






Student handout 16 (Week 16, Session 4)

Sample tests

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1) Gap filling 1

Look at the pictures and write the appropriate word in the gap next to each picture.

This is my  _____. She sleeps in a  _____ in our  _____ and eats  _____. During the day, she likes to sleep on the  _____ in the sitting room.

2) Gap filling 2

Look at the words in brackets in the text below. Write a word which is opposite in meaning to each bracketed word.

My friend Nabeel always gets up (*late*) early. He likes to have a (*cold*) _____ cup of tea and a (*hard*) _____-boiled egg for breakfast. He lives (*far from*) _____ my house, and we (*never*) _____ go to school together.

3) Object naming with a picture

Give each child the same picture (for example, a picture of a room with a number of different objects in it). Under the picture, give the names of five objects in the room. Instruct children to draw a line between the name and the object in the picture.

4) Object recognition with a picture

Give children three pictures for each question (for example, a picture of a coat, cat, and car—words with similar sounds). Read aloud a prepared sentence pertaining to one picture. For example: 'Yesterday I saw a beautiful black *cat* in the street'. Instruct the children to circle the correct picture pertaining to the sentence.

5) Activity naming with a picture

Give each child the same picture in which different people are doing different activities. Below the picture, provide a list of five or six names. Read aloud a prepared sentence pertaining to the picture. For example: 'The boy with the cricket bat in his hand is named Amin, and he is talking to his friend Samir'. Then direct children to draw a line between each person in the picture and the name given below.

6) Drawing a picture based on spoken instructions

Read aloud instructions for drawing a picture. Instruct the children to listen to the instructions and draw a picture based on what they hear.

The following is a simple example:

- Draw three big fish swimming in the water.
- Colour the fish in the middle red and the other two yellow.
- Draw a boy swimming above the three fish. Colour his swimsuit blue.

The following is a more complex example:

- Draw a large square in the centre of your paper.
- This square is a house. Draw a door at the bottom of the square in the middle.
- Write a number at the top of the door.
- Draw a door handle on the right side of the door.
- Draw a round window to the left of the door.
- Draw some green curtains at the window.

7) Listening to a story and completing multiple-choice questions

Give out a question sheet with a series of numbered multiple-choice answers.

The following is an example of a selection of multiple-choice answers:

- a) At six o'clock
- b) At six thirty
- c) At seven o'clock
- d) At seven thirty

Read aloud prepared questions for each set of answers.

The following is an example of a question to accompany the above answers:

'Last night I went to bed late, so when my alarm clock rang at six thirty this morning, I didn't want to get up at all. I stayed in bed until seven and then took a quick shower...'

Then instruct children to circle the appropriate letter on the answer sheet.

8) Testing speaking skills

Speaking tests can be very stressful for any learner, so the tester should try to create a relaxed atmosphere. Test one child at a time for a period of five minutes, asking the same questions to every child. It is a good idea to start with a casual warm-up that will not be graded. In the case of very young children, the tester could produce a soft toy and ask the child some questions about it (such as 'What colour are its eyes?') as a warm-up.

After the warm-up, the tester can choose the actual test questions. The following are some examples:

- Give the learner a picture. Ask questions about the picture, such as ‘What is the girl in the pink dress doing?’ Instruct the learner to respond to the questions.
- Show the learner two very similar pictures and ask the child to spot and explain five differences between the two pictures.
- Show the learner four pictures, one of which doesn’t fit with the others. Instruct the child to explain why one picture is the odd one out. For example, there could be pictures of a banana, an apple, an orange, and a potato. In this case, the potato would be the odd one out.
- Ask the learner simple questions about family members or favourite foods, sports, TV programmes, or hobbies.

To score a speaking test, you can award one mark for each correct answer, or for longer spoken responses, you can use the holistic scoring guide outlined in Session 2 of this unit.

Assignment for Unit 6

Ask Student Teachers to choose one test type from the seven examples given above and instruct them to do the following:

Design a 10-item test based on the chosen example for a specific age group. Identify your purpose in giving the test and what information you would expect to learn from the test results. Bring your test to the next session (Session 4 of Unit 6) and try it out with a partner by having your partner take the test. After completing the trial of your test with your partner, make any necessary changes to improve your test during the rest of the session, and ask your partner for comments on the changes. When you feel happy with your completed test, submit it to your Instructor for feedback.