



CAMBRIDGE O LEVEL — PROGRESS TEST

ENGLISH LANGUAGE

Reading, Vocabulary, Grammar & Writing

Unit Progress Test 1

Candidate Name:		Class / Grade:	
Date:		Teacher:	

Subject	English Language	Total Marks	50
Focus	Reading, Vocabulary, Grammar & Writing	Time Allowed	60 Minutes

General Instructions

1. Answer all questions in the spaces provided.
2. For Section A, answer in your own words as far as possible.
3. For Section C, read each instruction carefully — question types vary.
4. For Section D, write in full sentences within the word limit given.
5. Write in dark blue or black ink.



Section A — Reading Comprehension

Read the passage below, and then answer the questions that follow.

The Substitute

- 1 Mr. Adeyemi walked into the classroom holding a register he had clearly never seen before, and the room fell into the particular silence reserved for substitute teachers — half curiosity, half calculation.
- 4 “I’m told you’re doing poetry today,” he said, glancing at the board where yesterday’s diagram of a cell still lingered. Someone at the back sniggered. He didn’t ask why.
- 7 He set down his bag, found a marker that actually worked on the third try, and asked, quite simply, “What’s your favourite poem, and why?” No one answered. He waited, unbothered by the silence in a way our usual teacher never was.
- 12 Eventually, a girl near the window mentioned a poem about the sea. He asked her to explain why it stayed with her, and by the time she finished, half the class had leaned forward slightly, the way people do when a conversation becomes unexpectedly real.
- 17 By the end of the lesson, we hadn’t covered poetry at all — not in any way that would show up in an exam. But something else had happened, quieter and harder to mark, that made several of us hope he’d be back tomorrow.



Question 1 — Comprehension

(a) Give one word from lines 1–4 which suggests the students were both interested in and assessing the substitute teacher. [2]

(b) Suggest one reason why the sniggering at line 5 might have happened. [2]

(c) What does the teacher's reaction to the silence (lines 9–11) suggest about his teaching approach? [4]

(d) Explain what the writer means by “something else had happened, quieter and harder to mark” (line 18). [4]

Question 2 — Vocabulary in Context

Choose one word from the passage which is closest in meaning to each of the following. Give the paragraph number where the word appears.

(a) an uncomfortable pause in conversation (paragraph 1) [1]

(b) laughed quietly in a mocking way (paragraph 2) [1]

(c) not troubled or disturbed (paragraph 3) [1]

(d) moved slightly forward with interest (paragraph 4) [1]

(e) difficult to formally assess (paragraph 5) [1]



Section C — Grammar & Use of English

Answer all questions in this section. Follow the instruction given for each item.

1. Fill in the blank with the correct form of the verb in brackets: "By the time the fire engine arrived, the small fire ____ (already / spread) to the neighbouring roof." [1]

2. Fill in the blank with the correct preposition: "She has been interested ____ astronomy since she was seven." [1]

3. Fill in the blank with the correct preposition: "The committee finally agreed ____ the new proposal after a long debate." [1]

4. Choose the correct verb form to complete the sentence: "Neither of the students ____ (has / have) submitted their assignment yet." [1]

5. Rewrite the sentence in the passive voice: "The council will announce the results next Friday." [2]

6. Rewrite the sentence in reported speech: She said, "I have finished my homework." [2]

7. Combine the two sentences into one, using an appropriate connective: "The rain continued all afternoon. The match was postponed." [2]

8. Rewrite the following sentence with correct capitalisation and punctuation: "the manager said the meeting will begin at 9 oclock on monday" [2]

9. Identify and correct the grammatical error in this sentence: "Each of the players have brought their own equipment." [1]



Section D — Short Writing

Write a short diary entry (80–120 words) describing a lesson or class that felt different from usual, in a similar spirit to the passage above.

Up to 10 of the 20 marks available are for content and ideas, and up to 10 marks are for the quality of your writing.

[20]



Marking Guidance & Model Answers

Teacher reference: equivalent, grammatically sound wording that captures the same meaning should be accepted.

Question 1 — Comprehension

- (a) Any one of: curiosity / calculation — indicating the students were both interested in and assessing the substitute teacher. [2]
- (b) Accept: the substitute's unfamiliarity with the class routine, or his mismatched comment about the board, may have seemed amusing to some students. [2]
- (c) Accept: suggests he is calm, patient, and comfortable with silence, unlike a teacher who might fill it anxiously — a relaxed, confident approach that puts less pressure on students. [4]
- (d) Accept: suggests a shift in classroom atmosphere or engagement that was meaningful but not something a test or mark scheme could capture — a positive, informal outcome. [4]

Question 2 — Vocabulary in Context

- (a) silence (b) sniggered (c) unbothered (d) leaned (e) mark — one mark each for the correct word. [5]

Section C — Grammar & Use of English

1. had already spread [1]
2. in [1]
3. to [1]
4. has [1]
5. The results will be announced (by the council) next Friday. [2]
6. She said (that) she had finished her homework. [2]
7. Accept any logically joined sentence using a suitable connective, e.g. "Because the rain continued all afternoon, the match was postponed." [2]
8. The manager said, "The meeting will begin at 9 o'clock on Monday." [2]
9. Accept: "Each of the players has brought their own equipment" — corrects the subject-verb agreement error (has, not have). [1]

Section D — Short Writing (Marking Guidance)

Award content marks (up to 10) for a clear, relevant recollection of a lesson that felt different, with a sense of why it stood out.

Award language marks (up to 10) for register appropriate to a diary entry, clear expression, and accuracy of grammar, spelling, and punctuation. [20]