Part 1

For questions **1–8**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** location (**B**) destination **C** place **D** destiny

Granada

Granada is a popular tourist (**0**).......... situated in the northwestern part of Spain, (**1**).......... the Mediterranean Sea. It is Spain's twentieth largest city and home to 230 thousand people. Being a fairly small city, it's easy to get (**2**).......... and see everything in a day or two.

Visitors to Granada have been (**3**).......... by the Alhambra Palace for more than six centuries. It's a fortress and palace complex on top of a hill in Spain.

The Alhambra was constructed in the 13th century by the Moors, who (**4**).......... the Iberian Peninsula for 700 years. It was converted to Christianity by the Catholic Monarchs in the 13th century, and the complex became a(n) (**5**).......... of Christian life.

When it (**6**).......... to great places to eat, Granada has lots of great options. From traditional Mediterranean (**7**).......... to American favorites, this quaint city has restaurants of all styles. From morning to night, there are great places to eat (**8**).......... the city.

1 **A** encircling	**B** bordering	**C** edging	**D** flanking
2 **A** around	**B** across	**C** into	**D** over
3 **A** amazed	**B** surprised	**C** dazed	**D** bewildered
4 **A** conquered	**B** defeated	**C** commanded	**D** ruled
5 **A** indication	**B** badge	**C** symbol	**D** memento
6 **A** goes	**B** regards	**C** gets	**D** comes
7 **A** menus	**B** plates	**C** dishes	**D** courses
8 **A** among	**B** across	**C** beyond	**D** over

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R Sandford

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Exam Classes Peter May,1996-12-19 This popular series gives teachers practical advice and guidance along with resource ideas and materials for the classroom The tasks and activities are clearly presented and offer teachers the information they need about level time preparation materials classroom management monitoring and follow up activities Each book offers up to 100 ideas as well as variations that encourage teachers to adapt the activities to suite their individual classrooms *Examining FCE and CAE* Roger Hawkey,2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE Text Complexity and Reading Comprehension Tests Erik Castello,2008 Based on the analysis of a specially compiled corpus of internationally recognized English as a foreign language EFL reading tests at different levels of proficiency this volume explores the relation between the complexity of written texts and the difficulty of reading comprehension tests It brings together linguistic investigations into the text inherent complexity of the tests and a study of the data derived from their administration to groups of Italian university students The study of text complexity draws on corpus linguistics text linguistics and systemic functional linguistics Both quantitative and qualitative analyses are carried out on the language used in the reading texts and in the related tasks that make up the corpus of tests The assessment of test difficulty on the other hand is informed by research on language testing and in particular by findings and methodologies of Classical Test Theory and Item Response Theory Relevant aspects of these theories are used to analyze and interpret both the data obtained from the administration of the tests and the data collected by means of feedback questionnaires completed by test takers The application of such diverse methodologies and the subsequent comparison of the results of the analyses has brought out interesting correlations between text inherent complexity perceived test difficulty and actual test difficulty **Pass the First Certificate in English®** Jonah Wilson,2022-02-16 El examen First Certificate in English est dise ado para candidatos de nivel intermedio alto correspondiente al nivel B2 del Marco Com n Europeo de Referencia MCER o CEFR por sus siglas en ingl s pero tambi n puede medir a los candidatos con niveles avanzados as como niveles intermedios bajos Las puntuaciones se dan de forma individual en cada una de las pruebas que luego se promedian para obtener una puntuaci n global en la Escala de Ingl s de Cambridge Las puntuaciones oscilan entre 140 nivel B1 del MCER y 190 puntos lo que equivale al nivel C1 del MCER Este libro comprende la pr ctica de las cuatro habilidades b sicas que contempla el examen Reading and Use of English Listening Writing Speaking Todos los ejercicios tienen respuestas en la parte final del libro adem s de transcripciones de los audios Incluye links de descarga de audios y de pruebas en l nea similares a las del examen **The Writings of Lyle F. Bachman** James Enos Purpura,Antony John Kunnan,2024-07-31 As one of the most recognized names in the fields of language assessment and applied linguistics Lyle F Bachman has produced a high volume of scholarly articles and books in the field of language assessment These writings have strongly influenced the discipline and over the last three decades have played an

uncontested role in shaping the field as we know it today Until now Bachman s work has been spread across various mediums and not existed in one place The Writings of Lyle F Bachman is the first book to assemble Bachman s work into a single comprehensive volume The collection is composed of seven major sections each beginning with an introduction by the editors to provide context for the papers The sections cover some of the most complex topics in the field including validity and validation the effects of test task characteristics interfaces between language testing and second language acquisition and epistemological issues in applied linguistics The collection concludes with a state of the art paper and insightful reflections about the field of language assessment The collection traces how Bachman s ideas and research insights have evolved throughout the years Given Bachman s strong impact on the field of language assessment this volume presents not only a collection of the writings but also gives an overview of the ongoing issues and debates in the field This book will be useful to both researchers and graduate students in the areas of language assessment and applied linguistics **Assessing Second Language Reading** Karim Sadeghi,2021-08-25 This book investigates the issue of cloze validity as a measure of second language reading comprehension It starts off by making a distinction between general reading ability and the more specific reading comprehension followed by a thorough review of the related research on L2 reading comprehension and sorting out the confusion in the literature in this categorization A comprehensive account of cloze procedure is presented discussing its origin different versions its use for teaching and testing purposes as well the latest research on cloze as measures of readability language proficiency and second language reading The book includes studies conducted at several stages on validating cloze as a measure of reading and interview and questionnaire techniques are applied to investigate the validity of eight cloze tests criterion reading tests and other cloze and reading tests in general Two new cloze tests i e reader centered cloze test and phrase cloze test are also introduced and researched as measures of reading ability The book concludes with suggestions for developing tests that can better measure reading comprehension in light of recent research insights on the complex and dynamic nature of reading This book will appeal to researchers lecturers and graduate and post graduate students taking a course in Second Language Acquisition Applied Linguistics TESOL Language Assessment and Educational Measurement **Examining Listening** Ardeshir Geranpayeh,Lynda B. Taylor,2013-03-27 This volume examines the nature of second language listening proficiency and how it can be assessed The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence It operationalises a comprehensive test validation framework which adopts a socio cognitive perspective The framework embraces six core components examining and then analysing Cambridge ESOL listening tasks from the following perspectives Test Taker Cognitive Validity Context Validity Scoring Validity Criterion related Validity and Consequential Validity **Examining Writing** Stuart D. Shaw,Cyril J. Weir,2007-07-05 Test developers

need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain such an explication is essential for supporting claims about the validity or usefulness of test scores This volume describes the theory and practice of Cambridge ESOL s approach to assessing second language writing ability A comprehensive test validation framework is used to examine the tasks in Cambridge ESOL writing tests from a number of different validity perspectives that reflect the socio cognitive nature of any assessment event The authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively especially in relation to the key criteria that differentiate one proficiency level from another The book provides an up to date review of relevant literature on assessing writing an accessible and systematic description of the different proficiency levels in second language writing a comprehensive and coherent basis for validating tests of writing This volume is a rich source of information on all aspects of examining writing ability As such it will be of considerable interest to examination boards who wish to validate their own writing tests in a systematic and coherent manner as well as to academic researchers and students in the field of language assessment more generally Book jacket **Language Issues** ,1997 **Reviews of English Language Proficiency Tests** J. Charles Alderson,Karl J. Krahnke,Charles W. Stansfield,1987 This guide contains descriptive and evaluative information on 47 major commercially available English as a Second Language ESL tests in current use around the world For each test the following information is provided complete title acronym publication date targeted audience intended purpose scoring method administration type group or individual test length test components costs author s publisher including complete address and telephone number a review which includes a description of the test and discussion of its reliability validity and related issues and test and reviewer s references An introductory section offers guidance on the use of the reviews uses and misuses of testing and purposes of testing placement measuring achievement diagnosis measuring proficiency In addition two sections provide an introduction to ESL proficiency testing in North America and an overview of ESL testing in Britain MSE **First Certificate Fast** Kathy Gude,2004 A modular skills based course for the Cambridge First Certificate in English FCE exam **A New Decade of Language Testing Research** Carol Chapelle,1993 Papers from the conference on language testing include Foundations and Directions for a New Decade of Language Testing Carol Chapelle Dan Douglas A Comparison of the Abilities Measured by the Cambridge and Educational Testing Service EFL Test Batteries Lyle F Bachman Fred Davidson John Foulkes Judgments in Language Testing J Charles Alderson Testing the Specificity of ESP Reading Skills Thom Hudson A Comparison of Indices for the Identification of Misfitting Items Kyle Perkins Sheila Brutten The Effect of Prompt in Essay Examination Mary Spaan Computer Assisted Testing of Reading Comprehension Comparisons Among Multiple Choice and Open Ended Scoring Methods Grant Henning Michael Anbar Carl E Helm J D Arcy The Role of Instructions in Testing Summarizing Ability Andrew Cohen A Comprehensive Criterion Referenced Language Testing Project James Dean Brown A Collaborative Diagnostic Feedback

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