

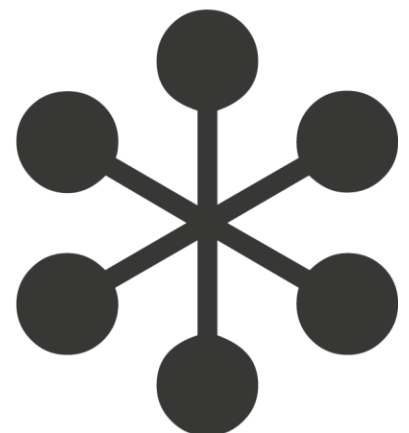
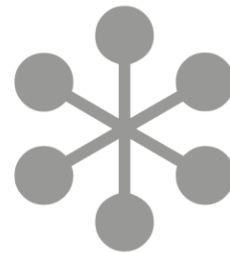
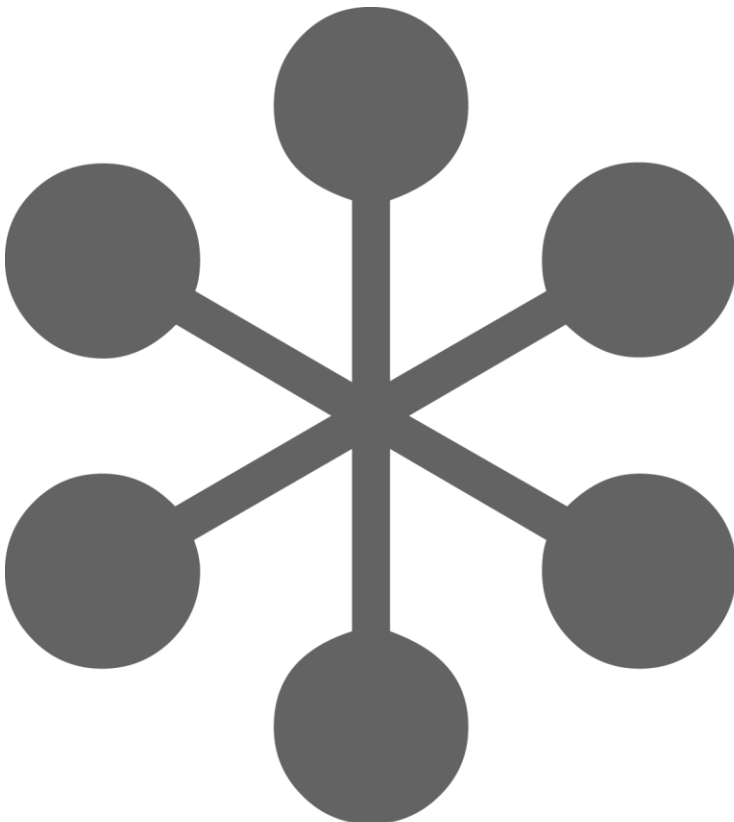


# Cambridge English

## Understanding grammar and vocabulary assessment:

what every teacher should know

7Y03





# Handout

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## 1. Testing grammar and vocabulary:

### a. Directly

#### A wildlife cameraman

I (0) ..... a living as a freelance wildlife cameraman working all over the world. It is my job to provide the (1) ..... material from which a natural history programme is (2) ..... up. If the lifestyle agrees with you, the travel and the filming can be great. There is fantastic variety: I often do not have the slightest (3) ..... where I am going or what I will see. There is also a certain pleasure in (4) ..... some of the

- |   |        |           |           |         |
|---|--------|-----------|-----------|---------|
| 1 | A pure | B plain   | C raw     | D bare  |
| 2 | A made | B set     | C taken   | D put   |
| 3 | A idea | B thought | C purpose | D sense |

### b. Indirectly

Write an answer in 120–180 words in an appropriate style.

You have seen this announcement in an international magazine.

#### MY FAVOURITE TEACHER

Tell us about a favourite teacher of yours and say what you remember about him or her. We will publish the most interesting article next month. Write your article.

### Example response:

#### My Favourite Teacher

I can remember my favourite teacher very well indeed. She was my primary school teacher and because it was a small, village primary school, she had to teach us all the lessons, maths, reading, writing, singing, art and so on.

Her name was Mrs Horvat and I think she had taught at that school for years. She knew all the children and even their parents as well. She was quiet old but full of energy and her lessons were always interesting.

She was also very kind and cheerful. The lessons always started laughing and I felt really well during her classes. We never got boring and she made all interesting for us. Sometimes, we went out for an excursion, like to a museum or zoo. That was great!

I think I will always remember her.

## 2. What type of response does each of these tasks elicit?

### Task A

- 6 Rafael ..... likes to bake biscuits and cakes.  
A immediately B exactly C especially
- 7 Sometimes Rafael ..... nuts or dried fruit to his cakes.  
A adds B puts C cooks
- 8 The biscuits don't usually ..... a long time to bake.  
A go B want C take
- 9 He often gets ..... information about cooking from the internet.  
A possible B useful C right


### Task B

- 35 I think Robert is too young to look after his brother.  
CARE  
I think Robert isn't ..... of his brother.
- 36 Tomas put up a fence so that people didn't walk on his garden.  
PREVENT  
Tomas put up a fence ..... on his garden.
- 37 The twins are eager to see their cousins again in the summer.  
LOOKING  
The twins ..... their cousins again in the summer.

### Task C

- 3 You see this announcement on an English-language website:
- Articles wanted**


**MUSIC AND ME**




When do you listen to music? How do you choose what to listen to at different times?

Write us an article answering these questions.

The best articles will be posted on our website.




- Write your **article**.

### 3. Guidelines for evaluating test items

#### General:

- Don't include deliberately tricky questions.
- Don't test language based on prescriptive grammar.
- Provide an example of a correctly answered item for selected-response (e.g. multiple-choice, matching) and limited production task types (e.g. short answer questions).
- Make item rubrics (instructions) as short as possible (e.g. use stems of a maximum of two lines).
- Check for a clear focus on a single grammatical or lexical form per item (e.g. don't test a verb and a pronoun in a single item).
- Don't use technical vocabulary that will date quickly (e.g. *video recorder*).
- Use sensible positioning, formatting and labelling for test items and test parts.
- Evaluate each test item individually, then in relation to its neighbouring items, then evaluate the test as a whole, considering:
  - the overall variety of grammar or lexical items in the whole test
  - the proportion of the grammatical and lexical syllabus covered by the whole test (if applicable)
  - whether the vocabulary and grammar tested is appropriate for the level of the test takers.

#### Keys and distractors:

- For multiple-choice questions, ensure that there is only one correct answer (the key).
- Make all distractors equally plausible and 'attractive' to test takers.
- Ensure that all distractors are grammatical when considered in isolation but ungrammatical when placed in the stem.
- Don't use distractors that test something that's above the test takers' level.

#### Response format:

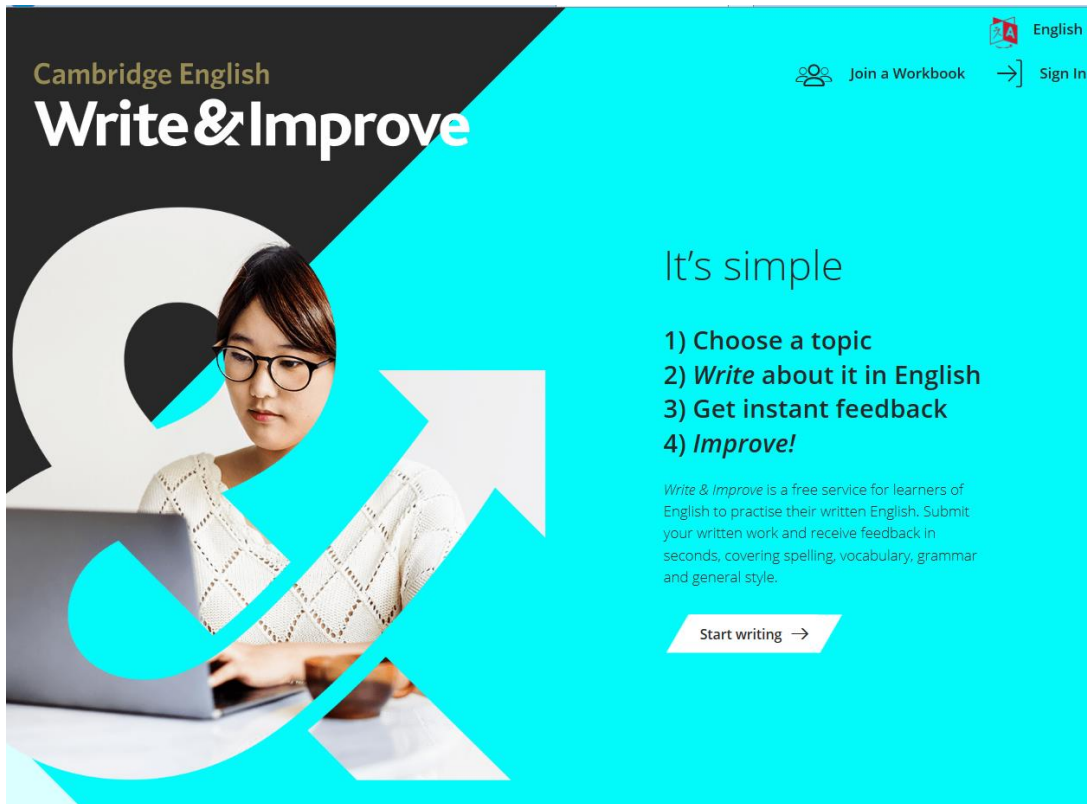
- Make keys and distractors of equal length, where possible.
- If all choices are of different lengths, order them from shortest to longest or vice versa.
- Do not repeat the same word in the response if it can be put in the stem.

#### 4. An analytical mark scheme for marking writing tasks at B2 level

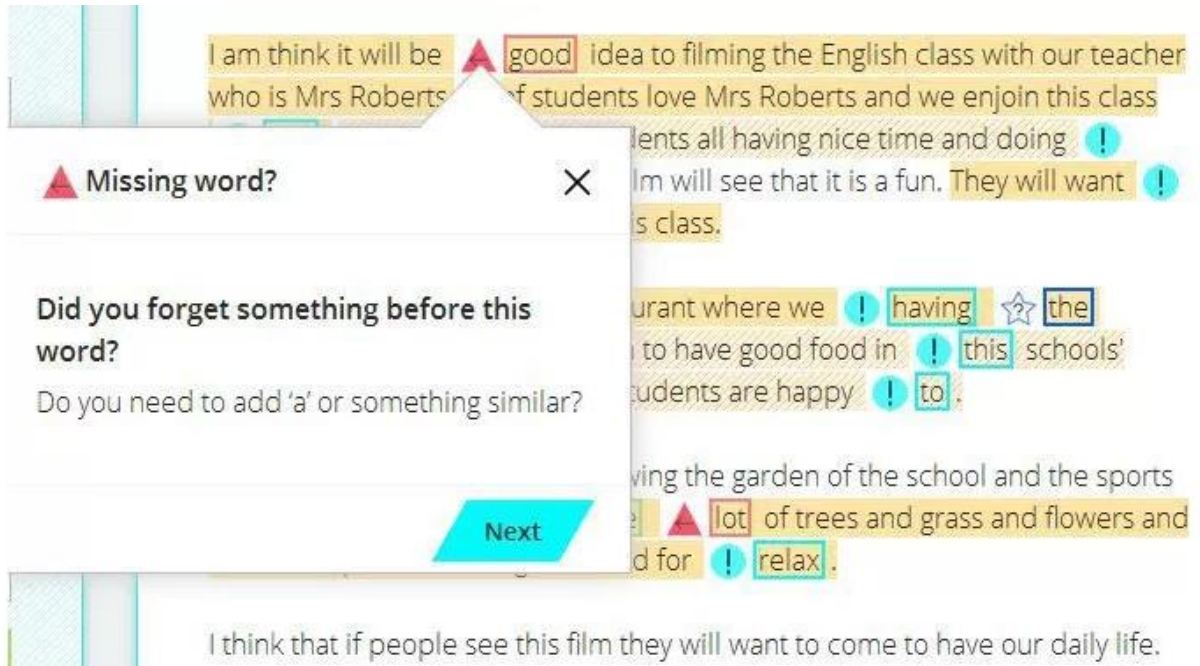
B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

## 5. Resources

Write & Improve: <https://writeandimprove.com/>



The screenshot shows the Cambridge English Write & Improve website. The header includes the Cambridge English logo and the text 'Write & Improve'. Navigation links for 'Join a Workbook' and 'Sign In' are visible. The main content area features a large blue graphic with a woman working on a laptop. To the right, the text 'It's simple' is followed by a four-step process: 1) Choose a topic, 2) Write about it in English, 3) Get instant feedback, and 4) Improve!. Below this, a short description of the service is provided, and a 'Start writing' button is located at the bottom right.



This screenshot displays the feedback interface of the Write & Improve tool. A text input area at the top contains the sentence: 'I am think it will be a good idea to filming the English class with our teacher who is Mrs Roberts. All of students love Mrs Roberts and we enjoy this class. All students all having nice time and doing. I will see that it is a fun. They will want to come to this class. In a restaurant where we are having the good food to have good food in this schools' students are happy to. We are having the garden of the school and the sports lot of trees and grass and flowers and I want to relax.' The word 'a' is highlighted in red with a triangle icon, and 'the' is highlighted in blue with a star icon. A modal window titled 'Missing word?' is open, asking 'Did you forget something before this word?' and 'Do you need to add 'a' or something similar?'. A 'Next' button is visible at the bottom of the modal. The background text is highlighted in yellow, and various icons (exclamation marks, stars) are placed above specific words.

English Vocabulary Profile: <http://vocabulary.englishprofile.org>

The screenshot shows the English Vocabulary Profile interface. At the top, there's a navigation bar with 'British English' and 'American English' tabs. The main content area displays the word 'moon' with its phonetic transcription /mu:n/. Below this, it lists the word's category as 'NOUN' and provides a definition: 'the round object which moves in the sky around the Earth and can be seen at night'. It includes a 'Dictionary example' and a 'Learner example' highlighted in yellow. The learner example is: 'There is a big window [and] from it I can see mountains, the sky, the moon and the sun.' Source: 'Key English Test; A2; Italian'. Another entry for 'be over the moon' is shown, with a definition 'to be very pleased about something', a dictionary example 'She was over the moon about her results.', and a learner example 'It's very kind of you to let me use things in your flat. I'm over the moon!' Source: 'First Certificate in English; B2; Polish'. A sidebar on the left offers options to choose a level (A1, A1-A2, A1-B1, A1-B2, A1-C1, A1-C2, A2 only, B1 only, B2 only, C1 only, C2 only) and a search bar.

English Grammar Profile: <http://www.englishprofile.org/english-grammar-profile>

The screenshot shows the English Grammar Profile website. The header features the 'EnglishProfile' logo and the tagline 'The CEFR for English'. Below the header, there are navigation links for 'English Grammar Profile', 'EGP Online', 'Terms of Use', 'Grammatical Categories', and 'Glossary'. The main content area is titled 'English Grammar Profile Online' and includes a search bar, level filters (A1, A2, B1, B2, C1, C2), and buttons for 'Search', 'Add Filters', and 'Clear Results'. A 'Download XLS' button is also present. The results are displayed in a table with columns for SuperCategory, SubCategory, Level, Can-do statement, Example, and Details. The table lists several grammar rules related to combining adjectives, such as 'COMBINING TWO ADJECTIVES WITH 'AND'', 'COMBINING TWO ADJECTIVES WITH 'BUT'', 'BEFORE THE NOUN', 'COMBINING COMPARATIVE ADJECTIVES WITH 'AND'', 'COMBINING MORE THAN TWO ADJECTIVES', 'COMBINING THE SAME COMPARATIVE ADJECTIVE WITH 'AND'', and 'COMPOUND ADJECTIVES'. Each rule includes a brief description and links to 'Example' and 'Details'.

SuperCategory	SubCategory	Level	Can-do statement	Example	Details
ADJECTIVES	combining	A1	FORM: COMBINING TWO ADJECTIVES WITH 'AND' Can use 'and' to join a limited range of common adjectives.	Example	Details
ADJECTIVES	combining	A2	FORM: COMBINING TWO ADJECTIVES WITH 'BUT' Can use 'but' to join a limited range of common adjectives, after 'be'.	Example	Details
ADJECTIVES	combining	B1	FORM: BEFORE THE NOUN Can use a comma to combine two adjectives used before the noun, following the usual order of adjective types.	Example	Details
ADJECTIVES	combining	B1	FORM: COMBINING COMPARATIVE ADJECTIVES WITH 'AND' Can use 'and' to join a limited range of comparative adjectives ► adjectives: comparatives	Example	Details
ADJECTIVES	combining	B1	FORM: COMBINING MORE THAN TWO ADJECTIVES Can use commas and 'and' to join more than two adjectives, after 'be'.	Example	Details
ADJECTIVES	combining	B1	FORM: COMBINING THE SAME COMPARATIVE ADJECTIVE WITH 'AND' Can use 'and' to repeat a comparative adjective to indicate change over time, usually after 'become' or 'get' ► adjectives: comparatives	Example	Details
ADJECTIVES	combining	B1	FORM: COMPOUND ADJECTIVES Can use a limited range of compound adjectives ('good-looking', 'well-known')	Example	Details