

Specifications for Preparing Test Items at the Intermediate Level
First Intermediate 2019-2020

Question Paper Pattern

Oct 2019

The Basic English Language Exam measures three skills: listening, reading and writing. *The total mark of the exam is 100.*

Part One: LISTENING

Consists of two questions: A & B. (30 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To test students' ability to listen to a conversation and deduce the global meaning. (Listen for gist)	<p style="text-align: center;">- Multiple choice/pictures - True False</p> <p style="text-align: center;">- Matching pictures/names with extracts</p>	<p>- An interview, a conversation or a dialogue between two people (male and female) and students are required to choose the correct option/decide</p> <p>- 6 short texts (monologues or dialogues) and students are required to match</p>	<p>250-300 words</p> <p style="text-align: center;"><i>Or</i></p> <p>- Each extract should be between 50-70 words</p>	6 items (with 3 options for each MC/P)	15
B	To test students' ability to understand and extract specific information from a text. (Listen for specific information)	table/diary/form completion	- An interview, conversation or a dialogue between two people (male and female) and students are required to fill in	250-300 words	6 items (One gapped word)	15

When you prepare listening questions make sure that:

- Instructions are clear, **brief**, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic, clear and well recorded.
- Language used is of appropriate level and of reasonable length.
- The task is of a familiar type, manageable and valid.
- Questions are well graded.
- Answers should appear in order.
- A gapped word should not appear elsewhere in the task.

Part Two: READING

Consists of three questions: A, B & C. (34 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To recognize the appropriate grammatical and lexical items for a given context.	Cloze test	Students are required to fill in the gaps	120 -130 words	8 gaps (with 3 options for each)	8
B	To test students ' ability to apply comprehension skills in order to extract information. .(Read for specific information) To employ the skills of skimming and scanning.	short texts	Students are required to match short texts, such as signs, ads, messages, postcards, notes, emails, labels etc. with questions	Each text less than 30 words	6 items (7 texts + 6 Qs)	12
C. I	To test students' ability to identify the main idea from a text (Read for gist) To test students' ability to read a text in detail and make inferences about the writer's attitudes and opinions. (Read for making inferences)	Multiple choice/True False	Students are required to answer two types of questions	300-320 words.	Multiple choice = 4 items (with 3 options for each) True False = 6 items	6
C. II	To test students ' ability to apply comprehension skills in order to extract information/and transfer it to a table/diary/form/plan.(Read for specific information)	Wh questions/ table/diary/form/plan completion			Wh questions = 4 items Fill in = 8 gaps	8

When you prepare reading questions make sure that:

- Instructions are clear, brief, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic.
- Language used is of appropriate level and of reasonable length.
- Up to (5%) only of the text words can be unfamiliar, but it must be possible for students to process the test without knowing these words.
- Items test comprehension of the passage rather than general knowledge
- The task is of a familiar type, manageable and valid.
- Questions are not of the lifting type.
- Questions start with easier ones and move to more difficult ones
- Visuals are clear, suitable and not misleading

Part Three: WRITING

Consists of two questions. Question A is **compulsory**. (36 marks)

part	Testing Aim	Task description *	Number of words	Number of items	Marks
A	To test students' ability to produce a piece of writing describing a place or a person. To test students' ability to write a postcard.	Students are required to write a description or instructions Students are required to write a postcard .	Between 80 - 100 words	1 item	16
B	To test students' ability to write a letter, a narrative/give details/make suggestions.	Students are required to write (a letter, a story or an article). They are required to write two different styles of writing.	Between 100 - 120 words	2 items and students choose one of the two	20

When you prepare writing questions make sure that:

- Rubrics are clear, simple and easily lead students to answer the question.
- Topics should be within the experience and interests of intermediate student's level. Materials should not favour anyone having knowledge of a particular culture.
- Allocate sufficient time to answer the question.
- Names and addresses of senders/receivers are provided in the case of letters/e-mails.
- Topics for the writing questions should not be within the topic area of the reading questions.
- There is enough space for students to write.

* End of Semester Test Writing Styles

Semester 1	Semester 2
<ul style="list-style-type: none"> - Informal letter (Unit 1 - P14) - Holiday postcard (Unit 2 - P22) - Paragraph about routine (Portfolio Unit 3 - P31) - Description of a building (Unit 4 - P37) 	<ul style="list-style-type: none"> - Giving Instructions (Unit 5 - P54) - Article about a country (Unit 6 - P63) - Letter on holiday (Unit 6 - P62) - Biography (Unit 7 - P74, Portfolio Unit 7 - P75) - Story (Unit 8 - P82)

Specifications for Preparing Test Items at the Intermediate Level
Second Intermediate 2019-2020

Question Paper Pattern

Oct 2019

The Basic English Language Exam measures three skills: listening, reading and writing. *The total mark of the exam is 100.*

Part One: LISTENING

Consists of two questions: A & B. (30 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To test students' ability to listen to a conversation and deduce the global meaning. (Listen for gist)	<p style="text-align: center;">- Multiple choice/pictures - True False</p> <p style="text-align: center;">- Matching pictures/names with texts</p>	<p>- An interview, conversation or a dialogue between two people (male and female) and students are required to choose the correct option/decide</p> <p>- 6 short texts (monologues or dialogues) and students are required to match</p>	<p style="text-align: center;">- 300-350 words</p> <p style="text-align: center;">Or</p> <p style="text-align: center;">- Each extract should be between 60-80 words</p>	6 items (with 3 options for each MC/P)	15
B	To test students' ability to understand and extract specific information from a text. (Listen for specific information)	Sentence completion	- An interview, a conversation or a dialogue between two people (male and female) and students are required to complete the sentence with a word	300-350 words	6 items (One gapped word)	15

When you prepare listening questions make sure that:

- Instructions are clear, brief, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic, clear and well recorded.
- Language used is of appropriate level and of reasonable length.
- The task is of a familiar type, manageable and valid.
- Questions are well graded.
- Answers should appear in order.
- A gapped word should not appear elsewhere in the task.

Part Two: READING

Consists of three questions: A, B & C. (34 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To recognize the appropriate grammatical and lexical items for a given context.	Cloze test	Students are required to fill in the gaps	120 -130 words	10 gaps (with 3 options for each)	10
B	To identify and understand the main ideas and details of texts. To employ the skills of skimming and scanning .	short texts	The main meaning of short texts, such as signs and messages, postcards, notes, emails, labels etc must be chosen from 3 options	Each text less than 30 words	5 texts + 1 example	10
C. I	To test students' ability to identify the main idea from a text (Read for gist) To test students' ability to read a text in detail and make inferences about the writer's attitudes and opinions. (Read for making inferences)	Multiple choice/Matching titles with paragraphs/ True False	Students are required to answer two types of questions	300-350 words.	Multiple choice = 4 items (with 3 options for each) True False = 6 items	6
C. II	To test students' ability to apply comprehension skills in order to extract information and transfer it to a table/diary/form/plan.(Read for specific information)	Wh questions/ table/diary/form/plan completion			Wh questions = 4 items Fill in = 8 gaps	8

When you prepare reading questions make sure that:

- Instructions are clear, brief, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic.
- Language used is of appropriate level and of reasonable length.
- Up to (5%) only of the text words can be unfamiliar, but it must be possible for students to process the test without knowing these words.
- Items test comprehension of the passage rather than general knowledge
- The task is of a familiar type, manageable and valid.
- Questions are not of the lifting type.
- Questions start with easier ones and move to more difficult ones
- Visuals are clear, suitable and not misleading

Part Three: WRITING

Consists of two questions. Question A is **compulsory**. (36 marks)

part	Testing Aim	Task description *	Number of words	Number of items	Marks
A	To test students' ability to write an e-mail To test students' ability to write a letter.	Students are required to write an e-mail . Students are required to write a letter	Between 90 - 110 words	1 item	16
B	To test students' ability to write a description/a narrative/give details/make suggestions.	Students are required to write (a description, a story, an article, an essay, or a review). They are required to write two different styles of writing.	Between 110-130 words	2 items and students choose one of the two	20

When you prepare writing questions make sure that:

- Rubrics are clear, simple and easily lead students to answer the question.
- Topics should be within the experience and interests of intermediate student's level. Materials should not favour anyone having knowledge of a particular culture.
- Allocate sufficient time to answer the question.
- Names and addresses of senders/receivers are provided in the case of letters/e-mails.
- Topics for the writing questions should not be within the topic area of the reading questions.
- There is enough space for students to write.

* End of Semester Test Writing Styles

Semester 1	Semester 2
<ul style="list-style-type: none"> - Email (Unit 1 - P12) - An article about a visit to a place/ habits in the past (Unit 2 - P20, Portfolio Unit 2 - P19) - Description of a place (Unit 3 - P32, Portfolio Unit 3 - P33) - Informal letter giving advice (Unit 4 - P40) 	<ul style="list-style-type: none"> - Story (Unit 5 - P52) - Suggestive essay (Unit 6 - P60) - Review of an event, film or place (Unit 7 - P72, Unit 8 - P80) - Email of recommendation (Unit 8 - P80)

Specifications for Preparing Test Items at the Intermediate Level
Third Intermediate 2019-2020

Question Paper Pattern

Oct 2019

The Basic English Language Exam measures three skills: listening, reading and writing. *The total mark of the exam is 100.*

Part One: LISTENING

Consists of two questions: A & B. (30 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To test students' ability to listen to a conversation and deduce the global meaning. (Listen for gist)	<p>- Multiple choice/pictures</p> <p>- True False</p> <p>- Matching pictures/names with extracts</p>	<p>- An interview, a conversation or a dialogue between two people (male and female) and students are required to choose the correct option/decide</p> <p>- 6 short texts (monologues or dialogues) and students are required to match</p>	<p>- 350-400 words</p> <p style="text-align: center;"><i>Or</i></p> <p>- Each extract should be between 70-80 words</p>	6 items (with 3 options for each MC/P)	15
B	To test students' ability to understand and extract specific information from a text. (Listen for specific information)	Note taking	A factual monologue and students are required to fill in	300-350 words	6 items (One gapped word)	15

When you prepare listening questions make sure that:

- Instructions are clear, **brief**, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic, clear and well recorded.
- Language used is of appropriate level and of reasonable length.
- The task is of a familiar type, manageable and valid.
- Questions are well graded.
- Answers should appear in order.
- A gapped word should not appear elsewhere in the task.

Part Two: READING

Consists of three questions: A, B & C. (34 marks)

Question	Testing Aim	Task Type	Task description	Number of words	Number of items	Marks
A	To recognize the appropriate grammatical and lexical items for a given context.	Cloze test	Students are required to fill in the gaps	120 -130 words	10 gaps (with 3 options for each)	10
B	To identify and understand the main ideas and details of texts. To employ the skills of skimming and scanning .	Matching	Students are required to match between five descriptions of people and six short texts	25-35 words + 35-50 words	5 description + 6 short texts	10
C. I	To test students' ability to identify the main idea from a text (Read for gist) To test students' ability to read a text in detail and make inferences about the writer's attitudes and opinions. (Read for making inferences)	Multiple choice/Matching titles with paragraphs/ True False	Students are required to answer two types of questions	400-420 words.	Multiple choice = 4 items (with 3 options for each) True False = 6 items	6
C. II	To test students' ability to apply comprehension skills in order to extract information and transfer it to a table/diary/form/plan.(Read for specific information)	Wh questions/ table/diary/form/plan completion			Wh questions = 4 items Fill in = 8 gaps	8

When you prepare reading questions make sure that:

- Instructions are clear, brief, specific and easy to understand.
- Topics are suitable for the learners' age, sex, interests and culture.
- The text is authentic.
- Language used is of appropriate level and of reasonable length.
- Items test comprehension of the passage rather than general knowledge
 - The task is of a familiar type, manageable and valid.
 - Questions are not of the lifting type.
 - Questions start with easier ones and move to more difficult ones
 - Visuals are clear, suitable and not misleading

- Up to (5%) only of the text words can be unfamiliar, but it must be possible for students to process the test without knowing these words.

Part Three: WRITING

Consists of two questions. Question A is **compulsory**. (36 marks)

part	Testing Aim	Task description *	Number of words	Number of items	Marks
A	To test students' ability to write a letter or an e-mail To test students' ability to produce a piece of writing describing a place or a person.	Students are required to write a formal, an informal letter or an e-mail . Students are required to write a description	Between 100- 120 words	1 item	16
B	To test students' ability to write a narrative/give details/make suggestions.	Students are required to write (a story, an article, an essay, or a review). They are required to write two different styles of writing.	Between 120-140 words	2 items and students choose one of the two	20

When you prepare writing questions make sure that:

- Rubrics are clear, simple and easily lead students to answer the question.
- Names and addresses of senders/receivers are provided in the case of letters/e-mails.
- Topics should be within the experience and interests of intermediate student's level.
- Topics for the writing questions should not be within the topic area of the reading questions.
- Materials should not favour anyone having knowledge of a particular culture.
- There is enough space for students to write.
- Allocate sufficient time to answer the question.

* End of Semester Test Writing Styles

Semester 1	Semester 2
<ul style="list-style-type: none"> - Description of a person (Unit 1 - P7-11) - An informal letter giving advice (Unit 1 - P14) - Formal letter of application for a job (Unit 2 - P24) - Article for a magazine (Unit 3 - P 33) - Story (Unit 4 - P48) 	<ul style="list-style-type: none"> - Description of a place (Unit 5 - P63) - Letter of complaint (self-Assessment Module 3 & Unit 10 ONLY do the writing task 10E page 120) - Story (Unit 7 - P86) - Review (restaurant/movie/book etc) (Unit 7 & 9: ONLY do the writing task pages 103 and 110, NOT the rest of the unit) - Essay (discursive, pros and cons) (Unit 8 - P96)

Mid-Semester Exam

The Mid-Semester Exam consists of SIX questions:

Part 1: Listening

2 Questions 20 marks (Q1 10 marks - Q2 10 marks)

Part 2: Reading

2 Questions 20 marks (Q1 10 marks - Q2 10 marks)

Part 3: Writing

2 Optional Questions 20 marks (students choose one only)

Maximum Marks

60 marks

P.S. Please refer to the guidelines when writing the Mid-Semester Exam items.