In Company 3.0 placement test: Teacher's notes

This test covers the key areas of language found at each level of the *In Company 3.0* Student's Books. The test is in four sections – 1 Vocabulary and Grammar, 2 Reading, 3 Listening, 4 Speaking – and is designed to be easy to administer and mark. Questions for Sections 1, 2 and 3 are multiple choice, true/false or require students to write a one-word answer.

You will need to photocopy Sections 1, 2 and 3 of the test to hand out to each student. Answer keys for these sections are at the end of these notes.

The following notes give guidance for each test, as well as a marking scheme to show how the mark a student achieves relates to the level they should be placed at. The full test takes 60 minutes in total. Our recommendation is that students take the full test, i.e. all four sections, but it is possible for students to take whichever individual test, or tests, you feel are most appropriate to your situation. The notes below therefore also show how marks for the individual tests relate to the levels of the course.

When considering the correct level for a student, it is important to be flexible and to take into account whether the student wants or needs the challenge a higher level would offer, or if they require a period of revision, in which case a lower level would be more appropriate. If students have done the full test, consider the marks they have achieved in each of the four sections as this may affect the level you decide to place them at. You may not want, for example, a student with good grammar and vocabulary in a higher level class where they will struggle because their spoken English is poor. Bear in mind, too, the nature of *In Company*, which places considerable emphasis on communication.

Full test

Time 60 minutes **Marks** 100

1 Vocabulary and Grammar	20 minutes (50 marks)
2 Reading	15 minutes (15 marks)
3 Listening	15 minutes (15 marks)
4 Speaking	10 minutes (20 marks)

Placement

1–25	Elementary (A2)
26–50	Pre-intermediate (B1)
51–75	Intermediate (B1+)
76–100	Upper Intermediate (B2)

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1 Vocabulary and Grammar

Note that if only one test is to be done, this quick placement test provides an assessment of level in terms of lexis and grammar.

Format

There are 50 multiple choice questions.

Time

20 minutes

Marks and placement

Total marks	50
1–14	Elementary (A2)
15–29	Pre-intermediate (B1)
30–44	Intermediate (B1+)
45–50	Upper Intermediate (B2)

2 Reading

Format

There are three different reading texts that students should read. Each is followed by five questions to test their comprehension.

Time

15 minutes

Marks and placement

Total marks	15
1–4	Elementary (A2)
5–8	Pre-intermediate (B1)
9–12	Intermediate (B1+)
13–15	Upper Intermediate (B2)

3 Listening

Format

There are three listening texts which you need to read aloud to your students. Practise reading them a few times before using them so that they sound natural.

Time

15 minutes

Procedure

Treat each part (A–C) separately. Give students time to read through part A and the questions and then read part A aloud to them. Read it once, telling students to listen but not write anything. Then read it again and include short pauses between the sentences to allow students time to complete their answers. Then do the same for part B, and finally part C, pausing between the paragraphs so students can complete their answers.

Marks and placement

Total marks	15
1–4	Elementary (A2)
5–8	Pre-intermediate (B1)
9–12	Intermediate (B1+)
13–15	Upper Intermediate (B2)

Listening scripts

Listening A

Hello. This is Mr Davies.
That's spelled D–A–V–I–E–S.
I'm calling about the progress meeting.
I'm sorry but I can't be there next Tuesday.
Please phone me about this after 6.30 this evening.
You can call me on 39 356 4830. That's 39 356 4830.

Listening B

Need a great present? Try gifts to you dot com, where we have a fantastic range of over 500 gifts. Order online at gifts to you dot com, or if you prefer, call us on 555 676767 to place your order.

We offer our customers next-day delivery of anything from flowers to perfume. Just place your order any time before midday and we will deliver to your wife, husband, friend or colleague the next day. Or pay just ten euros extra for our faster same-day delivery service. Yes, ten euros and we'll make sure they receive it on the same day.

We have a clear returns policy – you get a full refund if a gift is faulty, but not if the recipient just doesn't like it or want it.

Listening C

I'd like to talk to you this morning about negotiating and how I feel both sides can achieve what they want from a negotiation. Ideally, a negotiation should be a kind of joint problem-solving meeting, where we identify each other's interests, wants and needs and then explore the different ways we could satisfy those.

I say 'ideally' because it hardly ever is like that. Win-win negotiation is a great idea, but most people have a simple 'I win-you lose' attitude. They generally think only of what they themselves might get out of the negotiation.

So what do you do with the person who simply won't listen, who keeps interrupting, who becomes aggressive, who makes last-minute demands, who won't make a decision? In short, the difficult negotiator. I must have read dozens of books on negotiation tactics and what to do about these people. The problem is, so has everybody else. They don't really work.

My advice is: don't get personal – ever. Ask as many questions as you want. Don't make any concessions without asking for something in return. Never agree to anything until you've discussed everything – make sure you go through all the points on your personal agenda.

Finally, don't allow the other side to force you to make any decisions before you are ready to. If they say the answer must be *now*, then the answer must be 'No'. You can always come back tomorrow and carry on from where you left off.

4 Speaking

Format

Each part (A–C) consists of five questions on *Business and work* and five questions on *Social and travel*.

Time

10 minutes

Procedure

Ten minutes are allocated to this section, but that should be considered as the maximum, and assessment might be possible in much less time. The questions become increasingly difficult, so start with part A, but move quickly on to B and/or C if a student is answering easily and well. If you think a student is capable of the next level of questions, you could go to the end of each section (*Tell me about …*) as that maximizes student talking time and will allow you to assess a student's level more quickly.

Ask students to give reasons for their answers and ask follow-up questions as appropriate. Allow students to divert into a topic that interests them, and encourage them to ask you questions, too. Note that the test should resemble a conversation between equals – not an interrogation!

Marks and placement

Total marks	20
1–4	Elementary (A2)
5–8	Pre-intermediate (B1)
9–12	Intermediate (B1+)
13–15	Upper Intermediate (B2)

Marking scheme

Note that it is particularly important to be flexible with this test as a student with, for example, good grammar may have poor pronunciation, or vice versa. When assessing, think about the student's ability both to understand the question easily and to respond to it well. As well as accuracy, consider fluency, range of vocabulary, and use of natural and idiomatic English.

1–5 Poor responses

Questions not understood well and not answered fully.

Little natural spoken language demonstrated, with poor pronunciation and intonation.

Limited range of grammar and vocabulary used, with frequent errors, causing communication problems.

6–10 Satisfactory responses

Questions understood and answered quite well.

Some natural spoken language demonstrated, with reasonable pronunciation and intonation.

Range of grammar and vocabulary used, with some errors, but not causing communication problems.

11–15 Good responses

Questions understood and answered reasonably fully.

Mostly natural spoken language demonstrated, with good pronunciation and intonation.

Good range of appropriate grammar and vocabulary used, with few serious errors.

16–20 Very good responses

Questions understood and answered fully.

Natural spoken language demonstrated, with very good pronunciation and intonation.

Very good range of appropriate grammar and vocabulary used, with hardly any serious errors.

Answer keys

1 Vocabulary and Grammar

1	d	**18**	c	**35**	c
2	b	**19**	b	**36**	d
3	a	**20**	a	**37**	a
4	d	**21**	c	**38**	b
5	b	**22**	b	**39**	b
6	c	**23**	d	**40**	c
7	c	**24**	a	**41**	a
8	a	**25**	b	**42**	b
9	c	**26**	d	**43**	d
10	b	**27**	a	**44**	a
11	a	**28**	c	**45**	b
12	d	**29**	b	**46**	a
13	c	**30**	b	**47**	d
14	d	**31**	a	**48**	c
15	b	**32**	c	**49**	b
16	c	**33**	b	**50**	a
17	a	**34**	c		

2 Reading

1	T	**6**	a	**11**	T
2	F	**7**	c	**12**	F
3	T	**8**	c	**13**	NI
4	F	**9**	a	**14**	T
5	F	**10**	c	**15**	NI

3 Listening

1	Davies	**6**	F	**11**	b
2	meeting	**7**	T	**12**	a
3	Tuesday	**8**	T	**13**	b
4	6.30	**9**	F	**14**	b
5	39 356 4830	**10**	F	**15**	c