

Einstufungstest Englisch B1–C2

Wir freuen uns darauf, Sie bald zu unterrichten und wünschen Ihnen viel Freude und Erfolg beim Englischlernen! Die Beantwortung der folgenden Fragen erleichtert es uns, für Sie die optimale Gruppe oder Kursform zu ermitteln. Bitte lesen Sie unten stehende Anleitung durch!

Vorname:	Name:	Datum:
<hr/>		
E-Mail:	Telefon:	Mobiltelefon:
<hr/>		
Strasse:	PLZ/Ort:	
<hr/>		
Welches ist Ihre Muttersprache?	Wie lange waren Sie schon in einem englischsprachigen Gebiet?	
<hr/>		

Wann und wie lange hatten Sie schon Englischunterricht? Wissen Sie noch, auf welcher Stufe?

Haben Sie ein Sprachdiplom absolviert? Welches? Erinnern Sie sich noch, wann und welche Benotung Sie dabei erreicht haben (z.B. «grade A», «grade B», «pass»)?

Interessieren Sie sich für einen Sprachkurs direkt in Ihrer Firma?

Ja Nein Vielleicht, bitte nehmen Sie mit mir Kontakt auf.

Name der Firma: Für die Ausbildung verantwortliche Person:

Welche Fähigkeiten möchten Sie im Sprachkurs vor allem lernen oder verbessern?

Sprechen Lesen Grammatik allgemeiner Wortschatz
 Schreiben Hörverständnis Telefonieren Geschäftswortschatz

Welches Ziel möchten Sie gerne erreichen? Auf der folgenden Seite finden Sie Informationen zu den Stufen.

A1 A2 B1 B2 C1 C2 Diplom: _____

Bemerkungen

Anleitung zum Einstufungstest

- Bitte drucken Sie dieses Dokument aus und kreuzen Sie **auf den Lösungsblättern** die Ihrer Meinung nach richtige Lösung an. Es gibt pro Aufgabe nur eine richtige Antwort.
- Bitte lösen Sie den Test ohne jegliche Hilfsmittel (z.B. Wörterbücher oder eine Person).
- Machen Sie so lange weiter, bis Sie keine Aufgaben mehr lösen können.
- Bitte nehmen Sie die Lösungsblätter und diese Seite zu einer kostenlosen Einstufung Ihrer mündlichen Vorkenntnisse an unsere Schule mit. Gerne reservieren wir Ihnen einen Termin dazu unter **Tel. 044 482 55 55**. Sie können uns die Blätter auch eingescannt via **E-Mail info@sprachschuleschneider.ch** oder per **Fax 044 482 55 56** senden und wir werden uns anschliessend gerne mit Ihnen in Verbindung setzen.
- Wenn Sie an einem Englischkurs in Ihrer Firma teilnehmen werden, wenden Sie sich bitte an die Person in Ihrer Firma, welche die Englischkurse organisiert.

Einstufungstest Englisch B1–C2

Unsere Sprachkurse orientieren sich an den sechs Kenntnisstufen des «Europäischen Referenzrahmens». Die Beschreibungen der Stufen helfen dabei herauszufinden, welches sprachliche Niveau Sie gerne erreichen möchten.

	Aktiver Ausdruck: Sprechen und Schreiben	Verstehen: Lesen und Hörverständnis	Diplome	Anzahl Stunden zum Erreichen der Stufe
Stufe C2	Ich kann Vorträge halten, Besprechungen und Diskussionen leiten und spontan und flexibel auf Redebeiträge reagieren. Ich kann Artikel und Berichte zu komplexen Fragestellungen ohne Mühe klar und flüssig verfassen.	Ich lese ohne besondere Mühe Texte aller Art wie Sachbücher, Handbücher, Verträge, Unterhaltungsliteratur und Ähnliches. Ich habe keine Schwierigkeit, gesprochene Sprache zu verstehen, sowohl «live» als auch in den Medien.	CPE «Certificate of Proficiency in English»	1000 – 1200 volle Stunden
Stufe C1	Ich kann mich in Alltag und Beruf beinahe mühelos spontan und fließend verständigen. Beim Schreiben kann ich mich klar, strukturiert und ausführlich ausdrücken und dabei meinen Stil adressatbezogen verändern.	Ich kann lange Texte verstehen, auch zu Themen, die nicht zu meinen persönlichen Interessengebieten zählen. Ich kann längeren Berichten, Präsentationen und Ähnlichem auch im Detail folgen.	CAE «Certificate in Advanced English» BEC Higher «Business English Certificate» ICFE «International English Certificate in Financial English» ILEC «International English Certificate in Legal English»	700 – 800 volle Stunden
Stufe B2	Ich kann mich im privaten und beruflichen Bereich so spontan und fließend verständigen, dass ein normales Gespräch mit Muttersprachigen möglich ist. Ich kann ausführliche, verständliche Texte über eine Vielzahl von Themen schreiben.	Ich kann Artikel und Berichte lesen, auch in Fachzeitschriften zu mir vertrauten beruflichen Themen. Ich kann in Alltag und Beruf längeren Redebeiträgen folgen, wenn mir die Thematik vertraut ist.	FCE «First Certificate in English» BEC Vantage «Business English Certificate»	500 – 600 volle Stunden
Stufe B1	Ich kann die meisten Situationen sprachlich bewältigen, denen man auf Reisen begegnet. Ich kann meine Meinungen und Pläne erklären und begründen. Ich kann einen zusammenhängenden Text über mir vertraute Themen schreiben.	Ich kann längere Texte verstehen, in denen überwiegend die Sprache vorkommt, die in Alltag und Beruf häufig verwendet wird. Bei Radio- und Fernsehsendungen verstehe ich das Wesentliche, wenn klare Standardsprache verwendet wird.	PET «Preliminary English Test» BEC Preliminary «Business English Certificate»	340 – 420 volle Stunden
Stufe A2	Ich kann in einigen Sätzen und mit einfachen Worten meine Familie, meine Interessen, meine berufliche Tätigkeit beschreiben. Ich kann kurze Notizen und kurze persönliche Briefe verfassen.	Ich kann in kurzen Texten (Anzeigen, Prospekte, Faxe, E-mails, Fahrpläne und Ähnliches) das Wichtigste verstehen. Ich kann einfache Informationen zu Themen wie Familie, Arbeit und Wohnen verstehen.	KET «Key English Test»	180 – 200 volle Stunden
Stufe A1	Ich bin darauf angewiesen, dass meine Gesprächspartner sehr langsam sprechen. Ich kann einfache Wendungen und Sätze gebrauchen, eine kurze Postkarte schreiben und auf Formularen Namen, Adresse, Nationalität und Ähnliches eintragen.	Ich kann vertraute Wörter und einfache Sätze verstehen, zum Beispiel auf Schildern, Plakaten, oder Speisekarten. Ich kann alltägliche Ausdrücke und einfache Sätze verstehen, wenn deutlich und langsam gesprochen wird.		70 – 90 volle Stunden

Oxford Placement Test 2

Grammar Test PART 1

Name

Total Listening / 100

Total Grammar / 100

Grand total / 200

Look at these examples. The correct answer is ticked.

- a In warm climates people like likes are liking sitting outside in the sun.
 b If it is very hot, they sit at in under the shade.

Now the test will begin. Tick the correct answers.

- | | |
|--|----------|
| 1 Water <input checked="" type="checkbox"/> be freezing <input type="checkbox"/> is freezing <input type="checkbox"/> freezes at a temperature of 0°C. | 1 _____ |
| 2 In some countries <input type="checkbox"/> there is <input type="checkbox"/> is <input checked="" type="checkbox"/> it is dark all the time in winter. | 2 _____ |
| 3 In hot countries people wear light clothes <input type="checkbox"/> for keeping <input type="checkbox"/> to keep <input checked="" type="checkbox"/> for to keep cool. | 3 _____ |
| 4 In Madeira they have <input type="checkbox"/> the good <input type="checkbox"/> good <input checked="" type="checkbox"/> a good weather almost all year. | 4 _____ |
| 5 Most Mediterranean countries are <input type="checkbox"/> more warm <input type="checkbox"/> the more warm <input checked="" type="checkbox"/> warmer in October than in April. | 5 _____ |
| 6 Parts of Australia don't have <input type="checkbox"/> the <input type="checkbox"/> some <input checked="" type="checkbox"/> any rain for long periods. | 6 _____ |
| 7 In the Arctic and Antarctic <input type="checkbox"/> it is <input type="checkbox"/> there is <input checked="" type="checkbox"/> it has a lot of snow. | 7 _____ |
| 8 Climate is very important in <input type="checkbox"/> most of <input type="checkbox"/> most <input checked="" type="checkbox"/> the most people's lives. | 8 _____ |
| 9 Even now there is <input type="checkbox"/> little <input type="checkbox"/> few <input checked="" type="checkbox"/> less we can do to control the weather. | 9 _____ |
| 10 In the future <input type="checkbox"/> we'll need <input type="checkbox"/> we are needing <input checked="" type="checkbox"/> we can need to get a lot of power from the sun and the wind. | 10 _____ |
| 11 For many people the name Pelé still means <input type="checkbox"/> the more <input type="checkbox"/> the most <input checked="" type="checkbox"/> most famous footballer in the world. | 11 _____ |
| 12 Pelé <input type="checkbox"/> had been <input type="checkbox"/> is <input checked="" type="checkbox"/> was born in 1940. | 12 _____ |
| 13 His mother <input type="checkbox"/> not want <input type="checkbox"/> wasn't wanting <input checked="" type="checkbox"/> didn't want him to become a footballer. | 13 _____ |
| 14 But his father <input type="checkbox"/> made him to <input type="checkbox"/> made him <input checked="" type="checkbox"/> would make him to practise every day. | 14 _____ |
| 15 By 1956 he <input type="checkbox"/> has joined <input type="checkbox"/> joined <input checked="" type="checkbox"/> had joined the Brazilian club, Santos, and had scored in his first game. | 15 _____ |

subtotal /15

- 16 In 1957 he **has been picked** **was picked** **was picking** for the Brazilian national team. 16 _____
- 17 The next World Cup Finals were in 1958 and Pelé was looking forward to **play** **playing** **the play** . 17 _____
- 18 And **even though** **even so** **in spite of** he was injured he helped Brazil to win the final. 18 _____
- 19 Pelé was **a such** **such a** **a so** brilliant player that he helped Brazil win 3 World Cups. 19 _____
- 20 He didn't stop **playing** **to play** **play** for Santos till he was 34. 20 _____
- 21 After calling it a day in 1974, he came **from** **off** **out of** retirement and played for *New York Cosmos*. 21 _____
- 22 **Till** **By** **In** the end of his career he had scored over a thousand goals. 22 _____
- 23 He then settled for a role **as** **like** **in** a sporting ambassador for Brazil. 23 _____
- 24 By the end of the 20th Century he had received a great **many** **number** **deal** of awards. 24 _____
- 25 Though honoured with the title *Athlete of the Century*, he will always be remembered **as footballer** **as a footballer** **as the footballer** . 25 _____

Football, or soccer as it is sometimes known, **has been** **is being** **was** played for **above** **over** **more than** 150 years, but the first World Cup competition **has not been** **was not** **was not being** held until 1930, when Uruguay **could win** **were winning** **won** the first professional final. Four teams had entered from Europe, but with **a little** **little** **few** success. The 1934 World Cup was again won by **a** **the** **their** home team, Italy, **who** **which** **that** went on to win the 1938 final as well. Winning successive finals is something that **is not** **was not** **has not been** achieved again until Brazil managed **them** **these** **it** in 1958 and 1962. If Brazil **would have won** **would win** **had won** again in 1966 then the FIFA authorities would have needed to **have** **let** **make** the original World Cup replaced. However, England stopped the Brazilians **to get** **getting** **get** a third successive win. In the 1970s the honours were shared **among** **between** **inside** Europe and South America. Argentina succeeded **to win** **at winning** **in winning** in 1978, but in 1982, in Spain, they had **difficulty in** **difficulties to** **difficulty to** getting beyond the early stages. They won again in Mexico in 1986, **where** **which** **while** Maradona managed to win **much** **some** **any** of the games, especially the one against England, almost **by his own** **by himself** **on himself**. The 1990s finals were dominated by European teams **except** **apart** **save** from Brazil's win in the USA in 1994, with the 1998 finals in France again **to be** **being** **having** won by the hosts. Throughout the 1990s police in the host countries **was** **were** **have been** kept busy keeping rival fans apart, but **there was** **there were** **it was** to be no such problems when the first World Cup Finals of the 21st century took **part** **place** **hold** in Japan and South Korea in 2002. Football's third century **has seen** **saw** **seeing** success for a number of footballing nations in Africa and Asia, who **may well** **may as well** **might as well** prove to be the teams of the future. 26 _____

27 _____

28 _____

29 _____

30 _____

31 _____

32 _____

33 _____

34 _____

35 _____

36 _____

37 _____

38 _____

39 _____

40 _____

41 _____

42 _____

43 _____

44 _____

45 _____

46 _____

47 _____

48 _____

49 _____

50 _____

Grammar Test PART 2

- 51 Millions of **persons** **people** **peoples** around the world now use the Internet almost every day. 51 _____
- 52 The majority of children in the UK **have** **has** **are having** access to a PC. 52 _____
- 53 Learning to use the Internet is not the same **as** **like** **than** learning traditional skills. 53 _____
- 54 Most of us start off with email, **who** **which** **what** is fairly easy to use. 54 _____
- 55 Children generally find using computers easy, but some adults can't get used **to work** **to working** **work** with them. 55 _____
- 56 There aren't **no** **any** **some** shortcuts to becoming proficient – everyone needs training and practice. 56 _____
- 57 Those who do best are those who also use computers a lot **on their own** **by their own** **on themselves**. 57 _____
- 58 It's no use **in trying** **to try** **trying** to become an expert just by reading books. 58 _____
- 59 There are many who wish they **started** **would have started** **had started** learning earlier. 59 _____
- 60 A few unsuccessful learners have resigned themselves to never **know** **knowing** **known** how to use the Internet. 60 _____
- 61 Some new users quickly become almost addicted **to be** **to being** **be** on line. 61 _____
- 62 Others decide they would just **rather** **prefer** **better** not have anything to do with computers. 62 _____
- 63 The trend continues **to be** **be** **by being** for computers to get smaller and smaller. 63 _____
- 64 Some companies already have more palmtops **that** **than** **as** desktops. 64 _____
- 65 It is thought that we'll have mobile phones as powerful as PCs **till** **by** **in** the end of the decade. 65 _____

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

- I'm writing** **I will write** **I should write** to you because I 66 _____
- am not knowing** **don't know** **know not** what to do. I'm twenty-six and a teacher at 67 _____
- a primary school in Norwich where **I'm working** **I've worked** **I work** for the last five years. 68 _____
- When I **was** **have been** **had been** there for a couple of years, one of the older members of staff 69 _____
- would leave** **left** **had been leaving**, and a new teacher 70 _____
- would be** **became** **was** appointed to work in the same department as me. 71 _____
- We **worked** **have worked** **should work** together with the same classes during her first year 72 _____
- and had the **opportunity for building** **possibilities to build** **chance to build** up a good professional 73 _____
- relationship. Then, about eighteen months after **she has arrived** **to have arrived** **arriving** 74 _____
- in Norwich, she decided to buy **her own** **herself** **her a** house. 75 _____

She was tired of **to live** **live** **living** in rented accommodation and wanted a place **76** _____
by her own **of her own** **of herself** . At about the same time, I **77** _____
was given **have been given** **gave** notice by the landlord of the flat **78** _____
what I was living **that I had lived** **I was living** in **79** _____
and she asked me if I **liked** **had liked** **would like** to live **80** _____
with her. She **said** **told** **explained** me that by the time she **81** _____
would pay **would have paid** **had paid** the mortgage **82** _____
and the bills **it** **there** **they** wouldn't be **83** _____
a lot **many** **few** left to live on. She suggested **84** _____
us to **we should** **we may** share the house and share the costs. **85** _____
It seemed like a good idea, so after **we'd agreed** **we could agree** **we agreed with** all the details **86** _____
what **that** **who** needed to be sorted out, we moved into the new house together. **87** _____
At the end of this month **we have lived** **we have been living** **we'll have been living** **88** _____
together for a year and a half. It's the first time **I live** **I'm living** **I've lived** with anybody before, but **89** _____
I should guess **I might have guessed** **I'd have guessed** what would happen. I've fallen in love with **90** _____
her and now she's been offered another job 200 miles away and is going to move. I don't know what to
do. Please give me some advice.
Yours in shy desperation,
Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

- a He's getting the 9.15 train, **isn't he** **hasn't he** **wasn't he** ?
b She works in a library, **isn't she** **doesn't she** **doesn't he** ?
c Tom didn't tell you, **hasn't he** **didn't he** **didn't he** ?
d Someone's forgotten to switch off the gas, **didn't one** **didn't they** **haven't they** ?

Now tick the correct question tag in the following 10 items:

- 91 Steve's off to China, **has he** **hasn't he** **isn't he** ? **91** _____
92 It'll be a year before we see him again, **won't it** **won't we** **shan't it** ? **92** _____
93 I believe he's given up smoking, **isn't he** **don't I** **hasn't he** ? **93** _____
94 I'm next on the list to go out there, **am not I** **are I** **aren't I** ? **94** _____
95 No doubt you'd rather he didn't stay abroad too long, **shouldn't you** **wouldn't you** **hadn't you** ? **95** _____
96 He's rarely been away for this long before, **is he** **hasn't he** **has he** ? **96** _____
97 So you think he'll be back before November, **shall he** **will he** **do you** ? **97** _____
98 Nobody's disagreed with the latest proposals, **did he** **has he** **have they** ? **98** _____
99 We'd better not delay reading this any longer, **should we** **did we** **had we** ? **99** _____
100 Now's hardly the time to tell me you didn't need a test at all, **did you** **is it** **isn't it** ? **100** _____

Writing

Please write a short text of about 200-300 words. Choose from the topics below:

General Topics

Should public money be used to support the arts, for example by subsidising theatres, orchestras and art galleries?

or

Pop singers and film stars have a duty to act as responsible role models for the young people who pay to listen to their music and see their films. Discuss.

Business Topics

An international fund is offering grants to small businesses to improve their facilities. Your manager has decided to apply and has asked you to write on behalf of the company. Write a letter, including the following information:

- a brief background to your company
- which facilities a grant would enable you to improve
- what the future benefits to your company would be.

or

Your company's Sales Department has asked you to give a talk next Friday on your most recent project. Write an email to Mrs Jay in the Sales Department:

- agreeing to give the talk and suggesting a time
- outlining the content of your talk
- saying what equipment you will need
- requesting information about the participants
