

TASC

(TEST DE ACCESO AL SECUNDO CICLO)

A Detailed Specification

GENERAL INTRODUCTION

The TASC written examination paper has been scaled in accordance with the levelling specifications of the Council of Europe Common European Framework (CEF) <http://www.culture.coe.int/lang> and students need to demonstrate that they have a language resource which would enable them to operate at mid-intermediate level, that is, at Level B1+ on the CEF scale.

In accordance with the CEF approach to language, the TASC tests a range of skills and sub-skills which, taken together, reflect the current approach that **knowing** a language means being able to **use** a language in different contexts and to communicate on various themes and topics. The Common European Framework of Reference for Languages and associated publications (the 'Can do' scales) http://dialang.org/ProfInt/Icanall_ES (Spanish version) or http://www.dialang.org/english/ProfInt/Icanall_EN (English version) provide detailed descriptions of what a learner of a language can do at different levels. This is described for the following skills: writing, listening, reading, spoken interaction (conversation) and spoken production. These skills are also tested in all Cambridge ESOL examinations.

Students at TASC level are able to satisfy their own communicative needs, in a range of everyday, occupational and educational situations, with both native and non-native speakers of English (in Spain or in a foreign country). This caters for future needs of university students, which might involve the desire to study and work in contexts in which English would be required (for example, to follow an Erasmus course or work to in multi-lingual professional environments). Such communicative needs are reflected in the syllabus on which the TASC exam is based, that is on the range of **themes and topics**, **skills and sub-skills**, with certain **text-types** and language described in the **language syllabus**, which can be tested.

There are nine sections to the TASC exam, which test students' abilities at level B1+ in **listening**, **interacting**, and **reading** (including the writing sub-skills of proof-reading and using linking devices), Language knowledge is also tested, with a focus on vocabulary (meaning, and word and phrase building related to the themes and topics) and structure. The language syllabus (structure and vocabulary) tested on the written paper reflect a students' language resource between the Preliminary English Test (PET) and First Certificate English (FCE) levels. A detailed description of PET and FCE syllabuses can be found on <http://www.CambridgeESOL.org>. All Cambridge ESOL examinations have been scaled by ALTE (the Association of Language Testers in Europe <http://www.alte.org>) according to the specifications provided by the Common European Framework of Reference for Languages. Similar syllabuses are to be found in standard **study materials**. There are **sample questions** of all of the nine sections provided here.

The examination is administered twice a year, in December and May, with a different paper for each administration. There are 100 questions, graded at Level B1+. Level B1+ corresponds to approximately 450 hours of study, although required study time varies between individuals (depending on previous learning experiences, learning styles, exposure to language outside the classroom, etc.). The examination lasts for two hours, and students may leave the examination room when they have completed the paper. The time allocation is generous, providing students with ample opportunity to think and produce a sample of linguistic competence without having to operate under impeding and stressful time constraints. Students at Level B1+ will generally complete the exam between 60 – 90 minutes.

REFERENCES:

The description of the TASC exam and syllabus (themes, skills, language, and vocabulary) is based on the following documentation:

Cambridge Handbooks (PET, FCE), University of Cambridge Local Examinations Syndicate – now Cambridge ESOL, (downloadable on www.CambridgeESOL.org)

Common European Framework of Reference for Languages: Learning, teaching and assessment. 2001, Council of Europe, Modern Languages Division, CUP

Threshold 1990, J A van Ek & J L M Trim, (Revised Edition), 1998, Council of Europe, CUP

Vantage Level, J A van Ek & J L M Trim, 2001, Strasbourg, Council of Europe, CUP

Cambridge English Lexicon, Ronald Hindmarsh, CUP

<http://www.culture.coe.int/lang> (*Council of Europe*)

<http://www.culture.coe.int/portfolio> (*Council of Europe, portfolio and self-assessment*) European Language Portfolio: Guide for Developers by Günter Schneider and Peter Lenz, and The European Language Portfolio: a guide for teachers and teacher trainers by David Little and Radka Perclová

<http://www.alte.org> (*Association of Language Testers in Europe*)

http://www.dialang.org/english/ProfInt/Icanall_ES

http://www.dialang.org/english/ProfInt/Icanall_EN

THEMES AND TOPICS

Language use at this level falls within the areas of the personal and public domains, and language for vocational and educational purposes. Students at this level are able to use language relating to the following general themes and topics:

Accommodation
Clothes
Crime and justice
Daily life
Education and courses
Entertainment and media
Environment
Food and drink
Health
Hobbies and leisure
House and home
Language
Library work
Shopping
Medicine and exercise
The natural world

Opinions and experiences
People
Personal identification
Personal feelings
Places and buildings
Politics and current affairs
Professions
Relations with other people
Services
Social interaction
Sport
Transport
Travel and holidays
Weather
Welfare facilities
Work and jobs

SKILLS AND SUB-SKILLS

Successful candidates will demonstrate competence in a selection of the following abilities, **listening**, **interacting**, and **reading** (including writing sub-skills) on several of the above themes in different sections of the exam. Each TASC examination will focus on all of skills and one or more of sub-skills - it will never test all sub-skills on one particular paper. Students should be prepared to demonstrate their ability in all of the sub-skills which might be tested on any TASC examination, as the overall level of the examination is in part reflected in the breadth of possible sub-skills which can be tested.

Listening (Section 1): At this level a student can:

- Understand the main points, specific details and arguments of clear standard listening texts on concrete topics in everyday, educational and occupational contexts;
- Understand the main points and opinions of a discussion between two standard dialect native speakers;
- Understand the outline of short, well-structured talks on general topics of a more academic nature;
- Understand technical information (such as operating instructions for household appliances);
- Understand the information content of the majority of recorded or broadcast audio material on topics of everyday interest delivered in clear standard speech
- Extract information of a factual nature (times, dates, etc.) from speech which will contain redundancies and language outside the defined limits of TASC;
- Understand the sense of a dialogue and show appreciation of the attitudes, viewpoints and intentions of the speakers.

Interacting (Section 2): Students are required to demonstrate an ability to produce expressions used in everyday, vocational and educational settings and produce expressions which enable conversation to run smoothly.

At this level a student can create conversational exchanges using a standard range of exponents to:

- Greet people and respond to greetings (in person and on the phone);
- Introduce oneself and other people;
- Ask for and give details;
- Ask and answer questions;
- Ask for and give information;
- Talk about how to operate things;
- Express purpose, cause and result, and give reasons;
- Draw simple conclusions and make recommendations;
- Make and grant/refuse requests;
- Make and respond to offers and suggestions;
- Express and respond to thanks;
- Give and respond to invitations;
- Give advice;
- Give warnings and prohibitions;
- Persuade and ask/tell people to do something;
- Express obligation and lack of obligation;
- Ask and give/refuse permission to do something;
- Make and respond to apologies and excuses;
- Pay compliments;
- Criticise and complain;
- Sympathise;
- Express preferences, likes and dislikes;
- Talk about physical and emotional feelings;
- Express opinions and make choices;
- Express needs and wants;

- Express (in) ability in the present and in the past;
- Talk about (im)probability and (im)possibility;
- Express degrees of certainty and doubt;
- Define features of something concrete.

Students should also be able to demonstrate their ability to formulate expressions in everyday, vocational and educational contexts to:

- Check and confirm information; ask for repetition, reformulation, clarification or elaboration;
- Initiate a conversation;
- Invite others into a conversation;
- Summarise a point reached in a discussion;
- Re-state what has been said;
- Check on meaning and intention;
- Help others to express their ideas;
- Start a new topic;
- Change the topic;
- Resume or continue the topic;
- Ask for and give the spelling and meaning of words;
- Confirm comprehension, express agreement and disagreement, effect conversational repair, contradict people, use circumlocution phrases to signal a lack of understanding, intervene in a discussion and get the floor, and close a conversation.

Use of the following modal verbs are tested in relation to the above: *can* (ability; requests; permission); *could* (ability; possibility; polite requests, suggestions, offers); *would* (polite requests); *will* (offer) *shall* (suggestion; offer); *should* (advice); *may* (possibility); *might* (possibility); *have (got) to* (obligation); *ought to* (obligation); *must* (obligation); *mustn't* (prohibition); *need* (necessity); *needn't* (lack of necessity); *must, might, can't, could + have* (past probability); *used to + infinitive* (past habits)

Reading (including proof-reading and using linking devices) (Section 5, Section 6, Section 7, Section 8)

At this level a student can:

- Proof-read and make form corrections to written texts
- Use appropriate linking devices to signal the relationship between clauses where the relationship is: Conjunction (*and, also, too, again, either...or, not.....either, as well as*); Opposition (*but, or, however, whereas, otherwise, in other words*); Sequence (*first(ly), second(ly), next, then, finally*); Temporal (*when, while, until, before, after, as soon as, for, since, until, still, yet, ago,*); Spatial (*where, in which*); Cause: result, reason and purpose (*because, because of, as, since, so that, in order to, then*); Condition (*if, unless, whether, then, as long as*); Concession and contrast (*though, although, despite, in spite of, in fact, even though, instead, in comparison*).
- Distinguish main points and supporting detail
- Scan texts and locate information
- Understand the main points, ideas and conclusions in complex reading texts on concrete topics containing reference, ellipsis, conjunction and lexical substitution;
- Find and understand relevant information in everyday material;
- Scan longer texts in order to locate information, and gather information from different parts of a text, or from different texts;
- Identify the main conclusions in clearly signalled argumentative texts;
- Follow the line of argument in a text;
- Identify unfamiliar words and deduce phrase and sentence meaning from context
- Understand the attitudes and viewpoints of the writer to the material and the effect it is intended to have on the reader.

TEXT-TYPES

For each of the skills there is a range of possible text-types which might appear on the exam. These text-types are those considered appropriate for level B1+ as listed in the Common European Framework of Reference, included on the Cambridge ESOL examinations and referred to in related publications. Each TASC examination will include a selection of the text-types listed below. Students should be prepared to demonstrate their ability to work with all text-types, as the overall level of the examination is in part reflected in the breadth of possible text-types which can be tested.

Listening: The listening texts include public announcements and instructions, parts of public speeches or lectures, readings (from literature), news and general broadcasts, discussions, inter-personal dialogues and conversation, telephone conversations and job interviews. Texts at this level may have some non-impeding background noise.

Reading (and writing sub-skills): The texts for reading questions include personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills; guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

LANGUAGE SYLLABUS

At this level students should have a sufficient range of language (**vocabulary** and **structure**) to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music, books and films. In the TASC written exam students will meet other structures than those listed below in the texts, but they will only be tested on those listed here.

(1) Vocabulary (Section 3, Section 9)

TASC vocabulary is that which occurs in everyday native speaker communication using English today related to the specified themes. Language use at this level falls within the areas of the personal and public domains, and language for vocational and educational purposes. Students at this level are able to use language relating to the following general themes and topics:

Accommodation	
Clothes	People
Crime and justice	Personal identification
Daily life	Personal feelings
Education and courses	Places and buildings
Entertainment and media	Politics and current affairs
Environment	Professions
Food and drink	Relations with other people
Health	Services
Hobbies and leisure	Social interaction
House and home	Sport
Language	Transport
Library work	Travel and holidays
Shopping	Weather
Medicine and exercise	Welfare facilities
The natural world	Work and jobs
Opinions and experiences	

Students at this level can:

- Understand everyday vocabulary
- Produce compound words, noun and verb phrases, multi-word verbs and collocations
- Can select appropriate vocabulary from close synonyms

(2) Structure (Section 4)

Within the specified domains and themes, a student at this level will be able to understand compound sentences consisting of two or more main clauses linked by connectives or consisting of a main clause with one or more subordinate clause. Students will be able to understand and use the following:

Verbs: regular and irregular forms

Tenses: Present simple for states, habits, systems and processes (and verbs not used in the continuous form); Present continuous for future plans and activities, and present actions; Present perfect simple for recent past with *just*; indefinite past with *yet, already, never, ever*; unfinished past with *for* and *since*; Present perfect continuous; Past simple for past events; Past continuous for parallel past actions and continuous actions interrupted by the past simple tense; Past perfect simple for narrative, reported speech; Past perfect continuous; Future with *going to*; Future with present continuous and present simple; Future with *will* and *shall*: offers, promises, predictions, etc..

Verb Forms: Affirmative, interrogative, negative; Imperatives; Infinitives (with and without *to*) after verbs and adjectives; Gerunds (*-ing* form) after verbs and prepositions; Gerunds as subjects and objects; Passive forms: present, past simple, continuous and perfect (*with 'by' + agent*); Verb + object + infinitive (e.g. *give/take/send/bring/show*) + direct/indirect object; Causative *have/get*; *So/nor* with auxiliaries; Used to + infinitive, would, for past habits

Compound Verb Patterns: Phrasal verbs *wrap up* and verbs with prepositions *accuse of*; Tag questions in all the above tenses.

Conditional Sentences: Type 0 (*Ice melts if/when it is heated.*), Type 1 (*If you do that again, I'll scream.*), Type 2 (*I'd lend you the money if I had it., If I were you....*), Type 3 (*If I'd been born a few years earlier I'd have seen it.*)

Reported Speech: Past and Present forms, statements, questions, commands and thoughts: *say, ask, tell, think.* (e.g. *He said that he felt ill. I asked her if she'd gone to the concert. No one told me what to do.*) Indirect and embedded questions with *know, wonder.* (e.g. *Do you know what he said? I wondered what he would do next.*)

Interrogatives: *What, What (+ noun); Where; When; Who; Whose; Which; How; How much; How many; How often; How long;* etc.; *Why* (including the interrogative forms of all tenses and modals listed in the Interacting section).

Relative Clauses: defining and non-defining

Adverbs: Regular and irregular forms. Manner: *quickly, carefully,* etc.; Frequency: *often, never, twice a day,* etc.; Definite time: *now, last week,* etc.; Indefinite time: *already, just, yet,* etc.; Degree: *very, too, rather,* etc.; Place: *here, there,* etc.; Direction: *left, right, along,* etc.; Sequence: *first, next,* etc.; Sentence adverbs: *too, either,* etc.; Pre-verbal, post-verbal and end-position adverbs; Comparative and superlative forms (regular and irregular).

Nouns: Singular and plural (regular and irregular forms); Countable and uncountable nouns with *some* and *any*; Abstract nouns; Compound nouns *term-time*; Complex noun phrases; Genitive: *'s & s'*; Double genitive: *a friend of theirs*

Pronouns: Personal (subject, object, possessive); Reflexive and emphatic: *myself,* etc.; Impersonal: *it, there*; Demonstrative: *this, that, these, those*; Quantitative: *one, something, everybody,* etc.; Indefinite: *some, any, something, one,* etc.; Relative: *who, which, that, whom, whose*

Determiners: *a + countable nouns; the + countable/uncountable nouns; such + noun*

Adjectives: Colour, size, shape, quality, nationality; Predicative: *alive, ill, well, all right* etc. ; Attributive: *daily, weekly, main* etc.; Cardinal and ordinal numbers; Possessive: *my, your, his, her,* etc.; Demonstrative: *this, that, these, those*; Quantitative: *some, any, many, much, a few, a lot of, all, other, every,* etc.; Comparative and superlative forms (regular and irregular): (*not*) *as . . . as, not . . . enough to, too . . . to, not so . . . as, like, the same as*; Order of adjectives; Participles as adjectives; Compound adjectives *white-collar, laptop*; Passive adjectives.

Prepositions: Location: *to, on, inside, next to, at (home), above, among, below* etc.; Time: *at, on, in, during, by, until* etc.; Direction: *to, into, out of, from, across, down, towards* etc.; Instrument: *by, through, with*; Miscellaneous: *like, as, due to, owing to,* etc.; Prepositional phrases: *at the beginning of, by means of, at the side of* etc.; Prepositions preceding nouns and adjectives: *by car, for sale, at last,* etc.; Prepositions following: nouns and adjectives: *advice on, afraid of, different from* etc. and verbs: *to go on, ask for,* etc..

STUDY MATERIALS

In order to prepare for the TASC examination, students could use any of the standard coursebooks (with teachers), language learning software programmes which are graded according to the Common European Framework and/or the Cambridge ESOL examinations, grammar and vocabulary references and dictionaries intended for adults and which take learners up to an intermediate level. Much of the materials below are used by the teachers in the university Language Laboratories and in taught classes.

a) Coursebooks (not designed for self-study)

- English File (Books 1, 2 and 3), Clive Oxenden, Cristina Latham-Koenig, Paul Seligson, Oxford University Press
- New Headway English Course (Beginner, Elementary, Pre-Intermediate, Intermediate), John and Liz Soares, Oxford University Press
- International Express (Elementary, Pre-intermediate and Intermediate), Liz Taylor, Oxford University Press

b) Software materials (designed for self-study and available at the university Language Laboratories)

- NetLanguages
- English Express
- Tense Buster

c) Grammar / Vocabulary references (designed for self-study)

- The Good Grammar Book (Elementary to lower-intermediate, with answers), Michael Swan, Catherine Walter, Oxford University Press
- Grammar Spectrum (Book 3, with answers) N. Coe, Oxford University Press
- Vocabulary in Practice (1, 2, 3 and 4) Glennis Pye, Cambridge University Press
- Essential Grammar in Use (Elementary, Lower Intermediate and Intermediate) Raymond Murphy, Cambridge University Press
- English Vocabulary in Use (Elementary, Pre-Intermediate and Intermediate), Stuart Redman, Cambridge University Press

d) Dictionaries

- Oxford Learner's Pocket Dictionary
- Cambridge Learner's Dictionary

etc.....

SAMPLE QUESTIONS

SECTION 1

Listening (10 marks)

Test focus: understanding meaning, speakers' intentions, distinguishing main points from secondary points and/or fact from comment, across a range of topics, within a variety of text-types (factual monologue, interview, conversation), a short text (about 2 minutes long) - played twice.

Text-types: The listening texts include public announcements and instructions, parts of public speeches or lectures, readings (from literature), news and general broadcasts, discussions, inter-personal dialogues and conversation, telephone conversations and job interviews. Texts at this level may have some non-impeding background noise.

Question types: 10 questions - true, false, don't know, **OR** multiple choice with 3 options **OR** completing a set of notes by filling 10 gaps.

Example

1. *Escuche la siguiente grabación. Marque la respuesta correcta (A, B o C). El orden de las preguntas corresponde al orden de la información dada.*

1. Gary says that Spanish people generally want to
- | | |
|----|----------------------------|
| a) | stay in Spain. |
| b) | work in other countries. |
| c) | study for Masters Degrees. |

SECTION 2

INTERACTING: (10 marks)

Test focus: completing fixed phrases and commonly used (spoken) expressions in a range of everyday situations (eg. in a restaurant, at the airport, in a work environment, etc.) and which help conversation run smoothly.

Question types: Matching two phrases to complete 5 conversations (2a) **AND** completing phrases with a word selected from 10 options (2b).

Example

2a. *Combine cada una de las frases (1-5) con la letra (A-K) que mejor complete la conversación.*

1. *Can you tell me the way to the post office?*

- a. *Yes, go ahead*
 b. *Yes. Go straight ahead*
 c. *No thank you.*
 d. *Etc.....*

2b. *Complete las frases con la palabra adecuada de entre las que figuran en el cuadro. No se repite ninguna palabra.*

would	think	do	say	make	
raise	getting	change	better	mind	be
(...etc.)					

1. *Whatwould..... you like to drink?*

SECTION 3

Vocabulary (10 marks)

Test focus: word or phrase building - completing compound words, noun/verb phrases, phrasal verbs, etc..

Question type: 10 groups of 3 words or phrases to be completed from 20 given words.

Example

3. Complete las frases con una palabra adecuada del siguiente cuadro.

<i>sun</i>	<i>do</i>	<i>have</i>	<i>hours</i>	<i>be</i>	<i>service</i>	<i>off</i>		
	<i>book</i>		<i>crossing</i>	<i>make</i>	<i>way</i>	<i>take</i>		<i>turn</i>
<i>go</i>	<i>see</i>		<i>air</i>	<i>office</i>	<i>get</i>	<i>time</i>	<i>social</i>	<i>(...etc.)</i>

<i>Example: ..sun.....</i>	<i>bathe</i>	<i>force</i>
	<i>shine</i>	<i>mail</i>
	<i>set</i>	<i>port</i>
	<i>(1)</i>	

SECTION 4

Grammatical Structure (10 marks)

Test focus: demonstrating knowledge of structure (eg. modal and auxiliary verbs, prepositions, articles, etc.)

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: 10 blanks in a modified text (approx. 200 words) are to be completed. No options given.

Example

4. Lea el siguiente texto. Rellene los espacios en blanco con una palabra adecuada.

The best meal I have(1)..... had in my whole life was in a restaurant...

SECTION 5

Text Grammar (10 marks)

Test focus: proof reading and identifying mistakes in a modified text (personal or professional correspondence, informative articles, etc., (approx. 200 words).

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: Most of the 10 - 15 lines in the text contain errors (eg. incorrect auxiliary verbs, prepositions, pronouns, comparatives, articles, etc.). These words have to be identified.

Example

5. *Lea el siguiente artículo. La mayoría de las líneas contienen una palabra de más. Cuando sea así, escriba dicha palabra en la hoja de respuestas. Si cree que una de estas líneas es correcta, márkelo en la hoja de respuestas con el signo ✓. Fíjese en los ejemplos 0 y 00.*

Dear Ray,

0 ... ✓... I thought I'd write to update you on how my house building project is getting on. The
00 ..in..... house is growing at a great rate. The foundations were laid in two weeks ago. Now

SECTION 6

Text Grammar (12 marks)

Test focus: using linkers (for example: but, while, although, however, etc.) and understanding text structure.

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary reviews, reference books, encyclopaedias and dictionaries.

Question type: complete a text (approx. 200 words) with 12 blanks and 14 options.

Example

6. *Lea el siguiente texto. Elija una palabra para completar cada una de las frases inacabadas. Ninguna palabra se repite, pero hay dos palabras que sobran.*

but	while	however	this	unfortunately
so	and	like	if	approximately
where	because	after	although	(.....etc.)

We had planned to meet Jon and Amaya for lunch yesterday but,(1)....., we had to cancel when we learned that....

SECTION 7

Reading/Vocabulary (16 marks)

Test focus: understanding the general idea of paragraphs and deducing the meaning of words from context.

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question types: Matching a heading to a paragraph and finding (10) words or phrases which mean the same as given words or phrases in the text (approx. 400 words).

Example

- 7a. *Lea el siguiente artículo. Elija el titular (A - K) que mejor resuma cada párrafo (1 - 6). Fíjese en el ejemplo 0.*

(0)...

The Bonesetter's Daughter is another novel by the Chinese author Amy Tan. It centres on history, identity and cultural and family relationships, all subjects she's successfully incorporated into her earlier novels. However, it has to be said that this novel is prefaced with a dedication that suggests more than her usual sprinkling of delving into her own family history.

- (a) *An Autobiographical Novel*
- (b) *My Daughter*
- (c) *Learning to Write Chinese*
- (d) etc.....

7b *Escriba la(s) palabra(s) del texto que contengan un significado igual a las palabras y frases siguientes. Está indicado el párrafo al que pertenecen dichas palabras.*

SECTION 8

Reading (12 marks)

Test focus: understanding the main points and detail in 4 or 5 short topically-related texts

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills; guides to tourist attractions, informative articles, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: identifying which text provides the answer to factual questions.

Example

8. Lea los textos siguientes. Elija la letra del texto que mejor conteste a las preguntas 1 - 12.

a. Registered Nurses

*If you are a Registered Nurse and want to work abroad, then we could have exactly what you're looking for!
We are looking for keen and extremely motivated nurses who*

b. Legal Council

*Handling general legal matters and providing advice, you will primarily maintain and review a legal database for the region,
localising US legal precedents for each*

- 1. Which advert is for a job in another country?
- 2. etc

SECTION 9

Vocabulary (10 marks)

Test focus: understanding meaning and use of closely related words or phrases (eg. check, control, revise, look over, etc.).

Question type: completing blanks in 10 sentences by choosing from 4 options for each blank.

Example

9. Lea las frases siguientes y elija la palabra correcta (A. B. C o D) para completar cada una.

1. He enjoyed his in Spain.

- a. relax
- b. remain
- c. rest
- d. stay

SECTION 1

Listening (10 marks)

Test focus: understanding meaning, speakers' intentions, distinguishing main points from secondary points and/or fact from comment, across a range of topics, within a variety of text-types (factual monologue, interview, conversation), a short text (about 2 minutes long) - played twice.

Text-types: The listening texts include public announcements and instructions, parts of public speeches or lectures, readings (from literature), news and general broadcasts, discussions, inter-personal dialogues and conversation, telephone conversations and job interviews. Texts at this level may have some non-impeding background noise.

Question types: 10 questions - true, false, don't know, **OR** multiple choice with 3 options **OR** completing a set of notes by filling 10 gaps.

Example

1. Escuche la siguiente grabación. Marque la respuesta correcta (A, B o C). El orden de las preguntas corresponde al orden de la información dada.

- | | | |
|--|----|----------------------------|
| 1. Gary says that Spanish people generally want to | a) | stay in Spain. |
| | b) | work in other countries. |
| | c) | study for Masters Degrees. |

SECTION 2

Interacting: (10 marks)

Test focus: completing fixed phrases and commonly used (spoken) expressions in a range of everyday situations (eg. in a restaurant, at the airport, in a work environment, etc.) and which help conversation run smoothly.

Question types: Matching two phrases to complete 5 conversations (2a) **AND** completing phrases with a word selected from 10 options (2b).

Example

2a. Combine cada una de las frases (1-5) con la letra (A-K) que mejor complete la conversación.

1. *Can you tell me the way to the post office?*

- e. *Yes, go ahead*
- f. *Yes. Go straight ahead*
- g. *No thank you.*
- h. *Etc.....*

2b. Complete las frases con la palabra adecuada de entre las que figuran en el cuadro. No se repite ninguna palabra.

<i>would</i>	<i>think</i>	<i>do</i>	<i>say</i>	<i>make</i>
<i>raise</i>	<i>getting</i>	<i>change</i>	<i>better</i>	<i>mind</i>
<i>(....etc.)</i>				

1. *What**would**..... you like to drink?*

SECTION 3

Vocabulary (10 marks)

Test focus: word or phrase building - completing compound words, noun/verb phrases, phrasal verbs, etc..

Question type: 10 groups of 3 words or phrases to be completed from 20 given words.

Example

5. Complete las frases con una palabra adecuada del siguiente cuadro.

Sun	do	have	hours	be	service	off		
	book		crossing	make	way	take		turn
go	see		air	office	get	time	social	(...etc.)

Example: ..**sun**..... bathe
 shine (1) force
 set mail
 port

SECTION 4

Grammatical Structure (10 marks)

Test focus: demonstrating knowledge of structure (eg. Modal and auxiliary verbs, prepositions, articles, etc.)

Text-types: personal letters; formal letters (eg. Of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, informative articles, guides to tourist attractions, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: 10 blanks in a modified text (approx. 200 words) are to be completed. No options given.

Example

5. Lea el siguiente texto. Rellene los espacios en blanco con una palabra adecuada.

The best meal I have(1)..... had in my whole life was in a restaurant...

SECTION 5

Text Grammar (10 marks)

Test focus: proof reading and identifying mistakes in a modified text (approx. 200 words).

Text-types: personal letters; formal letters (eg. Of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, informative articles, guides to tourist attractions, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: Most of the 10 - 15 lines in the text contain errors (eg. Incorrect auxiliary verbs, prepositions, pronouns, comparatives, articles, etc.). These words have to be identified.

Example

5. ***Lea el siguiente artículo. La mayoría de las líneas contienen una palabra de más. Cuando sea así, escriba dicha palabra en la hoja de respuestas. Si cree que una está línea correcta, márquelo en la hoja de respuestas con el signo ✓. Fíjese en los ejemplos 0 y 00.***

Dear Ray,

0 ... ✓... I thought I'd write to update you on how my house building project is getting on. The
00 ..in..... house is growing at a great rate. The foundations were laid in two weeks ago. Now

SECTION 6

Text Grammar (12 marks)

Test focus: using linkers (for example: but, while, although, however, etc.) and understanding text structure.

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, informative articles, guides to tourist attractions, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary reviews, reference books, encyclopaedias and dictionaries.

Question type: complete a text (approx. 200 words) with 12 blanks and 14 options.

Example

6. *Lea el siguiente texto. Elija una palabra para completar cada una de las frases inacabadas. Ninguna palabra se repite, pero hay dos palabras que sobran.*

<i>but</i>	<i>while</i>	<i>however</i>	<i>this</i>	<i>unfortunately</i>
<i>so</i>	<i>and</i>	<i>like</i>	<i>if</i>	<i>approximately</i>
<i>where</i>	<i>because</i>	<i>after</i>	<i>although</i>	<i>(.....etc.)</i>

We had planned to meet Jon and Amaya for lunch yesterday but,(1)....., we had to cancel when we learned that....

SECTION 7

Reading/Vocabulary (16 marks)

Test focus: understanding the general idea of paragraphs and deducing the meaning of words from context.

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, informative articles, guides to tourist attractions, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question types: Matching a heading to a paragraph and finding (10) words or phrases which mean the same as given words or phrases in the text (approx. 400 words).

Example

7a. *Lea el siguiente artículo. Elija el titular (A - K) que mejor resuma cada párrafo (1 - 6). Fíjese en el ejemplo 0.*

(0)...

The Bonesetter's Daughter is another novel by the Chinese author Amy Tan. It centres on history, identity and cultural and family relationships, all subjects she's successfully incorporated into her earlier novels. However, it has to be said that this novel is prefaced with a dedication that suggests more than her usual sprinkling of delving into her own family history.

- (e) *An Autobiographical Novel*
- (f) *My Daughter*
- (g) *Learning to Write Chinese*
- (h) *..... etc.....*

7b *Escriba la(s) palabra(s) del texto que contengan un significado igual a las palabras y frases siguientes. Está indicado el párrafo al que pertenecen dichas palabras.*

- 7. *is concerned with (para 1)*
- 8. *..... etc.....*

SECTION 8

Reading (12 marks)

Test focus: understanding the main points and detail in 4 or 5 short topically-related texts

Text-types: personal letters; formal letters (eg. of complaint or job applications, business and professional letters), letters giving information about education, qualifications and skills, informative articles, guides to tourist attractions, extracts from magazines, newspapers, instruction manuals, brochures, prospectuses, advertising material, official documents, notes and messages, abstracts, literary/film reviews, reference books, encyclopaedias and dictionaries.

Question type: identifying which text provides the answer to factual questions.

Example

8. Lea los textos siguientes. Elija la letra del texto que mejor conteste a las preguntas 1 - 12.

a. Registered Nurses

*If you are a Registered Nurse and want to work abroad, then we could have exactly what you're looking for!
We are looking for keen and extremely motivated nurses who*

b. Legal Council

*Handling general legal matters and providing advice, you will primarily maintain and review a legal database for the region,
localising US legal precedents for each*

1. Which advert is for a job in another country?
2. etc

SECTION 9

Vocabulary (10 marks)

Test focus: understanding meaning and use of closely related words or phrases (eg. check, control, revise, look over, etc.).

Question type: completing blanks in 10 sentences by choosing from 4 options for each blank.

Example

1. Lea las frases siguientes y elije la palabra correcta (A. B. C or D) para completar cada una.

1. He enjoyed his in Spain.

- a. relax b. remain c. rest d. stay