TEST 2

PART 1: SPEAKING AND WRITING

SECTION 1: PERSONAL INTRODUCTION

Read the prompt below. In 25 seconds, you must reply in your own words, as naturally and clearly as possible. You have 30 seconds to record your response. Your response will be sent together with your score report to the institutions selected by you.

Please introduce yourself. For example, you could talk about one or more of the following:

- Your interests
- Your plans for future study
- Why you want to study abroad
- Why you need to learn English
- Why you chose *this* test

SECTION 2: READ ALOUD

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

(Allow 40 seconds for each separate text.)

A The ritual of the state opening of parliament still illustrates the basis of the British constitution. The sovereignty of the Royal Family has passed to the sovereignty of parliament, leaving the monarchy with the trappings of power, while prime ministers are still denied the kind of status that is given to American and French presidents.

B Most peasants remained self-sufficient and sceptical about money – and with good reason: the triumph of capitalism probably made them worse off. They now had to deal with a centralized imperial state that was collecting tax more efficiently, giving more power to landlords, and slowly reducing customary peasant rights to land and produce.

C Another method governments use to try and influence the private sector is economic planning. For a long time now, socialist and communist states have used planning as an alternative to the price mechanism, organizing production and distributing their resources according to social and strategic needs, rather than based on purely economic considerations.

D Most succulent plants are found in regions where there is little rainfall, dry air, plenty of sunshine, porous soils and high temperatures during part of the year. These conditions have caused changes in plant structures, which have resulted in greatly increased thickness of stems, leaves and sometimes roots, enabling them to store moisture from the infrequent rains.

E Line engraving on metal, which, to a great extent, was a development of the goldsmith's craft of ornamenting armour and precious metals, did not emerge as a print-making technique until well into the 15th century. Copper, the metal mainly used for engraving, was expensive, and engraving itself was laborious and took a long time.

F For the first two or three years after the Second World War, a new title would often sell out within a few months of publication. However, unless public demand for the book was unusually high, they were rarely able to reprint it. With paper stocks strictly rationed, they could not afford to use up precious paper or tie up their limited capital with a reprint.

You can hear model answers on the CD1, track 30.

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.

1.31 Play the CD to listen to the recording that goes with this item.

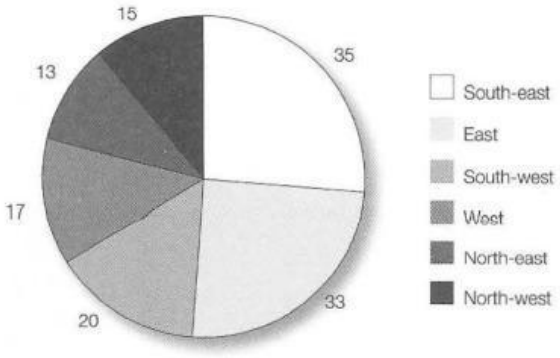
For Further Guidance, see page 49.

LIVEWORKSHEETS

SECTION 2: DESCRIBE IMAGE

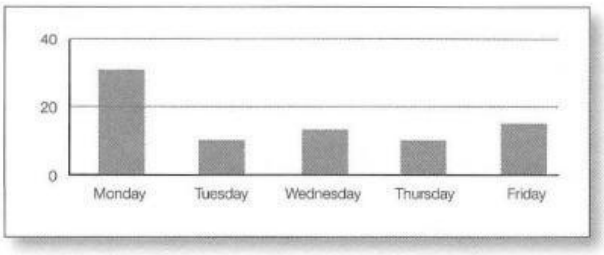
A Look at the pie chart below. Describe in detail what the pie chart is showing. You will have 40 seconds to give your response.

Amount of time on average spent in consultation with local doctor (GP) (hrs / year)



B Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Average number of students late for college



C Look at the table below. Describe in detail what the table is showing. You will have 40 seconds to give your response.

Time spent on main activities: by sex, 2005, GB

	Hours and minutes per day	
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.25	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2.50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15

Notes

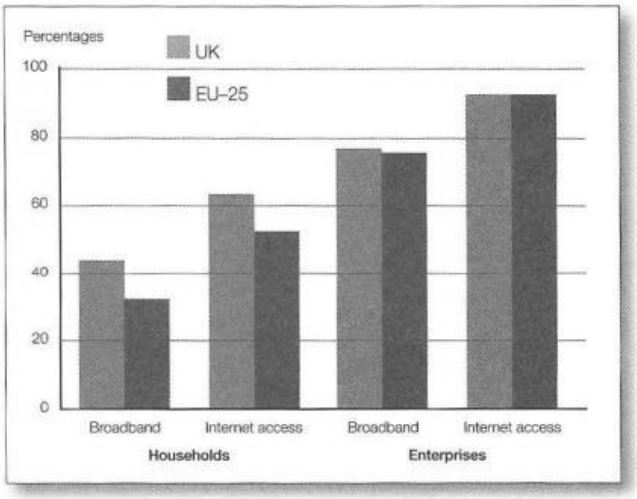
People aged 16 and over

For Further Guidance, see page 53.

LIVEWORKSHEETS

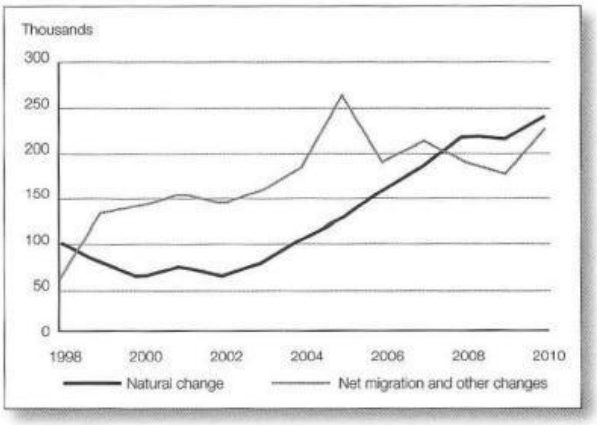
D Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Internet access and broadband connections: by households and enterprises, 2006



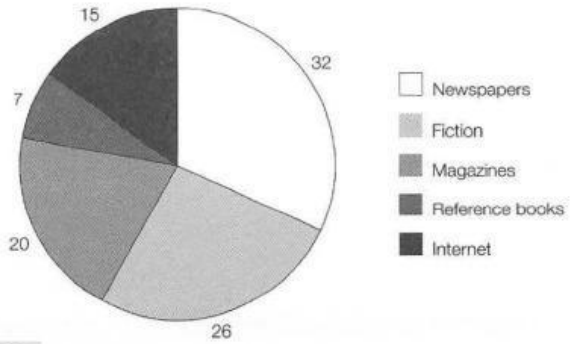
E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Components of population change, United Kingdom, mid-1998 to mid-2010



F Look at the pie chart below. Describe in detail what the pie chart is showing. You will have 40 seconds to give your response.

How much of their reading time do students spend on different forms of reading?



You can hear model answers on the CD1, track 33.

LIVEWORKSHEETS

SECTION 2: RE-TELL LECTURE

A You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Alexis de Tocqueville

1.34 Play the CD to listen to the recording that goes with this item.

B You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



1.35 Play the CD to listen to the recording that goes with this item.

C You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



1.36 Play the CD to listen to the recording that goes with this item.

You can hear model answers on the CD1, track 37.

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.

1.38 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 55.

LIVEWORKSHEETS

SECTION 3: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

It wasn't until the 19th century that Britain had a police force as we know it today. In medieval times, the maintenance of law and order was in the hands of local nobles and lords who were expected to keep the peace in their own land, and they would often appoint "constables" to police it. For a long time policing remained an unpaid activity or was paid for privately, either by individuals or organizations. There were also people who made a living as "thief takers". They were not paid wages, but were rewarded by a proportion of the value of the stolen possessions they recovered. Later, in London, where the population was rapidly increasing and crime was rising, night-watchmen – the first paid law enforcement body – were created and worked alongside the unpaid, part-time constables.

Britain, then, was slower to create and develop a police force than the rest of Europe: France had one long before – indeed, the word *police* is taken from the French. This fact was not unimportant, as the very idea of a police force was seen as foreign – that is, French – and particularly undesirable, and was generally regarded as a form of oppression.

It was not until Robert Peel set up his "new police" as a separate force in 1829 that policemen began to replace the old part-time constables. Sir Robert "Bobby" Peel's own name provided two common nicknames for the new force: "Peelers" or "Bobbies". These names seem mild, if not affectionate, and are possibly an interesting gauge of how the police were viewed by people at the time, in contrast with the kind of names they get called these days.

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SECTION 4: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Many people have problems with irony, both in their everyday lives and as it is used or deployed in literature. We learn early on at school about "dramatic irony", that is, we are told, when the audience of a play is aware of some situation or circumstance, or has information that one or more characters in the play do not. If you like, you are sharing a secret with the writer – you are in the know. Perhaps, as you go about your daily business, irony is not so clear-cut.

Here's an example: your neighbour draws your attention to how lovely the dandelions and daisies growing in your lawn are. Now, to someone not familiar with the care and attention many English people give to their gardens, this might need a bit of explanation. Lawns are grass, and are cut and rolled regularly so that a professional golfer could practice his putting on it. Daisies and dandelions are weeds. For a moment – but just for a moment – you wonder how serious your neighbour is being. Does he really think the weeds are lovely or is he telling you – in a rather superior way – that you're a lousy gardener?

Irony, however, usually needs an audience; and not only does it need some people to get the point, it also very much needs there to be people who don't. There is, it has to be said, a rather undemocratic air of superiority about it.

Irony is slippery, sometimes difficult to get a firm hold on, and can easily backfire, like a joke that falls flat. Those who don't like irony – usually those who don't get the point – argue that, in a world that is already difficult enough to deal with, why should we want to complicate things further? Why throw everything you say into doubt? Besides, there's an unpleasant air of intellectual snobbery about it, and that sort of thing doesn't go down well any more.

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LIVEWORKSHEETS

SECTION 5: WRITE ESSAY

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

It has recently been suggested that the classical, or "dead", languages Latin and Greek should be re-introduced into the school curriculum. Those that oppose the idea claim that the ancient languages are of no practical use and no help in getting a job. Those in favor of the idea say that education is more about training the mind than preparing for a career.

Which of these points of view do you most agree with? Support your argument, where possible, with reasons and/or examples from your own experience and observations.

SECTION 6: WRITE ESSAY

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

More and more students are studying at universities abroad, either because it is cheaper, or because they feel they can receive a better education, or because it will provide them with greater professional opportunities.

Discuss the advantages and disadvantages of studying abroad. Support your arguments with reasons and/or examples from your own experience and observations.

For Further Guidance, see page 58.

LIVEWORKSHEETS