how others do or have done on the same test” (Richard, 2003, p. 132). This test type reports whether the test taker did better or worse than an average student who have taken a standardized test into a specific group of students or test takers. Having taken the same one, the final score is given in a percentage, such as: 85th percentile, which means that he or she did 85% better, but 15% worse than the rest test takers.

“Criterion-referenced test refers to how well the student has met specific objectives or a level of performance in a certain area” (Richard, 2003, p. 132). Here in this test type the comparison of a test-taker with other ones is not the matter, due to it cares whether the test-taker has learned a specific lesson or he has gotten a skill. Having finished the evaluation, the final marks would be presented based on the number of correct answers above the total questions in the test.

2.1.5.2 Indirect Testing and Direct Testing

According to Richard the indirect test does not examine the performance of the test-taker in the real situation. It cares the test-taker’s knowledge about the language which actually is to work based on the enabling skills or micro-skills of the language (2003). In this way, the indirect speech would be considered the sample action before applying all this knowledge in the real test, in the real situation and the real life.

On the other hand, the direct test talks about the real test for the test taker who applies the previous knowledge in order to demonstrate his abilities about the target

language. For instance, if an evaluator needs to know how well a student could do an essay, it is not enough to ask for his knowledge about it, he has to write one and show his abilities doing it, putting in practice the theory that he probably has. Richard (2003)

2.1.5.3 Discrete Point Tests and Integrative Tests

Discrete point test “examines the knowledge of specific element in phonology, grammar, and vocabulary in order to determine proficiency in the isolated skill areas of listening, reading, speaking, and writing”. (Richard, 2003, p. 133) So, the discrete point test considers the smallest particles into the linguistic skills about the target language. It cares, for instance: if the student is able to use the different verb tenses appropriately. if a student can distinguish between words that can have similarities in the pronunciation, and if he is able to understand single words in the target language.

Integrative test “examines a student’s ability to use many skills simultaneously to accomplish a task” (Richard, 2003, p. 133) In this type of test the most important is not how the student shows his abilities in single tasks and skills, otherwise, the most relevant is how he is able to work mixing all skills in order to success about a task. It means that the student shows his abilities writing, speaking, reading and listening. So, it is evaluated the complete message that he sends when he writes any text, if the message is clear when he speaks, if he is able to understand the complete message that a reading text sends and if he gets the information that the audio shares.

2.1.6 Characteristics of a Good Test

Effectivity and availability are two concepts required in the creation of an evaluation test and in order to know if these ideas are applied, it is needed to answer questions such as: Can it be given within appropriate administrative constraints? Is it dependable? Does it accurately measure what you want it to measure? Based on these and other questions it was necessary to identify some criteria for “testing a test” which are: practicality, reliability, validity, authenticity, and washback to be developed in the following paragraphs (Brown, 2004, p. 19).

2.1.6.1 Practicability

When we talk about practicability, we talk about the balance between the available resources and the required resources for designing a test (Bachman & Palmer, 1996, p. 35). For example, the test should not be very expensive to perform. It should be within the means of financial limitations, otherwise it is considered an impractical one. A test that takes the student five hours to develop is considered an impractical test because it consumes a lot of time than necessary, so, the test-taker in the process becomes disinterested and consequently the answers could be considered distorted, unreliable, thus having an answer with little veracity. In addition, a practical test should be easy to score. For instance, a test that takes students a few minutes to complete and several hours for the examiner to prepare or correct is impractical for a large number of tests and one examiner if results need to come out within a short time. In conclusion if the resource demands of the test specifications do not exceed the available resources at any stage in the test then

the test is practical. If available resources are exceeded, then the test is not practical and the developer must either modify the specification to reduce the resources required.

2.1.6.2 Reliability

When a test is provided to a student repeated times in different situations it is expected that the results are going to be similar because of the constant measure of a specific ability or different abilities as a whole. So, the test provided is considered reliable.

According to Bachman, almost any test user will readily agree that tests should be valid and reliable, but if anyone asked to explain what "reliability" means, most test users would be hard pressed, despite the widespread use of this measure in the documentation that accompanies language tests. Assessment experts would also agree that reliability is a central concern for interpreting assessment results, even to the point that it is an important part of most validity arguments. However, the experts would also point out that reliability is not a characteristic of a test, but rather a characteristic of test scores obtained from a given test administration or administrations. (1995)

A variety of factors that can lead to test unreliability can help to better understand the problem of test reliability. "We look at four potential factors of variation: (1) the student, (2) scoring, (3) test administration, and (4) the test itself". (Bachman, 1990 and D. Brown, 2005)

2.1.6.2.1 Student- related reliability

External factors such as: illness, fatigue, anxiety, psychological factors, etc. may contribute to break the reliability of a test having in that way "results" that can be

considered unreliable and ambiguous because the student's real performance cannot be reflected in the test.

2.1.6.2.2 Rater reliability

Another factor that could affect a test reliability focuses in a human error, in this case the evaluator. That could be divided into two points. First, when two or more evaluators yield inconsistent scores of the same test is called inter-rater reliability, and this factor occurs because possibly there is lack of experience, inattention to the score criteria, etc. Second, intra-rater reliability, is an internal factor of occurrence for classroom professors because, as students-rater reliability, also they can present feel fatigued for many reasons, one of them could be the test scoring quantity, sometimes the teachers could have a lot to review, especially if the exams are open questions, in which teachers must analyze each exam in detail, resulting in the presence of fatigue. However, this problem can be solved by applying different revision methods that each teacher considers better.

2.1.6.2.3 Test administration reliability

The condition in which a test is administered could influence the test unreliability. It may occur with interference like: noise, temperature, test physical quality, environment conditions, test materials (pen, pencil, paper), even the condition of chairs and desks, and many situations in general.

(Brown & Abeywickrama, 2018, p. 31). Stated that he once witnessed the administration of a test of aural comprehension in which an audio player was used to deliver items for comprehension, but due to street noise outside the building, test-taker

sitting next to open windows could not hear the stimuli clearly. According to him, that was a clear case of unreliability caused by the conditions of the test administration.

2.1.6.2.4 Test reliability

Sometimes the nature of the test itself can cause measurement errors. If a test is too long, test-takers may become fatigued by the time they reach the later items and hastily respond incorrectly. Timed tests may discriminate against students who do not perform well on a test with a time limit. We all know people (and you may be included in this category¹) who “know” the course material perfectly but who are adversely affected by the presence of a clock ticking away. Poorly written test items (that are ambiguous or that have more than one correct answer) may be a further source of test unreliability.

As the main objective is to develop a standardized test, the term reliability turns in one of the most important aspects that the project is going to take into account, because of a test development is not only to write a paper, but also to take into account many aspect, such as, the students characteristics, the test structure, the questions, directions, etc. in order to get real information, real scores. However, it is very significant to take into account that the test itself can present some issues in the test administration, with the student, with feelings, nervous, the most common presented in a test, time and so on.

2.1.6.3 Validity

Since many authors present its own point of view about this special term, each of them will be approached separately.

Validity is the degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended. A number of different statistical procedures can be applied to a test to estimate its validity. Such procedures generally seek to determine what the test measures, and how well it does so. (Richards & Schmidt, p. 622)

Validity is mainly concerned with the meaning and consequences of measurement. Accordingly, validation studies aim to accrue convergent evidence supportive of score meaning and its action implications as well as discriminant evidence discounting plausible rival interpretations. Validity is a unitary concept, which means that fundamentally there is only one kind of validity namely, construct validity. However, several complementary forms of evidence need to be integrated in construct validation evidence bearing on test content, score structure, substantive processes generalizability, external relationships and testing consequences. (Goffin & Helmes, 2000)

According to Brown validity specializes in whether or not a test appropriately measures what it intends to measure and to know if students have reached the goals of the level competence. So, he proposes five types of validity that are going to be developed in the following section.

2.1.6.3.1 Content-related evidence

If a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior measured, it can claim content-related evidence of validity.

2.1.6.3.2 Criterion-related evidence

Also called criterion-related validity, it measures specified classroom objectives, and implied predetermined levels of performance that are expected to be reached. It is best demonstrated through a comparison of results of an assessment with results of some other measure of the same criterion.

This validity falls into two categories. In one hand the concurrent validity which results are supported by other concurrent performance beyond the assessment itself. For instance, a teacher-made test design is considered of having concurrent validity when it has the same score with an existing valid test like TOEFL. If students have high scores in TOEFL and concurrently have good scores doing the teacher-made test, it means that the teacher-made test has concurrent validity. On the other hand, the predictive validity of an assessment uses results of a test to predict future performance on some other valued measure collected in the future time that becomes important in the case of placement tests, admissions and achievement tests.

2.1.6.3.3 Construct-related evidence

Brown states that construction of a test starts from a theory about behavior or mental organization derived from prior research that suggests the ground plan for the test. Before an assessment is built, the creator must review some theories about content of it. He then will get new concept related to the content of the items. In language assessment, test makers believe on existence of several characteristics related to language behavior and learning.

Construct validity is a major issue in validating large-scale standardized tests of proficiency. Because such tests must adhere to the principle of practicality, and because they must sample a limited number of domains of language, they may not be able to contain all the content of a particular field or skill

2.1.6.3.4 Face validity

The concept of face validity according to this author is that when a test item looks right to other testers, teachers, moderators, and test-takers. In addition, it appears to measure the knowledge or abilities it claims to measure.

When determining how meaningful test scores are, test designers should be able to demonstrate that the results that are obtained by the test-takers are not affected by external factors to the testing instrument itself. When the results are affected by errors of measurement, they are not valid because they cannot provide any solid evidence of a test-taker's ability in a certain academic area (Florin, 2010).

As different points of view were presented about what validity is, and why it is important. The present project is going to consider this test development aspect, since it is crucial to get real information. It means to know if the paper test and the test developer produced a paper that measures what is supposed to measure and nothing else that is not part of the evaluation process. In order to achieve the goals, it is necessary to go hand in hand with the English book that the teacher or tutor used in the process of teaching this language. Furthermore, it is very important to take into account the teacher extra materials. In the project case the textbook used by the institution is: "Open Mind" and specifically for this project is going to be taken into account two books, "Open Mind" and "Open Mind 1" that covers A1 level.

2.1.6.4 Authenticity

Bachman and Palmer define authenticity as "the degree of correspondence of the characteristics of a given language test task to the features of a target language task," and then suggest an agenda for identifying those target language tasks and for transforming them into valid test items (1996, p. 23).

According to Brown an authentic test may be present in the following ways:

- The language in a test is as natural as possible.
- Items are contextualized rather than isolated.
- Topics are meaningful (relevant, interesting) for the learner.
- Some thematic organization to item is provided, such as through a story line or episode (2018, p. 39).

2.1.6.5 Washback

It is now well accepted that tests can have important consequences – for students, whose future may be determined by their test results, and for their teachers, whose self-esteem, reputation and even career progression may be affected by how successful they are at preparing their students to cope with test requirements. Washback is used to refer to the influence that a test has on teaching and learning. Washback, therefore, can both be beneficial and detrimental or positive and negative. Positive washback takes place when the tests measure the same kinds of materials and skills stated in the objectives and taught in the courses (Brown & Hudson, 1998). If a test encourages learning and teaching or if it provides opportunities for students and teachers to enhance the learning and teaching process, it is affecting language acquisition and instruction positively. Nonetheless, if the test causes too much anxiety for the students, teachers and parents, the washback may be deemed as negative. Mismatches between the goals and objectives of the curriculum and tests can also be a source of negative washback.

The example Brown and Hudson gave is that:

“If a program sets a series of communicative performance objectives, but assesses the students at the end of the course with multiple-choice structure tests, a negative washback will probably begin to work against the students’ being willing to cooperate in the curriculum and its objectives. Students soon spread the word about such mismatches, and they will generally insist on studying whatever is on

the tests and will ignore any curriculum that is not directly related to it” (Brown & Hudson, 2002, p. 268).

2.1.7 Test Development

2.1.7.1 Assessing clear, unambiguous objectives

Brown (2004) When we want to develop a good classroom test, it is necessary to know, as specifically as possible, what it is going to be evaluated. We have to examine the objectives for the units we are testing. Ideally, every curriculum has appropriately framed assessable objectives, that is, objectives that are stated in terms of explicit performance by students.

2.1.7.2 Drawing up test specifications

Test specification for classroom use can be a simple and practical outline of your tests. For large scale standardized tests that are intended to be widely distributed and therefore are broadly generalized, test specifications are much more formal and detailed. For class-use tests, your specifications will only comprise: a) a broad outline of the tests, b) what skills will you test, and c) what the items will look like. Specifying item format or types of items to be used is complex choices. These informal, classroom oriented specifications give you an indication of the topics (objectives you will cover, the implied elicitation and response formats for items, the number of items in each section, and the time to be allocated for each one (Brown, 2004, p. 50).

Test specification gives the test evaluator a clear idea about the content that is going to be covered and some important aspects, for instance, who will be the audience, what methods are used, how many papers or sections there are, how long the test takes to be completed, and so on. For test developers, the test specification paper ought to be as detailed as possible in order to avoid ambiguity and wrong information.

Based on the information above, test specification is one of the most significant aspect for the project development because its principal objective is to apply a language

level test (A1) with detailed specifications. All required information is presented, step by step, in the course book. (Annex 9)

2.1.7.3 Devising test tasks

Devising test tasks or writing test items is the focal piece of test development. Here you need to communicate and compose what your students need to do and to show what capacity or abilities are expected from them.

Once written the first draft of the task or test items, you need to ask yourself some significant inquiries:

- 1) Are the directions to each section absolutely clear?
- 2) Is there an example item for each section?
- 3) Does each item measure a specified objective?
- 4) Is each item stated in clear, simple language?
- 5) Does each multiple choice item have appropriate distractors; that is, are the wrong items clearly wrong and yet sufficiently alluring that they aren't
- 6) Is the difficulty of each item appropriate for your students?
- 7) Is the language of each item sufficiently authentic?
- 8) Do the sum of the items and the test as a whole adequately reflect the learning objectives? (Brown D., 2004, p. 54).

After answering these question, if the answer is NO, it means that there are some aspects that need to be considered again to improve the test. Ideally, it needs to try out all the test before administering it officially

A test developer, before administrating any paper to the student needs to make the last review of the test itself in order to avoid unreal information and issues at the moment of the administration. So in order to avoid some future problem, it is essential to take into

account; first, the main objective of the test and to achieve what the test-taker has to know and specifically what it is going to evaluate. Second, the test-taker has to detail the test specifications that could comprise; an outline of the test, what it is going to be tested, how many sections the test is going to have, where the test is going to be administered and so on. Even though, the test has been deeply reviewed by the developers, it is primordial to apply it, as first time, in a real context in order to see if it fulfills with practicality, validity and reliability characteristics. This process is known as piloting.

For the development of the test in this project, the aspects described by Brown will be taken into account since it will be very helpful to develop an exam worthy of being carried out since it meets the requirements of a valid, practical and reliable exam that will allow us to acquire information about the student's level of English at Centro de Enseñanza y Traducción de Idiomas - CETI

2.1.7.4 Designing multiple-choice items

About different items that could be found for the test elaboration, one of the most used, is multiple-choice items which is in charge to make a test practical. It means, it has two advantages: First, the evaluators have the facility to check the answers in a short period of time. Second, the test-takers have limited answers per item. Multiple-choice items are composed of two parts: a stem that identifies the question or problem, and a set of possible answers that contain the key. Among the list of answers, they are divided into two types: the distractors that are items not related to the question, and the key that is the correct answer.

2.1.7.5 Scoring

“Procedures for giving numerical values or scores to the responses in a test”
(Richards & Schmidt, 2010, p. 512).

Test results of language tests are most often reported as numbers or scores, and these scores, ultimately, that test users will make use of. Because test scores are commonly used to assist in making decisions about individuals, the methods used to arrive at these scores are a crucial part of measurement process, this process, which plays a key role in insuring that the test scores are reliable and the uses made of them are valid (Bachman & Palmer, 1996, p. 193).

Scoring is to give a number that reflects a person’s achievement after doing a specific task. In this case, we refer scoring to student’s performance in the test development. It is important to mention that scoring takes an important place in the test validity because it reflects the result of the student that give us the information (in terms of percentage) of their knowledge in the foreign language.

2.1.8 Standardized Test

A standardized test presupposes certain standard objectives, or criteria, that are held constant across one from of the test to another. The criteria in large-scale standardized test are designed tests are designed to apply to a board band of competencies that are usually not exclusive to one particular curriculum. (Brown, 2004, p. 67)

The standardized test refers to the one that is reliable and valid because it has been developed from the suitability or effectiveness of a person. Moreover, it works based on norms that have been previously established, so as to have uniform procedures for controlling the time limits, the type of answers, the number of questions and the way in which the test are going to be scored by the evaluators. (Richards & Schmidt, 2010)

A test of these characteristics is general tool to evaluate the test-takers who had previously completed a course. However, this is not a test developed based on specific objectives of a language teaching institution, due to a standardized test has a general view about all possible test-takers with not care about the place they had studied and completed any course. The standardized test has a uniform procedure for administration and scoring. It is also known that it is because all test-takers are evaluated based upon the same linguistic skills, in a direct or indirect form, that are commonly taught in a language institution.

In order to begin with the standardized test development some concepts need to be occupied to have a clear, complete and useful test. There are some important patterns which were mentioned before about evaluating and developing a classroom test. According to Brown, the following concepts need to be considered:

- Determine the purpose and objectives of the test.
- Design the test specifications.
- Design, select, and arrange test tasks / items.
- Make appropriate evaluations of different kinds of items.
- Specify scoring procedures and reporting formats.
- Perform ongoing construct validation studies (2004, pp. 70-81)

The standardized test is necessary to evaluate in a single way all the students, following the same time, the same patterns. It helps both of them: the teachers get single results because they used a single test. The students because they are evaluated in the single form and focused by the same objective due to all of them are taught based on the same content.

The test used by Centro de Enseñanzas y Traducción de Idiomas CETI may and not follow the same parameters. On one hand, the placement and proficiency tests are developed thinking about all the students who are going to finish the course or the ones who are going to take the English course. On the other hand, some tests are not developed following the same patterns due to each teacher takes his own consideration about the guide they have in order to evaluate test-takers, for instance, the achievement test taken in this institution.

2.1.9 Language

The language is “the system of human communication which consist of the structured arrangement of sounds (or their written representation) into large unites, e.g. MORPHEMES, WORDS, SENTENCES, UTTERANCES” (Richards & Schmidt, 2010, p. 311). It could be understood that the language is the way in which human beings interact each other. This interaction is made thanks to sounds that a person performs and little by little this sounds are developed in a more complex form. It means, it starts as a simple sound, which is not enough to communicate a message. However, the group of these sounds make words and a group of this words could make a sentences which is one idea that can communicate a complete idea or message. The language is not only about the sounds that someone can hear, it is as well about the graphic representation that they have to be seen and understood without hearing them.

In order to have a clearer idea about what language is, some concepts are going to be presented below, the same ones were cited in Noushad (2015) (Noushad, 2015)

According to Bloch and Trager “A language is a system of arbitrary vocal symbols by means of which a social group operates”

According to Allen “language is a means of communicating thoughts”

O. Jespersen establishes “language is a set of human habits, the purpose of which is to give expression to thoughts and feelings”

According to Webster “language is an audible articulate human speech as produced by the action of the tongue and adjacent vocal organs”

The language is understood as the system of symbols that a person uses to communicate his ideas, feelings, emotions, messages that he wants to share with the rest of the people in order to start a relationship with his surroundings. These symbols are performed thanks to the help of the vocal organs of a human being.

2.1.10 Language skills

In language teaching the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/ productive skills and reading and listening, the passive / receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence (Richards & Schmidt, 2010, p. 322).

The language skills refer to the four common abilities in a language development. It is the person’s capacity to speak, write, listen and read in a specific language which are commonly grouped in two, perceptive and productive skills due to the characteristics they have. It is also important to comprehend that each skill could be subdivided to understand how the language works.

Productive skills. To talk about the productive skill, it needs to talk about two skills into the language.

Speaking and writing allow us to hear and see the process as it is performed. Writing gives a permanent product in the form of a written piece. But unless you have recorded speech, there is no permanent observable productive for speaking performance because all those words you just heard have vanished from your perception and (you hope) have been transformed into meaningful intake somewhere in your brain (Brown, 2004, p. 118).

Speaking and writing are named as productive skills because they can show a final product, permanent or temporal, about the language performance of a person. They refer to the capacity to produce the oral and written language that can be perceived by the instructor who is able to understand how this ability is done at the moment of listening or reading the product. It is said permanent when it talks about writing because the words are not going to forgotten easily like it could happen with speaking, due to the words could vanish as soon as they are heard, for this reason it is aid that it would be temporal. However, no matter if they are temporal or permanent, they can be perceived by the instructor.

Receptive skills. To talk about the receptive skill, it needs to talk about two skills into the language.

They are clearly the more enigmatic of the two modes of performance. You cannot observe the actual act of listening or reading, nor can you see or hear an actual product! You can observe learners only while they are listening or reading. The upshot is that all assessment of listening and reading must be made on the basis of observing the test-taker's speaking or writing (or nonverbal response) and not on the listening or reading itself. So, all assessment of receptive performance must be made by inference (Brown, 2004, p. 118).

Reading and listening are known as receptive skills. They are named, receptive, due to the type of activities they represent in the language skills. By receptive skills, listening and reading, mean they cannot be seen neither in the process nor in a final product about a person's language performance. It is well known that when a test-taker is in the listening or reading process, the instructor has only the chance to look at him and not to know how well or bad the student is doing it. Furthermore, in order to see a kind of result about, the productive skills, writing and speaking, are going to be needed.

The productive and receptive skills are concepts very known and used at Centro de Enseñanza y Traducción de Idiomas CETI, due to they are assessed and evaluated constantly with the help of all the tests that the teachers do to evaluate and of course they are based on the requirements of the institution. Moreover, they are going to continue being considered in the process of the project because they are part of the test development. Each test, that is going to be presented, is thought and elaborated, considering the speaking, writing, listening and reading skills of the students about the target language.

2.1.10.1 Speaking

Speaking skill is an important part of the curriculum in language teaching, being an important object of assessment as well. Assessing speaking is challenging, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for the

purpose. This could be complex, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures (Sari , 2004).

2.1.10.1.1 Speaking types

Before starting to assess speaking skill of a student, we have to know that according to (Brown , 2004) there are five types of speaking assessment, those are; imitative, intensive, responsive, interactive and extensive. These ones are going to be explained in more detail in the following paragraphs. (pp, 141-142).

2.1.10.1.2 Imitative

Focus on pronunciation, it is purely referred to the phonetic level of oral production. It is a kind of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements of language form.

2.1.10.1.3 Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designing to practice some phonological or grammatical aspect of language. The production of short stretches of oral language designed to demonstrate competence within narrow band of grammatical, phrasal, lexical or phonological relationships. The speaker must be aware of semantic properties to respond, but interaction with an interlocutor or test administrator is minimal at best.

2.1.10.1.4 Responsive

This speaking type includes interaction and text comprehension but at somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments.

2.1.10.1.5 Interactive

When we talk about interactive, we can say that this is more complex than responsive because it includes multiple exchanges or multiple participants. Interactive can be classified into two types: Transactional language which the purpose is to exchange specific information where people accomplish goals with relatively little personal connection between speakers, e.g. ordering food and buying a ticket. On the other hand, the purpose of interpersonal language is to maintain social relationships. It involves more personal and social relations between the speakers, e.g. meeting people.

2.1.10.1.6 Extensive

The extensive speaking includes speeches, oral presentations and storytelling. In other words, students at intermediate levels are called on to give extended monologues in which the conversation is more formal and deliberately, these monologues can be planned.

2.1.10.2 Writing

Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use this processes. (Richards & Schmidt, 2010)

According to Coulmas six meaning of writing can distinguish: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation. (2002, p,1)

Aristoteles 1938 said as cited in Coulmas 2002:

In what is probably the most widely quoted definition of writing was given by Aristotle. The second part of his propositional logic, *Peri Hermenias*, begins with some basic explanations about things, concepts and signs. Before discussing nouns and verbs as parts of sentences that can be true or false. He discusses how this linguistic entity relate to ideas and to things of the material world. He explains: Words spoken are symbols of affection or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sound are not the same either, although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images. (p, 115)

Writing is one of the most significant cultural accomplishments of human beings. It allows us to record and convey information and stories beyond the immediate moment. When we speak, we can only inform those in our immediate vicinity. Writing allows us to communicate at a distance, either at a distant place or at a distant time. Nowadays, we can record and send a spoken message with audio or video recordings, but this requires special equipment at both ends. For writing, we need only a piece of paper and a pencil. (Rogers, 2005, p. 1)

Based on the definitions above writing can be defined as a system and a mudium of human communion that comprises the representation of language with written

symbols that is a conventional system of marks or signs that represents the utterances of a language.

2.1.10.2.1 Writing types

2.1.10.2.2 Imitative

The imitative writing to produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. Learners at this level are trying to master the mechanics of writing. At this stage, form is the primary—if not exclusive—focus, whereas context and meaning are of secondary concern.

2.1.10.2.3 Intensive or controlled

Intensive writing requires students to demonstrate skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

2.1.10.2.4 Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logical connected sequence of two or three paragraphs. Tasks relate to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs.

Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas.

2.1.10.2.5 Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and, in many cases, engaging in the process of creating multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proof-reading of a draft.

2.1.10.2.6 Expository writing

The word expository contains the word expose that means to present facts and information about a specific topic. It is probably the most common writing genre you will come across throughout your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions. This kind of text can be found in textbooks journalism, business writing, essay instructions, etc.

2.1.10.2.7 Descriptive writing

"Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive

writing connects the outer world with our inner feelings. It is usually concerned with creating a verbal picture of what we experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs. (Dagnes , 1996)

This type of writing focuses on describing a character, an event or a place in a specific way, also it is very organized and often makes use of figurative language such as analogies, similarities and metaphors to help paint the picture in the reader's mind. For instance, when we want to describe any person, we are not going to focus only in the external characteristics (age, size, skin, clothe) so in the person's personality, feelings, conduct, etc.

2.1.10.2.8 Narrative writing

Narration means the art of storytelling, and the purpose of narrative writing is to tell stories. Any time you tell a story to a friend or family member about an event or incident in your day, you engage in a form of narration. In addition, a narrative can be factual or fictional. A factual story is one that is based on, and tries to be faithful to, actual events as they unfolded in real life. A fictional story is a made-up, or imagined, story; the writer of a fictional story can create characters and events as he or she sees it. The big distinction between factual and fictional narratives is based on a writer's purpose. The writers of factual stories try to recount events as they actually happened, but writers of fictional stories can depart from real people and events because the writers' intents are not to retell a real-life event. Biographies and memoirs are examples of factual stories, whereas novels and short stories are examples of fictional stories (M. Libraries, 2011)

Narrative writing reports an event or tells the story of something that happened. It can be understood that narrative writing is connected directly with an experience that means to include the whole story in which we detail the events of what happened.

2.1.10.3 Listening

The process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. PHONEMES, WORDS, grammatical structures) as well as the role of the listener's expectations, the situations and context, background knowledge and the topic (Richards & Schmidt, 2010, p. 344).

The listening skill refers to the person's capacity of receiving and interpreting a message in the oral communication. It is essential due to; without a good understanding of the message, it would be a poor or not communication. Now, and talking about the second language learning, two important processes would be taken into consideration. Bottom-up and Top-down, this is because they are approaches of the listening understanding, which work about the general and specific aspects of a language.

Johnson (2002) mentioned as cited in BizMove Management Training Institute, listening is the ability to comprehend and reply the oral communication in an efficient manner. Listening is more than hearing; they are not synonyms. This is due to listening requires to understand the message that is listened in order to have a response. However, hearing refers to the ability to perceive some sounds with the ears without understanding the content of the information or the purpose of the message. That is why, it is said that a person hears with the ears, but he listens with his mind.

Listening is “an active and interactive process in which a listener receives speech sounds and tries to attach meaning to the spoken words. The listener tries to understand the intended message of the oral text to respond effectively to oral communication” (Solak , 2016, p. 30). As he mentioned the listening process is that one in which the sounds are part of the communication and by these ones the message is directed to a person to be decoded and responded. Sometimes listening is compared with hearing. However, they are different, because hearing is a physical, passive and natural process, in contrast, listening is a physical and mental, active process that is understood as a skill.

2.1.10.3.1 Listening Types

With the aim of having a clear idea about how a listening is developed, it is essential to understand that each listening has its own purpose. So, this language skill needs to be divided in listening types that are developed once the objectives had been set.

The listening types presented below are according to Brown:

Intensive: listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

Responsive: listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equal short response.

Selective: processing stretches of discourse such as short monologues for several minutes to “scan” for certain information. The purpose of such performance is not necessarily to look for global or general meaning, but to be able to a comprehend designed information in a context of longer stretches of spoken language (such as classroom directions from teacher, TV or radio news items, or stories).

Extensive: Listening to develop top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose (2004, p.134).

2.1.10.3.2 Intensive listening

The intensive listening has as a main goal the student's understanding and discrimination about some important and specific aspects in the listening process, such as: phonemes, intonation, words, discourse markers, grammar, etc. In this listening activity, students are able to focus their attention on the smallest features of the language. So, in this way, their capacity to understand how small items work to construct a language. For instance, due to the intonation or correct stress of a syllable in a word a change can be found, from a verb to a noun. Thanks to the identification of the phonemes, it could understand that the differences about some words that seem to be the same in the first check.

2.1.10.3.3 Responsive listening

The responsive listening works based on the listening of short expressions, such as: commands, greetings, questions, etc., in order to have a short answer about it. It means that the instructor or the speaker says, asks or orders something in order to have a short conversation with the listener. Thus, the instructor or speaker works with the listener's capacity to understand the message because he is going to supply an answer.

2.1.10.3.4 Selective listening

Selective listening is neither about the smallest units of the language like intensive listening nor to be involved in short commands or questions like responsive listening. It works with a bit longer listening performance, such as: monologues, short conversations, etc. However, even it is a long story and has many things to consider in the listening

process, the listener only discriminates, among all the information presented, some specific information that he needs to look for. So he does not care about the general topic talked in the listening due to he has the necessity to find some details such as: names, numbers, directions, locations, etc.

2.1.10.3.5 Extensive listening

In contrast to intensive, responsive and selective listening, extensive listening cares about information which are shared through long and complete lectures, lengthy conversation, etc., each story that has a complete information to tell. The main purpose, of the listener, in this listening type is to get the general idea of the listening, with no attention on the specific detail about it. So, in this way it helps to the listener to understand how the language work in the real context, and how the small parts make a single unit.

2.1.10.3.6 Informative listening

Informative listening or listening to understand, is when the principal objective of the listener is to understand the message. A lot of information that a person learns comes from the information that he listens, and it depends also on how well he listens. In order to improve informative listening skill, there are three important variables: Vocabulary, increasing your vocabulary you are increasing your potential better understanding. Concentration, this requires discipline, motivation, and acceptance of responsibility. And Memory, without the memory there is not knowledge (Kline , 1996).

2.1.10.3.7 Relationship Listening

The main purpose of the listening activity is to improve the relationship among people. It also requires to listen for information, but the emphasis on understanding the other person. Furthermore, there are behaviors for an effective relationship listening. Attending, which is actually paying attention about the speaker. Supporting, that is about giving advice attempting to manipulate the conversation. And Empathizing, which means to understand, feel and think like another person (Kline , 1996).

2.1.10.3.8 Appreciative Listening

As the name says, the appreciative listening is about enjoy what you listen. There are some activities that you can enjoy, such as: listen to music, radio, film etc. In order to have a good quality of appreciative listening, some factors need to be presented. Presentation, it is only about what your preferences are. Perception, it is the attitude that a person has towards the other people's information, and how well you interact about it. Previous experience, the knowledge about the listening to enjoy it (Kline , 1996).

2.1.10.3.9 Critical listening

The critical listening is about paying more attention that a person can afford in the listening. It requires careful judgment of the listener. There are also three important things to take into account, these are: Ethos, which refers to the critical judgment about the speaker, if he is a credible source and if he is someone who can be trusted. Logos, talks about the corroborations of the information given before because a critical listener expects

well supported arguments from the speaker. Pathos, is the use of the psychological or emotional element of communication (Kline , 1996).

“Effective critical listening depends on the listener keeping all three elements of the message in the analysis and in perspective: ethos, or source credibility; logos, or logical argument; and pathos, or psychological appeals” (Kline , 1996, p. 41)

2.1.10.3.10 Discriminative Listening.

It could be the most important listening type of question due to it is based on the previous ones.

By being sensitive to change in the speaker’s rate, volume, force, pitch and emphasis, the informative listener can be detected even nuances of different in meaning. By sensing the impact of certain responses, such as “uh” “huh” or “I see,” relationship listening can be strengthened. Detection of inferences between sounds made by certain instruments in the orchestra, or parts sung by a cappella vocal group, enhances appreciative listening. Finally, sensitive to pauses, and other vocal and nonverbal cues, allows critical listener to more accurately judge not only the speaker’s message, but his intentions as well (Kline , 1996, p. 42).

There are three important things to consider about discriminative listening. Hearing ability, which refers to the discrimination of the words that a person perceives in the listening process, but a person with hearing problems cannot do it. Awareness of sounds structure, is the listener’s capability to discriminate sounds in the target language. Integration of nonverbal cues, is the listener’s interpretation about how the speaker says something, how he acts, and some other extra linguistic signs. (Kline , 1996).

2.1.10.3.11 Models for the listening process

Bottom-up model. This listening strategy for the students means that “The listener relies on the language the message, that is, the combination of sounds, words, and grammar that create meaning. Bottom-up includes: listening for specific details, recognizing cognates and recognizing word-order patterns” (Tyagi, 2013).

It means that the student understands, first at all, the single particles of the listening. He is able to understand letters, words, sentences, etc., starting from the most specific to the general information about what he hears. Applying this strategy to get information from a listening, the student is able to assimilate some sounds at the beginning, and thanks to this, he distinguishes some words. Second, having understood the words, he understands more than single particles, which are sentences and so on. And, in this way, the student is able to understand little by little, starting from the simplest and specific to the most complex and general.

The Bottom-up model, listeners understand the content of and oral information thanks to the process that they follow. The listener starts by the smallest unit of the acoustic message which are the individual sounds, better known as phonemes. These phonemes are combined to make words to have later phrases, clauses and sentences. Having followed this process, the listener is able to understand the ideas that an audio shares. According to this model, the speaker encodes a message, which goes through communication channel in a signal form to be decoded by the listener. (Flowerdew & Miller , 2005)

Top-down model. The top-down listening strategy is based on the following concept:

According to (Tyagi, 2013) the listening taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategy includes:

- Listening for the main idea
- Predicting
- Drawing inference
- Summarizing

Top-down strategy refers that the student is capable to understand what he hears based on his previous knowledge. So, he is going to suggest what the content is about after hearing the main topic. Once in the listening process he starts supporting his correct ideas and refuting the wrong ones. This the type of strategy that begins from the most general and goes to the most specific details about the information given in the listening.

The Top-down model, according to Flowerdew and Miller, is the use of the previous knowledge about information that a person listens. A listener's understanding is more than just an acoustic signal because he is able to decode the verbal message, because he takes into account the contextual knowledge as well. (2005)

Tanner (1979) said as mentioned in Flowerdew and Miller (2005) that the listeners use pre-established patterns of knowledge or structures of expectation which are kept in the memory. This information in the memory has different terms, such as: schema, frame, script and scenario. Although, schema is used in general way. Schema refers to the active organization of the past experience /according to Bartlett (1931) /. Frame talks about the knowledge organization of certain properties of objects, events and actions, which typically belong together /Van Dijk (1977)/. A script deals with the event sequences. And finally, the scenario represents the situation or the events from a long-term memory. / Schank and Abelson (1977)/

Talking about these two strategies related to the listening skills it could see that there are different ways to work. However, both have as main purpose to make the student get the information mentioned in the new language. Bottom-up coming from the specific details to the most general, and Top-down going from the general idea to the specific detail.

2.1.10.4 Reading

The reading skill could be understood as “The process by which the meaning of a written text is understood” (Richards & Schmidt, 2010, p. 483). Reading is one of the receptive skills which means that it cannot be observed either in the process or as a result because it cares only about getting information. It consists of looking at symbols to recognize them. This is basically recognizing words, the structures used in the text, and the type of same ones. The clear understanding of the symbols presented is known as

reading comprehension which could vary according to the reader's purpose. A reader can read a text due to the following reasons: to repeat what was mentioned explicitly (literal comprehension), to deduce information that was not literally written in the text (inferential comprehension), to contrast the text with the own knowledge (critical comprehension), and to appreciate the information presented in the text (appreciative comprehension).

Sheng (2000) said as cited in Department of English, Faculty of Teacher Training and Education, Syiah Kuala University, reading is that process of communication between two important participants who are the reader and the writer. This communication is possible through written or printed symbols that make the letters, words, phrases and clauses to share and receive the message in the reading. Furthermore, the information that the writer shares could be general or specific, the words could not be repeated very often because the vocabulary is a major part of a reading to be understood by the reader. (2017)

2.1.10.4.1 Reading Types / task

As each reader could have a purpose to read, the reading itself could have a specific purpose to be used. So, a reading activity could be developed considering some important types presented below.

2.1.10.4.2 Perceptive Reading

“Perceptive reading tasks involve attending to the components of large stretches of discourse: letters, words, punctuation, and other graphemic symbols” (Brown & Abeywickrama, 2018, p. 199). Perceptive reading only cares about the student's ability to

read, if he can read or not. But it is not important if the students are able to understand the lecture. In this reading type bottom-up processing is suggested.

2.1.10.4.3 Selective Reading

Selective reading is part of the reading tasks used in order to discover the reader's capacity to recognize lexical, grammatical, or discourse features of language within a very short segment of a language. This reading type is developed thanks to the assignment of short paragraphs and some reading passages where the reader has the possibility to use either bottom-up or top-down process to solve the tasks after the reading. This task would be established by multiple-choice, true/false, matching, etc. (Brown & Abeywickrama, 2018).

2.1.10.4.4 Interactive Reading

As the name says, the interactive reading involves the interaction between two important participants, the reader and the text, that in this case is about anecdotes, short narratives and description, excerpts from longer text, questionnaires, announcements, etc. The reader, in the reading process, starts creating a story with all the information given by the text that would be based on some paragraphs or one page. The focus for an interactive task is based on finding relevant features, such as: lexical, symbolic, grammatical, and discourse. To make it possible, top-down processing is usually used, but bottom-up would be necessary as well (Brown & Abeywickrama, 2018).

2.1.10.4.5 Extensive Reading

The extensive reading is about a text of more than one page that includes professional articles, essays, technical reports, short stories, and books. As it could be understood, the extensive reading deals with a lot of information in text, and the main purpose of this reading type is to notice the reader's capacity to understand the general idea instead of specific information about the reading. The top-down processing is assumed for most extensive tasks due to the quantity of information that it has (Brown & Abeywickrama, 2018).

2.1.10.4.6 Models for the reading process

Bottom-up model

As Gough's (1972) mentioned as cited in Lee, (2002) the reader begins with letters, which are recognized by scanner. This information collected as much is transferred to a decoder, which converts string of letters into systematic phonemes. Next this string is passed to a librarian, where it is recognized as a word with the aid of the lexicon. The reader then moves to the next word, performing the same procedures until all the words in a sentence have been processed, at which point the words proceed to a content called MERLIN in which syntactic and semantic rules function to assign a meaning to the sentence. In the vocal system, the final stage of this model, the reader utters orally what has first been accessed through print, which is a salient feature of Gough's reading process model as a model of the reading aloud process. In this model, textual and processing components operate in parallel, if not absolutely by necessity.

Bottom-up has a perspective about learning to read based on a linear and systematic process that starts with the smallest unit of the language. It begins with sounds, followed by letters, syllables, words, sentences, and so on. This reading model considers steps for the reading process which starts with the simplest step to get little by little harder than the previous step.

Bottom-up information: word frequency. Reading is determined by bottom-up processing of visual information. As the signal propagates along a hierarchy in increasingly complex neuronal detectors, mental operations become more and more elaborated. In particular, the left occipito-temporal cortex is gradually sensitive to lexical information, ranging from individual letters and bigrams to morphemes and, entire words (Dambacher , 2010, p. 8)

About what Dambacher says, an important characteristic is the frequency in which a word could take place in any language. This is because the frequency of the participation of a word in a reading is going to facilitate the understanding of a reading. However, it does not start in a word due to there is a smaller section into a word, such as: morphemes, suffixes, etc., and the bottom-up processing considers this single and isolated particles of the language.

Top-down model

As Carrell, Divine, and Eskey (1988) mentioned as cited in Lee , (2002) Top-down processing occurs as a system makes general prediction based on higher level, general schemata and then searches the input for information to fit into these partially satisfied, higher order schemata. Top-down processing is, therefore, termed conceptually driven. In top-down processing, accordingly, not only is the reader an active participant in the reading process, making and evaluating predictions and processing information, but the reader's prior experience and/or background knowledge plays a significant role in the process (p. 195).

In this reading model the previous knowledge and the use of the context about the reading is necessary and important for the reader in order to have a good starting to suggest or maybe understand the content in the reading. Before reading the text some questions could be asked in order to mention the principal topic about the reading, and thanks to this

the reader would think about the topic and get some information from his background knowledge, guessing what would be next. It is a way to start from some general ideas and to finish in a specific information.

Top-down information: word predictability. Top-down processes also has a really important role about language comprehension. Readers could understand a word in different manners, according to their own background of the target language. However, it is expected that top-down information relays on the interpretation thanks to the context in which the word is used. The word predictability based on the context is an important factor to process the language efficiently. This process happens due to the previous knowledge that the reader has about the topic that is presented in the text (Dambacher , 2010).

2.1.10.4.7 Reading Strategies

Skimming. The purpose of this technique is to read rapidly. It is widely used to obtain information from a text or article without reading it completely. It is the action of passing over a passage quickly. A person may skim-read to test and assess different written material to skip or select information because he wants or needs to have a general idea about the reading material. This technique is known for being practical and time saving. However, it is not so simple so as to the reader needs to be familiarized about some important organizational patterns that would be considered (Al-jawi, 2010).

According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. Readers often skim when they have masses of materials to read in a limited amount of time. In skimming, readers only have to take the most important

information and the main idea rather than read all of the words. As skimming is related to speed, Abdelrahman and Bsharah (2014) propose that to improve speed reading, readers also need to increase concentration, improve memory and recall, and reduce sub vocalization, interruptions, procrastination and stress. They also provide the procedure of the skimming technique into three steps as follows (Abdelrahman & Bsharah, 2014):

- read first sentence of paragraph
- read last sentence of paragraph
- read key words in between

Scanning. It is a speed-reading technique that has as a main purpose to examine closely and rapidly a written material. A person can apply this technique when he is reading to locate a particular piece of information without having the necessity to read the whole passage. For example, a reader may scan-read a section of a text as fast as possible to get information about a particular date, name, figure, it is used for looking for a phone number, a name, a date, a specific word, a reference in a book, a quotation, the author's name, etc., something specific in a text (Al-jawi, 2010).

Scanning is unlike skimming, because readers are not concerned with the broader meaning of the text, but the detail. In this technique, the readers look for specific information within a text such as dates, names, and places, among others. Moreover, scanning is the process of quickly searching for particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading the

whole text. It is basically fast reading to do so, it involves moving your eyes quickly down the page seeking specific words or phrases (Sutz & Weverka, 2009). Scanning is important to improve reading skill. The procedures of scanning techniques are:

- Keep in mind only the particular information to be found out.
- Make a choice, which clues would support the finding of the required information.
- Have a rush view and sweeps down the page quickly to find out the clues. If the clues are found out, read that section to get the information needed.

While conducting the procedures above, readers should have full concentration while reading, be able to scan for the two or three search terms that describe the information needed and look for italicized, bolded or underlined words which may carry specific information in the text (Sutz & Weverka, 2009). Table and index within the text can also lead the reader into the information needed.

2.1.11 Project Degree

Tintaya mentioned as cited in (tesis):

Es una propuesta, un plan de actividades organizadas con el objetivo de resolver, responder o afrontar una situación límite, cristalizar y potenciar el desarrollo de cierta región de la necesidad. Los proyectos tienden a resolverse afirmándose como propuestas que responden a una nacionalidad medio-fin. Constituye un horizonte de posibilidad que implica procesos de investigación (diagnostico) e innovación. a partir de la constatación de los límites, de las potencialidades y necesidades se diseñan materiales, e instrumentos en respuesta a los requerimientos y expectativas del desarrollo (Alanoca & Alanoca , 2015).

As Tintaya said the project degree starts by a necessity that is identified due to a diagnosis of the institution or the place that is studied in order to design the step to be followed. Having gotten and specified the real necessity of the institution, it begins the organization of the objectives that are the guide of the project which has a purpose to solve the problematic of the institution thanks to materials, instruments, and all the procedure carefully designed.

Taking into consideration this concept about what a project really does, the project is going to be developed thanks to a previous diagnosis at Centro de Enseñanza y Traducción de Idiomas CETI in which was found the strengths and weaknesses of this Language School. Once the necessities were found through an interview with CETI administration and having analyzed them, it could define a specific area in which the project could be developed, putting forward the objectives, and all the considerations to answer the proposal.

CHAPTER III

3.1 Development of the Project

In the process of learning a language the text plays an important role for skills development. So, it is important to choose a good text that ensure rich, structure and meaningful content on it. According to the Common European Framework for languages (Annex 3) the text is a written piece that students receive, produce and exchange its functions as the input to the process of language reception, otherwise they cannot be an act of communication by means of language without a text.

So, in order to start the material development, it is necessary to take into account the first specific objective that is to work on contrasting the teaching material (Openmind essentials and Openmind 1) used at Centro de Enseñanza y Traducción de Idiomas CETI and the Common Reference Level A1: self-assessment grid. This is because it is necessary to probe that this teaching was elaborated based on the Common European Framework CEFR concepts.

It is in this way that in the following graphics it could be found a general contrast between the Common European Framework bases about linguistic skills and Open mind 1/ Open mind Essentials books (Annex 3). In order to illustrate if these teaching tools follow the requirements for the A1 level about the English language.

Chart 2. OpenMind and CEFR contrast

Skills	Fulfill skill	No fulfill skill	Observations
Listening	✓	-	No observations

Reading	✓	-	No observations
Speaking	✓	-	No observations
Writing	✓	-	No observations

Chart 1 OpenMind / CEFR Contrast

Listening skill: According to the CEFR A1 level, a student must be able to recognize basic familiar words especially those that are related about himself and his close context. Now, thanks to the material used at CETI about this skill, the students would be able to assimilate easily the information because of the audios that are used will help them to understand the pronunciation and intonation of the vocabulary required such as; greetings, numbers, family members, pronouns, informal conversations, basic verbs, etc.

Reading skill: according to the CEFR A1 level, a student must be able to understand a basic message, personal profile, magazine articles, biography, short stories, etc. when he is reading. Now, considering the book it could see that this information is applied, so the student is surrounded by the correct and needed material that he needs to improve his reading skills. For instance, it could find readings about a family, a biography about a person, etc.

Speaking skill: Based on the CEFR A1 level concept. A student has the ability to establish a basic conversation about describing himself, asking and giving information from his friends or relatives. Once compared the information it could get the conclusion that the use of the teaching material supplies the necessities for the oral production of the student to understand and to be understood as clear as possible by someone else in a

conversation, being able to introduce himself and someone else in a short and basic conversation.

Writing skill: The CEFR A1 level mentions that a student is capable to produce a basic writing providing his personal information. This skill is successfully developed thanks to the basic grammar structure that students have learned applying the grammar book, some of the important information needed such as; verb to be, simple present, simple past, possessives, pronouns, etc. is useful to express oneself.

Having described each single skill, it could conclude that the materials used to teach, at Centro de Enseñanza y Traducción de Idiomas – CETI fulfill the requirements presented by the Common European Framework for languages in its A1 level

3.2 A1 Test development

In order to develop the A1 standardized level test (Annex 12) to be applied at Centro de Enseñanza y Traducción de Idiomas – CETI, some important aspects need to be clarified to have a clear idea about this test. There are some important characteristics that are going to be developed below to understand the test, such as: the skills to be evaluated, the purpose of each skill into the test, the way in which the items will be carried out. All this information in order to have a standardized evaluation tool for this language school.

It is also important to mention that there are some other tests in order to have to understand and have a clear idea about the A1 standardized test. They are going to be presented a course book (Annex 11) in which the test-takers will find all sections and skills

like in the real test in order to practice and, at the end in the real test, they could take a successful test. Of course, both, the course book and the A1 standardized test are going to be developed based on the same characteristics and sections and skills, direction, etc., without any difference that could create a difficulty on the test-takers.

3.3 Test Types in the Project Development

3.3.1 Diagnostic test

As it was mentioned before, the diagnostic test is the type of tool to know the test-taker's problems, difficulties, misunderstandings, etc. about the target language. It is a relevant material into the project development because of the information it provides to the evaluator and the test-taker. Consequently, and thanks to the information that it reports, three participants in the test are benefited. First the test-taker, because it will identify which are his difficulties about the target language. Second, the evaluator because he will know the information to consider in the teaching-learning process. Finally, the institution due to it could have the opportunity to add or change something in the course development.

This test type will be considered for the project development due to it is necessary to get the results that it can provide. It will be the first test to be applied in the test-takers at CETI in order to identify what the test-takers' doubts are about the first step in the teaching-learning process of the target language. Having applied the diagnostic test, the language school and the professors will know what to next to solve those doubts (Annex 8 Diagnostic test)

3.3.2 Language test

The language test, as was mentioned before, is the tool to measure the test-taker's achievement about goals considered in a course. There are some relevant advantages about a properly designed, well-structured and controlled language test, such as: standardized results, high degree of independency and objectivity in the test-takers evaluated, short time to evaluate a lot of test-takers and high-test validity.

This language test has to be developed considering some important aspect before being applied, so it has a process. In order to start, develop and apply a language test, the language skills to be evaluated need to be delimited, also some test specification will be taken into account and some other essential requirements that will be present in the A1 standardized test proposed in the project.

The language test to be designed, structured and applied at Centro de Enseñanza y Traducción de Idiomas CETI language school, will be presented for the A1 level according to the Common European Framework of Reference of a language-CEFR, about the English as a target language. It will be carried out considering all the information and aspects previously mentioned to be fulfilled with the standardized patterns that it requires.

3.4 Test specification

In order to design the A1 standardized test to be applied in the evaluation process at Centro de Enseñanza y Traducción de Idiomas – CETI, some important aspects or steps must be followed. For this reason, in the next pages it will find the most important aspects about to be considered in the test development (Annex 8, evaluator's material).

According to Brown, there are certain aspects that can be raised with the aim of specifying and giving shape in a certain way to the test. Below, the ones used to the project development will be presented.

- Determine the purpose of your test.
- Establish the skills
- Development the test sections.
- Select the type of questions to be used.
- Achieve an optimal performance of the test.
- Build a rating system. (Brown D. , 2004)

3.4.1 The test development purpose

The main purpose for which it was decided to carry out the present project about developing an A1 standardized test at Centro de Enseñanza y Traducción de Idiomas – CETI is to contribute to the student's evaluation to keep a homogeneous level. This is due to students who are in the same level (A1) have different levels of knowledge (a lot, little or the adequate knowledge of the level they are coursing) about the target language. It is necessary to have a homogeneity in terms of the knowledge in the students who are in a specific level. It has noticed as a necessity to develop a standardized instrument (test) to evaluate the students' language abilities. The one that will allow us to obtain an equal result from all of them.

3.4.2 Establishing the skills

Having had the clear idea about the main purpose for the A1 standardized test development. It needs to be more specific in the section to be considered into the test. The first step in which the test will be divided is about the skills to be considered. In general terms it could be found that the principal languages skills need to be present, it means receptive (reading and listening) and productive (writing and speaking) skills.

The four principal languages skills (receptive and productive) are not going to be the only sections that are going to take place into the test development. There are two more sections that will be presented as well. They are the grammar and vocabulary of the target language. It is known that considering just the productive and receptive skills it has these two elements of any language. However, it is important to have a special section just for grammar and vocabulary in order to have a clear idea about the test-taker's knowledge about them.

3.4.3 Test sections

Batchman (1996) argues that discrete point tests are constructed on the assumption that language can be divided into their component parts, and those parts can be tested successfully. The components are the skills of listening, speaking, reading, writing and various units of language of phonology, morphology, lexicon, and syntax. Discrete point tests aim to achieve a high reliability factor by testing a large number of discrete items, but each question test only one linguistic point.

This approach involves the testing of language in context and is thus concerned primarily with meaning and the total communicative effect of discourse. This approach stated that communicative competence is so global that it requires the integration of all linguistic abilities. According to Oller (1983), If discrete items take language skill apart, integrative test put it back together; whereas discrete items attempt to test knowledge of language a bit at a time, integrative test attempt to assess a learner's capacity to use many bits all at the same time.

Discrete point concept is going to be considered, as the principal theoretical support, due to the main objective of the test is to evaluate the student's language abilities (grammar, listening, speaking, writing, reading and vocabulary) individually, like it is done at CETI. This is essential to do it because of each skill needs some specific patterns to be evaluated, and of course the time needs to be the appropriate for each one. As the skills will be evaluated in separate ways, it will give the chance for the creation of some rubrics (Annex 2), talking about productive skills. In contrast to the receptive skills that will be done based on some patterns.

On the other hand, both the test-taker and the evaluator will have the opportunity to identify some aspect about the test development. First the evaluator, who will have the knowledge about the test-taker's weaknesses and in which skills he has more difficulties or mistakes. Second, it will help the test-taker to have detailed feedback about the mistakes he made. All this in order to improve all the possible problems presented in the future.

3.4.3.1 Listening

As it was mentioned before, there are different types of listening, methods, characteristic or aspects that need be considered to develop test in order to evaluate test-takers. This is necessary because each test has an appropriate form to construct according to the situation or level in which they are going to be applied, so it is necessary to clarify some important aspects to start this listening section. The information below is going to be consider to explain how the listening section will be carried out.

3.4.3.1.1 Selective listening

The selective listening is a type of limited quantity of aural input such as: Monologues, short conversations, talks, etc. that must discern some specific information with it. In this process the listener only discriminates, among all the information presented, some specific information that he needs to look for. So he does not care about the general topic talked in the listening due to he has the necessity to find some details such as: names, numbers, directions, locations, etc.

This listening task will be considered in the test development due to it has the following characteristics: First, the presentation of the two audios are one monologue and a short conversation. Second, each audio will take around 1 or 2 minutes. Finally, the information given by the speakers is going to be basic and specific about the topics presented in each one. These characteristics are important elements so as to develop the listening section in the A1 test.

3.4.3.1.2 Selected response task.

Selected task requires the examinee to choose the correct answer from among several options, where “several” can mean as few as two, or as many options as can be squeezed onto one page. (Note that I am not recommending this “maximum squeeze” approach! I am only pointing that this would be example – a bad one – of selected response) (Carr, 2011, p. 26)

Selected response tasks include some of the most popular format used in the evaluation such as: multiple-choice, true-false questions, matching and ordering task. In the listening section of the test there are just two types of formats that have been taken into account, these are multiple-choice and true-false items.

3.4.3.1.3 Item types

Multiple-choice. Multiple-choice items are the most commonly used because in certain way it is easy to score. In this kind of task, a main stem (referring to the item) is presented to give the test-taker the specific information to be answered below, the same one that could have three or more options. However, in the case of the test development, it has been taken into account only three possible answers or alternatives that the students must choose, the correct option is called the *key*, and the incorrect options are the *distractors*.

True-False. True-false is known as one of the most used items applied in standardized test. That is why the second type of selected task that the present project is going to be taken into account in the listening section is true-false items. The test-takers are going to listen a short informal dialogue between two people talking about a specific topic and below the test-takers are going to read among five statements, then they have to

decide whether the statement is true (in the case the statement is correct) or false (in the case the statement is incorrect) based on the listening on the information they have heard.

These are essential items (multiple-choice and true-false) to consider into the listening section development because of two main reasons: First, the limited time that the test-taker has in order to answer each item. Furthermore, it is an easy way to answer, taking into account the test-taker's level (A1). Second, they are item types that can generate an easy work for the evaluator at the moment to check how well the test-taker did in the listening section.

3.4.3.2 Grammar Skill

The input for selected response task can be language (or nonlanguage, as in a gesture or picture) of many length – from one word to several sentences of discourse. The test taker is expected to select the correct response, in which is meant to measure the knowledge of grammatical form/or meaning (Brown & Abeywickrama, 2018, p. 263).

In this type of task about the target language, the test-taker has the chance to choose among some possible options to complete a sentence in order to make sense or have the correct or incorrect statement. There are some item types that will be part of the test development and the same one will be mention below.

3.4.3.2.1 Item types

Multiple-choice. Multiple-choice items in the grammar section will be an important item type. In this section a main stem (referring to the item) is presented to give the test-taker the specific information to be answered below, the same one that could have three or more options. There are going to be fourteen items of this type in which there will

be incomplete statement (at the beginning, in the middle or at the end). So, the test-taker have to choose the most appropriate or acceptable answer that completes the statement the best. The multiple-choice format is going to be part of this task with three possible answers, one being the *key*, and two *distractors*.

Discrimination

Discrimination item asks the test-taker to (a) attend to input that can be either language or nonlanguage and (b) attend to respond in the form of a choice between or among contrasts or opposites, such as true/false, right/wrong, or same/different (Brown & Abeywickrama, 2018, p. 266).

The discrimination item, considered into the selected task in the grammar section, is a useful item to be presented. This is due to it is going to be presented as a right or wrong answer. In this section there are two principal presentations about right or wrong sentences: First, there will be presented three statements with some differences and similarities among which one will be the correct one. Second, and the opposite to the first one, there will be presented three statements with some differences and similarities among which there will be just one incorrect.

Multiple choice and discrimination items will be essential in the grammar section development due to it helps to the test-takers not to waste time thinking about the answers for the different items because of the limited option that each one has. It is useful and practical as well, to the evaluator because of the facilities to get the final results and marks about the test that will be presented in a short time to the test-takers.

3.4.3.3 Vocabulary skill

High-frequency word

The high-frequency category in English consists of 2000-word families, which form the foundation of the vocabulary knowledge that all proficiency users of the language must have acquired. These items figure prominently in general word lists compiled for use in language teaching, because both teacher and learners at the beginning to intermediate levels can be confident that time devoted to developing a good knowledge of these words is well spent (Read , 2000, p. 159).

The high-frequency vocabulary refers to those words that appear most commonly in everyday usage. Words that are employed so often, and some of them frequently used words are simple pronouns, verbs, nouns, adjectives, etc. such as: RUN, EAT or MOTHER. This high-frequency vocabulary usually appears in any text. It does not depend on the text genre or style so much due to it contains a lot function words (words with high coverage), but also the most used words carrying the information.

Many of these frequency words will appear in the evaluation section because of the importance about them. So, the items presented will have done thinking about the most useful words that a student in the A1 level needs. This is important to carry out, vocabulary, as a single section into the A1 test due to the test-taker has to acquire the necessary lexicon to understand, analyze and use these words in order to work with them in the target language.

Low-frequency vocabulary. “As the whole is of much less valuable to learner. A large proportion of the items are ones that hardly anyone knows or uses, especially those words given labels like “rare”, “obsolete” or “dialectal” in the dictionary” (Read , 2000, p. 159). These types of words that shows some relevant characteristics about the test-taker,

such as: the personal interest about learning the target language, in which kind of context he lives, the test-taker's behavior towards the target language, etc.

In order to know about the test-taker's personal effort, surrounding context, behavior towards the target language and some other aspects mentioned before, the low-frequency words concept, in some items, will be presented in the vocabulary section. Of course, there is no a long or complete section just to talk about them because of the level that the test-taker has. So, the items related to the low-frequency words are going to take place in a smaller quantity than the high-frequency words.

3.4.3.3.1 Item types

Multiple-choice. Multiple-choice items in the vocabulary section will be needed item type. In this section a main stem (referring to the item) is presented to give the test-taker the specific information to be answered below, the same one that could have three or more options. There are going to be twelve items of this type in which there will be incomplete statement (at the beginning, in the middle or at the end). So, the test-taker have to choose the most appropriate or acceptable answer that completes the statement the best in order to make sense in the given context. The multiple-choice format is going to be part of this task with three possible answers, one being the *key*, and two *distractors*.

Word association. The word association refers to the presentation of and isolation word with the intention to know the test-taker's knowledge about single words without any context. It works with words as minimal units and it pretends to look for the relationship among them (Brown & Abeywickrama, 2018). The term association, talking

about vocabulary, means that in the item will be present some words that could have similar characteristics, but no in the hundred percent.

The word association will be present in the test development, being specific in the vocabulary section. This is significant so as to evaluate or have the clear idea about some important thing related to the test-taker: First, the test-taker's ability to understand the isolation word with no context. Second, the test-taker's capacity to find one or two words that have a relationship about their meanings.

Word in context. "The presentation of target words in some context is desirable or necessary. In discrete, selective tests the context most commonly consists of a sentence in which the target word occurs, but it can also be a paragraph or a longer text containing a whole series of target words" (Read , 2000, p. 162)". The word in context is one of the most common forms in which the vocabulary section appears in the evaluation process which is actually presenting a word, that it wants to know about, in a specific context that determines the exact meaning of a given word.

Educators always teach vocabulary by means of context in order to show as clear as possible the function of a particular word. It attempts to avoid translation from the target to the mother tongue. Therefore, this needs to be evaluated in the teaching-learning process, and the perfect item type is word in context that will definitely be in the test development, in one of the subsections about the vocabulary evaluation. It is crucial due to the importance of the use of many words in a given context. It means that there are many words that could change their meaning or use according to the context. So, the test-

taker needs to identify this function or use of the word in the statement that he will see in the test.

3.4.3.4 Reading skill

3.4.3.4.1 Selective reading. As Brown said about the selective reading task, it can be mention that is useful to discover the reader's capacity to recognize some language features, such as: lexical, grammatical, or about the discourse that are present in short segments of the language, for instance, short conversation or passages. This task would be established by multiple-choice, true/false, matching, etc. (2018).

3.4.3.4.2 Selected response task. It examines the items that work based on with different possible answers. The possibilities could variate (two, three, four or more answers for an item) in which there could appear one, two or more distractors and one key (Carr, 2011). Selected response tasks include some of the most popular format used in the evaluation such as: multiple-choice, true-false questions, matching and ordering task. In the reading section of the test there are just two types of formats that have been taken into account, these are multiple-choice and true-false items.

The selected response task is carried out in the reading section development because of the characteristics it has and they are described in the following item types.

3.4.3.4.3 Item types

Multiple-choice. Multiple-choice items are the most commonly used because in certain way it is easy to score. In this kind of task, a main stem (referring to the item) is presented to give the test-taker the specific information to be answered below, the same

one that could have three or more options. However, in the case of the test development, it has been taken into account only three possible answers or alternatives that the students must choose, the correct option is called the *key*, and the incorrect options are the *distractors*.

True-False. True-false is known as one of the most used items applied in standardized test. That is why the second type of selected task that the present project is going to be taken into account in the reading section is true-false items. The test-takers are going to read a short conversation or passage and after that the test-taker is going to read among five statements, then they have to decide whether the statement is true (in the case the statement is correct) or false (in the case the statement is incorrect) based on the conversation or passage he has read.

These are essential items (multiple-choice and true-false) to consider into the reading section development because of two main reasons: First, the limited time that the test-taker has in order to answer each item. Furthermore, it is an easy way to answer, taking into account the test-taker's level (A1). Second, they are item types that can generate an easy work for the evaluator at the moment to check how well the test-taker did in the reading section.

Reading techniques. There are some techniques that could be applied in the reading action. Furthermore, they could be part of any type of reading, according to the moment in which it is necessary. However, it is considered important to get or delimitate some specific

ones to be used by the test-taker in the reading section. So, the two techniques presented below are the suggestions for the test-takers.

Skimming. As it was mentioned before, skimming is a reading technique that will be presented as a reading help to get information from any kind of reading in the reading section. The test-taker could apply it, in order to have a previewing (before reading), reviewing (after reading) about the reading. It consists on a fast eye movement to determine the main or general idea of the paper without reading the complete information.

Scanning. It is another reading technique, mentioned as a way to avoid reading the complete paper. However, it does not mean the test-taker will not have information about because in the scanning the test-taker has the chance to research particular facts that are present in the reading. One more time it is not talking about reading the whole paper, but the test-taker can get good information.

These two reading techniques need to be mentioned to pass successfully the reading section because the paper the test-taker has in this section would be a bit long thinking about the time he has to complete it. They are kind of similar techniques, but they are different in purpose. Then, both could be very useful, for the test-taker, in order to get information from the reading in a short time and without reading the complete paper.

3.4.3.5 Writing skill

3.4.3.5.1 Responsive writing. As Brown mentioned, the responsive writing “creates the opportunity for the test-takers to offer an array of possible creative responses within a pedagogical or assessment framework: test-takers are “responding” to a prompt or

assignment” (2018, p, 241). The test-taker, in the responsive writing, answers a question presented by the evaluator. Furthermore, there is a creative writing from the test-taker to talk about he needs.

In this writing type, the test-taker has the chance to develop his response in a structured form. It means, he presents in the writing, connected ideas, a sequence correctly organized, use of grammar, vocabulary, etc. All these important aspects about the writing are developed by the test-taker in some genres of text, such as: short reports, article or stories responses, brief narrative or descriptions, interpretation of some graphs, tables, and charts.

About all these text genres mentioned above, the one that will be taken as the writing evaluation section, is a descriptive form. In order to have a clear idea about it, it is necessary to have to understand the word descriptive because it will be important in the writing evaluation. According to Dagnes, description talks about how somewhere, something or someone looks like, feels like, tastes like, sounds like or smells likes (1996). So what the test-taker needs to do here is to talk about the person, place, thing required in the prompt, giving details about it or him.

It is taken the descriptive writing in the reading evaluation due to two aspects about it: Frist, the test-taker’s level requires something no complex to write about and the form in which he needs to present his ideas in medium form. It means, it is neither just like answering a question in about one or two sentences, nor like writing two or three paragraphs. The test-taker will write a short test in a descriptive form with a limited

number or words. Second, the test-taker's knowledge about the target language is the appropriate to develop this writing type.

Inductive and deductive Writing. In order to start with the writing process, two possible forms could be present in order the test-taker starts describing what he needs. The two possible options could be the inductive or deductive. However, and as a first step, it has an important relevance to understand these theories to have a perfect idea about the ways in which the test-taker will develop the writing test.

According to Mathews "in deductive texts, the writer begins by stating their main point" (2016). The deductive text is a process of reasoning that starts with a general idea, which could be consider the topic sentence, if it talks about a paragraph. After the main idea is presented, it needs to support this idea with examples, evidences, and some other ideas connected to the main topic.

"In an inductive text the writer starts with observations, suggestions, and unanswered question, building up information and ideas layer by layer" (Mathews, 2016). This is a process of reasoning which infers a general conclusion based on individual cases, examples, specific details, etc., supporting the mind topic to talk about. It is like to start with the concluding section and little by little come to the general topic.

Both the deductive and the inductive style to write the descriptive text will be accepted. About them, deductive text is commonly applied by test-takers in contrast to inductive texts, it could be because its facility to start due to it has the main topic to talk about at the beginning and it continues with the support related to the main idea.

Nevertheless, it depends on the test-taker to apply one of these concepts in order to organize his ideas in the writing section.

Genre. Genre can be defined both in terms of the intended form and the intended function of the writing. When we talk about form it is meant this kind of writing will be presented as a; letter, report, essay, composition. Function can be thought of in terms of communicative functions, the most traditional in language teaching (describing, inviting, apologizing), or in terms of discourse mode, as is traditional in writing instructions (narration, description, exposition, argumentation) (Cushing Weigle, 2002)

For the present project this kind of task is going to be taken into account due to in the instructions test-takers will be asked to develop a description about a specific topic following the limit that A1 level considers. It is important to mention that the objective of evaluating these skills is to simulate possible target language writing situations for students in this level.

Clearly in order to achieve and develop this writing section, test-takers require an extra time to reflect and their writing, so there are going to present different methods to develop a writing that are going to be developed in the course book of the present project.

3.4.3.5.2 Item type

Instructions. According to Sara “providing clear instructions is obviously an important aspect of designing a valid test” (2002, p,103). Bachman and Palmer (1996) provide three guidelines for instructions: (1) they should be simple enough for test takers

to understand (2) they should be short and clear enough (3) they should be sufficiently detailed for test-takers to know exactly what is expected of them.

In the writing section of the test development, the test-takers are going to read only one direction about a topic to be developed. This is going to give them a general idea to write about and they need to develop it in the form they prefer (deductive or inductive). The time and quantity of information presented by the test-takes is limited to 10 minutes and at least 100 words.

3.4.3.6 Speaking skill

3.4.3.6.1 Responsive speaking. According to Brown “involves brief interaction with an interlocutor” (2018, p, 174). This is the speaking type that needs two participants: First the evaluator who is in charge to provide the directions or make the questions in order to be answered by the person to be evaluated. Second, the test-taker who has to show his abilities working with the language to answer the question or direction.

3.4.3.6.2 Item type

Question and answer. This is the item type that consists of some questions (one, two or three) that come from an interviewer or it can be some question from a list of questions and prompts in an oral interaction. (Brown, 2018). The main activity in this item is to answer some questions that will be previously elaborated by the evaluator in order to see the quality of information provided by the test-taker according to the question.

The quality of question used by the evaluator are prepared thinking about the test-taker’s level and considering the type of question (Yes/no questions and Information

questions), the speaking test is based on open questions. To be more specific, there is a concept mentioned by Brown as questions eliciting open-ended response that refers to open questions which requires a process to analyze before to answer. Moreover, thanks to the first question some other questions could be linked in order to have a complete oral evaluation.

This item type will be useful in the speaking section due to it is looking for the interaction between two participants, the evaluator and the test-taker. The evaluator, who guides the interaction, is in charge to create a comfortable scenery and present the prompt or question. Having gotten the answer, the evaluator will be able to see if the test-taker has a good development according to the rubrics previously elaborated.

Chart 3. Skills Description

<i>Test section</i>	Item types	Number of items	Time
<i>Listening</i>	Multiple choice True-False	10	10 minutes
	Multiple choice Discrimination	20	10 minutes
<i>Grammar</i>	Multiple choice Word association	20	10 minutes

Vocabulary	Word in context		
	Multiple choice		
Reading	True-False	10	10 minutes
	Open question	No specification	10 minutes
Writing	Open question	No specification	10 minutes
	Open question	No specification	No specification

Chart 2 Skills Description

3.5 Rubric

A rubric is a scoring tool that lays out the specific expectation for an assignment. The rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks: research papers, portfolios, group work, oral presentation, and more (Stevens & Levi, 2005, p. 3).

“The rubric is coherent set of criteria for students’ work that includes description of levels of performance quality on the criteria” (Brookhart, 2013, p. 4).

According to Susan a rubric is a coherent set of criteria for student’s work that includes descriptions of levels of performance quality on the criteria. (Brookhlant, 2013)

“In test and institutional material, the instruction which indicates to the student what he or she has to do to complete a task or activity” (Richards & Schmidt, 2010, p. 504)

A rubric is tool used by the evaluator in order to provide a score to the test-takers. Therefore, this tool has a detailed information about the characteristics or important aspects to be considered in evaluation process. The detailed information provided in the

rubric helps about two necessary aspects: First, what the test-taker needs to consider in the test development to pass it successfully. Second, what the evaluator needs to consider about the test-taker's test in order to score it into established rules or patterns.

A rubric has as a main purpose to evaluate the test-takers' performance such as: watching a student discussing a subject, or observing the student's final work. The main purpose of a rubric is going to be relevant in the project development because of the skills to be evaluated by it. In the evaluation stage, there are two skills of the target language that need to be carried out based on a rubric. On one hand, the speaking evaluation due to it has some parameters to be considered in (Annex 2) in the English oral expression of the test-takers. On the other hand, the rubric has the description about what important aspects to consider in the written evaluation of the test-takers.

3.5.1 Rubric

According to Stevens and Levi (2005) a rubric has four main components in which an evaluator specifies the parameters about the assignment given for the evaluation. These parameters need to be considered by the test-taker and the evaluator himself. Then, the rubric development has the main assignment to be evaluated, the levels to achieve, the dimensions and their description. All these necessary components in the rubric design will be specified one by one below.

3.5.1.1 Task Description

The task description refers to the assignment the test-taker needs to follow to be evaluated. This assignment is based on some protocols and expectations, that sometimes

is set by the evaluator in order provide the test-taker a clear idea about what they need to do. So, the test-taker is going to read or listen the specific direction to produce a limited contend base on the criteria developed in the rubric elaboration. In this way, the evaluator has the advantage to score or grade easily.

3.5.1.2 Scale

A scale is understood as the description about how well or poor any given task is performed or developed. The scales into a rubric elaboration could be divided in among three, four, five or more levels. However, as much levels it has more time it requires and more weaknesses it could have, being the rubric unreliable to be applied. That is why, the rubric elaboration for the project is going to be composed by four scales; Excellent (being the most appropriate performance by the test-taker). Good (being an appropriate performance with a few observations). Average (being a scale that represents a bit effort from the test-taker to have a minimum score). Finally, needs improvement (being the lowest scale which means the poorest performance from the test-taker, having a lot of observations).

3.5.1.3 Dimensions

Dimensions are the principal criteria set in a rubric elaboration, due to it gives the information about the aspects to consider into the task description about the test-taker's performance and production. Those dimensions are general aspects to be considered in the test-taker's test development and in the evaluator's criteria to score the test-taker work. So, the dimensions in the rubric development are the subskills to be measured in the

productive skills about the target language to have a single pattern in the evaluation process.

3.5.1.4 Descriptions of the Dimension

The description of the dimensions is in charge to talk and give details about all specific information of the criteria previously mentioned (productive subskill). The intention is to have a clear idea about each dimension presented in the rubric. It is common to have a clear description just about the highest level in rubric elaboration. However, for the project development, each rubric will have a complete description about all important requirement into the dimension and scales that were mentioned.

3.6 Analytic rubric

According to Susan analytic rubric describe work on each criterion separately. She establishes the following advantages of using this type of rubric:

- Gives diagnostic information to teacher.
- Gives formative feedback to students.
- Easier to link to instruction.
- It has the flexibility to be adaptable for different evaluations (2013)

This rubric focuses in the student evaluation taking into account specific criteria that reevaluated in a separately way. That is why for the present project this type of rubric will be the theory base to develop the speaking and writing rubric. Due to, the objective of the development of the language level test is to evaluate test taker's performance and

production taking into account some specific criteria that is going to help the monitor to make the process of the evaluation validity.

3.7 Description of the test format

Type of letter: Times New Roman

Main headlines: 14

Directions: 12

Text: 12

Icons: Each skill has a particular icon to guide the test-taker identify the skill in process.

Chart 4. Language skills icons







					
Listening	Grammar	Vocabulary	Reading	Writing	Speaking

Chart 3 Skills Icons

Quantity of pages: Each test has around 11 pages to develop all skills.

3.8 Pilot test

3.8.1 Pre-test

As it is known, the A1 test development supported by the course book is the main purpose of the current project. All these evaluation tools have been created base on the same patterns and they have the same characteristics, such as: quantity of items, task types,

time to be completed, etc. (Annex 9) And in order to validate the standardized test, it was necessary to apply a pilot test which is the introduction to the course book because of characteristics it has.

To apply and validate a test that represents all evaluation tools, it is important to have a strict care about the development. Then, this process has taken a long time because of the detailed procedure considered in the tests development. There are exactly six evaluations tools with the following purpose: One test for the test-takers' diagnostic about the A1 level, which is taken before having any information about the course book. Two tests that have as a main objective guide the test-takers, skill by skill, how to fulfil each section into all skills considered in the A1 test. One test with all skills into it that is taking as a last step of the course book. Finally, The A1 test, which has two versions (A and B) in order to avoid using the same one all the time and for all the students.

3.8.1.1 Items development

As it was pointed before, in the test development, six skills (listening, grammar vocabulary, reading, writing and speaking) were considered to be evaluated about the target language. In this process each skill was developed as a single one to be completely careful about each item and have the same characteristics.

It has started with the listening skill, and considering that each test has two audios, it was developed twelve (one conversation and one monologue per test). After listening, the skill carried out was grammar, in which the task was to create one hundred twenty different items (twenty per test). The vocabulary section was similar to grammar due to it

was necessary the one hundred twenty items development (twenty per test). In the reading section, each test has two type of readings (one conversation and one passage), so it was necessary to write six of each one. Finally, directions of the writing and speaking skills were done.

The time that each skill has taken for its development was around three weeks cause of some aspects, such as: quantity of items, delimitations of task to be applied in the development, elaboration or correction of mistakes about some items that are not the most appropriate for the level or the specific purpose.

3.8.1.2 Items review

It is important to mention that once created all items into each skill, it was necessary to have a detailed review of each one. For this important step the participation of the tutor who supports the development of the project degree, MSc. Carmen Artovar, was really necessary due to the different observations and corrections that were found about all items in the test.

All skills that are part of the test took some weeks (three weeks per skill approximately) to be developed. And before, during and after the process there were many times in which some different meetings were set in order to have some suggestions to be followed. There were many items in the process suggested, some of them were corrected. Furthermore, some other ones were recreated or reformulated because of the specific purpose each one has.

3.8.1.3 Application requirement

Having developed and corrected all tests and their sections based on all specifications mentioned before, it was necessary the test validation. Then, a test was taken as a model to pilot it at CETI in the corresponding level (2.2). As all tests have the same characteristics and were developed based on the same patterns, it was not a big deal to choose one to be applied. Once the pilot test had chosen, it started the formal requirement to the authorities at CETI.

On October 4th and 6th of 2021, the first letters were sent in order to ask for a meeting with the principal at Ceti, Dra. Maria Teresa Terán Zubieta, in order to talk about the test characteristics and the application. However, they were not enough specific about the requirement. Consequently, one week later, on October 14th, a more detailed letter was sent to the director of CETI, professor Terán in order to have the last response from this authority. It had an affirmative response for the test application. (Annex 5)

Once the pilot application was accepted by the principal at CETI, it was necessary to coordinate some details, such as: time, via, date etc. with the coordinators at CETI, professors, Nelly Sirpa, Jhenny Chavez and Maria Huallpara. So one more letter was sent to CETI administration on October 27th in the same year. All requirements needed to the correct test application were presented till November 8th. Thanks to all the correct procedure the pilot application was dated and it was taken on November 13th at 09:00 a.m. (Annex 6)

3.8.2 During the test

The pilot test was taken on November 13th. It started at 09:00 a.m. with an informative meeting by zoom platform in order to provide the test-takers the correct directions for a success test development. The test was divided in two parts: The first was about listening, grammar, vocabulary, reading and writing. These sections were completed by the test-takers in 50 minutes due to the descriptions (Annex 7). Having completed all skills previously mentioned, it started the last step for the complete test, the oral section, which took around 15 minutes for groups of three test-takers.

It is necessary to clarify that the pilot test was taken in the virtual via thanks google forms (https://docs.google.com/forms/d/1EJ1KYPL3DCPucyj_pJtJ_MOfkxp-6hDYXxHLbWGrAxY/edit?usp=sharing) due to the current health problem in the world and in order to prevent more people infected by Covid-19.

3.8.2.1 Number of test-takers

In order to carry out the pilot test, it was created a WhatsApp group for given some instruction for the test dating. There were 13 students who joined to the group one day before. Nevertheless, the day of the test, just five people were present and four of them completed the oral test.

3.8.2.2 Test takers' observations and questions

While the test was in the application process, there were some questions and observations presented by the test-takers. The contributions were important to correct some mistakes, provide some information for the test improvement.

Once the first directions were provided, one of the test-taker wanted to know about finishing one section of the test in less time in which it was set, due to the general time for all sections was 50 minutes. It was a good question to understand two aspects about. On one hand, that there are some test-takers who could need less time for completing some skills and they could take advantage of this in order to have more time in other skills. On the other hand, some test-takers could not control the time per section and they could waste much time in some sections.

Some minutes had passed before one observation was highlighted by a test-taker. It was a mistake word disorganization, due to some information was not in the correct order and the test-takers could misunderstand this section of the test. Then, the test section was clarified to the test-taker for the correct development.

3.8.2.3 General observations

Having completed the first part of the test, especially the writing sections, and before the test-takers could start the last step, oral test, it was necessary to change the direction for the oral evaluation due to it was similar. This was in order to avoid the test-taker repeats the same information that he had written before. The change was made following the same patterns that the test has, and there were not difficulties about it.

All test takers completed the first part of the test (listening, grammar, vocabulary, reading and writing) in the time that was set at the beginning. In some cases, some of them have finished the test before the required time. However, in the last step of the test (speaking) one of the test-takers did not answer to the call, even having called by the

evaluator three or four times. Consequently, he could not complete the last part of the test and the evaluations was incomplete for this person.

3.8.3 Post test

3.8.3.1 Data analysis

Having completed the test and gotten the final data about all skills, it is time to analyze how the test-takers' participation was about it. For this stage, some illustrations are going to be presented below. This analysis has the intention to detect some possible observations, changes, recommendation or any other relevant aspect about the pilot test.

In order to analyze all data collected in the pilot test, it is going to be represented by the following illustration. The information is presented from the general data to the specific to have all details into each skill that is part of the test.

Chart 5. Language skills general description

Test-taker	Listening /10	Grammar /20	Vocabulary /20	Reading /10
1	9	18	20	8
2	7	16	20	8
3	8	14	14	9
4	6	15	13	7

Chart 4 Skills General Description

This chart represents the general scoring into each skill. Each test-taker has a detailed scoring over the correct quantity of items per skills. It can see some relevant aspects about them that are describing skill by skill below.

- Listening: There is not very low scores due to they are over the 51 % present of total. However, the two of them have misunderstood some of the item presented once the listening had played.
- Grammar: All of them are over the 51% of the score, having some mistakes about this skill that could be relevant in the final mark.
- Vocabulary: On one hand, it could find perfect marks, about the 100%. It means that theirs a good understanding about the topics presented in this skill from some of them. On the other hand, some them could not complete the task in the most appropriate form because of the quantity of mistakes it could find.
- Reading: Almost perfect, about some of them, due to there is not a lot of mistakes in the comprehension reading presented in this skill.

In order to have a more detailed information about all skills presented in the test, it is going to have an analysis about each item. This analysis is presented item by item, considering as most relevant to talk about, the items with the lowest quantity of correct answers.

Chart 6. Listening

Number of item	Correct answer	Incorrect answer
Item 1	1	3
Item 2	3	1
Item 3	3	1
Item 4	4	0
Item 5	4	0
Item 6	4	0

Item 7	3	1
Item 8	4	0
Item 9	3	1
Item 10	1	3

Chart 5 Listening Skill

In the listening skills, it could identify two items (1 and 10) in which the quantity of success correct answers is the lowest about all of them. So, those items were reviewed one more time to identify what the problem would be. Consequently, it could see that these items require some analysis from the test-takers in order to get the correct answer. For these reason, the items were not changed due to they are useful for the test-takers' evaluation in this kind of test that has international requirement.

Chart 7. Grammar

Number of item	Correct answer	Incorrect answer
Item 1	4	0
Item 2	4	0
Item 3	4	0
Item 4	4	0
Item 5	4	0
Item 6	2	2
Item 7	2	2
Item 8	4	0
Item 9	4	0
Item 10	1	3
Item 11	3	1
Item 12	4	0
Item 13	2	2
Item 14	3	1
Item 15	4	0
Item 16	4	0
Item 17	3	1
Item 18	3	1

Item 19	1	3
Item 20	3	1

Chart 6 Grammar Skill

In the grammar section, it could find five items with low success. They are items 6, 7, 10, 13 and 19. They were deliberated one more time and, in the review, because a possible mistake or they could make a misunderstanding for the test-takers. As a result, it could see that they are important for the skill due to they have the correct purpose in the test and the main difficulty could be related to the test-takers' problems about the correct word organization in the target language.

Chart 8. Vocabulary

Number of item	Correct answer	Incorrect answer
Item 1	4	0
Item 2	4	0
Item 3	4	0
Item 4	3	1
Item 5	4	0
Item 6	4	0
Item 7	3	1
Item 8	4	0
Item 9	2	2
Item 10	3	1
Item 11	4	0
Item 12	4	0
Item 13	3	1
Item 14	3	1
Item 15	3	1
Item 16	4	0
Item 17	3	1
Item 18	2	2
Item 19	4	0
Item 20	2	2

Chart 7 Vocabulary Skill

The vocabulary is one of the sections with the lowest percentage of mistakes from the test-takers because of the percentage of incorrect answers. The items in which the test-takers could have some problems or difficulties were the items 18 and 20. So it was necessary to have a review about them and once checked one more time after the pilot, it could see that the possible problem about this item was the misunderstanding about some almost related words. Thus, the items were no changed because of the importance about them in the vocabulary section.

Chart 9. Reading

	Correct answer	Incorrect answer
Number of item		
Item 1	4	0
Item 2	4	0
Item 3	4	0
Item 4	3	1
Item 5	1	3
Item 6	3	1
Item 7	3	1
Item 8	4	0
Item 9	3	1
Item 10	3	1

Chart 8 Reading Skill

The reading skill is one sections in which the test-takers did not have much difficulties. As it could see in the chart above, the item number 5 is the lowest about correct answers. As a consequence, it was necessary to review one more time this item in order to identify if there was any difficulty about or not. Having checked this item, it was

concluded that the item does not make a misunderstanding to the test-takers. On the other hand, it is necessary due to it makes they think a bit more than just what is written, so understand the context in which the passage or conversation takes place.

For the writing elaboration, it is necessary the use of the writing rubric previously elaborated (Annex 2). In this case it is going to be presented a short version about it in order to have each test-taker's score.

Each test-taker was evaluated individually according the writing they have presented. (Annex 8)

Chart 10. Writing -Test-taker 1

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar				✓	4
Vocabulary				✓	4
Organization				✓	4
Punctuation		✓			2
Spelling			✓		3

Chart 9 Writing Skill 1

Chart 11. Writing - Test-taker 2

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
-----------------------	------------------------------	--------------------	-----------------	----------------------	--------------

Grammar		✓			2
Vocabulary			✓		3
Organization		✓			2
Punctuation		✓			2
Spelling	✓				1

Chart 10 Writing Skill 2

Chart 12. Writing - Test-taker 3

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar				✓	4
Vocabulary			✓		3
Organization		✓			2
Punctuation		✓			2
Spelling		✓			2

Chart 11 Writing Skill 3

Chart 13. Writing - Test-taker 4

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar			✓		3
Vocabulary				✓	4

Organization			✓		3
Punctuation				✓	4
Spelling			✓		2

Chart 12 Writing Skill 4

It could see, in the test-takers' writing production, that the direction was clear due to each one focused his writing with the same characteristics about what was required. So all of them presented their ideas as clear as possible with all their sources in the target language. Then, in the evaluation process it could identify easily the important aspects to be evaluated. All this thanks to the rubrics developed before the pilot test.

For the speaking elaboration, it is necessary the use of the speaking rubric previously elaborated (Annex 2). In this case it is going to be presented a short version about it in order to have each test-taker's score.

All test-takers were evaluated individually about the speaking, and they had the interaction with the evaluator. (Annex 7)

Chart 14. Speaking - Test-taker 1

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar			✓		
Vocabulary				✓	
Pronunciation			✓		
Interaction				✓	

Fluency				✓	
----------------	--	--	--	---	--

Chart 13 Speaking Skill 1

Chart 15. Speaking - Test-taker 2

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar		✓			2
Vocabulary			✓		3
Pronunciation			✓		3
Interaction			✓		3
Fluency			✓		3

Chart 14 Speaking Skill 2

Chart 16. Speaking - Test-taker 3

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar		✓			2
Vocabulary			✓		3
Pronunciation			✓		3
Interaction			✓		3
Fluency			✓		3

Chart 15 Speaking Skill 3

Chart 17. Speaking - Test-taker 4

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar		✓			2
Vocabulary			✓		3
Pronunciation			✓		3
Interaction			✓		3
Fluency		✓			2

Chart 16 Speaking Skill 4

Having completed all sections, the speaking was the last one because of the no limited time it had. Each test-taker had the chance to share his ideas thanks to the direction provided at the beginning, in which the test-takers did not have any problem to understand. And based on all evaluation patterns, such as: grammar, vocabulary, pronunciation, interaction and fluency, they expressed their knowledge about the topic in the target language orally in order to achieve the speaking production.

3.9 Internal results validity

3.9.1 Kuder-Richardson coefficient (KR-20)

Es el estimado de homogeneidad usado para instrumentos que tienen formatos de respuestas dicotómicas, la técnica se establece en una relación que es basada sobre la consistencia de respuestas de todos los ítems de un test que es administrado una vez. el mínimo aceptable del puntaje de KR-20 es 0.70. (Barrón Díaz , 2010)

The Kuder- Richardson formula KR-20 test checks the internal consistency of measurements with dichotomous options. It is equivalent to performing spilt-half methodology on all combinations of questions and it is applicable when each question is correct or incorrect. A correct question scores 1 and o wrong one scores 0. The test statistic is:

$$r_{kr20} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum pq}{\sigma^2} \right)$$

Having the clear concept about the KR-20 test and the correct purpose for its use, this formula was applied in the evaluation tool (A1 standardized level test) for the test-takers at Ceti in order to validate it use. It has presented trustworthy results because it has 78% of reliability according to the coefficient test. (Annex10)

CHAPTER IV

4.1 Conclusion

The main purpose for the project development was the elaboration of a standardized tool to evaluate A1 participants at Centro de Enseñanza y Traducción de Idiomas CETI. This objective is a result of the needs analysis carried out at CETI language school in the first semester in 2020. It is important to clarify that CETI program is organized in 18 modules, the first 5 modules are in charge of developing the A1 level. The elaboration of the standardize test is for the students who have completed the first 5 modules. Evaluation and testing at the institution is carried by every professor in charge of each module based on the needs of the group; there is no level evaluation to evaluate an A1 overall performance. This level evaluation, therefore, could benefit the language school so as to know what language levels have been reached, what abilities need to be reviewed and what to do to improve the teaching and learning process.

There are some possibilities to get different results from the test-takers due to the application of different teaching and learning approaches. So, the elaboration of a standardized test is necessary. This project focuses on the lowest level considering CEFR (Common European Framework of languages), for this reason, further evaluations could be designed so that the language school could complete all the levels evaluation.

The specific objectives to reach the mentioned general objective, are detailed as follows:

- About contrasting the CETI teaching material (used for the students in A1 level – Open Mind 1) and the Common European Framework of languages. The teaching

material used for the beginners was compared, skill by skill, following all concepts, ideas and patterns presented by CEFR in the lowest scale about the languages. As a result, the conclusion was positive due to the book, used at CETI, was developed based on all international criteria that a language has for the teaching-learning process.

- About A1 level test. The standardized test was carried out skill by skill in order to fulfil with all requirements presented by CEFR. Furthermore, all items have specific objective to be part of the skill. These items were created thinking about the benefits that a test-taker is going to have when he success this one. It is also important to mention that each skill has been created thanks to different version as a result of some corrections in order to have a final version after being analyzed by the project developers.
- About the course book. The material proposed to guide the test-takers was established in a detailed form, due to each skill and their subsections have examples, tips, important notes and directions that are explained as detailed as possible how the test needs to be taken by the test-taker, and how the evaluator needs to present the test. Therefore, and in order to have no misunderstandings, it was divided in two sections for both participants, the test-taker and the evaluator.
- About the pilot test. The first application was executed following all requirements presented and thanks to CETI authorities who allowed the continuance of this project. The pilot test application was the last step to conclude the project because of the importance it has to validate the A1 standardized test. It is said that it helps

for the validation of the test due to the pilot test and all practices presented in the course book have the same characteristic in order to obtain equal results once each one is applied. Regarding the internal validity, Kuder- Richardson formula KR-20 was taken into account. It is in order to have the scientific validation about the main purpose of the project development. The final results about this analysis is “acceptable” which means the evaluation tool is useful and applicable for people who is going to provide and use the test and of the ones who are going to take it.

The A1 standardized supported by the course book was proposed and created to contribute, in the evaluation process for all students that have decided to study English as a target language at Centro de Enseñanza y Traducción de Idiomas CETI. This evaluation material helps to have a single material to get test-takers’ results. And the supported by a course book guides the test-takers and the evaluators to achieve better results about the knowledge that they have about this universal language.

4.2 Recommendations

Having fulfilled all procedures and gotten all objectives that were set at the beginning of the project, it has the following recommendations:

- It is important to understand that a test development is not just listing a number of exercises to be completed by a test-taker. There are many aspects to consider in order to create and evaluation material.

- A detailed explanation, about the test directions, is important to guide the test-taker to success the test in order not to have a misunderstanding from them in the evaluation process.
- As the A1 standardized level test was created to contribute at CETI students' evaluation, being this the first of six levels. It is recommended to continue this process and contribute with more evaluation tools to this prestigious language school.

REFERENCES

Alanoca , M., & Alanoca , M. (2015). *Design of a Spanish learning reference book:*

"Gramática Activa" for A1-B1 levels (basic to low intermediate students of spanish) based on a verb Conjugation Approach at Centro de Enseñanza y Traducción de Idiomas (CETI)-UMSA (2012-2014) [Tesis licenciatura].

Repositorio Institucional. Obtenido de

<https://repositorio.umsa.bo/handle/123456789/16884>

Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. New York: Cambridge University .

Al-jawi, F. (2010). *Teaching the Receptive Skills*.

Bachman , L. (1995). *Fundamental Consideration in Language Testing*. New York : Oxford University.

Bachman, L., & Palmer, A. (1996). *Language testing in practice: designing a developing useful language test* . New York : Oxford University .

Barrón Díaz , L. Y. (2010). *Confiabilidad y Validez de constructo del instrumento "Habilidad de cuidado de cuidadores familiares de personas que viven un situación de enfermedad crónica"*. Bogotá D.C.

BizMove Management Training Institute. (s.f.). *How to Improve your Listening Skills, Effective Strategies for Enhancing Your Active Listening Skill*. Obtenido de <https://www.bizmove.com/books/how-to-improve-your-listening-skills.pdf>

- British Council. (16 de Enero de 2017). *britishcouncil*. Obtenido de <https://www.britishcouncil.org/test-development>
- Brookhart, S. (2013). *How to Create and Use Rubrics*. Alexandria: ASCD.
- Brown , J. D., & Hudson, T. (1998). *Criterion-referenced language testing*. Cambridge: Cambridge University.
- Brown , J. D., & Hudson, T. (2002). *Criterion-referenced language testing*. Cambridge University .
- Brown, D. (2004). *Language assessment*. California: Logman-Pearson .
- Brown, H. D., & Abeywickrama, P. (2018). *Language Assessment principles and classroom practices*. Pearson.
- Carr, N. (2011). *Designing ans Analyzing Language Tests*. New York: Oxford University press.
- Coulmas, F. (2002). *Writing Systems: An Introduction to their Linguistic Analysis*. Cambridge University Press.
- Council of Europe . (31 de Mato de 2019). *Linguistic Integration of Adult Migrants (LIAM)*. Obtenido de Council of Europe : <https://www.coe.int/en/web/language-migrants/language-tests>
- Cushing Weigle, S. (2002). Assessing Writing. En S. Cushing Weigle, *Assessing Writing* (pág. 96). cCambridge, New York: Cambridge University Press.

- Dagnes , M. (1996). Writing to learn across the curriculum and the English teacher. *English Journal*, 93.
- Dambacher , M. (2010). *Bottom-up and Top-down processes in Reading, Influences of frequency and predictability on event-related potentials and eye movements*.
- Department of English, Faculty of Teacher Training and Education, Syiah Kuala University . (2017). *Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts*. Banda Aceh, Indonesia.
- Escobar , L., & Grajales , E. . (2011). *A Guidebook for Assessing Learning* . Naucalpan, Estado de Mexico.
- Facultad de Humanidades y Ciencias de la Educación - Lingüística e Idiomas . (2014). *Memoria del Centro de Enseñanza y Traducción de Idiomas CETI*. La Paz .
- Florin, M. M. (2010). *Assessing English language learners in the content areas*. Michigan: University of Michigan.
- Flowerdew, J., & Miller , L. (2005). *Second Language Listening* . New York: Cambridge.
- Fulcher, G., & Davidson, F. (2012). *The Routledge Handbook of Language Testing* . New York : Routledge.
- Goffin, R. D., & Helmes, E. (2000). Problems and solutions in human assessment. En R. D. Goffin, & E. Helmes , *Problems and solutions in human assessment* (págs. 3,4). New York: Springer Science+Business Media.

Gómez , M. (2006). *Intrducción a la Metodología de Investigación Científica*. Córdoba :

Brujas .

International Journal of Society and Humanities. (Diciembre de 2017). Bi-annual .

Kline , J. (1996). *Listening Effectively* . Alabama .

M. Libraries. (Tuesday de October de 2011). *M. Libraries Publishing*. Obtenido de

Writing for Success: <https://open.lib.umn.edu/writingforsuccess/chapter/10-1-narration/>

Manichamber. (2016). *Evaluation in Education*. Laxmi Book Publication.

Mathews. (31 de December de 2016). Obtenido de Jornal of the academic society for

quality of life : <http://as4qol.org/wordpress/wp-content/uploads/2016/12/JAS4QoL.2-4-4.20161231.pdf>

Noushad, H. (Marzo de 2015). *Language and Language Skills*. Obtenido de

ReseachGate :

https://www.researchgate.net/publication/274310952_Language_and_Language_Skills

Read , J. (2000). *Assessing Vocabulary* . United Kingdom: Cambrige University press

2000.

Richard , P. (2003). *Make it Happen* (Tercera Edición ed.). New York: Pearson.

- Richards, J., & Schmidt, R. (2010). *Dictionary of Language Teaching and Applied Linguistics* (Cuarta edición ed.). Gran Bretaña: Pearson Education Limited.
- Robinson, B., & Latchen, C. (2003). *Teaching Education Through Open and Distance Learning*. New York : RoutledgeFarmer.
- Sanchez , J. (1 de March de 2022). Entrevista sobre colegio San Calixto. (L. Lipa, Entrevistador)
- Sanchez, J. (15 de Febrero de 2022). Invitacion a conocer aspectos generales del proyecto. (M. Mamani, & L. Lipa, Entrevistadores)
- Sari , L. (2004). *Assessing speaking* . United Kingdon : Cambridge .
- Solak , E. (2016). *Teaching Language Skills for Prospective English teachers* .
- Stevens , D., & Levi, A. (2005). *Intruduction to Rubrics* . Sterling, Virginia: Stylus Publishing .
- Tyagi, B. (12 de February de 2013). *The criterion, An international jornal in English*.
Obtenido de An importan skill nad its various aspects: <https://the-criterion.com/V4/n1/Babita.pdf>
- Velazco, M. (4 de February de 2020). Ceti Needs Analysis. (M. Mamani, & L. L., Entrevistadores)

ANNEX

Annex 1: Needs Analysis

CETI coordinator interview

CETI coordinator: Lic. Miguel Velasco

Applicants: Michelle Mamani – Luis Lipa

Place: Grover building 4th floor

Time: One hour

Date: February 4th

Year: 2020

In order to have a defined proposal to be developed at Centro de Enseñanza y Traducción de Idiomas CETI language school. It had an interview with the professor Miguel Velasco, coordinator at CETI, who accepted to have a short meeting to talk about the following aspects related to the institution current situation:

- Some possible proposals about the translation area.
- A possible proposal about the teaching-learning process in the English language.

As it is known that CETI has been in charge to provide support about document translation to all population who need to change the language code of any paper, such as: English language which is one of the most required in all type of document. Furthermore, CETI is one of the institutions that has a validation to work with document translations. For that reason, one of the possibilities was to work with some documents and at the same time to create a data base in order to make easier the process for the future translation works.

As a second proposal, it was considered the teaching-learning process, which is the most required service that CETI offers to all population in general. It wanted to offer some tools to improve this process. However, the ideas were a bit general and it was necessary to talk about what the specific necessities the institution had. So Mr. Velasco started talking the evaluation step due to all professor at CETI have different strategies and methods to evaluate their student's skills in the language teaching-learning process because there is no a single tool to get unique result or from all students.

An emphasis about having different tools to evaluate could be related to have students, in the same level, with different knowledge about the language. It means, the appropriate or inappropriate understanding of the target language. As a consequence, the students who have no the appropriate or required knowledge, could have more difficulties to assimilate more structured information due to little by little it becomes more complex.

The situation in which the meeting was set did not allow to have more structured and extended meeting. Because Mr. Velasco was in charge to take and check placement tests to some people. Therefore, the information provided by Mr. Velasco was limited, but it was meaningful to start stablishing the proposal to be developed at CETI language school that could benefit both the professors and the students.

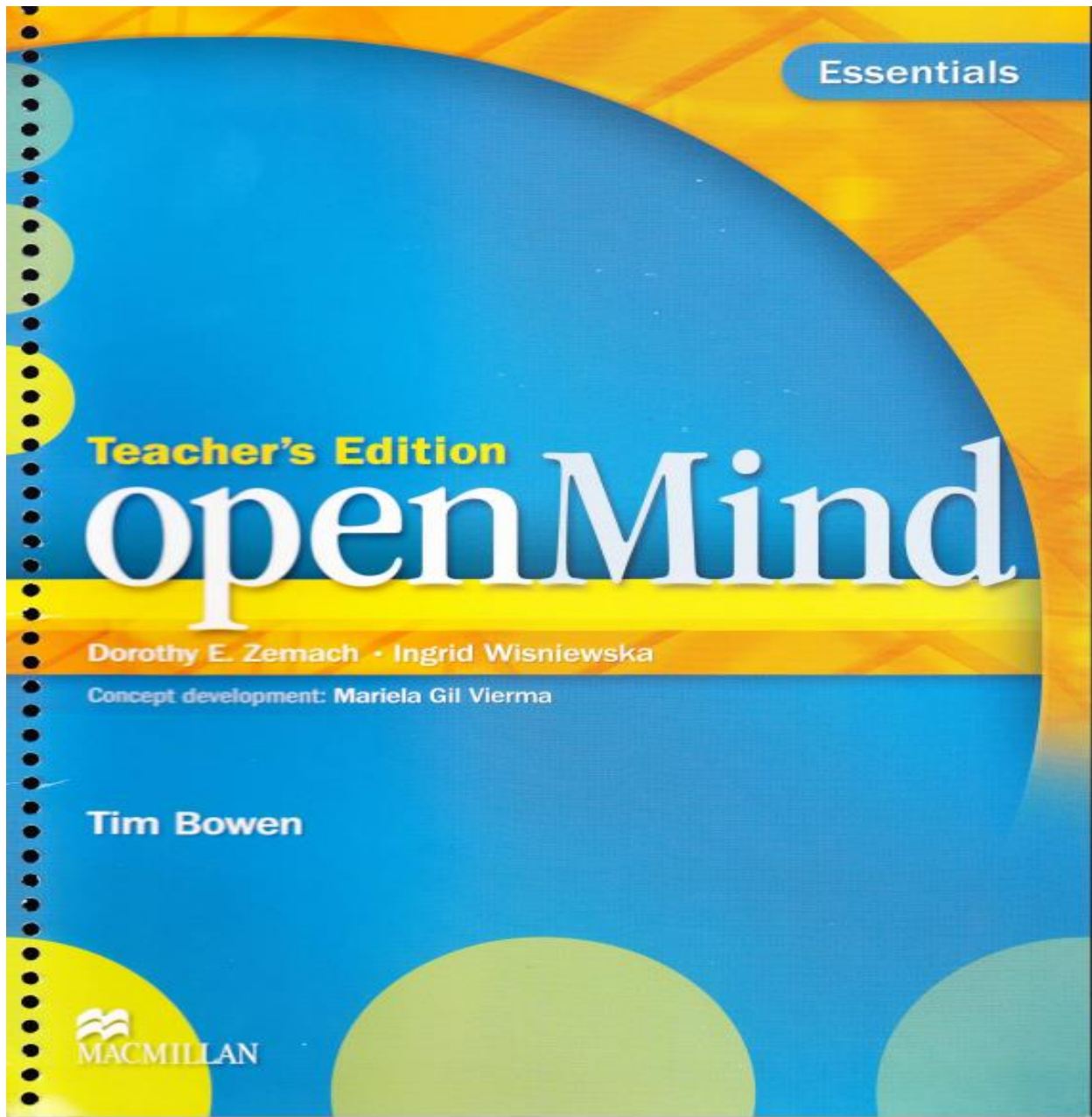
Annex 2: Rubrics

WRITING RUBRIC					
Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar 4 pts.	No discrimination about the use of subject pronouns, verbs tense, auxiliary for the negative and interrogative sentences. No able to structure a complete sentence.	No discrimination some verb tense, such as: simple present, simple present progressive, future. Which make difficult to understand the student.	Some problems with some grammar rules, such as: prepositions of time, adverbs of frequency adjectives and adverbs. But still understandable.	No problems applying all grammar in the appropriate moment when each rule is required.	
Vocabulary 4 pts.	Poor and insufficient vocabulary used, hard to be understood in English. Attempt to use Spanish all the time.	Lack of vocabulary, use repetitive words all performance.	Use little repetitive words in the speech. Knows some synonyms.	Correct and rich use of vocabulary required to express clear ideas. No word repetitions.	
Organization 4 pts.	Poorly written and organized. Hard to follow about the chronological order.	Few use of connectors. Poor cohesion among sentences	Almost organized with few mistakes about the writing coherence.	The ideas are well organized using connectors. Clear and understandable	
Punctuation 4 pts.	No punctuation applied, or not having the correct position.	Contains errors. No care about correct punctuation rules.	Few mistakes about punctuation rules. Almost correct applied.	Correct punctuation application with no errors.	
Spelling 4 pts.	Lots of spelling mistakes in the whole writing. Spanish spelling influence. (8 and more)	Some mistakes. English and Spanish spelling combination in the paper. (4-7 mistakes)	Few spelling mistakes, almost clear to understand each word. (1-3 mistakes)	Correct English spelling use in the whole paper. Easy to understand. (no mistakes)	

SPEAKING RUBRIC

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar 4 pts.	No discrimination about the use of subject pronouns, verbs tense, auxiliary for the negative and interrogative sentences. No able to structure a complete sentence.	No discrimination some verb tense, such as: simple present, simple present progressive, future. Which make difficult to understand the student.	Some problems with some grammar rules, such as: prepositions of time, adverbs of frequency adjectives and adverbs. But still understandable.	No problems applying all grammar in the appropriate moment when each rule is required.	
Vocabulary 4 pts.	Poor and insufficient vocabulary used, hard to be understood in English. Attempt to use Spanish all the time.	Lack of vocabulary, use repetitive words all performance.	Use little repetitive words in the speech. Knows some synonyms.	Correct and rich use of vocabulary required to express clear ideas. No word repetitions.	
Pronunciation 4 pts.	Difficult to understand. Unclear pronunciation. Spanish influence in each word used (vowel and consonants).	Mispronunciation most of the time. Few words are correctly pronounced.	Not difficult to understand and good intonation. Almost clear and accurate.	Clearly understandable, good intonation of the words used.	
Interaction 4 pts.	Short and unclear responses. neither eye contact nor body language use. Can hardly communicate.	Limited and confusing responses. Needs to be corrected almost all the performance.	Elaborated responses and supported by examples most of the time. Doesn't need correction all the time.	Clear and logical ideas. Able to communicate appropriately because of self-monitoring with the help of eye contact and body language use.	
Fluency 4 pts.	Lots of hesitation and poor responses. Difficult to understand as a listener.	Some hesitation and slow communication. Some incomplete sentences that make the communications be interrupted.	Little hesitation at the performance time. Able to correct himself with some help.	No hesitation self-correction without help. Use of informal language.	

Annex 3: CETI English Book (Essentials)



Annex 4 Common European Framework of Reference for Languages-CEFR

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2. Common Reference Levels: self-assessment grid

		A1	A2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	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.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	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.
S P E A K I N G	Spoken Interaction	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.	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.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	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.
W R I T I N G	Writing	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.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.

Annex 5: Meeting requirement letter with Linguistics and Languages director

04-10-2021

La Paz, 04 de octubre del 2021

Señora:

Dra. María tersa Terán Zubieta

DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD MAYOR DE SAN ANDRÉS

Presente. -

**REF.- SOLICITUD PARA AGENDAR UNA REUNIÓN CON LA DIRECTORA DE
CARRERA CON EL OBJETIVO INFORMAR SOBRE ESTADO DE PROYECTO DE
GRADO.**

De mi mayor consideración:

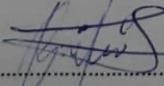
Mediante la presente, a tiempo de hacerle llegar saludos y éxitos en la labor que desempeña, solicitamos respetuosamente una reunión con su persona para informarle el estado actual del proyecto de grado "DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT'S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA". Propuesto por los postulantes a licenciatura: Michelle Wara Mamani Ticona y Luis Esteban Lipa Paucara bajo la tutoría de M. Sc. Carmen Rosa Artovar Castillo.

La propuesta de proyecto fue aprobada bajo la resolución N° 212/2020 suscritas por la Lic. María Virginia Ferrufino Loza – Directora a.i. de la Carrera de Lingüística e Idiomas en septiembre del 2020.

Adjunto una copia de la resolución del proyecto en curso.

Sin otro particular me despido de su autoridad, con toda atención.

Atentamente,


.....
Luis Esteban Lipa Paucara

C.I. 9875771 LP

R.U.1675300

CEL.: 68021920

La Paz, 06 de octubre del 2021

Señora:
Dra. María tersa Terán Zubieta
DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD MAYOR DE SAN ANDRÉS
Presente. -



REF.- SOLICITUD PARA LA APLICACIÓN DEL EXAMEN PROTOTIPO EN EL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS-CETI.

De mi mayor consideración:

Mediante la presente, a tiempo de hacerle llegar saludos y éxitos en la labor que desempeña, solicitamos respetuosamente su autorización para la aplicación de un examen prototipo en el Centro de Enseñanza y Traducción de idiomas-CETI, como etapa fundamental para desarrollo del proyecto de grado "DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT'S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA". Propuesto por los postulantes a licenciatura: Michelle Wara Mamani Ticona y Luis Esteban Lipa Paucara bajo la tutoría de M. Sc. Carmen Rosa Artovar Castillo.

La propuesta de proyecto fue aprobada bajo la resolución N° 212/2020 suscritas por la Lic. María Virginia Ferrufino Loza – Directora a.i. de la Carrera de Lingüística e Idiomas en septiembre del 2020.

Sin otro particular me despido de su autoridad, con toda atención.

Atentamente,

A handwritten signature in blue ink, appearing to read "Luis Esteban Lipa Paucara".

.....
Luis Esteban Lipa Paucara
C.I. 9875771 LP
R.U.1675300
CEL.: 68021920

La Paz, 14 de octubre del 2021

Señora:
Dra. María Teresa Terán Zubieta
DIRECTORA CARRERA DE LINGÜÍSTICA E IDIOMAS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD MAYOR DE SAN ANDRÉS
Presente. –



REF.- SOLICITUD PARA LA APLICACIÓN DEL EXAMEN PILOTO EN EL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS-CETI NIVEL 2.2.

De mi mayor consideración:

Mediante la presente, agradecerle por la oportunidad de habernos abierto las puertas del Centro de Enseñanza y Traducción de idiomas-CETI para el desarrollo proyecto de grado "DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT'S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA", propuesto por los postulantes a licenciatura: Michelle Wara Mamani Ticona y Luis Esteban Lipa Paucara bajo la tutoría de MSc. Carmen Rosa Artovar Castillo.

El motivo de la presente es informar aspectos importantes sobre la aplicación del examen piloto en el **módulo 2.2** para su correspondiente aprobación, solicitado por nuestra Tutora para la validación de nuestro proyecto de grado, mismo que comprende las siguientes secciones:

Listening. - Comprende dos audios. Tiempo estimado 10 minutos.

Grammar. - Comprende 20 ejercicios de opción múltiple. Tiempo estimado 10 minutos.

Vocabulary. - Comprende 20 ejercicios de opción múltiple. Tiempo estimado 10 minutos.

Reading. - Comprende dos tipos de lecturas. Tiempo estimado 10 minutos.

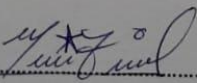
Writing. - Comprende en la elaboración de un texto descriptivo en base a un tema específico correspondiente al nivel. Tiempo estimado 10 minutos

El tiempo total requerido para la prueba piloto escrita es de una hora.

Speaking. - En esta sección se tiene la intervención del evaluador con el motivo de llevar a cabo la interacción con el estudiante en base a preguntas ya establecidas de acuerdo al nivel. El tiempo para desarrollar el mismo oscila entre 10 a 12 minutos por grupo de estudiantes.

Sin otro particular me despido de su autoridad, deseándole éxitos en la labor que desempeña.

Atentamente,


Michelle Wara Mamani Ticona
C.I. 9101944 LP
R.U.1675380
CEL.: 70150690

Annex 6: Meeting requirement for the pilot test application



La Paz, 27 de octubre del 2021

Señoras:

Lic. Nelly Maria Sirpa Caceres

Lic. Jhenny Amalia Chavez Villacorta

Lic. Maria Roxana Huallpara Soliz

COORDINADORAS DEL CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS-CETI

CARRERA DE LINGÜÍSTICA E IDIOMAS

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD MAYOR DE SAN ANDRÉS

Presente. –

REF.- COORDINACIÓN DE DETALLES PARA LA APLICACIÓN DEL EXAMEN PILOTO

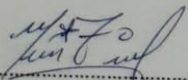
De nuestra mayor consideración:

Mediante la presente, hacerles llegar la solicitud para la coordinación de los detalles en cuanto la aplicación del examen piloto al nivel 2.2 del Centro de Enseñanza y Traducción de idiomas-CETI. Esto con el motivo de validar el proyecto de grado "DEVELOPMENT OF AN A1 STANDARDIZED LEVEL TEST SUPPORTED BY A PREPARATION COURSE FOR THE FIRST LEVEL STUDENT'S EVALUATION AT CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS – CETI UMSA", propuesto por los postulantes a licenciatura: Michelle Wara Mamani Ticona y Luis Esteban Lipa Paucara bajo la tutoría de MSc. Carmen Rosa Artovar Castillo.

El examen prototipo se realizará en el formato que coordinación autorice en la reunión que se programe de acuerdo a la disponibilidad de sus autoridades.

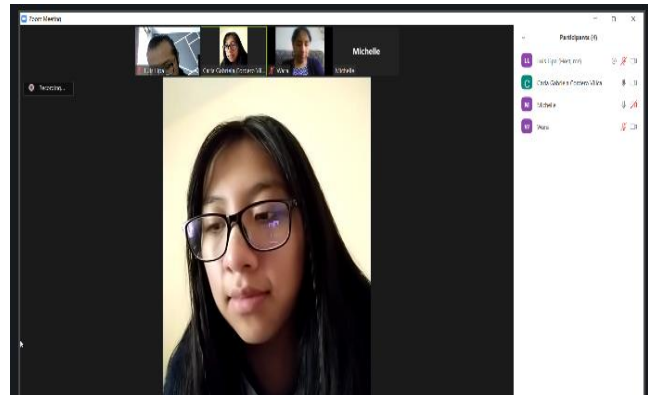
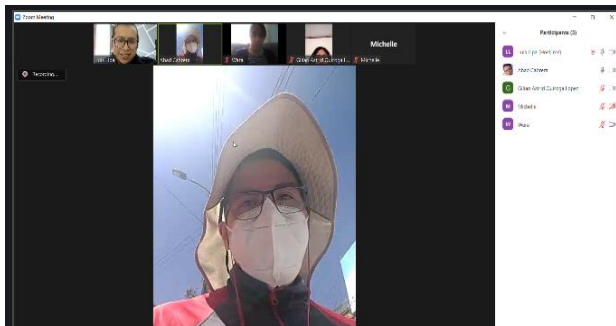
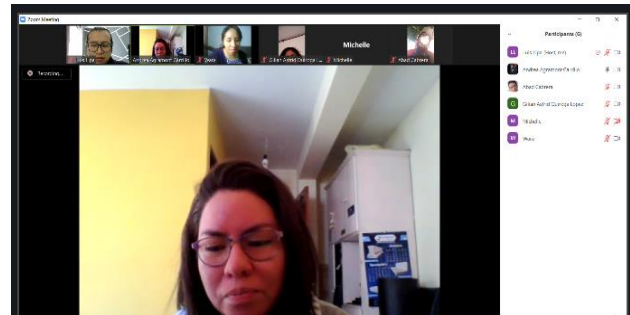
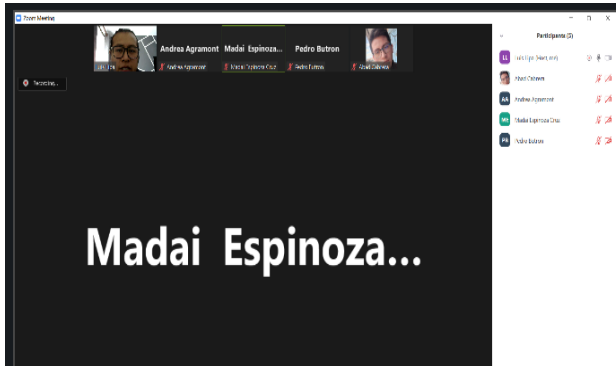
Sin otro particular nos despedimos de sus autoridades, deseándoles éxitos en la labor que desempeñan.

Atentamente,


.....
Michelle Wara Mamani Ticona
C.I. 9101944 LP
R.U.1675380
CEL.: 70150690


.....
Luis Esteban Lipa Paucara
C.I. 9875771 LP
R.U. 1675300
CEL.: 68021920

Annex 7: Pilot test application



Annex 8: Writing test observation

Good morning, my name is Andrea Agramont, I am 25 years old, I was born in 1996 January. I have 2 older Sisters called Mariana and Aracely, Mariana is the funniest of the three, she's married and she has a daughter (my nice), Aracely is the oldest of us and she's very dadicated to her studies and work. Then, I have 2 parents, my dad is 56 years old his name is Hugo, he's like my best friend, we enjoy spending time together, and my mom is 48 years old her name is Carmen, we dont have a very good relationship, she lives in Italy since i was 6 years old so we dont know eachother well.

Hi my name is Abad and i like the astronomy, i play the guitar, i train judo, i study public accounting in the UMSA, I studied in the Hugo Davila A, and every day I wake up at 7:00 then i take a shower and later i have breakfast, my father dead in the last year for the coronavirus, i miss him to much, my mom's name is Elizabeth but in my family we calling her Carmiña, her second name, i love her is the best mother in the world, i have two brothers, they names are Raul and Leonardo, Raul has 17 years old and he has a cat calling her Zafi, and my little brother Leonardo has 7 years old and has a dog calling her Pelusa.

My name is Astrid and I'm 22 years old, I'm a gastronomy student, i was born in La Paz city more specifically in Juan 23 hospital, I don't have brothers and sisters, but i have a dog its name is Golfo, and it's like my brother because my mom really loves and pampers him, my father and mi mother are accountats, they are my everithing.

Hi my name is Carla. I like to listen to music and read. I am a quiet and responsible person. I live with my parents, brother and my dog. My father is a person very good and funny, he always is happy his name is Eddy. My mom is organized and responsible. She cook a lot recipies and are delicious. She cooks better than my dad. My brother is taller than me. He is always serious but he is good, but I should smile more. Finally I have a dog is very cute his name is Yacko. He is my best friend.

Observation

- Grammar mistakes
- Spelling
- Punctuation

Annex 9: Interview about San Calixto school

Entrevistado: Nosotros veíamos la necesidad, de que nuestros alumnos, aprendan el inglés de forma mucho más clara, mucho más objetiva y mucho más útil. Hicimos un análisis de saber cuántas horas al año llevaban el inglés, nuestros alumnos. De acuerdo al currículo del ministerio de educación, nuestros alumnos llevaban dos horas semanales, la materia de inglés, de acuerdo al horario establecido por el ministerio. Eso implicaba que más o menos, entre, treinta, si, más o menos treinta y seis semanas que se hace de clases al año. Más o menos, llevan los chicos, entre unos setenta a setenta y dos horas al año. y consideramos que eso era totalmente, un saludo a la bandera, era, no era objetivo, no era real, y, es más, no tenía los resultados que nosotros hubiéramos esperado. De esa manera es que se tuvo, no sé los medios, pero sí sé que se tuvo contacto con el CETI para ver de qué alternativas nuevas podíamos proponer a nuestros estudiantes. De esa manera es que ellos nos propusieron hacer clases diarias. Entonces eso, indudablemente, tiene resultados y tiene buenos resultados. Sin embargo, la implementación misma se hizo en función de la disponibilidad y de infraestructura, incluso, que tenía el colegio. Entonces, nosotros hicimos, que estas clases en el CETI se hagan en el horario alterno. Es decir, el colegio estaba dividido de primero de primaria a sexto de secundaria, un grupo en la mañana y lo mismo en la tarde, entonces los de la mañana venían a trabajar con el Ceti a partir de primero de secundaria venían a trabajar en el horario alterno, los de la mañana venían en la tarde y los de la tarde venían en la mañana, de esa manera es que se consiguió que se haga las dos horas diarias de Inglés. Nos presentaron una estructura donde estaba dividido, todo en inglés, estaba dividida en dos niveles; el nivel inicial que era del 1.1 al 1.6, venía un screaming luego se pasaba al nivel intermedio que era del 2.1 al 2.6 y se hacía también el screaming. Cuando había reprobación del screaming se hacía un curso remedial que también duraba seis semanas, o sea, cada periodo de clases que se hacía en Inglés, duraba seis semanas, de dos horas semanales, entonces indudablemente en las dos horas semanales se hacía mucho más, o mejor, en un periodo nada más se hacía muchísimo más de lo que se hacía en un año del sistema normal, de esa manera es que se planteó y se aceptó esos objetivos que nos presentaban porque si nos garantizaban que los alumnos iban a aprender verdaderamente el Inglés, cosa que es real, yo tengo dos hijos y uno de mis hijos que no ha estado con el CETI y una de mis hijas que si ha estado con el Ceti hasta el día de hoy habla el inglés perfectamente y gracias al CETI no ha hecho ni un curso más, entonces los objetivos fueron cumplidos. De igual manera es que la calificación en el CETI era igual que nosotros, en esas veces no era en una escala 100, sino en una escala 70 pero la nota mínima de aprobación en ese entonces para nosotros y por las normas del ministerio en cualquier asignatura era de treinta y seis, pero en el Ceti la nota mínima de aprobación era cincuenta, entonces, el nivel de exigencia era alto de tal modo que en algún momento los chicos decían que estudiar inglés en el colegio, en el Ceti es más difícil que matemática que física por que la exigencia pero los resultados obviamente han sido los que hemos ido esperando, entonces, a través de eso y a través de los años, los chicos se han ido acomodando y bueno , hemos tenido en algún momento inclusive problemas con el CBA , porque muchos chicos que estudiaban en el CBA dejaron el CBA porque aquí estudiaban y obtenían mejores resultados y bueno nos odiaban los del CBA justamente por eso, pero fue una experiencia bastante interesante.

Eso más o menos es el panorama de lo que pasaba con el inglés y bueno nosotros vimos que la parte ya de la del control del profesor parte de la entrega de calificaciones oportunas, etcétera eso

lo llevaba a cargo a través de la universidad o sea a través del CETI la universidad controlaba la asistencia de los profesores, la entrega de notas etcétera etcétera, entonces entiendo de qué inclusive había posibilidades de que la evaluación sea lo más objetivo posible y es por eso que se hacían se tomaban en screaming el writing, el Reading y además que había en texto que manejaban los chicos y bueno fueron tuvimos resultados pensé que en algún momento hubo también resistencia de parte de los chicos Porque también se volvió muy exigente, ese más o menos es el panorama

Luis: ¿Cuántos años duro el convenio que tuvieron con el CETI?

Entrevistado: 6 años

Luis: 6 años

Entrevistado: 6 años se tenía un contrato de cada dos años cada (...) cumpliendo con las normas, se pagaba en un monto acordado y se pagaba directamente a la universidad para que ellos puedan cubrir el salario de los profesores

Estás evaluaciones se incluía la nota en las libretas

Sí, a ver eh actualmente las notas se pasan al ministerio en forma trimestral, a través del tema de ministerio, en esas oportunidades, no, se pasaba solamente la nota final, o sea las calificaciones finales de fin de año, pero en el transcurso de todo lo que iba pasando nosotros acomodamos de tal manera de que dos períodos del inglés se cubría en un trimestre, entonces teníamos la posibilidad de hacer seis periodos dentro del año y cuando los alumnos lo hacían regularmente estos alumnos obviamente tenían su calificación y de los alumnos que no hacían ni en el colegio ni en... Si no lo hacía en el colegio el inglés entonces el colegio pedía una certificación de algún instituto externo qué avale que este alumno está haciendo el inglés y esa era su calificación.

Luis: ah ya, perfecto. ¿Las evaluaciones que se realizaban eran directamente elaboradas por los docentes del CETI verdad?

Entrevistado: Si, Toda la parte académica en cuanto a planificación de evaluación estaba a cargo el CETI que ellos obviamente estaban seguramente regulando por la universidad Entonces lo hacían. A nosotros nos pasaban la última nota de cada periodo que llevaban. Ahora obviamente al principio se hizo, a ver cómo le cuento se volvía a desgraduar qué quiere decir eso, qué había chicos que estaban en primero segundo tercero cuarto etcétera en el CBA o los que habían aprendido aquí en primaria, parte de secundaria hasta que se implementó los del CETI y tenían diferentes niveles del inglés, entonces se hizo una evaluación de categorización de los alumnos y en función de eso es que se pusieron los niveles y se los destinó a los alumnos por niveles para hacer el inglés pero esos niveles no estaban en concordancia con los cursos que teníamos, con los grados, entonces el inglés se pasaba te forma desgraduada, habían chicos qué es de tercero de secundaria pasaban junto con los de primero o de sexto pero estaba en uno mismo que se llamaba el 1.2

Luis: ah ya, perfecto y se llevó con relación a todo el curso, todo el plan que tenía el CETI o hasta cierto punto

Entrevistado: El plan que nos ofreció CETI era hacer esos dos niveles con la proyección de qué en algún momento nos iban a hacer, hacer el tercer nivel, o sea hasta el nivel avanzado, inclusive nos prometieron el TOEFL pero no llegamos

Luis: Entonces los niveles eran y de inicial e intermedio

Entrevistado: nada más

Luis: ah ya

Entrevistado: Inclusive el CETI cuándo terminaba un alumno satisfactoriamente y llegaba al 2.6 con el screening 2 vencido, el CETI le ofrecía o le daba a ese alumno una certificación que había hecho su curso de inglés, obviamente avalado por la universidad y que también de alguna manera sirvió, porque esa certificación nos dio la posibilidad de que muchos de nuestros alumnos que entraron a la universidad ya no tengan problemas con el inglés.

Luis: Ahora con relación a cierto documento de contrato por ejemplo no sé si se podría tener alguna información.

Entrevistado: (...) lo único que puedo decir es que el primer contrato está firmado por el rector, el decano de la facultad de humanidades, el vicedecano de la facultad de humanidades, el jefe de carrera de lingüística e idiomas y la directora del CETI. Todo contrato renovado lo firmaron en ese sentido durante los seis años, tal vez podría darle una parte de...Teníamos el reglamento del módulo de inglés y bueno toda documentación que tenemos nosotros es interno no

Luis: ah ya, perfecto, dentro de esa documentación mencionara el objetivo principal del convenio que se tuvo.

Entrevistado: A ver Yo le pondré el objeto del contrato dice " el colegio San Calixto de acuerdo a los antecedentes presentados contratan los servicios de la Universidad Mayor de San Andrés representada por el vicedecano facultad de las diferentes personas, continúe el programa inglés a nivel básico-intermedio en el colegio de acuerdo a programa especial a ser presentado hasta fines del mes de octubre debidamente firmado. Desarrollo curricular, objeto del contrato, abriendo los cursos necesarios para cubrir la demanda del colegio San Calixto cumplir la carga horaria de 7:30 horas semanales asignadas a cada curso, concluir el programa de inglés básico en 360 horas de clase, concluir el programa del nivel intermedio en 360 horas de clase, proveer a los docentes necesarios de común acuerdo para la apertura de los cursos requeridos. esa es la parte más importante".

Luis: en repercusión es que haya tenido quizás con relación...

Entrevistado: eh a ver yo creo que fue una, al principio fue una expectativa interesante para los papás porque evidentemente se notó que el inglés ya no era una cuestión diríamos de una materia más, se volvió una materia, se volvió una materia en esa época principal en el colegio y por eso es que muchos padres de familia lo aceptaron de agrado porque vieron al final a pesar de las protestas pero ya después haciendo una evaluación final de los alumnos que ya habían concluido con todo de lo que era el currículum que presentó el ceti que los resultados serán realmente buenos y a mucha gente el agrado de tal manera de que decía que en san Calixto se sale bachiller hablando inglés y entonces fue una repercusión interesante porque el colegio le ofreció a los padres de familia de tal manera de que ellos vean que el colegio siempre ha estado a la vanguardia de la parte de mejorar la parte académica y está fue realmente una mejora.

Luis: ah ya, perfecto. Perdón, quizás le repita una vez más... ¿de qué año a que año se realizó este documento?

Entrevistado: Desde 1999 al 2005, o sea han habido tres contratos de a 2 años, 99, 2001, 2002, 2003, 2004 y 2005 son 6 años.

Luis: ¿Perdón cuál es su nombre y su posición?

Entrevistado: Rernan Guerra, soy el administrador del colegio desde luego de esto no yo ingrese el 2006 recién al colegio Luis: ah ya

Entrevistado: Yo no conocía el procedimiento de las condiciones es por eso que hemos demorado en darle una respuesta porque esto hemos encontrado en el archivo del inglés que tenemos en el colegio

Luis: La verdad muchas gracias Porque no he encontrado esa información o documentación para nada en el CETI.

Entrevistado: Lo que nos gustó mucho es que en el ceti enseñaron el Inglés, ingles

Luis: americano

Entrevistado: no, el inglés, inglés

Renan: británico

Luis: ah el británico

O sea que realmente los chicos cuando hablaban tenían una fonética y una expresión bastante Clara del inglés y eso realmente llamó la atención, yo tengo una experiencia interesante cuando fui a Copacabana y había unos turistas que no sabían cómo pasarla y solo hablaban inglés y mi hija estaba conmigo, les hablo en inglés y le preguntaron Ay qué lindo en inglés y cómo es Y dónde has aprendido y mi hija les dijo en el colegio y ella se mete quedaron admirados por ese inglés Pulido que les dieron por qué el problema era que le exigían tener ese acento

Annex 10: Internal results validity

Individuos	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1
2	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1
3	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1
4	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0
5	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1
TOTALES	1	4	4	4	5	5	3	5	4	1	5	5	5	5	5	3	3	5	5	2	4	4	2	3	5	5	4	4	2	4
p	0.2	0.8	0.8	0.8	1.0	1.0	0.6	1.0	0.8	0.2	1.0	1.0	1.0	1.0	1.0	0.6	0.6	1.0	1.0	0.4	0.8	0.8	0.4	0.6	1.0	1.0	0.8	0.8	0.4	0.8
q	0.8	0.2	0.2	0.2	0.0	0.0	0.4	0.0	0.2	0.8	0.0	0.0	0.0	0.0	0.0	0.4	0.4	0.0	0.0	0.6	0.2	0.2	0.6	0.4	0.0	0.0	0.2	0.2	0.6	0.2
p*q	0.16	0.16	0.16	0.16	0	0	0.24	0	0.16	0.16	0	0	0	0	0	0.24	0.24	0	0	0.24	0.16	0.16	0.24	0.24	0	0	0.16	0.16	0.24	0.16
Sumatoria(p*q)	6.64																													
Varianza	29.00																													
K	60.00																													

P31	P32	P33	P34	P35	P36	P37	P38	P39	P40	P41	P42	P43	P44	P45	P46	P47	P48	P49	P50	P51	P52	P53	P54	P55	P56	P57	P58	P59	P60
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0
1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	0	1	0	1	1	1	0	0	1	0	1	1	1
5	5	5	3	5	5	3	5	3	3	5	5	4	4	4	5	4	3	5	2	5	5	5	4	2	4	4	5	4	3
1.0	1.0	1.0	0.6	1.0	1.0	0.6	1.0	0.6	0.6	1.0	1.0	0.8	0.8	0.8	1.0	0.8	0.6	1.0	0.4	1.0	1.0	1.0	0.8	0.4	0.8	0.8	1.0	0.8	0.6
0.0	0.0	0.0	0.4	0.0	0.0	0.4	0.0	0.4	0.4	0.0	0.0	0.2	0.2	0.2	0.0	0.2	0.4	0.0	0.6	0.0	0.0	0.0	0.2	0.6	0.2	0.2	0.0	0.2	0.4
0	0	0	0.24	0	0	0.24	0	0.24	0.24	0	0	0.16	0.16	0.16	0	0.16	0.24	0	0.24	0	0	0	0.16	0.24	0.16	0.16	0	0.16	0.24

k/k-1	1.017
1- sumatoria(p*q) /varianza al cuadrado	0.771
	0.784

KR-20	Interpretación
0,9 - 1	EXCELENTE
0,8 - 0,9	BUENA
0,7 - 0,8	ACEPTABLE
0,6 - 0,7	DEBIL
0,5 - 0,6	POBRE
<0,5	INACEPTABLE

Annex 11: Coure Book

INDEX

A1 COURSE BOOK	4
A1 PREPARATION COURSE - EVALUATOR'S MATERIAL	5
TEST DIRECTIONS	5
LISTENING COMPREHENSION	5
About directions	5
About the listening and time	5
Chronological order for the listening section.	6
GRAMMAR	6
About the items and time	7
VOCABULARY	7
About the items and time	7
READING COMPREHENSION	8
About the items and time	8
WRITING	8
About the items and time	9
SPEAKING	9
About the items and time	9

WRITING RUBRIC	11
SPEAKING RUBRIC	12
A1 PREPARATION COURSE – TEST-TAKER’S MATERIAL	13
LISTENING COMPREHENSION	13
Listening Tips (I)	13
Listening Tips (II)	14
Remember	15
GRAMMAR	15
About the correct answer	16
About the correct answer	16
Grammar tips	17
VOCABULARY	17
About the correct answer	17
READING COMPREHENSION	19
Reading Tips (I)	20
Reading Tips (II)	21
WRITING	21
Writing tips	22
SPEAKING	22

Speaking tips	23
DIAGNOSTIC TEST	24
LISTENING COMPREHENSION – PRACTICE I	35
LISTENING COMPREHENSION – PRACTICE II	36
GRAMMAR – PRACTICE I	38
GRAMMAR – PRACTICE II	40
VOCABULARY – PRACTICE I	43
VOCABULARY – PRACTICE II	45
READING COMPREHENSION – PRACTICE I	48
READING COMPREHENSION – PRACTICE II	50
WRITING – PRACTICE I	53
WRITING – PRACTICE II	54
SPEAKING - PRACTICE I	55
SPEAKING - PRACTICE II	56
FINAL TEST	57
KEY	69
LISTENING SCRIPT	69
ANSWER KEY	75

A1 COURSE BOOK

The A1 standardized test is a contribution that has important purposes such as: to have a unique standardized level test for the test-takers, to help evaluators to have a clear idea about the test-takers' abilities in the target language thanks to an easier evaluation process thanks to an easier evaluation process. However, it is primordial to have some preparation base on a material to accomplish this evaluation successfully because of the high level it represents. Therefore, the following material is presented in order to help with the test-taker's preparation to take the A1 standardized test at Centro de Enseñanza y Traducción de Idiomas CETI.

The preparation course is an important material which was developed in order to help two important participants in the teaching-learning process (more specifically in the evaluation stage). First, the test-takers, to have a clear idea about how the A1 standardized level test will be. Second, the monitors, to have the material and aspects and directions to consider in the evaluation process, making the evaluator's job easier.

Both, A1 standardized test and the preparation course, presented at Centro de Enseñanza y Traducción de Idiomas CETI, are going to be presented based on the Common European Framework of Reference for Language (A1 level) with the content and skills that need to be evaluated. Furthermore, each test will have the same directions and quantity of items in order to have a clear idea about what each section requires. It is known that in each test there are six sections to be completed by the test-taker considering all characteristics presented above.

All tests have six sections which are going to be developed by the test-taker in the following order: listening, grammar, vocabulary, reading, writing and speaking. Each one with two or three specific directions to be considered by the test-takers. All directions and relevant aspects, about all skills, are going to be presented below in a complete detail to have a clear idea about the different section into the A1 Standardized level test.

A1 PREPARATION COURSE - EVALUATOR'S MATERIAL

TEST DIRECTIONS

LISTENING COMPREHENSION

In this section, the test-taker will be able to demonstrate his abilities to understand short conversation and talks in English because it is divided in two important parts with specific information from each one. For this reason, there are two directions to complete the listening section successfully.

About directions

First direction: The test-taker will hear a short conversation between two people. The listener will have two opportunities to listen to the conversation. However, before listening twice, the test-taker has 30 seconds to read the items in order to have some information and idea about what he needs to consider from the audio. Having played the audio, the test-taker has to get as much information as possible from it in order to read one more time the items and answer them.

Second direction: The test-taker will hear a short talk about something or someone. The listener will have two opportunities to listen to the conversation. However, before listening twice, the test-taker has 30 seconds to read the items in order to have some information and idea about what he needs to consider from the audio. Having played the audio, the test-taker has to get as much information as possible from it in order to read one more time the items and answer them.

About the listening and time

Each audio takes around one or two minutes and as this is played twice, the listener will spend two or three minutes just listening. Once passed the two chances, the test-taker has three minutes to read one more time each item and choose the correct option. Each audio has five items to be answered which are presented as MULTIPLE CHOICE (A, B or C) or TRUE / FALSE (T or F).

Chronological order for the listening section.

- ✓ 1st Read the items presented in the peace of paper.
- ✓ 2nd Listen to the audio (twice)
- ✓ 3rd Read and choose the correct option for each item.
- ✓ 4th Fill in the space on the answer sheet that matches the letter of the selected answer.

This process will be developed twice due to there are two audios per test.

GRAMMAR

In this section, the test-taker will demonstrate his abilities to recognize the suitable usage of standard written English. This is one of the sections that has three different parts which requires three different directions to complete the grammar section successfully.

First direction: In this subsection, there are incomplete sentences. After each sentence, there are three words or phrases that the test-taker needs to read in order to choose one of them (A, B or C) that best completes the sentences to make sense. It is also important to know that there is one completely off topic option (distractor), one that can make the test-taker hesitate about the possibility to choose, and the last one that is the correct option (key) to complete the sentence.

Second direction: In this subsection, there are three complete sentences presented in different letters (A, B and C). The test-taker has as a main objective to read all of them in order to choose among them which the grammatically **correct** is. So, it means that there is just one sentence that is grammatically correct and the other two ones are not. Here, it is significant to have the clear idea about grammar rules presented in class to identify the correct one due to a single word or letter could make a big difference.

Third direction: In this subsection, there are three sentences presented in different letters (A, B and C). The test-taker has as a main objective to read all of them in order to choose among them which the grammatically **incorrect** is. So, it means that there are two sentences that are grammatically correct and just one is not. Here, it is important to have a clear idea about the grammar rules presented in class to identify the incorrect one due to a single letter or word could make a big difference.

About the items and time

Taking into account all type of tasks that are going to be part of the grammar section, it is important to mention that each item has around 30 seconds to be read and answered. There are 20 different items with their different options to choose. The test-takers have just 10 minutes to complete the grammar section, so it could be completely recommendable not to waste time in one item that could not be clear for the test-taker.

VOCABULARY

In this section, the test-taker will have the opportunity to show his ability to work with the lexicon in the target language. For this section, there are three directions to be considered in order to success the test section.

First direction: About this subsection, some incomplete sentences will be presented. After the test-taker has read each one, he needs to choose among the three words or phrases presented below (A, B or C) that best completes the sentence to make sense. It is important and necessary to consider the context due to the words or phrases given could change the sense of the sentence.

Second direction: In this subsection, the test-taker needs to identify the word that is not related to the family words. There are three different words or phrases (A, B and C) and one of them does not belong to the family word. Here, two related words will appear in each item.

Third direction: In this subsection, there are sentences in which the test-taker will find an underlined word. The test-taker has to read the sentence and he must look for the correct meaning of the underlined word that will be presented in one of the three options (A, B or C). For this section about vocabulary, the clear idea about the concept or synonyms of the words will be necessary, of course, this is going to be presented in the target language.

About the items and time

Taking into account all type of tasks that are going to be part of the vocabulary section. It is important to mention that each item has around 30 seconds to be read and answered. There are 20 different items with their different options to choose. The test-takers have just 10 minutes to complete the vocabulary section, so it could be completely recommendable not to waste time in one item that could not be clear for the test-taker.

READING COMPREHENSION

In this section, the test-taker will be able to demonstrate his abilities to understand short texts. The reading section is divided into two subsections: one short conversation and one short passage with their directions to complete the reading section successfully.

First direction: The test taker will read a short conversation between two people. He needs to read it carefully once or twice if it is possible. After reading the conversation the test-taker needs to choose the correct answer for each item.

Second direction: The test taker will read a short passage. He needs to read it carefully once or twice if it is possible. After reading the passage the test-taker needs to choose the correct answer for each item.

About the items and time

Each reading (the conversation and the passage) has around one hundred and one hundred thirty words, this is taking into account the interjections, some expressions, names or repeated words. So, it means that it is short and the time taken in order to read is going to be no more than two minutes, this is considering two or three chances. Having read, the test-taker has around three minutes to answer five items presented below. The items are going to be presented as MULTIPLE CHOICE (A, B or C) and/or TRUE / FALSE (T or F).

WRITING

In this section, the test-taker will be able to demonstrate his ability to express his ideas in a written version. The test-taker needs to consider all important characteristics that a written section has, such as: grammar structure, spelling, vocabulary, coherence, cohesion and punctuation. For this section, single direction will be taken into account.

Direction: In a separate piece of paper, the test-taker will start writing a descriptive passage about one topic presented in the test sheet. The test-taker needs to read the direction carefully (because if he does not follow the direction given, the test will not be considered and the direct score is "zero"). The passage needs to be presented by the developer in around one

hundred words and the same one needs to be written in a deductive or inductive way.

About the items and time

The time considered to develop this section by the test-taker is no more than ten minutes, due to there is just one item to write about. The time is enough to write and organize no less than one hundred words in a coherent manner.

SPEAKING

In this section, the test-taker will be able to demonstrate his abilities to express his ideas orally. The test-taker needs to consider all important characteristics that a speaking section has, such as: grammar structure, vocabulary, coherence and pronunciation. For this section, two directions will be taken into account.

First direction: In a small group, which could be around five or six partners, the test-takers will have the chance to answer a question or follow a direction given by a monitor. First, the monitor will present a direction or ask something to each member of the group. After that, all test-takers will have two minutes to think about the question or direction. Having passed the time, each person has one minute to respond to the question or direction.

Second direction: **(optional)** In the same group and after the first question or direction was presented, the monitor of the test will ask or give one or two more directions or questions (to those students whose performance were not developed successfully according to the speaking criteria). However, it depends on the quality of the answer about the first question or direction. The test-taker has no extra time to think about the new questions or direction. It means the test-taker has to answer the question or direction immediately after hearing them.

About the items and time

There is no specification about it.

In order to have the correct evaluation for the last two skills (writing and speaking), two rubrics were developed. They have carried out according to the necessities in each skill. Furthermore, each evaluator could use them in

the same form in order to have a uniform evaluation and consider the same aspects in the test-taker's evaluation process.
Consider the following rubrics to be used:

WRITING RUBRIC					
Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar 4 pts.	No discrimination about the use of subject pronouns, verbs tense, auxiliary for the negative and interrogative sentences. No able to structure a complete sentence.	No discrimination some verb tense, such as: simple present, simple present progressive, future. Which make difficult to understand the student.	Some problems with some grammar rules, such as: prepositions of time, adverbs of frequency adjectives and adverbs. But still understandable.	No problems applying all grammar in the appropriate moment when each rule is required.	
Vocabulary 4 pts.	Poor and insufficient vocabulary used, hard to be understood in English. Attempt to use Spanish all the time.	Lack of vocabulary, use repetitive words all performance.	Use little repetitive words in the speech. Knows some synonyms.	Correct and rich use of vocabulary required to express clear ideas. No word repetitions.	
Organization 4 pts.	Poorly written and organized. Hard to follow about the chronological order.	Few use of connectors. Poor cohesion among sentences	Almost organized with few mistakes about the writing coherence.	The ideas are well organized using connectors. Clear and understandable	
Punctuation 4 pts.	No punctuation applied, or not having the correct position.	Contains errors. No care about correct punctuation rules.	Few mistakes about punctuation rules. Almost correct applied.	Correct punctuation application with no errors.	
Spelling 4 pts.	Lots of spelling mistakes in the whole writing. Spanish spelling influence. (8 and more)	Some mistakes. English and Spanish spelling combination in the paper. (4-7 mistakes)	Few spelling mistakes, almost clear to understand each word. (1-3 mistakes)	Correct English spelling use in the whole paper. Easy to understand. (no mistakes)	

SPEAKING RUBRIC

Skill criteria	Needs improvement (1)	Average (2)	Good (3)	Excellent (4)	Score
Grammar 4 pts.	No discrimination about the use of subject pronouns, verbs tense, auxiliary for the negative and interrogative sentences. No able to structure a complete sentence.	No discrimination some verb tense, such as: simple present, simple present progressive, future. Which make difficult to understand the student.	Some problems with some grammar rules, such as: prepositions of time, adverbs of frequency adjectives and adverbs. But still understandable.	No problems applying all grammar in the appropriate moment when each rule is required.	
Vocabulary 4 pts.	Poor and insufficient vocabulary used, hard to be understood in English. Attempt to use Spanish all the time.	Lack of vocabulary, use repetitive words all performance.	Use little repetitive words in the speech. Knows some synonyms.	Correct and rich use of vocabulary required to express clear ideas. No word repetitions.	
Pronunciation 4 pts.	Difficult to understand. Unclear pronunciation. Spanish influence in each word used (vowel and consonants).	Mispronunciation most of the time. Few words are correctly pronounced.	Not difficult to understand and good intonation. Almost clear and accurate.	Clearly understandable, good intonation of the words used.	
Interaction 4 pts.	Short and unclear responses, neither eye contact nor body language use. Can hardly communicate.	Limited and confusing responses. Needs to be corrected almost all the performance.	Elaborated responses and supported by examples most of the time. Doesn't need correction all the time.	Clear and logical ideas. Able to communicate appropriately because of self-monitoring with the help of eye contact and body language use.	
Fluency 4 pts.	Lots of hesitation and poor responses. Difficult to understand as a listener.	Some hesitation and slow communication. Some incomplete sentences that make the communications be interrupted.	Little hesitation at the performance time. Able to correct himself with some help.	No hesitation self-correction without help. Use of informal language.	

A1 PREPARATION COURSE – TEST-TAKER’S MATERIAL.

LISTENING COMPREHENSION

In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose (T) if the statement is TRUE or choose (F) if the statement is FALSE. Then, on you answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

- | | | |
|---|---|---|
| 1. They are old friends. | T | F |
| 2. Alissa can't recognize Lucas. | T | F |
| 3. Alissa was studying in UK. | T | F |
| 4. They are going to have dinner together. | T | F |
| 5. Lucas will visit the church before going to the gym. | T | F |

Correct answers

1T, 2F, 3T, 4F, 5T

Listening Tips (I)

- There are some statements that require you analyze the context to have the correct answer. (Statement 1)
- There are some statements that could appear (T), but the principal subject could be different. (Statement 2)
- There are some statements that could be clearly mentioned in the listening. However, the words could not be the same. (statement 3)
- There are some statements that could not be clearly mentioned in the listening because the words could not be the same. (Statement 4)
- There are some statements that require you pay more attention in the chronological order of the events. (Statement 5)

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening you can read the questions. There are three different options to answer each question. You need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

5. He is really happy because

...

- A) nothing is going to change.
- B) something is going to change.
- C) everything is going to change

6. He'll graduate from the university ...

- A) next month
- B) next year
- C) next week

7. He is talking about ...

- A) his daily routine.

B) His future plans.

C) activities in the past.

8. He is going to have more time...

- A) for his family.
- B) for his projects.
- C) for his girlfriend.

9. What will he do after graduating from the university?

- A) He will come back his last job.
- B) He will visit his parents.
- C) He will travel abroad.

**Correct answers
1C, 2C, 3B, 4B, 5A**

Listening Tips (II)

- There are some statements that could be clearly mentioned in the listening. However, the words could not be the same. (Statement 1, 2 and 4)
- There are some statements that require you analyze the context to have the correct answer. (Statement 3)
- There are some statements that require you pay more attention in the chronological order of the events. (Statement 5)

Remember

- Take some minutes to read the questions presented before listening to have some idea about what you need.
- As you have just two chances per listening, you need to pay attention about each single detail you consider important.
- Do not waste your time thinking about a word you did not understand.
- You may take notes in a separate sheet of paper. DO NOT write anything in the answer sheet due to it could be overridden.

GRAMMAR

In this section, you can demonstrate your abilities to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best complete the sentences to make sense. Then, on you answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

- **There ... many people in my psychology class.**
A) is
B) are
C) was

Correct **B**

About the correct answer

The correct answer is (B) and in the sentence there are two **key words** that can help you to identify the correct one: **many** that is used to countable nouns and it is used with plural nouns such as: **people** (plural form of person). Finally, **was** is the simple past of **is** and any of them works with plural nouns.

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is **grammatically correct** in the given context. Then, on you answer sheet, find the number of the question and

blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

- **Which sentence is grammatically correct?**
 - A) I have ten years old.
 - B) I am ten years old.
 - C) I age ten years old.

Correct **B**

About the correct answer

The correct answer is (B). In English the correct form to say someone's age is with the verb **"to be"**. The word **have** is misunderstood in a wrong literal translation when a Spanish learner wants to say his name. Finally, the word **age** is not a verb (it is a noun), so it cannot be conjugated with any pronoun.

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is **grammatically incorrect** in the given context. Then, on you answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

- **Which sentence is grammatically incorrect?**
 - A) She is a very beautiful person.
 - B) She is a very person beautiful.
 - C) She is a beautiful person very.

Correct **A**

About the correct answer

The correct option is (A). In English the adjective position is different in contrast to Spanish language. In Spanish the adjective is usually used after the noun and in English, it is usually used before the noun it qualifies. Furthermore, if a word has more than one adjective, there will be an order to follow. The adjectives organization could be taken from the general to specific order such as: opinion, size, shape, condition, age, color, patterns, origin, material and purpose. So you need to classify the type of adjective that qualify a single noun.

Grammar tips

- As the time you have to answer each item is short, it is recommendable not to waste time thinking too much about a single item that you do not understand.
- Read and check carefully each item because the difference could be very small. Just a single letter could make the difference.
- Do not think in Spanish to understand English grammar due to these two languages have some similarities. However, they have many differences.

VOCABULARY

In this section, you will have the opportunity to show your lexicon in the target language. This is divided in three sections and you need to read the directions carefully.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best complete the sentences to make sense. Then, on you answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen. Consider the context due to the words or phrases given could change the sense of the sentence.

Example:

- **He trains all day long with that ball. I think he will be a good ...**
A) lawyer
B) gamer
C) soccer player

Correct **C**

About the correct answer

The correct option is (C). All the options presented are consider occupation and according to the gramma rules all of them could be ok. However, all of them have different meanings, and of course, they are not synonyms, so just one is related to the context given in the item. You need to pay attention in the context presented because there are some **key words** that can help you

to get the correct meaning. In this case the **key one** is the word ball because of the relations with the occupation **soccer player**.

2nd Direction: In this section, you will find a sentence in which an underlined word will appear. Read the sentence carefully, and after that you need to choose among (A, B or C) the meaning or synonym of the underlined word. For this section about vocabulary, you need a clear idea about the word meaning will be necessary, of course, this is going to be presented in the target language.

Example:

- **I need a new car, a really comfortable one.**
A) Satisfactory
B) Comfortless
C) Expensive

Correct **A**

The correct option is (A). Here, it is necessary to have a clear idea about the underlined word in order to look for its synonym or meaning. If you do not know the word, try to guess the meaning according to the context in which is used. Be careful because there are some words that could have the opposite meaning (comfortless) or there is no relation with the underlined word (expensive).

3rd Direction: In this section, you need to read three different words. Two of them are related and one of them does not belong to the family word. You have to choose among (A, B or C) for the one that is not related. Here, two related words will appear in each item.

Example:

- **Which of the following does not belong to the family words?**
A) Bedroom
B) Kitchen
C) Classroom

Correct **C**

The correct option is (C). Here, you need to look for two words that are related such as: **bedroom** and **kitchen** because they are rooms into a house. However, there is one which is not related, **classroom**. This is part of a school,

so there is no relationship with room into a house. In this type of item, there is always two related words and one that does not belong to the context.

READING COMPREHENSION

In this section, you will be able to demonstrate your abilities to understand written language in English. Read the direction before reading and doing the tasks.

1st Directions: You will read a short conversation between two people. Read carefully and after reading the questions, there are different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

Donna: Hello Steph, what's new?

Steph: Hi Donna, I'm really fine. what about you?

Donna: I'm fine as well, thanks. How is your life in UK?

Steph: Well, it's very nice. People are very polite here. I like the food and I found so beautiful places to visit.

Donna: That sounds so nice. And... do you already have friends there? because you have no much time being there.

Steph: Yeah, I got a friend who lives next to me. He is so pretty and tall, and he is always in a good mood

Donna: Oh Steph, you definitely need to tell me about him, but later because I have to leave you now. I have to go to school.

Steph: Of course, see you later.

Donna: See you

Steph: bye, bye

1. Where does the conversation take place?

- A) By an e-mail
- B) By chat
- C) By a letter

2. Donna and Steph are in ...

- A) the same country
- B) different universities
- C) different countries

3. The sentence "What's new" is closest in meaning with ...

- A) Is it new?
- B) How are you?
- C) How old are you?

4. Donna wants to know about ...

- A) Steph's boyfriend.
- B) Steph's neighbor.

- C) Steph's friends

5. Where does Steph's friend live?

- A) Next to her.
- B) In another city
- C) Behind her.

**Correct answers:
1B, 2C, 3B, 4B, 5A**

Reading Tips (I)

- There are some statements that require you analyze the context to have the correct answer. (Statement 1)
- There are some statements that could be clearly mentioned in the reading. However, the words could not be the same. (statement 2, 4 and 5)
- There are some statements that could require you understand a word or phrase in order to look for a synonym. (statement 3)

2nd Direction: You will read a short passage. Read it carefully and after reading the passage read the statements and choose (T) if it is TRUE or choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

Example:

Hi, my name is Julius, and today I want to talk about the best person in the world. Yes, it's my sister, her name is Alissa like my mom. She is 25 and she works, as a system engineer, in a big company called Amazon. She loves her job and she spends a lot of time in her office working. However, when she has free time, she always goes for a walk with her boyfriend or she calls me to watch a movie. Sometime, she and all my family go to the cinema, especially on Weekends and we have fun together and we go to eat out. She is the most incredible person and I love her.

- | | | |
|---------------------------------|---|---|
| 1. He is talking about his mom. | T | F |
| 2. Alissa doesn't like her job. | T | F |

- | | | |
|---------------------------------------|---|---|
| 3. Alissa isn't married. | T | F |
| 4. Alissa's family enjoy eating out. | T | F |
| 5. Julius is describing Alissa's Job. | T | F |

Correct answers:
1F, 2F, 3T, 4T, 5F

Reading Tips (II)

- There are some statements that could be clearly mentioned in the reading. However, the words could not be the same. (statement 1, 3 and 4)
- There are some statements that require you analyze the context to have the correct answer. (Statement 5)

WRITING

In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the topic presented below. Read it carefully, and in the following 10 minutes write about the given topic. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: Grammar, vocabulary, organization, punctuation and spelling.

Example:

Introduce your best friend, use adverbs or frequency.

Hello, this is my best friend Emy. Her full name is Emily McDowell Mars. She works in a big company called Amazon as a system engineer. She lives in NY city around Manhattan. She has the same age like me, so she is 25. We studied together in the same school. When she has free time, she always comes to my home and we rarely go for a walk. We usually stay at home to watch videos or sometimes play videogames. We never spend time going to parties because we don't like it. She is my best friend and I love her.

Writing tips

- In order to start writing your passage, you may make an outline (list of the information) about what you want to mention in the writing.
- In the writing process you can develop your writing from the general to the specific information. So, start introducing the main topic and after that write the details about it.
- In the writing process you can develop your writing from the specific to the general information. So, you may start presenting the details and after that introduce the main topic.
- Try to use some linkers (key words that help to connect your ideas) in order to make your writing well organized and to be more understandable.
- Punctuation is very important to divide sentences or make short pauses in a sentence.
- Use the grammar structures carefully to share your information as clear as possible.
- Do not translate word by word. So try to think in English in order to avoid wrong information.

SPEAKING

In this section, you will be able to demonstrate your abilities to express your ideas orally in the target language. Follow the direction given by the evaluator and do not forget to consider all important characteristics that a speaking section has, such as: grammar structure, vocabulary, coherence and pronunciation.

1st direction: In a small group, which could be around five or six partners, you will have the chance to answer a question or follow a direction given by an evaluator. First, the evaluator will present a direction or ask something to all members of the group. After that, you will have two minutes to think about the question or direction. After that, you have one minute to respond to the question or direction.

2nd direction: (optional) In the same group and after the first question or direction was presented, the evaluator of the test will ask or give you one or

two more directions or questions (if you did not answer the first question or direction correctly or if it was not complete). However, it depends on the quality of your answer about the first question or direction. you have no extra time to think about the new questions or direction. It means the you have to answer to the question or direction immediately after hearing the question or direction.

Speaking tips

- Try to organize your ideas as fast as possible in the time you have.
- Do not write sentences to remember what you will say. However, you may write some words in order to help yourself.
- Do not waste your time thinking about a word you do not remember. You may look for another way to say the same information.
- Use the grammar structures carefully to be well understood by the evaluator.
- You may use some key words (linkers) to organize your speech.
- Be careful with your pronunciation because you may change the meaning due to mispronunciation.
- In order to avoid going to the second round, you can be very specific with the first answer you will have.

DIAGNOSTIC TEST

LISTENING COMPREHENSION



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening I

- | | | |
|--|---|---|
| 1. Andre plays the guitar well. | T | F |
| 2. Andre plays the guitar three hours per day. | T | F |
| 3. Steff loves concerts. | T | F |
| 4. Steff won't go to the concert. | T | F |
| 5. They are talking about Andre's skill. | T | F |

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening the two chances you can read the questions. There are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening II

6. He is talking about...

- A) his daily routine
- B) his occupation
- C) his hobbies

7. He always has... for breakfast.

- A) coffee
- B) juice

C) toasts

8. Paul is a ...

- A) taxi driver
- B) chef
- C) mechanic

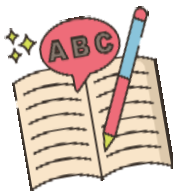
9. He has his lunch at...

- A) 12:00 p.m.
- B) 01:00 p.m.
- C) 12:30 p.m.

10. What does he do first?

- A) He takes a shower.
- B) He wakes up.
- C) He has breakfast.

GRAMMAR



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



1. ... is an actress

- A) He
- B) She
- C) Her

2. She has two beautiful dogs and they ... three years old.

- A) are
- B) do
- C) have

3. Are you John's brother?

- A) Yes, I'm not
- B) Yes, I am
- C) Yes, I do

4. Where do you live?

- A) I lives in Brazil
- B) I do live in Brazil
- C) I live in Brazil

5. Anne... to play basketball every Monday.

- A) like
- B) likes
- C) is like

6. My brother ... a nice car ten years ago.

- A) haved
- B) has
- C) had

7. Tomorrow morning, Carmen is ... travel to the USA.

- A) will
- B) going to
- C) going

8. My ... name is John.

- A) father's
- B) fathers'
- C) fathers's

9. Katherine always visits her mom ... Saturdays.

- A) in
- B) at
- C) on

10. We ... on time in class because the teacher closes the door five minutes after 08:00.

- A) are always
- B) always are
- C) always

11. are very beautiful in this country, I don't want to leave this place.

- A) Women
- B) Woman
- C) Womans

12. I'm cooking a delicious dinner for tonight, but it's missing ... wine.

- A) one
- B) some
- C) a few

13. In some years I'll buy a ...

- A) car huge black
- B) black huge car
- C) huge black car

14. She never sings...

- A) happy
- B) happily
- C) happier

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

15. Which sentence is grammatically correct?

- A) She like to drink coffee.
- B) She likes to drinks Coffee.
- C) She likes to drink coffee.

16. Which sentence is grammatically correct?

- A) I am cooking my dinner.
- B) I am cookeing my dinner.

C) I am cooking my dinner.

17. Which sentence is grammatically correct?

- A) He can play the guitar very well.
- B) He can to play the guitar very well.
- C) He can plays the guitar very well.

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

18. Which sentence is grammatically incorrect?

- A) I need to do my homework.
- B) I need to do mine homework.
- C) This home is mine.

19. Which sentence is grammatically incorrect?

- A) My classmate is a nice person.

- B) She has long red hair.
- C) She has red long hair.

20. Which sentence is grammatically incorrect?

- A) There is many people here.
- B) There are many people here.
- C) There are a lot of people here.

VOCABULARY



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences. Then blacken the space on your answer sheet that matches the letter of the answer that you have selected.



1. A: Good evening Mr. How are you?

B: Good ...

- A) night, I'm fine thanks.
- B) evening, I'm fine thanks.
- C) Hi, I'm ok.

2. A: What does he do?

B: He is a ...

- A) teach
- B) teaching
- C) teacher

3. My sister got married recently, and now I have a new ...

- A) son-in-law
- B) sister-in-law
- C) brother-in-law

4. I need more ... because the weather is very warm nowadays.

- A) t-shirts

- B) ties
- C) sweaters

5. She spends all day long studying in the ... because the quantity of books there are.

- A) main square
- B) book store
- C) library

6. My mom is cooking a delicious dinner in the ...

- A) bathroom
- B) chicken
- C) kitchen

7. I need to paint my draw, could you lend me your ...

- A) notebook
- B) colors
- C) pencil

8. The new student comes from England, she is ...

- A) American
- B) English
- C) England

9. My birthday is on ...

- A) October three
- B) third October
- C) October third

10. I hate doing the ... specially cleaning the windows.

- A) chores
- B) homework

- C) jobs

11. Carol is ... because she worked all day long.

- A) exhausted
- B) happy
- C) angry

12. I like music, but I can't play the ...

- A) microphone
- B) guitar
- C) soccer

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

13. The witness told about how the accident chronologically happened.

- A) In a specific time.
- B) Related to temporal order.
- C) In different moments.

14. My mother is a very independent person.

- A) Workaholic
- B) Not relying on other people.
- C) Good at doing thing

15. Obama was one of the most respectable presidents in the USA.

- A) Worthy of respect.
- B) Tolerant
- C) Good at doing many things.

16. Patty has a remarkable talent playing the piano.

- A) Not good at.
- B) Poor
- C) Extraordinary

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does

not belong to the family. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following does not belong to the family words?

- A) Potato
- B) Orange
- C) Grape

18. Which of the following does not belong to the family words?

- A) Fifth
- B) Four
- C) Fourth

19. Which of the following does not belong to the family words?

- A) Blue
- B) Green
- C) Blueberry

20. Which of the following does not belong to the family words?

- A) Hebrew
- B) England
- C) Spanish

READING COMPREHENSION



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading I

Alicia: Hi Elene... ☺

Elene: Hi Alicia, how's it going?

Alicia: I'm really fine, thanks... and what about you?

Elene: me too, thanks for asking.



Alicia: well, let me tell you... I´m having a birthday party next Monday at 08:00 p.m. ... everyone is gonna be there, you know, Edwin, Martha, all our old school friends... and of course my boyfriend Erick.

Elene: really? where?

Alicia: In my apartment

Elene: Ohhh... that´s good.

Alicia: Yeah! it would be great if you come.... Could you?

Elene: Sure...!!!! I´ll be there, but a bit late cause I leave my job at 08:30... so I think I´ll be at 09:00

Alicia: Perfect, I´ll be waiting for you... see you.

Elene: I can´t wait for it... see you then.

1. How does the conversation take place?

- A) By chat
- B) By an e-mail
- C) By a letter

2. The party is...

- A) in Alicia´s apartment.
- B) in Elene´s apartment.
- C) in her boyfriend's apartment.

3. The sentence "How is it going?" is closest in meaning with...

- A) How are you?
- B) What is your name?
- C) Where are you going?

4. Elene and Alicia are...

- A) co-workers.
- B) university friends.
- C) school friends.

5. Elene and Alicia ...

- A) are in the school
- B) are in the University
- C) are working

2nd Direction: You will read a short passage. Read carefully and after reading the passage read the statement and choose (T) if it is TRUE or choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading II

Here we have the most beautiful apartments

Are you looking for a place to live? don't do it anymore. Here we have all you need. Luxury and comfortable apartments. Two and three bedrooms with double beds, huge full equipped kitchens, living room with TV and two sofas: a big and a small one, the living has an individual access to the balcony and the kitchen. Each department has a parking place with enough space for two cars and a storehouse. Electricity, internet, and all you need.

Visit us at: 906 Street, Manhattan, NY.

Tel.: + 1 (917) 785 6955

Email: bestplacetolive@gmail.com

- | | | |
|--|---|---|
| 6. This is a newspaper advertisement. | T | F |
| 7. All apartments have three bedrooms. | T | F |
| 8. All departments have the basic services. | T | F |
| 9. The building is located downtown New York. | T | F |
| 10. There is one way to get information about. | T | F |

WRITING



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

- **Introduce yourself, your family and talk about their routines, use adjectives to describe each one.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPEAKING



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two sections. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

Direction: In a small group, about five or six partners, you will have the chance to answer questions or follow directions given by a monitor. First, the monitor will give a direction or ask something to all the members of the class, after all test-takers have 30 seconds to think about the question or direction. Having passed the 30 seconds, each person has 1 minute to answer the question or direction.

Direction: In the same group, after the first question or direction. The monitor of the test will ask or give one or two more directions or questions. It depends on the quality of the answer of the first question. You have no extra time to answer the questions or direction. It means you need to answer to the question or direction immediately after listening to it.

- **First round** (Direction / question)

Introduce yourself.

Information given by the test-taker	Yes	No
Full name		
Age		
Events		
Nationality / residence		
Address		
Studies		
Hobbies		

- **Second round** (Direction / question)

Possible question

Where do you live?

What do you do?

LISTENING COMPREHENSION – PRACTICE I



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose among three different options to answer each question (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening I

1. What is John asking for?

- A) A date.
- B) About Jessy's schedule.
- C) About Jessy's mother's birthday.

2. They are ...

- A) in the park
- B) in the Cinema
- C) on the phone

3. On Saturday it is...

- A) Jessy's birthday.
- B) Jessy's mother's birthday.
- C) John's birthday.

4. What will she do before to go her apartment.

- A) She will take a test.
- B) She will celebrate her mom's birthday.
- C) She will do her project.

5. What does she think about him?

- A) She is wasting his time.
- B) He is an incredible person.

C) He is gay.

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening you can read the questions. There are two options, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening II

- | | | |
|--|---|---|
| 6. Mario is talking with his boss. | T | F |
| 7. He speaks three languages. | T | F |
| 8. He wants to learn new thing he can't do | T | F |
| 9. He talks about his life. | T | F |
| 10. He asks for a position in a job. | T | F |

LISTENING COMPREHENSION – PRACTICE II



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose among three different options to answer each question (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening I

- 1. What are they talking about?**
- A) David's life.
 - B) Their activities about one day before.
 - C) Ashly's party.

2. Where are they?

- A) In the park.
- B) On the street.
- C) In the market.

3. Ashly had a party...

- A) One day before
- B) Last Monday
- C) in her house.

4. After having lunch, she...

- A) Had dinner.
- B) Went to see a movie.
- C) Had a party.

5. What did Ashly do before going to the cinema?

- A) She had lunch.
- B) She went to a pub.
- C) She waited for Erick.

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening you can read the questions. There are two options, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Listening II

- | | | |
|---|---|---|
| 6. The audio is a radio advertisement. | T | F |
| 7. This is a music institute. | T | F |
| 8. The institute is available at midday. | T | F |
| 9. They offer just three instruments to teach. | T | F |
| 10. The institute is located far from the center of the city. | T | F |

GRAMMAR – PRACTICE I



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

1. Jose and I are very good friends and ... always play soccer on weekends.

- A) they
- B) you
- C) we

2. They ... my classmates at school. I don't know them.

- A) not are
- B) are not
- C) do not

3. ... have siblings?

- A) do you
- B) are you
- C) you do

4. We ... to the concert yesterday because it was too late.

- A) did go
- B) didn't go
- C) didn't went

5. Adrian ... go to that restaurant next week.

- A) will
- B) will to
- C) wills

6. Being honest, I ... speak Spanish. I think it is very difficult.

- A) not can
- B) can not
- C) can

7. She is a nice girl, I like ... personality.

- A) her
- B) hers
- C) your

8. That blue car is ... We bought it one year ago in New York city.

- A) us

- B) our
- C) ours

**9. We need to be in class ...
07:00 a.m. in the morning.**

- A) in
- B) at
- C) on

**10. ... there anyone in this place
who speaks English?**

- A) Is
- B) Are
- C) Is there

**11. This salad needs ... salt
because it doesn't taste very
well.**

- A) a few
- B) a little

- C) any

**12. I always wanted to be ...
singer and to travel around
the world.**

- A) a
- B) an
- C) the

13. Joel is ...

- A) a nice person.
- B) a person nice.
- C) nice a person.

**14. My Spanish teacher speaks
Spanish...**

- A) perfect
- B) very perfect
- C) perfectly

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given context. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

15. Which sentence is grammatically correct?

- A) He wants to be a doctor.
- B) He want to be a doctor.
- C) He wantes to be a doctor.

16. Which sentence is grammatically correct?

- A) We´re studing English.
- B) We´re studying English.
- C) We´re studding English.

17. Which sentence is grammatically correct?

- A) We can speak three languages.

- B) We can to speak three languages.
- C) We can speaking three languages.

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

18. Which sentence is grammatically incorrect?

- A) That car is hers.
- B) That is her car.
- C) That is hers car.

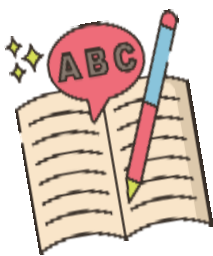
19. Which sentence is grammatically incorrect?

- A) Do it careful.
- B) Do it carefully.
- C) Do it consciously.

20. Which sentence is grammatically incorrect?

- A) There is a board in this class.
- B) There are board in this class.
- C) There are boards in this class.

GRAMMAR – PRACTICE II



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.

- | | |
|---|---|
| <p>1. Andre and John ... in my classroom, they are my friends.</p> | <ul style="list-style-type: none">A) areB) isC) likes |
|---|---|

2. Do you like to eat pancakes?

- A) Yes, I do
- B) Yes, I am
- C) Yes, I did

3. Steph is ... a cake for her father's birthday.

- A) making
- B) to make
- C) makes

4. Yesterday in the morning my son ... very early to go to his school.

- A) gets up
- B) got up
- C) geted up

5. Tomorrow, we ... have a test, so we have to study.

- A) will
- B) will going to
- C) will to

6. Joel likes ... white cars. He said that they are awesome.

- A) that
- B) this
- C) those

7. I have a lot of friends in different countries, but ... friends don't come to visit to me.

- A) your
- B) my
- C) they

8. We ... on time at home and our mom is always wait for us.

- A) never arrive
- B) arrive never
- C) always arrive

9. ... around one hundred animals in this zoo, they are a lot to live here.

- A) There is
- B) There isn't
- C) There are

10. All my cousins are I'm the only woman.

- A) mans
- B) men
- C) man

11. How ... classmates do you have in your class?

- A) much
- B) any
- C) many

12. Hello, my name is Andrew and I am ... plumber.

- A) a
- B) an
- C) the

13. This is Emma Kollam, and she is a...

- A) wonderful person.
- B) person wonderful.
- C) wonderful.

14. Alex speaks French very...

A) good

B) well

C) goodly

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given context. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

15. Which sentence is grammatically correct?

A) She not does like to study.

B) She is not like to study.

C) She does not like to study.

16. Which sentence is grammatically correct?

A) I did no play soccer.

B) I did not play soccer.

C) I did not played soccer.

17. Which sentence is grammatically correct?

A) You won't travel next week.

B) You won't to travel next week.

C) You not will travel next week.

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

18. Which sentence is grammatically incorrect?

A) She likes that brown square table.

B) She likes that square brown table.

C) She likes that square table.

19. Which sentence is grammatically incorrect?

A) She went slowly to her sit.

B) She went to her sit.

C) She slow went to her sit.

20. Which sentence is grammatically incorrect?

- A) There isn't any student here.
- B) There aren't students here.
- C) There isn't any students here.

VOCABULARY – PRACTICE I



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

1. ..., What would you like for lunch?

- A) Good morning
- B) Good evening
- C) Good afternoon

2. Martin's birthday is on July...

- A) fourth
- B) four
- C) for

3. He is always in his car because he works as a ...

- A) taxi driving
- B) taxi driver
- C) taxi drive

4. My father's brother is my ...

- A) aunt
- B) uncle
- C) nephew

5. I have to take some notes; could you lend me your ... please?

- A) book
- B) pen
- C) board

6. Which ... do you come from?

- A) nation
- B) year
- C) country

7. My father fell down from the bicycle and he broke his ...

- A) heart
- B) eye
- C) arm

8. In my free time I like to ... music.

- A) listen
- B) listen to

C) listening

9. This ... is very tight and it hurts my head.

- A) shirt
- B) trousers
- C) hat

10. That ... makes me wake up very early when it sings at 05:00 a.m.

- A) cow
- B) turkey
- C) rooster

11. A: Was your order correct?

B: Yes, here it is my soup with some ...

- A) vegetables
- B) orange
- C) coke

12. Every Sunday I go to the ... with my family to pray.

- A) square
- B) park
- C) church

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning or synonym according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

13. She had a lot of problems yesterday and when I saw her, she was really angry.

- A) upset
- B) cheerful
- C) shy

15. Yesterday I had a terrible stomachache and I was in the bathroom all morning.

- A) kitchen
- B) restroom
- C) bedroom

14. I have a test on Monday.

- A) The day after Sunday.
- B) The day before Sunday.
- C) The day after Tuesday.

16. Karen has the ability to speak four languages. She is really smart.

- A) introverted
- B) intrinsic
- C) intelligent

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does

not belong to the family. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following words does not belong to the family words?

- A) Microwave
- B) Table
- C) Fridge

18. Which of the following words does not belong to the family words?

- A) Clear blue
- B) Coffee
- C) Pink

19. Which of the following words does not belong to the family words?

- A) Flute
- B) Piano
- C) Pianist

20. Which of the following words does not belong to the family words?

- A) Football
- B) Volleyball
- C) Fifa

VOCABULARY – PRACTICE II



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

**1. A: Well, it's all for today.
Good night everyone.**

B: Thanks teacher, good ...

- A) evening teacher
- B) see you, teacher
- C) night teacher.

**2. She didn't like to be the ...
one in the competence.**

- A) two
- B) second
- C) three

3. She worked in a famous restaurant, so I think, she is a very good ...

- A) cook
- B) cooking
- C) cooker

4. I'm my parent's single son, but I would like to have some ...

- A) cousins
- B) siblings
- C) sons

5. I was born in Peru, but I'd like to be ...

- A) Bolivia
- B) in Bolivia
- C) bolivian

6. I can't walk because my ... really hurts.

- A) feet
- B) hands
- C) shoulders

7. On Mondays I always ... early in the morning to go to my job.

- A) get in
- B) sit down
- C) get up

8. He is going to marry soon and he went to the mall in order to buy an elegant ...

- A) tuxedo
- B) pants
- C) jacket

9. This ... doesn't have comfortable benches. It's better to sit on the grass.

- A) church
- B) park
- C) classroom

10. I'm a musician and in my concerts I like to play ... when I sing.

- A) the bass
- B) tennis
- C) mike

11. Dolly can speak three languages; Spanish, Portuguese and ...

- A) Mexican
- B) Peruvian
- C) Islam

12. I like your sofa, it looks amazing in your ...

- A) garage
- B) living room
- C) chicken

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning or synonym according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then blacken

in the space on your answer sheet that matches the letter of the answer that you have selected.

13. He won the lottery, and now he looks very cheerful.

- A) sad
- B) displeasing
- C) happy

14. My backpack zipper is broken; I need a new one.

- A) schoolbag
- B) purse
- C) wallet

15. She likes Christmas holiday because it is a special day.

- A) A day to work hard.
- B) First day of a week.
- C) Time off.

16. All food is in the refrigerator, take some carrots please.

- A) microwave
- B) stove
- C) fridge

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does not belong to the family. Then blacken in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following words does not belong to the family words?

- A) Lion
- B) Tiger
- C) Rabbit

18. Which of the following words does not belong to the family words?

- A) Pink
- B) Avocado
- C) Blue

19. Which of the following words does not belong to the family words?

- A) Apple
- B) Pear
- C) Wine

20. Which of the following words does not belong to the family words?

- A) Swimming
- B) Athleticism
- C) Player

READING COMPREHENSION – PRACTICE I



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after that, read the statements and choose (T) if it is TRUE or (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading I

Manuel: Ohhh... Are you Allen? Allen Collin?

Allen: Sorry, who are you?

Manuel: I can't believe you don't remember me.

Allen: I know that voice, Manuel? Manu? are you Manu?

Manuel: hahaha, yep, I am. I can't believe you remember my nickname.

Allen: What's new man? What are doing here?

Manuel: Well, I am waiting for my wife. She is coming with my two babies to see a movie.

Allen: Wife? babies?... Really? How much time haven't I seen you?

Manuel: I don't know; I think it is about 10 years. But, what about you? are you married?

Allen: No thanks, I am enjoying the life, you know... being alone is the best.

Manuel: Hahahaha, yes, you are right. Well, there my wife is coming, so I have to go. It was a pleasure man, take care.

Allen: Ok, go... go... go...before you die.

Manuel: Ok, bye.

Allen: Bye, bye.

- | | | |
|---|---|---|
| 1. They run into a restaurant. | T | F |
| 2. Allen doesn't remember Manuel at first. | T | F |
| 3. They have a meeting. | T | F |
| 4. They have a long time without seeing each other. | T | F |
| 5. They are going for some coffee. | T | F |

2nd Direction: You will read a short passage. Read carefully and after that, read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading II

Hello, my name is Alexis and I want to talk a little bit about me. I am 16 years old and I'm from USA, but I live in Bolivia since I was 5. I consider myself a funny and sociable person because I have a lot of friends in the university. I am the tallest among my friends and they sometimes tell me that I am different from them because I'm not thin, and they are. I have long black hair and clear eyes, they're blue. I am younger than them and we all are in the same course. I don't like to be alone that's why I always make friends everywhere.

6. He is talking about...

- A) Alexis
- B) himself
- C) his friend

7. Alexis was born in...

- A) the USA
- B) Bolivia
- C) New York

8. The word "thin" could be best replaced by...

- A) fat
- B) slim
- C) thick

9. Alexis is...

- A) a bit small
- B) thin
- C) a bit robust

10. Alexis' nationality is...

- A) American
- B) Bolivian
- C) Peruvian

READING COMPREHENSION – PRACTICE II



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading I

Morris: Hello everyone, my name is Morris and I am a really funny and active person. I don't like to have problems with anyone because I love to make new friends...

Dorothy: hey, hey Martha, who's that boy?

Martha: His name is Morris. He is pretty, isn't he?

Dorothy: Yeah, I totally agree. He is taller than Edwin. You know, my last boyfriend.

Martha: Hahaha, definitely. And he has beautiful long curly black hair. I like it.

Dorothy: I really like his blue eyes. I think he is the most handsome in the class.

Martha: I think the same. I also like the way he wears. Those blue jeans match very well with that black t-shirt. woow.

Dorothy: Stop falling in love, the professor is looking at you.

Martha: Ups. Let's talk about him later.

1. The conversation takes place...

- A) in the classroom
- B) in the bathroom
- C) in a chat conversation

2. Morris likes...

- A) to have a lot of friends.
- B) to do the things as fast as possible.
- C) to have many girlfriends.

3. Morris is...

- A) a new professor
- B) a new student
- C) an old friend

4. Edwin is...

- A) Martha's last boyfriend
- B) Dorothy's last boyfriend
- C) Morris' best friend

5. Martha likes Morris' ...

- A) black hair.
- B) blues jeans.
- C) face.

2nd Direction: You will read a short conversation between two people. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and blacken in the space that corresponds to the letter of the answer you have chosen.



Reading II

Are you thinking about taking vacations? Don't you know where to stay? Stop thinking about it. Here, at GOLDEN-RELAX HOTEL, we have all you need. The best and the most comfortable single, double and familiar rooms for you and your relatives. We offer the best relaxing places such as: three swimming pools, full equipped gym, tennis court, discos and full party next to the beach with full access to all kind of drinks for all family members. Don't miss this opportunity to have the best vacation in your life.

Book the room of your preference by bookinggoldenrelax-hotel.com or call as at + 1 (305) 782-8905 from any place of the world.

6. Golden-relax hotel offers...

- A) a place to take vacation.
- B) a place to rest for a night.
- C) a place to have a party.

7. Where does it take place?

- A) In a newspaper
- B) In a website
- C) In a magazine

8. Golden-relax hotel has...

- A) some swimming pools.
- B) no swimming pools
- C) two swimming pools

9. What is it talking about?

- A) Booking cabins
- B) Booking rooms
- C) Booking apartments

10. The word “opportunity” could be best replaced by...

- A) occasionally
- B) chance
- C) importance

WRITING – PRACTICE I



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

- **Introduce yourself and your family, use adjectives to describe each one.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

WRITING – PRACTICE II



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

- **Write about a typical day for you, describe the things you do, eat, etc. Use adverbs of frequency, mention times, etc.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SPEAKING - PRACTICE I



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two sections. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

- ✓ **Introduce your family.**

Information given by the test-taker	Yes	No
Full names		
Appearance/ Personality		
Age		
Nationality / residence		
Address		
Education		
Job		
Memorable story		
Hobby		

SPEAKING - PRACTICE II



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two section. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

- ✓ **Describe your mom's daily routine.**

Information given by the test-taker	Yes	No
Full name		
Age		
Activities indoor		
Activities outdoor		
Qualities		
Activities in the morning		
Activities at noon		
Activities in the evening		
Activities with the family		
Job		
Hobby		

FINAL TEST

LISTENING COMPREHENSION



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Listening I

1. Lucas and Richard are...

- A) in the party.
- B) on the phone.
- C) at Joel's home.

2. Lucas wants to invite Richard to...

- A) his house.
- B) Joel's house.
- C) Lucy's house.

3. Ricard is... in that moment.

- A) leaving home
- B) in a meeting
- C) with Lucy

4. What will Richard do after leaving home?

- A) He will have lunch.
- B) He will have a meeting.
- C) He will go to Joel's house

5. Richard can't go because...

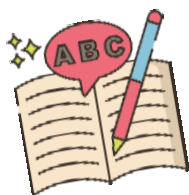
- A) he has only thirty minutes.
- B) he has a meeting with Lucy.
- C) he has some plans.

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening the two chances you can read the questions. There are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

 **Listening II**

- | | | |
|---|---|---|
| 6. He is in a job interview. | T | F |
| 7. This is an international restaurant. | T | F |
| 8. He can drive. | T | F |
| 9. He is taking Chinese classes. | T | F |
| 10. The boss decided to hire him. | T | F |

GRAMMAR



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. ... you a student?

- A) Do
- B) Will
- C) Are

2. Where ... you live?

- A) are
- B) do
- C) will

3. Joel and Martina ... in the same university.

- A) studys
- B) studies
- C) study

4. I ... in the hospital last week because I had a terrible stomachache.

- A) am
- B) was

C) be

5. Jessy ... in that company in some more years. She told me.

- A) will works
- B) will to work
- C) will work

6. What ... do?

- A) can you
- B) you can
- C) you do

7. She needs ... shoes, but they are so far. Can you help her please?

- A) these
- B) that
- C) those

8. She needed ... notebook because she didn't go to class yesterday. I gave her for a moment.

- A) my
- B) her
- C) mine

9. That black cat isn't ... because mine is the white one.

- A) my

B) mine

C) me

10.... many people in car, only a few.

- A) there is
- B) there aren't
- C) there are

11. There are many ... in the world who speak English and Spanish.

- A) persons
- B) people
- C) peoples

12. I don't want ... sugar in my tea please, I don't like the sweet drinks.

- A) some
- B) any
- C) many

13. I am going to leave the meeting in ... hour please.

- A) an
- B) a
- C) two

14. I'll buy a ...

- A) small red new car.
- B) new small new red.
- C) small new red car.

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given

context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

15. Which sentence is grammatically correct?

- A) Does she has a dog?
- B) Does she have a dog?
- C) Is she have a dog?

B) They are not running in the marathon.

C) They are runing in the marathon.

16. Which sentence is grammatically correct?

- A) They not are running in the marathon.

17. Which sentence is grammatically correct?

- A) Anne not can play soccer.
- B) Anne cannot play soccer.
- C) Anne cannot to play soccer.

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

18. Which sentence is grammatically incorrect?

- A) We have our own computer at home.
- B) That computer is ours.
- C) Ours computer is at home

B) He has a beautiful new house.

C) He has a new comfortable house.

19. Which sentence is grammatically incorrect?

- A) He has a comfortable huge house.

20. Which sentence is grammatically incorrect?

- A) She is always in her home.
- B) She never is in her house.
- C) She sometimes go to her home.

VOCABULARY



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one

word or phrase (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

1. A: Hi Mario. How is it going?

B: Hi Jose ...

- A) I'm ok
- B) I'm going to the cinema.
- C) I'm 25 years old.

2. I have three pets: the first is a dog, the second is a cat and the ... is a rabbit.

- A) three
- B) thirteenth
- C) third

3. I need a ... for my bakery because the last one got sick.

- A) bake
- B) baking
- C) baker

4. My sister's daughter is my ...

- A) nice
- B) nephew
- C) aunt

5. I don't know where to put my crayons. I think I'll buy a new ...

- A) eraser
- B) pencil case
- C) pencil

6. Please wash your ... before dinner.

- A) hair
- B) hands
- C) face

7. Sorry Miss I'm late. Can I ...?

- A) come in
- B) come down
- C) go out

8. I don't like the new ... in the living room.

- A) carpet
- B) fridge
- C) washing machine

9. This egg is big; I think it's going to be a huge ...

- A) dog
- B) chicken
- C) calf

10.... always make me cry when I peel them.

- A) Onions
- B) Potatoes
- C) Carrots

11.My ... doesn't have big classrooms, all of them are very small.

- A) house
- B) school
- C) classroom

**12. The new teacher can speak;
French, English and ...**

A) Arabic

B) Italy

C) Korea

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning or synonym according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

13. She feels very happy today, because she bought a new car.

A) happiness

B) cheerful

C) miserable

14. He doesn't work on weekends because he always travels that day.

A) Days before Friday

B) Days after Sunday

C) Days before Monday

15. I'd like to be Italian because I love that country.

A) A person who was born in Italy.

B) A person who speaks Italian.

C) A person who went to Italy

16. Could I use your restroom please?

A) Bathroom

B) Living room

C) Kitchen

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does not belong to the family. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following words does not belong to the family words?

- A) Shorts
- B) Sandals
- C) High heels

18. Which of the following words does not belong to the family words?

- A) Blue
- B) Yellow
- C) Pineapple

19. Which of the following words does not belong to the family words?

- A) Trumpet
- B) Drums
- C) Chorus

20. Which of the following words does not belong to the family words?

- A) Baseball
- B) Hockey
- C) Soccer player

READING COMPREHENSION



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading I

Mr. John: Hi everyone, this is Miss Ericka Mc-Dowel and she's going to be your new teacher because, as you know, your last teacher had some health problems. Well, Miss Mc-Dowel is in charge of this course.

Miss Mc-Dowel: Hello, as Mr. John said, I'm Ericka and I'm going to be your Spanish teacher. Let's begin with some rules that you need to take into account: first, be on time please, you have 5 minutes of tolerance. Don't miss any class because with three absences you can't take the final test. Second, be active in class, your participation is very important in this subject. Finally, each homework is presented after 24 hours. Any question?

1. Mr. John introduces a new...

- A) partner
- B) co-worker
- C) professor

2. The new teacher considers very important...

- A) students' participation
- B) students' absences
- C) students' test

3. Where does this conversation take place?

- A) in a school
- B) in a meeting
- C) in a college

4. The word “begin” could be best replaced by...

- A) finish
- B) do
- C) start

5. The word “Homework” could be best replace by...

- A) housework
- B) task
- C) hobby

2nd Direction: You will read a short passage. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading II

Dear Steph.

I am really anxious to tell you how my last vacation was in that amazing summer camp. First, the camp is really huge and there were many things to do. The dining room has large green tables and they´re comfortable. Next is the games room that has lots things to do. Behind you may find the courts to play all sport you can imagine. Some minutes further, there are three swimming pools, two big and one small. All the cabins where we slept were nice with comfortable beds, air conditioner, but we have no Wi-Fi. Next time I´ll tell you about the activities.

Sincerely: Anne Ancram

6. Steph is Anne´ s...

- A) teacher
- B) friend
- C) father

7. Anne talks about...

- A) the camp
- B) her activities

C) the dinning room

8. Anne is ...

- A) in a country side
- B) in a city
- C) in a hotel

9. The games room is...

- A) next to the kitchen.
- B) behind the dining room.
- C) next to the place where they have lunch.

10. The word “amazing” could be best replace by...

- A) astonishment
- B) horrible
- C) awful

WRITING



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

- ✓ **Write about the activities you did last week, mention at least five activities per day in the chronological order.**

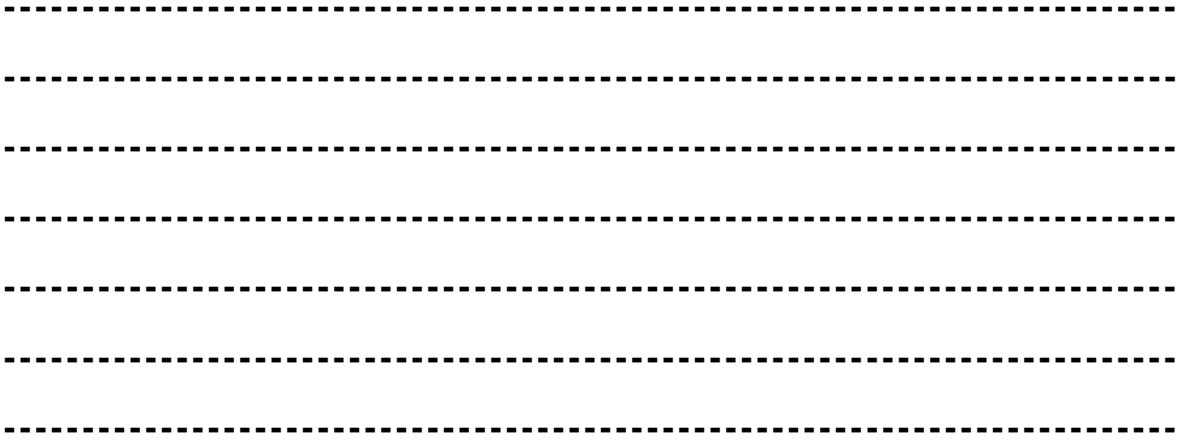
.....

.....

.....

.....

.....



SPEAKING



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two sections. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

- ✓ **Talk about a typical day in your life.**

Information given by the test-taker	Yes	No
Full name		
Activities indoor		
Activities outdoor		
Activities in the morning		
Activities at noon		
Activities in the evening		
Activities with the family		
Job		
sport		
Hobby		

KEY

LISTENING SCRIPT

A1 – Preparation course

Listening I

Alissa: Lucas, how is it going? What a surprise to see you one more time.

Lucas: Alissa? Are you Ali?

Alissa: Yeah. The same, how can't you recognize me? I think I look the same.

Lucas: No, no no ... you're so different know. I thought you were another person. But, tell me ... Where were you. I haven't seen you for a long time.

Alissa: Actually, I was in another country. Well in UK, you know, studying ... but I'm back.

Lucas: Fantastic, you need to tell me everything. I think you have many things to share.

Alissa: Maybe, but ... What about now. Are you free?

Lucas: Ohhh... sorry, I have no time... I'm waiting for my girlfriend, we need to go to the church before going to the gym and after we have a special dinner.

Alissa: Ohh, your girlfriend? I wanna know her, let's wait together and meanwhile you can text me to this number 55866269...

Listening II

I'm really happy for this, I've been working so hard to make it real, but the things are gonna change from next week because I'm graduating from the university next Wednesday. I'm going to have my degree. Can you imagine? After I have it, I think I'll be back in my last job, but in this case in a higher position. I will be a manager of one of the groups. I'm going to have more time to finish my personal project at home. I'm gonna travel to visit my parents. You know, they live so far and I haven't had the enough time to do it. Ohh I have many things to do, I can't believe that I'll finally do it.

DIAGNOSTIC TEST

Listening I

Andre: Hey, Steff!! What's up?

Steff: I'm great, and what about you man?

Andre: mmmm... I'm so good now.

Steff: Now??? What do you mean?

Andre: Well, let me tell you... a month ago I started playing the guitar, but I wasn't good at it. And two weeks ago, my teacher told me that I needed to practice a bit more. So, I decided to do it. It was around five hours per day.

Steff: Five hours per day!!! that's too much. Are you crazy?

Andre: No, I'm not. I did it, and now I can play the guitar better than I started...

Steff: I know what you mean. Believe me

Andre: I don't think so. Anyway, now, my teacher told me that I'll play in the school concert next month.

Steff: Sounds good. I'll be there.

Andre: Oh, really?

Steff: No, I don't like concerts, you know. What a boring place to be. But I'll be there, in your dreams of course.

Listening II

Hi, my name is Paul and I'm a 25. Well, I'd like to tell you a little bit about my typical activities that I have during a week: I always take a shower after I get up at 07:30. Then I have breakfast, it's usually a glass of juice and some toasts, never coffee. I'm ready to leave home at 08:00 cause I have to be in my job at 08:30. I spend all mornings doing what I do like, I mean fixing cars, motorcycles and all you can drive or ride. At noon I have lunch in a restaurant which is very comfortable, of course, this is near my job. After that, I'm back to continue working and I stay there till 06:30 or 07:00 p.m. Once I leave my work, I'm ready to meet my honey who is always waiting for me at the central park. We enjoy walking around the park, eating some ice cream, you know, spending time together.

PRACTICE I

Listening I

Jessy: Hello...

John: Hi Jessy. This is John. / It's me.

Jessy: Hi John, What's new?

John: I was walking around the park and ... Ehhh ...mmm... Well, I wanna be brief. I´d like to invite you to... ehh... maybe, you and me... may go to the cinema next Saturday. There is a horror movie that I wanna see with you.

Jessy: Sorry John, I´ll have a really busy Saturday cause I´m taking a test very early in the morning and after that I´m gonna visit my mom, it´s her birthday and all my family will be there. After I have to go back to my apartment in order to finish my project, it needs to be ready for next Monday.

John: Ok, I understand. Well maybe some other time.

Jessy: Probably, but I´ll be full of activity for a long time.

John: Ok, see you later...

Jessy: ohhh my gosh, he´ll never give up. Well, it´s not my time.



Listening II

Morning, this is Mario. I called because of the job requirement. I think that I´m the perfect person for this job because I fulfil with all you require. I mean, I can answer calls all day long, I like being on the phone. I can schedule appointments with no problems cause I have a great ability to remember schedules, dates and a lot of important information. Furthermore, I can type sixty words per minute. I can organize all you need as fast as possible on the computer. I can speak with foreign people, I speak Spanish, French and, of course English. I can drive, I have my license. And finally, if I can´t do something, I´ll learn to do it.

PRACTICE II



Listening I

Ashly: David!!! What are you doing?

David: Hi Ashly... Actually, I´m just waiting for my wife, and you?

Ashly: Ehhh, you know, waiting for Erick.

David: But tell me, how was your party yesterday? I couldn´t good, sorry.

Ashly: No worries. But it was amazing. We started early at noon having lunch and after that we went to the cinema and the movie was incredible, it was the best. After, we had dinner and then we met some other friends to go to a club. We danced and had fun, all day long was amazing, it was the best day ever... but tell me, why couldn´t you go?

David: Well, I was with my wife´s family, it was her mom´s birthday. Actually, we don´t usually go there, just on birthdays and things like that. I really wanted to go with you. but... well... what could I do?

Ashly: Ohh, I see, maybe the next time.

David: Sure... I'll be there.

Listening II

Can you sing? can you play any instrument, such as: the guitar, the piano or the violin? If you can't, don't worry because we can teach you here at MUSING. We offer all our students the possibility to play different instruments and in only after three weeks you will be able to play the instrument you want. You can play the drums, bass, guitar, trumpet and, of course, you can sing like in shower.

Don't waste your time and visit us at MUSING from 09:30 a.m. to 05:30 p.m... We're located at NW 20th street, down town Miami.

Call us: + 1 (917) 785 6955

FINAL TEST – COURSE BOOK

Listening I

Lucas: Hi man, What's new? Are you ok?

Richard: Lucas!! yep man, I'm really fine.

Lucas: Well, I call to tell you the perfect plan for today. You know me, I'm always thinking about having fun. Let's beginning the day with a barbecue at Joel's. He invited us, and after we may go to the cinema, there is a fantastic...

Richard: Sorry for interrupting you. It sounds good, but I already have plans for today. I'm getting ready to leave home right now. I have a meeting in 30 minutes. After I'll have lunch with Lucy and we wanna spend all the afternoon together.

Lucas: I see, your girlfriend...mmm maybe next time.

Richard: Yeah, have fun, see you.

Lucas: Bye.

Listening II

Well, to be honest about your question I need to tell you that I can do many things, mmm... but, of course, I can't many other things. For instance: I can ride the motorcycle and bike which I believe is really important for deliveries nowadays cause I think you have a lot of requirements and you need an envoy. About cars... ehh... I can't drive. However, I'd like to learn. I can Speak Spanish and I know that you have a lot of Spanish customers so I think

it'd be a plus. I can speak neither Chinese nor French, but I'm taking classes at school so I think I'd be able to do it very soon. I can do the dishes, sweep, mop, etc. I'm the accurate person you need as an employee in your restaurant because I can do all you need.

A1 – TEST (A)

Listening I

Rachel: Hello April... what are you doing?

April: Hi Rachel... mmm... I'm trying to understand this book, but I can't ... even reading it many times.

Rachel: What is it about? it looks familiar.

April: It's about grammar... Spanish grammar.

Rachel: Oh! I see why you don't look good, that's not easy. But I can help you if you want.

April: Can you speak Spanish?

Rachel: Yes, I can. I'm a Spanish teacher in my free time.

April: Really!! How many things don't I know about you?

Rachel: hahaha, I don't know, perhaps you don't know I can speak three languages, Spanish, Chinese and you know, English. I can play many instruments and I love to sing. I can see the future in my dreams.

April: Wow, That's amazing. I can't do any of those things, I'm untalented. I think I'll never speak even Spanish... well, can you help me?

Rachel: Sure, but you'll be able... come on, change that mind ... let's start.

Listening II

Welcome everyone to a new class. Today we have a really long and complete class about the first World War. Well, this are the instruction for the class development: First, we start in 10 more minutes with a short video about the first World War, and it takes around 20 minutes. After that, we're gonna divide the class into 5 groups and each group will have 6 or 7 students. You have to talk about what you've watched, for this you have 15 minutes. Don't forget to takes notes about important events. such as: years, dates, relevant places, countries, etc. After, we're gonna make a circle in the class to start discussing based on all positive and negative points about the first World War. It'll be developed in 30 minutes. Finally, we'll have a quiz in the last 15 minutes.

A1 – TEST (B)



Listening I

Mr. Benson: Moring Miss.

Secretary: Good morning, Sir. How are you today?

Mr. Benson: I´m find thanks. Do I have any call?

Secretary: Not really Mr. Benson. However, you have a busy day. Let me tell you... In 30 minutes, you have a meeting with AGROSS company CEO. After that you have lunch at MORGAN restaurant.

Mr. Benson: MORGAN restaurant?

Secretary: Yes, Sir. Remember that is the lunch with your daughter´s boyfriend, they booked that restaurant three weeks ago. In the afternoon you have an appointment with doctor Ben at 3 and you can´t call off it. At night you have a VIP reservation for the theater because your sister´s play.

Mr. Benson: Is there any possibility to move the theater for tomorrow? I don´t like plays. I think it´s boring.

Secretary: No Sir. Today is the last time, and your sister would be upset if you weren´t there.

Mr. Benson: Well. I´ll have to go. Any other thing?

Secretary: That´s all Sir, for the moment.



Listening II

Person 1: ...Come on buddy, give me the chance... trust me... I can do it. I mean... I can play the piano tonight. You know that I´ve been practicing the piano since I was 10, so I have around 15 years doing it. I can also sing if you let me. I have no the perfect voice, but I can do it if I practice a bit more of course. I´m hundred percent sure I can do it. On the other hand, I can´t play the guitar, no anymore because I haven´t practiced for a long time, but with the other instruments I´m sure I can help you in the concert. I promise I´ll do it very well. Please I just need an opportunity to show what I´m able to do.

Person 2: mmmm... let me think about. I´ll call you later.

ANSWER KEY

DIAGNOSTIC TEST



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI
DIAGNOSTIC TEST
ANSWER SHEET

Last name(s)

Name(s):

I.D. CARD:

	LISTENING	GRAMMAR	VOCABULARY	READING
WRONG METHOD ● (filled) ✕ (crossed) ✓ (checked) ✎ (scribbled)	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	1 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
CORRECT METHOD ○ (empty) ● (filled)	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	2 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C
	3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	3 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	4 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	5 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C
	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
	8 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	8 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	9 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
		11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	11 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
		12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	
		13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	
		15 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	15 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
		16 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	16 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
		18 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	18 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	
		19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		20 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	20 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	

FINAL SCORES

LISTENING	GRAMMAR	VOCABULARY	READING	WRITING	SPEAKING

PRACTICE I



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI

PRACTICE I
ANSWER SHEET

Last name(s):

Name(s):

I.D. CARD:

LISTENING

GRAMMAR

VOCABULARY

READING

WRONG METHOD



CORRECT METHOD



1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

FINAL SCORES

LISTENING	GRAMMAR	VOCABULARY	READING	WRITING	SPEAKING

PRACTICE II



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI

PRACTICE II
ANSWER SHEET

Last name(s)

Name(s):

I.D. CARD:

	LISTENING	GRAMMAR	VOCABULAR	READING
WRONG METHOD	1 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	2 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
CORRECT METHOD	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	3 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	3 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	4 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	5 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	6 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	6 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	7 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	7 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	8 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C
	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	9 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	10 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	10 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C
		11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	11 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		12 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	12 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	
		13 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	13 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		14 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	14 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	
		15 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	15 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		16 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	16 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		17 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	17 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		18 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C	18 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C	
		19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	19 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	
		20 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	20 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C	

FINAL SCORES

LISTENING	GRAMMAR	VOCABULAR	READING	WRITING	SPEAKING
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

FINAL TEST – COURSE BOOK



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI

FINAL TEST

ANSWER SHEET

Last name(s)

Name(s):

I.D. CARD:

LISTENING

GRAMMAR

VOCABULARY

READING

WRONG METHOD



CORRECT METHOD



1	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
2	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
3	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
5	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
6	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
7	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
9	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
10	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C

1	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
2	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
3	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
4	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
5	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
6	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
7	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
8	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
10	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
11	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
12	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
13	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
14	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
15	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
16	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
17	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
18	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
19	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
20	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C

1	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
3	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
4	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
6	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
7	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
10	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
11	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
12	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
13	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
14	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
15	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
16	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
17	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
18	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
19	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
20	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C

1	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
2	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
5	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
6	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C
7	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
8	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
9	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/> C
10	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

FINAL SCORES

LISTENING	GRAMMAR	VOCABULARY	READING	WRITING	SPEAKING

A1 – TEST (A)



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI

A1 TEST (A)

ANSWER SHEET

Last name(s):

Name(s):

I.D. CARD:

LISTENING

GRAMMAR

VOCABULARY

READING

WRONG METHOD



CORRECT METHOD



1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C

11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C

11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C

FINAL SCORES

LISTENING	GRAMMAR	VOCABULARY	READING	WRITING	SPEAKING

A1 – TEST (B)



CENTRO DE ENSEÑANZA Y TRADUCCIÓN DE IDIOMAS - CETI

A1 TEST (B)

ANSWER SHEET

Last name(s)

Name(s):

I.D. CARD:

LISTENING

GRAMMAR

'OCABULAR'

READING

WRONG METHOD



DIRECT METHOD



1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

FINAL SCORES

LISTENING	GRAMMAR	'OCABULAR'	READING	WRITING	SPEAKING
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

LISTENING COMPREHENSION



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Listening I**

- | | | |
|---|---|---|
| 1. Rachel is April's Spanish teacher. | T | F |
| 2. April is reading a grammar book. | T | F |
| 3. Rachel can't help her because she doesn't speak Spanish. | T | F |
| 4. April can see the future in her dreams. | T | F |
| 5. They are talking about their abilities. | T | F |

2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening the two chances you can read the questions. There are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Listening II****6. This is a class about...**

- A) cinema.
- B) history
- C) discussion.

7. The teacher is talking about...

- A) the first world war.
- B) the instructions for the class.

C) history.

8. The video takes...

- A) two minutes.
- B) twenty minutes.
- C) twelve minutes.

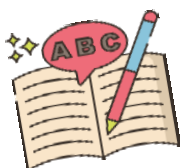
9. What are they going to do before taking the quiz?

- A) They're going to watch a video.
- B) They're going to divide the class in some groups.
- C) They're going to have a discussion.

10. The class will be divided in...

- A) five groups.
- B) six groups.
- C) fifteen groups.

GRAMMAR



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1 I ... in the same school. We study in different schools.

- A) not am
- B) am no
- C) am not

2 Is Emma your sister-in-law?

- A) No, she is

- B) Yes, she is
- C) Yes, she does

3 Who is your brother?

- A) Yes, he is my brother.
- B) Yes, he does my brother.
- C) This is my brother

4 In this moment, Alissa ... basketball in the university championship.

- A) is playing
- B) plays
- C) is play

5 Last Thursday, the professor ... to the school I had the day completely free.

- A) didn't go
- B) didn't went
- C) didn't goed

6 I don't have any ability; I think I ... do anything.

- A) can
- B) cannot
- C) don't

7 I love ... girl who is over there, next to those guys.

- A) this
- B) those
- C) that

8 This backpack is mine, but the book is ...

- A) you
- B) yours
- C) your

9 How ... do you have lunch with your sister at home?

- A) often
- B) never
- C) always

10 In my country... people who don't want to get the vaccine.

- A) there is
- B) are
- C) there are

11 Those ... are very sharp, they hurt my hand.

- A) knives
- B) knifes
- C) knife

12 Would you like ... sugar in your tea?

- A) any
- B) a few
- C) some

13 I am not ... electrician, I'm a plumber.

- A) an
- B) a
- C) the

14 I don't really like that ...

- A) horrible green carpet.
- B) carpet green horrible
- C) green horrible carpet.

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

15 Which sentence is grammatically correct?

- A) Does he lives in the USA?
- B) Is he live in the USA?
- C) Does he live in the USA?

16 Which sentence is grammatically correct?

- A) Are you reading a book?

- B) Do you reading a book?
- C) Are you read a book?

17 Which sentence is grammatically correct?

- A) Did you arrived early?
- B) Did you arrive early?
- C) You arrived early?

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

18 Which sentence is grammatically incorrect?

- A) That is an old bike.
- B) That is an old British bike.
- C) That is a British old bike.

- B) We are never on time in class.

- C) We sometimes arrive on time.

19 Which sentence is grammatically incorrect?

- A) We sometimes are on time in class.

20 Which sentence is grammatically incorrect?

- A) Is there anyone here?
- B) Are there anyone here?
- C) Are there people here?

VOCABULARY



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one

word or phrase (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

1. Gloria studies engineering at university. She is a...

- A) studying
- B) studies
- C) study

2. My sister got married recently, and now I have a new ...

- A) son-in-law
- B) sister-in-law
- C) brother-in-law

3. The ink is over; I need a new ...

- A) ruler
- B) pencil
- C) pen

4. I don't like this mask; it hurts my...

- A) eyebrow
- B) fingers
- C) ears

5. Good morning class. Please ... in those chairs we're going to start the class.

- A) stand up
- B) sit down
- C) sit on

6. I need more ... because the weather is very warm nowadays.

- A) sweater
- B) ties

C) t-shirt

7. You had a huge...., it was enough for all your clothes.

- A) bed
- B) closet
- C) desk

8. I like the birds, that's why I have a ... in my house.

- A) parrot
- B) rat
- C) cat

9. My ... doesn't have big classrooms, all of them are very small.

- A) house
- B) school
- C) classroom

10. Peter learnt to perform the in 10 years. So now he is a good pianist.

- A) piano
- B) saxophone
- C) violin

11. I like some instruments I can play with hands and my feet, such as:

- A) the guitar
- B) violin
- C) drum

12. In Russia all people speak Russian, English and

- A) German
- B) Italy

C) Germany

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning or synonym according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

13. Hi Mike, what's new?

- A) How are you?
- B) Is it new?
- C) Good morning

14. My birthday is on July 1st, but I think I'll celebrate one day before.

- A) month between May and June
- B) month before August
- C) month after August

15. I like your living room, it has beautiful furniture.

- A) place in which you may find the toilet
- B) place in which you may find a cooker
- C) place in which you may find a carpet

16. Steffi never has three meals a day. She usually skips lunch.

- A) dishes
- B) food
- C) plates

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does not belong to the family. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following words does not belong to the family words?

- A) fourteenth
- B) fifth
- C) once

18. Which of the following words does not belong to the family words?

- A) tired
- B) shy
- C) happiness

19. Which of the following words does not belong to the family words?

- A) England
- B) English
- C) China

20. Which of the following words does not belong to the family words?

- A) dark
- B) brown
- C) beige

READING COMPREHENSION



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after reading the passage read the statement and choose (T) if it is TRUE or choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading I

Alex: Ohh, Who's she?

Joseph: Who?

Alex: That girl, the one on the blue jacket and red skirt.

Joseph: Ohh, I got it. it's Lucy, the new secretary.

Alex: What? I didn't know we had a new secretary.

Joseph: It's not yours, it's Mr. Benson's secretary.

Alex: But she is really pretty with that short curly hair and Mr. Benson, well you know.

Joseph: Why do you look surprised? you know him, the boss...!!!

Alex: Yea, the best for him. However, my secretary, mmm, I don't like her.

Joseph: You don't need to like her, you need to work with her, that's different.

Alex: Ok, I know, I just said.

Joseph: Don't say anything else. See you later.

- | | | |
|---|---|---|
| 1. The conversation takes place in an office. | T | F |
| 2. Lucy is Alex's secretary. | T | F |
| 3. Joseph and Alex are parents | T | F |
| 4. Lucy doesn't have straight hair. | T | F |
| 5. Joseph is upset by Alex's comment | T | F |

2nd Direction: You will read a short passage. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading II

Dear Steph.

I write one more time, but now I want to tell you about the activities we did in the camp. On Monday, we went to the lake behind the camp which is one-hour walking. On Tuesday and Wednesday, we did outdoor activities, such as: to play basketball, football, tennis, and some other ones. On Thursday, we were able to choose different activities, everyone chose a different one so I decided to practice some extreme sports, of course with counselors' supervision. However, my sister didn't participate that day. On Friday, it was fantastic, we had a barbecue in the morning and at night we had a big party in the swimming pool.

Sincerely: Anne Ancram

6. What did she do before practicing extreme sports?

- A) She had a barbecue
- B) She went to the lake
- C) She played tennis.

7. Anne is writing the letter to...

- A) talk about her summer activities.
- B) ask Steph what he did.
- C) tell him about the camp description.

8. Anne went to the summer camp with...

- A) her friends

- B) her family
- C) nobody

9. The word “behind” is closest in meaning to...

- A) back of
- B) next to
- C) in front of

10. The party on Friday was...

- A) next to the swimming pool.
- B) behind the swimming pool.
- C) in the Swimming pool.

WRITING



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

.....

.....

.....

.....

.....

.....

.....

SPEAKING



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two sections. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

- **Talk about your plans for the next year.**

Information given by the test-taker	Yes	No
Activity		
Time		
Food		
Places (countries, cities)		
Itinerary		
Job		

B

LISTENING COMPREHENSION



In this section of the test, you will be able to demonstrate your abilities to understand conversations and talks in English. Read the directions before listening and doing the tasks.

1st Direction: You will hear a short conversation between two people. You will listen to the conversation twice and after listening the two chances you can read the questions. There are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Listening I

1. What are they talking about?

- A) Mr. Benson's schedule.
- B) Mr. Benson's sister.
- C) Mr. Benson's meeting.

2. His first meeting starts in...

- A) half an hour.
- B) one hour.
- C) twenty minutes.

3. Is there any possibility to schedule the theater of another day?

- A) Yes
- B) No
- C) Maybe

4. What does he have before meeting his daughter's boyfriend?

- A) He has a doctor's appointment.
- B) He has a business meeting.
- C) He has to go to the theater.

5. They have this conversation...

- A) on a phone call.
- B) in a job interview.

C) in the office.

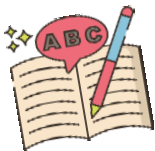
2nd Direction: You will hear a short talk. You will listen to the talk twice and after listening, you must choose (T) if the statement is TRUE or you must choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Listening II

- | | | |
|---|---|---|
| 6. They aren't musicians. | T | F |
| 7. There is a concert that night. | T | F |
| 8. He is asking of an opportunity. | T | F |
| 9. He can play all kind of instruments. | T | F |
| 10. His friend doesn't trust him. | T | F |

GRAMMAR



In this section, you can demonstrate your ability to recognize grammar and its suitable usage about standard written English. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

1. Is he your father's cousin?

- A) Yes, she is
- B) Yes, he's not
- C) Yes, he is

B) do

C) study

2. What ... you do?

- A) are

A) have

B) has

3. Allen always ... lunch at 07:00 with his mom.

C) is

4. I ... back in a minute please, wait for me.

- A) 'll
- B) will to
- C) going to

5. What can you do?

- A) I can drive a truck.
- B) Yes, I can.
- C) I not can drive a truck.

6. Look at that dog, I love ...

- A) it
- B) it's
- C) its

7. ... are my gloves, I want wear them because it's cold outside.

11. He ... on time in class, he never arrives late.

- A) always is
- B) is always
- C) always

12. There are a lot of ... in that lake.

- A) fishes
- B) fish
- C) fishs

- A) That
- B) This
- C) These

8. I have no time to read that book in this moment, I'll read it later because it is...

- A) my
- B) mine
- C) me

9. ... is my girlfriend.

- A) Jessy's sister
- B) Jessy is sister
- C) Sister's Jessy

10. They are going to a nice vacation ... summer.

- A) at
- B) on
- C) in

13. How ... bands are going to play in the concert?

- A) much
- B) many
- C) little

14. You are a...

- A) wonderful person.
- B) person wonderful.
- C) wonderful.

2nd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **correct** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

15. Which sentence is grammatically correct?

- A) Is he watching a movie?
- B) Is he watch a movie?
- C) Does he watching a movie?

16. Which sentence is grammatically correct?

- A) Is he going to come here?

- B) Be he going to come here?
- C) He´ s going to come here?

17. Which sentence is grammatically correct?

- A) What she can do?
- B) What can she do?
- C) What does she can do?

3rd Direction: In this section, there are three sentences. You need to choose among those ones (A, B or C) which is grammatically **incorrect** in the given context. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

18. Which sentence is grammatically incorrect?

- A) This his book.
- B) This book is his.
- C) This book is hiss.

19. Which sentence is grammatically incorrect?

- A) They need a new apartment.
- B) They need a new huge apartment.

- C) They need a huge apartment.

20. Which sentence is grammatically incorrect?

- A) Is there a lot of animals in the zoo?
- B) Are there a lot of animals?
- C) Is there any animal in the zoo?

VOCABULARY



In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

In this section, you will have the opportunity to show your lexicon in the target language. This section is divided in three parts, each one with its own direction.

1st Direction: In this section, there are incomplete sentences. After each of these sentences, there are three words or phrases and you should select one word or phrase (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

1. I like his pictures, I think he is a good ...

- A) photograph
- B) photo
- C) photographer

2. I need to sleep because I had a long day working and right now I'm very ...

- A) happy
- B) exhausted
- C) in love

3. I'm my parent's single son, but I would like to have some ...

- A) cousin
- B) siblings
- C) sons

4. My ... are so big, I can't wear these gloves.

- A) feet
- B) hands
- C) arms

5. ... me, I'm explaining to you the new steps.

- A) watch out
- B) look for
- C) look at

6. My hands are cold I need ...

- A) gloves
- B) hats

C) sweater

7. The ... attacked the hunters.

- A) bear
- B) pig
- C) cat

8. I always go with my brother because we study in the same ...

- A) home
- B) town
- C) university

9. He plays the ... very well, I think he has good lungs.

- A) bongos
- B) trumpet
- C) ukulele

10. Can you see her fingers? She has a good talent; she plays very well the ...

- A) guitar
- B) drum
- C) microphone

11. My cousin speaks three languages, French, Japanese and...

- A) Germany
- B) Russian
- C) Portugal

12. The is not working. My food is not heating.

A) microwave

B) refrigerator

C) blender

2nd Direction: In this section, there are sentences with an underlined word. You have to read the sentence and you should look for the correct meaning or synonym according to the context in the three options presented below (A, B or C) that best completes the sentences to make sense. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

13. Buddy!!! How is it going?

A) Where is it going?

B) What's up?

C) How are going to be?

A) Someone who traveled to the USA

B) Someone who likes in the USA

C) Someone who was born in the USA

14. I have a very important test on Wednesday.

A) Day between Tuesday and Thursday.

B) Day after Thursday

C) Day before Tuesday

16. He is looking a need apartment with a bit kitchen.

A) Place in which you may find a pot.

B) Place in which you may find a lamp.

15. I am American and I love my country.

C) Place in which you may find closet.

3rd Direction: In this section, you have to choose the word that is not related to the family words. You have three options (A, B or C) of words and one does not belong to the family. Then fill in the space on your answer sheet that matches the letter of the answer that you have selected.

17. Which of the following words does not belong to the family words?

A) Thousand

B) Hundred

C) Second

18. Which of the following words does not belong to the family words?

A) Marker

B) Scissors

C) Student

19. Which of the following words does not belong to the family words?

- A) Purple
- B) Greenness
- C) Grey

20. Which of the following words does not belong to the family words?

- A) Hamburger
- B) Pizza
- C) Tomato

READING COMPREHENSION



In this section, you will be able to demonstrate your abilities to understand written language in English. Read the directions before listening and doing the tasks.

1st Direction: You will read a short conversation between two people. Read carefully and after reading the passage read the statement and choose (T) if it is TRUE or choose (F) if the statement is FALSE. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading I

Emma: Hi Hellene, how is it going?

Hellene: Hello Emma, I´m fine thanks and you?

Emma: Me too, but I need to tell you, who is not completely good is Ericka.

Hellene: Really? is she ill?

Emma: No, I mean, do you remember when we saw her by last time?

Hellene: Yeah, I think it was 2 years ago.

Emma: Yes, but I saw her yesterday. She is so different now. She has short brown hair, like a boy and she is overweight now.

Hellene: Wow, I can´t believe. She had long blue hair and she was so thin. Everyone, in the university, wanted to be like her.

Emma: Yes, but you know, babies.

Hellene: I think I´ll be single for the rest of my life.

- | | | |
|--|---|---|
| 1. Hellene is talking about Emma. | T | F |
| 2. Erika was thin before. | T | F |
| 3. The conversation takes place in the university. | T | F |
| 4. Hellen wanted to be like Erika in the past. | T | F |
| 5. Ericka was Emma and Hellene´s classmate. | T | F |

2nd Direction: You will read a short passage. Read carefully and after that read the questions, there are three different options to answer each question, you need to choose one of them (A, B or C). Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.



Reading II

I'm finishing my studies in the university next year and I am going to get my degree some months later. I think I'll travel to the USA to get a job and with my salary I'll buy an apartment in NY city. It will have a big bedroom for my wife and me. We need a huge living room, full equipped. The kitchen will be medium with the necessary items. Two bathrooms are important as well. Of course, it needs to have a parking area for two cars because I'll buy a black car for me and a red one for my wife.

6. He will finish his studies...

- A) the following year.
- B) next month.
- C) in the next two years.

7. Peter wants to travel in order to...

- A) make his dreams real
- B) take vacations
- C) have a business meeting

8. He is talking about...

- A) his next vacation
- B) his possible future
- C) his last vacation

9. The word "salary" is closest in meaning to...

- A) payment
- B) salty
- C) debt

10. The first thing that Peter plans to do with his salary is...

- A) to buy two cars
- B) to buy an apartment
- C) to travel to another country

WRITING



In this section, you will be able to show your writing abilities. You need to write a short descriptive passage about a given direction.

Direction: In a separate piece of paper, you will write a descriptive passage about the direction presented below. Read the direction carefully and in the following 10 minutes write about it. Write about 100 words in an inductive or deductive way. The following criteria will be considered in the writing section: grammar, vocabulary, organization, punctuation and spelling.

SPEAKING



In this section you will be able to show your ability to understand a question or an instruction and answer it orally. The section will be based on around two or three questions or direction and it will be divided in two sections. Listen to the monitor carefully because the direction or question will be repeated just three times. The following criteria will be considered in the writing section: grammar, vocabulary, pronunciation, interaction and fluency.

- **Talk about a future trip with your family.**

Information given by the test-taker	Yes	No
Activity		
Hour (Schedule)		
Places (countries, cities)		
Itinerary		
Souvenir		