

PRESETT

Exit Test

Handbook

The Author: Yayra Abduraimova, UzSWLU, Senior Teacher

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INTRODUCTION

The Ministry of Higher Education of Uzbekistan and the British Council have developed a new pre-service teacher training programme for future teachers of English (PreSETT). The objective of the programme is to equip students of higher education with the skills and competencies that would enable them to teach English using contemporary approaches. A good level of English is crucial for successful teaching. One of the requirements of the programme is that by the end of the training students should be at C1 level (Proficient User) of the Common European Framework of Reference (CEFR).

At the end of Year 4, students have to take a PreSETT Exit Test which identifies their level in each of the four skills and the use of English grammar and vocabulary. The test is developed by a group of test writers from different educational institutions of the country and is updated each year to ensure that test tasks are used only once. The general aim of the test is to determine whether a test taker is at C1 level.

The purpose of this Handbook is to familiarise students, teachers, heads of departments and other stakeholders in the test with its format, specific objectives, task types and procedures. It should not be used as a substitute for the regular teaching materials and textbooks used in universities. Nor should it be seen as a template for a course. We believe that students should be taught English for better communication and not just to pass the Exit Test. This is the underlying principle of contemporary language teaching and the fundamental philosophy of the whole PreSETT programme. Therefore this Handbook is meant only to inform teachers and students about examination requirements, not to suggest content for teaching.

All the task samples in the Handbook have been taken from real tests administered in past years and are provided only as a guidance. As each year new tasks are introduced, there may be some changes to the actual tasks, task instructions and rubrics but this will be known in good time.

Test Takers

The test takers are fourth-year students of pedagogical institutes, pedagogical and language universities with English as a major subject. The test takers are both male and female, and they may have different social backgrounds. Most test takers' mother tongue (L1) is Uzbek, but some of test takers have Russian, Tajik, Karakalpak and other languages as their L1.

PreSETT Exit Test Structure

The PreSETT Exit Test consists of four sections (papers):

1. Listening paper (3 texts, 24 items; approximately 30 minutes long)
2. Reading paper (3 texts, 24 items; 1 hour 15 minutes)
3. Writing paper (2 tasks, 1 hour 15 minutes)
4. Speaking paper (2 parts; 11-12 minutes per student)

Listening	This paper contains three texts of varying length and nature which test a range of listening skills.
Reading	This paper consists of three texts which test a range of reading skills and strategies.
Writing Assessment	This paper consists of two writing tasks of approximately 200 - 250 words each. is based on content, coherence and cohesion, range and accuracy of language.
Speaking	Test takers are examined individually by two examiners: the interlocutor and the examiner. This paper tests a range of speaking skills and strategies.
Marks	Both Listening and Reading carry 24 marks; Writing and Speaking – 26 marks.
Results	Results are reported as percentage and CEFR bands.

LISTENING

This paper tests the ability of students to understand the spoken English of educated native and non-native speakers.

Specifications

1.	Specific purpose	<p>To determine whether test takers have sufficient knowledge and skills to cope with listening tasks specified in CEFR Level C1</p> <ol style="list-style-type: none"> 1. Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field though he/she may need to confirm occasional details, especially if the accent is unfamiliar. 2. Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. 3. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. 4. Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. 5. Can follow most lectures, discussions and debates with relative ease. 6. Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. 7. Can understand complex technical information, such as operating instructions, specifications for familiar products and services. 8. Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. 9. Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. <p><i>From</i> http://www.coe.int/t/DG4/Portfolio/documents/C2%20%20C1%20descriptors.doc</p>
2.	Test level	C1 (CEFR)
3.	Time	30 min
4.	Sound files	Three
	• Source	Authentic or self-produced materials
	• Genre	different genres, i.e. news, human interest stories, nonfiction, short lectures, conversations, interviews
	• Level of difficulty	FK: 7 – 12
	• How many times	Each sound file should be played twice
	• Length/duration	2,5 - 3,5 minutes
	• Speaker characteristics	Gender: all Accents: standard Speed of delivery: 150-180 wpm Number of voices: 1 or 2 voices per text
	• Register	Moderately formal to informal, avoid too much slang
5.	Task	
	• Test method	mcq / table completion / sentence completion / multiple matching / gap filling / saq
	• Number of items per text	8
	• Weighting	1 mark per item
6.	Topic areas	Any topic test takers can relate to. NB Avoid sensitive topics

READING

This paper tests the ability of students to understand texts which cover a range of genres and topics.

Specifications

1	Specific purpose	<p>To determine whether test takers have sufficient knowledge and skills to cope with reading tasks specified in CEFR Level C1</p> <p>[In social and travel contexts, users at this level can understand magazine and newspaper articles, although complex plots, arguments and humour may present difficulties.</p> <p>In the workplace, they can understand instructions, articles and reports, as long as, in most of these cases, the topic area is within the learners own field, and no particularly complex concepts and arguments or unusual vocabulary are involved.</p> <p>If studying, reading related to the users own subject area presents problems only when abstract or metaphorical language and cultural allusions are frequent. However, the user still has difficulty getting through the amount of reading required on an academic course, and may not be able to cope with postgraduate study.</p> <p><i>From http://www.alte.org/framework/level4.php</i></p>
2	General focus	<ul style="list-style-type: none"> ▪ Gist (G) ▪ Reading for specific information (SI) ▪ Reading for main ideas and supporting details (MISD) ▪ Reading to infer (propositional) meaning (IPM) ▪ Reading to deduce the meaning of a word (DMW)
3	Test level	C1 (CEFR)
4	Time	1 hour 15 minutes 30 minutes
5	Text	Three texts
	• Source	Avoid sources in public domain (not from coursebooks available in the country); range of sources reflecting different kinds of discourse, i.e. description, narrative, compare/contrast, argumentation
	• Form of text	As it appears in original source material
	• Type of text	stories, articles, encyclopedia entries, recipes, etc
	• Level of difficulty	FK: 7 – 12
	• Length	Approx. 500 words each
	• Register	Moderately formal to informal, avoid slang and less known colloquialisms
6	Task	
	• Test method	mcq; saq; multiple matching; sentence completion, T/F/NG, table completion
	• Number of items per text	7 – 9
	• Weighting	1 mark per item
7	Topic areas	<p>Any topic test takers can relate to, for example</p> <ul style="list-style-type: none"> • education: secondary and tertiary, language teaching methodology, language areas, e.g. etymology • entertainment: sports, media, shopping, cinema/theatre, arts/music, literature, hobbies <p>NB Avoid sensitive topics</p>

WRITING

This paper tests students' ability to use the provided input in an appropriate way and produce two pieces of writing within the CEFR C1 level.

Specifications

1	Specific purpose	<p>To determine whether test takers have sufficient knowledge and skills to cope with written tasks specified in CEFR Level C1</p> <p>[In social and travel contexts, users at this level can write personal letters, only encountering difficulties where very complex issues arise, and they can produce some of the more formal types of letters, such as a letter to a newspaper.</p> <p>In the workplace, they can deal with routine requests for goods and services, but may need help to deal with a situation which demands tact or delicacy. They can take dictation and make notes, provided that very complex, delicate or abstract matters are not being dealt with. They can write letters of many familiar types, such as enquiry, complaint, request and application.</p> <p>If studying, users at this level can take notes in a lecture or seminar which will be useful for later writing or revision. They can make notes from written sources and write an essay, although errors of grammar and vocabulary, as well as style, may occur. Similarly, an account of an experiment may be written fairly adequately, but occasional errors may occur, and conclusions may not be adequately supported.</p> <p><i>From https://www.teachers.cambridgeesol.org/ts/exams/CEFR/C1 or http://www.alte.org/framework/level4.php]</i></p>
2	Test level	C1 (CEFR)
3	Time	1 hour 15 min
4	Task	Two tasks
4.1	Letter	A formal letter
	• Input [prompt]	prose (+ charts/tables/pictures if necessary)
	• Type & addressee	Complaint + recommendations A letter to the authorities of an educational institution
	• Topic	Any topic candidates can relate to, e.g. education facilities
	• Length	200 words
	• Language areas	All features characteristic of formal letters plus structures and vocabulary expressing complaints and giving recommendations, e.g. <i>I'd like to make a complaint...; I find...; suggest+ that smb should do smth/ doing smth;</i>
	• Weighting	40 % - 10 marks
4.2	Essay	
	• Input [prompt]	prose
	• Type	Argumentative
	• Topic	Any topic test takers can relate to
	• Length	300 words
	• Weighting	60 % - 15 marks

Criteria

NB Five levels can be used for grading on a 5 point scale.

	CEFR Descriptors	Language Criteria	Task response
C1	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. Can write about complex subjects in a letter underlining the most significant issues. Can select style appropriate to the reader in mind.	High level of grammatical accuracy; any mistakes are minor and do not interfere with the message. Very wide lexical range; avoiding repetition and using adjectives and adverbs to add emphasis and interest to the writing.	Totally relevant to the task. Ideas are developed fully, with excellent specific examples. A very good degree of personalization where appropriate. The piece of writing is of the required length.
B2+	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting details. Can evaluate different ideas or solutions to a problem. Can write about complex subjects but not always clarifying and underlining ideas to a fully satisfactory degree.	Good level of grammatical accuracy with few mistakes which do not influence the reader's understanding. Good lexical range Appropriate language style for the given task. Good organisation.	Relevant to the task. Ideas are developed fully, with good specific examples. A good degree of personalization where appropriate. The piece of writing is of the required length.
B2	Can write an essay or report which develops an argument, giving reasons and support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can write letters highlighting the personal significance of events and experiences.	Communicates message with a reasonable level of accuracy and some mistakes. Satisfactory lexical range. Generally adequate style but with some unevenness. Satisfactory organisation.	Reasonably focused but with some irrelevant content. Some ideas, though relevant, might not be fully developed. The piece of writing can be slightly shorter than required.
B1+	Can write short, simple essays on topics of interest Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can write relatively simple letters on personal matters with good sensitivity to the main points.	Some problems with accuracy but message is basically understandable to the reader. Limited lexical range Style may not be entirely appropriate to the task. Some aspects of organisation may be unsatisfactory.	Reasonably focused though some content may be irrelevant to the task. Ideas might be shallow; very few or no specific examples are given. The piece of writing can be shorter than required.
B1	Can write very brief reports to standard conventionalised format, which pass on routine factual information and state reasons for actions. Can write personal letters describing experiences and impressions.	Frequent errors which may interfere with some aspects of the message. Very limited lexical range. Limited stylistic awareness. May be some evidence of lack of attention to organisation.	Some content is irrelevant to the task. Ideas might be shallow; very few or no specific examples are given. The piece of writing can be considerably shorter than required.

SPEAKING

This paper tests students' ability to interact in conversational English in a range of contexts.

Specifications

1	General purpose	To assess a test taker's ability to communicate in English at C1 level of the CEFR (Common European Framework of Reference)
2	Specific purpose	To determine whether test takers have sufficient communicative ability as well as grammar and vocabulary resource and employ appropriate communicative strategies to cope with speaking test aligned with the CEFR Level C1 To identify a test taker's ability to interact in English orally in reference to the CEFR.
3	Content overview	Test takers are expected to demonstrate an ability to use the language for different purposes. The test features two tasks. 1) A general conversation related to professional past experience and plans for the future 2) A focused, picture-based presentation and discussion with follow-up questions related to the theme. The general conversation enables test takers to demonstrate that they can present information and give opinions about their teaching experience and future professional plans as well as to interact effectively with the interlocutor. The picture-based presentation and discussion gives test takers an opportunity to describe, compare, contrast and give opinion on a range of everyday issues such as housing, culture, clothes, transportation, food, leisure activities, global problems and so on.
4	Time	9-11 minutes (Task 1: 3-4 minutes; Task 2: 6-7 minutes including time for preparation)
5	Test format	Task 1: A general conversation related to professional past experience and plans for the future. Task 2: A focused, picture-based presentation and discussion with follow-up questions related to the theme.
5.1	• Purpose	Task 1: To assess a test taker's ability to describe and reflect upon their teaching experience, to give opinions on different classroom activities and concepts and to speculate about their future professional plans. Task 2: To assess a test taker's ability to describe, compare, contrast and give opinion on a range of everyday issues such as housing, culture, clothes, transportation, food, leisure activities, global problems and so on.
5.2	• Input [prompt]	Task 1: Scripted questions asked by the Interlocutor. First questions are focused on test takers' teaching practice and depending on whether a test taker intends to become a teacher or not, two different sets of concluding questions are used. Task 2: Two pictures on a certain theme (e.g. sports) with supporting questions followed by a discussion of more general issues related to the theme (e.g. benefits of sports).
5.3	• Areas to be assessed	<ul style="list-style-type: none"> • Overall communicative ability aligned with the CEFR descriptors • The use of communicative strategies (e.g. paraphrasing, circumlocution, asking for confirmation and so on) • Overall language proficiency (vocabulary and grammar range and accuracy, nature and density of errors, pronunciation and so on)

		(See Criteria)
5.4	<ul style="list-style-type: none"> Weighting 	A test taker's performance is assessed across both tasks and not separately for each Task.
6.5	<ul style="list-style-type: none"> Grading 	<p>The CEFR levels are assigned by both Examiners in relation to each of the three Criteria and are to be agreed upon. Afterwards, the Examiners give an overall mark based on the mean of the three identified levels (e.g. B2, B2, C1 = B2+).</p> <p>The overall mark is translated into the institutional grading system (C1 – 86-100; B2-85-71; B1- 70 and lower)</p>

	CEFR Descriptors	Language	Strategies
C1	<ul style="list-style-type: none"> • Can express him or herself fluently and spontaneously, almost effortlessly. • Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions and avoidance strategies; only a conceptually difficult subject can hinder a natural and smooth flow of language. • Can plan what is to be said and the means to say it considering the effect on the recipients. 	<ul style="list-style-type: none"> • Although mistakes may be noticeable in complex structures, they do not impede communication. • Uses a wide range of grammatical structures and vocabulary. Frequently uses less common vocabulary with some flexibility. • Appropriate register (formality/informality) • Fluent speech with appropriately used intonation to convey a range of meanings and emotions. • Pronunciation is clear and accent has minimal effect on intelligibility. 	<ul style="list-style-type: none"> • Almost always successfully uses circumlocution and paraphrase to cover gaps in structures. • Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech. • Occasional misinterpretation of questions/prompts may occur.
B2+	<ul style="list-style-type: none"> • Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, making clearly the relationships between ideas. • Can communicate spontaneously with good grammatical control without much sign of having to restrict what he or she wants to say, adopting a level of formality appropriate to the circumstances. • Can plan what is to be said and the means to say it considering the effect on the recipients. (as C1) 	<ul style="list-style-type: none"> • Evidence of relatively few mistakes in complex structures. Errors rarely impede communication. • Uses a range of grammatical structures and vocabulary with some flexibility. • Register is mostly appropriate, although some inappropriateness occur. • Speech is quite fluent but with some hesitation and breaks in cohesion. • Intonation and pronunciation are generally appropriate with only occasional slips that usually do not impede communication. 	<ul style="list-style-type: none"> • Can use circumlocution and paraphrase to cover gaps in structures. • Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. • Some misinterpretation of questions/prompts may occur.
B2	<ul style="list-style-type: none"> • Can interact with a degree of fluency and spontaneity that makes regular interaction and sustained relationships with native speakers quite possible without imposing strain on either party. • Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and 	<ul style="list-style-type: none"> • Short utterances are produced correctly but more complex structures may contain some mistakes which do not generally impede communication. • Vocabulary is used appropriately although some systemic errors may persist. • Has sufficient language to give descriptions, make comparisons, provide opinions and arguments. • Flow of speech and 	<ul style="list-style-type: none"> • Paraphrases with different degree of success; uses some synonyms, set phrases and collocations with limited flexibility • Self-corrects with some success • Misinterpretation of questions/prompts may be noticeable.

	arguments.	<p>intonation are generally natural, although rhythm and chunking may be inappropriate in places.</p> <ul style="list-style-type: none"> • Mispronunciation may be noticeable but it usually does not prevent meaning from coming through. 	
B1+	<ul style="list-style-type: none"> • Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. • Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. • Can express thought on more abstract, cultural topics such as films, books, music etc. • Can rehearse and try out new combinations and expressions, inviting feedback. 	<ul style="list-style-type: none"> • Some simple structures are used correctly, but the ability to construct complex utterances is limited. They almost always contain some errors. • Simple vocabulary may be used correctly, but less common words are rare. • Complex utterances may be attempted but errors are more than occasional. • Vocabulary is sufficient to describe personal information and pictures. • Can sustain some rhythm and flow of speech; the use of intonation is often limited or inappropriate. • Words are occasionally mispronounced. 	<ul style="list-style-type: none"> • Can define the features of something concrete for which he/she cannot remember the word. • Can self-correct simple errors • Can convey meaning by qualifying a word meaning something similar (e.g. <i>a truck for people =bus</i>). • Can correct mix-ups with tenses or expression that lead to misunderstanding provided the interlocutor indicates there is a problem.
B1	<ul style="list-style-type: none"> • Can exploit a range of simple language forms to deal with most situations likely to arise whilst travelling. • Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, and work, travel and current events). • Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. 	<ul style="list-style-type: none"> • Limited ability to construct complex utterances. Often relies on memorised chunks. • Errors are frequent and rarely self -corrected. • Uses relatively limited vocabulary mostly to convey personal details and simple information. • Speech is sometimes difficult to understand, mostly due to inappropriate rhythm, stress, intonation and chunking. • Some words are often mispronounced and speech is often monotonous. • Pauses may be more than occasional and impede communication. 	<ul style="list-style-type: none"> • Can use a simple word meaning something similar to the concept he/she wants to convey or invites "correction". • Can foreignise a mother tongue word and ask for confirmation. • Can ask for confirmation that the form used is correct. • Sometimes can re-start using a different tactic when communication breaks down. • Misinterpretation of questions/prompts may be frequent and/or impede communication.

Procedures for the PRESETT Speaking Exit Test

Examiners:

The test is given by two Examiners: the Interlocutor, who is responsible for asking questions, timing and recording the interviews, and the Assessor who observes the interview and assigns CEFR levels in each of the three Criteria for Assessing Spoken Interaction.

Both Examiners discuss each test taker's performance and agree on the levels to be assigned in each criterion as well as on the overall band (mark).

Materials for the Interlocutor: Ten versions of the Speaking Test (test cards in colour and interviewer's notes), Criteria for Assessing Spoken Production and Interaction, Evaluation grid (containing fields for each student's name, file number, and three marks according to the Criteria), stopwatch, recorder.

Materials for the Assessor: Criteria for Assessing Spoken Production and Interaction, Evaluation grid, paper for notes.

Format for the interview: two tables, one for the Interlocutor and the Candidate (student), another – slightly behind (at least 2-3m) – for the Assessor.

The structure of the Test

The PRESETT Speaking Exit Test is devised to ensure that all the students are assessed in a fair, impartial and professional way following the same format and procedure.

The Test consists of two parts.

In Part 1 (from 3 to 4 minutes) students are asked a range of general questions about their studies / teaching experience / future professional plans.

Part 2 lasts from 6 to 7 minutes, including: 1 minute for the preparation (thinking time); candidate's 1-2 minutes long monologue (which can be supported by questions if a candidate finds it difficult to continue); follow-up, more general questions.

Part 2 is based on a Task Card with two pictures on the same topic (e.g. Classrooms) which students have to describe, compare and contrast using three supporting questions. The student's monologue (from 1 to 2 minutes) is followed by a range of more general questions related to the same topic.

Test takers' performance is assessed according to the following five bands:

- 1) B1 and lower
- 2) B1+
- 3) B2
- 4) B2+
- 5) C1 and higher

Interview procedures

1. The Interlocutor sits at the examination desk with the test materials (including Criteria for Assessment), a stopwatch, a recorder and the grading sheets (with the names of test takers and space to award the score).
2. The Assessor has the grading sheet and Criteria for Assessment and sits 2-3m away from the examination desk to avoid intimidating test takers.
3. A student is invited to the examination room and is seated on the chair opposite the Interlocutor. A student is expected to give their full name at the beginning of the interview.
4. The Interlocutor switches on the recorder and the stopwatch.
5. The student must call his/her name and surname to be recorded.
6. The Interlocutor reads out questions from Part 1 and makes sure the time does not exceed 4 minutes. No changes to or simplifications of the questions are allowed. After the end of Part 1 Interlocutor switches off the stopwatch and switches it back on to measure 1 minute of thinking time.
7. During the thinking time for Part 2 Interlocutor may look through the Criteria.

8. The Interlocutor switches off the stopwatch when the student's thinking time is over and switches it back at the beginning of the monologue (Part2).
9. The Interlocutor manages time according to the time frame suggested in the materials (6-7 minutes for Part 2 including thinking time and the monologue).
10. After the end of the interview, the Assessor and the Interlocutor compare their marks and reach consensus on all the three Criteria.

After the mark is given and recorded in the Evaluation grid, the next student is invited.

The reasons why all the interviews must be recorded:

- To ensure the objectivity of the assessment
- To provide evidence of candidate's performance should any dispute arise
- To monitor the Examiner's performance (tone, language, whether they follow the procedures)

NB The Examiners are trained to follow the suggested format and no deviations from it (e.g. giving more thinking time, paraphrasing or changing questions, familiarising students with Test materials in advance and so on) are allowed.

SAMPLE EXIT TEST

LISTENING

Task 1

You are going to listen to an interview with an editor about his job. First you will have one minute to study the task below, then you will hear the recording twice.

*While listening, complete the table (10-16). Write your answers in the spaces provided. Use a maximum of **FOUR** words.*

	<i>ELTeCS editor</i>	<i>Translation editor</i>
When he started working	1 _____	2 _____
Kinds of text	Postings from the British Council	Texts about 3 _____ _____
Languages	4 _____	Russian and English
Number of pages per day		5 _____
Common mistakes	No mistakes mentioned	Articles, prepositions, 6 _____ and 7 _____
What he enjoys most	That it's useful for the teachers of English.	8 _____

Task 2

You are going to listen to university radio news. First you will have 45 seconds to study the task below, then you will hear the recording twice.

While listening, choose the correct answer (A, B, C or D) for questions 9 – 10. Circle the right answer.

For questions 11 – 16 write T (True) or F (False) in the space provided.

9 What kind of music is usually played on 'Radio One'?

- A) Melodies chosen by Oybek.
- B) Musical compositions by different French bands.
- C) The music recommended by university students.

D) Popular rock compositions.

10 According to the recording why was the feedback on this year's Culture Week positive?

Because...

A) a lot of representatives from different embassies came.

B) it took place in a very good season.

C) it is an annual event which everybody likes.

D) proper planning was done before the start.

11. The telephone number which Oybek gives is 1233270.

12. In four weeks students will be able to visit a number of European cities.

13. Hurshid is sure that very many students will be willing to go on a euro-trip.

14. A visitor from London will deliver a seminar about plagiarism.

15. Sanjar Maksudov won the university presidential elections.

16. The football team *Dorm Galaxy* is now the 4-times university champion.

11 ____ 12 ____ 13 ____ 14 ____ 15 ____ 16 ____

Task 3

Listen to the recording and match the words/phrases in the left-hand column (17 – 24) and the phrases in the right-hand column (A – K). There are more phrases on the right than you need.

17. Handshake

A) Pablo Picasso

18. Dove with a sword

B) The devil himself

19. Dove in Christianity

C) A unity between man and woman

D) The flood ended

20. Dove on a poster in 1949

E) New life and love

21. Rainbow in Greek mythology

F) Iris bringing messages from gods

G) A symbol of the Holy Ghost

22. Rainbow in Scandinavian mythology

H) The end of war

23. Rainbow and Noah

I) Peace for the soul of a dying man

J) No weapons

24. Rainbow in the Chinese tradition

K) A bridge between the earth and the gods

17 ____ 18 ____ 19 ____ 20 ____ 21 ____ 22 ____ 23 ____ 24 ____

READING

Task 1

Read the text and do the task below.

Georgi Lozanov (July 22, 1926 – May 6, 2012) was a Bulgarian educator and psychologist who developed *suggestopedia*, a learning/teaching theory based on his early 1960s study of suggestion. According to Lozanov, people are capable of learning much more than they give themselves credit for. Drawing on insights from Soviet psychological research on extrasensory perception and from yoga, Lozanov created a method for learning that made the most of relaxed states of mind for maximum retention of material. Music was central to his method. Baroque music, with its 60 beats per minute and its specific rhythm, created the kind of “relaxed concentration” that led to “superlearning” (Ostrander & Schroeder 1979: 65). According to Lozanov, during the soft playing of Baroque music, one can take in tremendous quantities of material due to an increase in alpha brain waves and a decrease in blood pressure and pulse rate.

In applications of *suggestopedia* to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, readings, dialogs, role-plays, drama, and a variety of other typical classroom activities. Some of the classroom methodology did not have any particular uniqueness. The difference was that a significant proportion of activity was carried on with classical music in the background, and with students sitting in soft, comfortable seats in relaxed states of consciousness. Students were encouraged to be as “childlike” as possible, yielding all authority to the teacher and sometimes assuming the roles (and names) of native speakers of the foreign language.

Suggestopedia was criticized on a number of fronts. Scovel (1979) showed that Lozanov’s experimental data were highly questionable. Moreover the practicality of using suggestopedia was an issue that teachers faced where music and comfortable chairs were not available. On a more positive note, we can adapt certain aspects of *suggestopedia* in our communicative classrooms. A relaxed and unanxious mind, achieved through music and/or any other means, will often help a learner to build confidence. Role playing, drama and other activities may be very helpful techniques to stimulate meaningful interaction in the classroom. And perhaps we should never underestimate the ‘superlearning’ powers of the human brain.

Write T (True), F (False) or NG (Not Given) in the space provided.

25. Lozanov states that people usually underestimate their language learning abilities.
26. Listening to Baroque music speeds up a learner’s heart beat.
27. The key characteristic of suggestopedia is that classroom activities are conducted with classical music in the background.
28. Suggestopedia assumes the exclusive use of the target language in the classroom.
29. Suggestopedia is highly learner-centred.
30. Lozanov’s theory was rejected by some educators for its ineffectiveness.
31. Adapted versions of suggestopedia may encourage classroom communication.
32. Learners’ self confidence is increased if the teacher always uses their own names.

25 ____ 26 ____ 27 ____ 28 ____ 29 ____ 30 ____ 31 ____ 32 ____

Task 2

Read the text and do the task below.

Scottish Storytelling Centre

WELCOME to the home of Scotland's stories!

In our Centre you can enjoy a feast of entertainment as well as the opportunity to try your hand at a diverse range of courses and workshops.

Jan – Mar
2013

We launch the New Year with our annual **Burnsfest**, a programme of Robert Burns related events, including storytelling, music, songs and haggis!

On January 26 the Centre holds a **Burns Family Day**, a fun filled day for all the family! Interactive stories, music, song and laughter all inspired by Robert Burns. For friends from Scotland and all over the world.



February and March bring more highlights with **Crafting Your Skills** workshops, aimed at teachers, educators, artists and those involved in community work, and **International Women's Day** events, one of which is **Tea Dance Stomp**, an evening of dancing, tea and cakes.

We welcome back the **Puppet Animation Festival** in the Easter holidays. The festival offers children and their families an opportunity to be transported to magical worlds of make-believe, and the Storytelling centre is delighted to host two wonderful shows, which merge puppetry, music and dance.

Share, explore, experience and celebrate all aspects of Scottish culture.

Following on from the 2012 Storytelling Festival we are delighted to welcome more **Folktales of Europe** as some of Denmark's best storytellers share exciting tales from Scandinavia, including Hans Christian Andersen's fairy tales.

Box Office

Phone: 0131 556 95 79

Online: www.scottishstorytellingcentre.co.uk

In Person: Monday – Saturday, 10am – 6pm
43-45 High Street, Edinburgh EH1 1SR

Enquiries

For Events contact **Daniel** on 0131 652 3273

For Courses and Workshops contact **Laura** on 0131 558 8137

Stay in touch

Sign up to our email bulletin for regular updates.

Become a Scottish Storytelling Network Member to receive discounts on Courses and Workshops.

Call our Outreach team on 0131 652 3272 or visit www.scottishstorytellingcentre.co.uk

We try our hardest to make sure all Events, Courses and Workshop details are correct, but to avoid disappointment please check with the box office.

Sometimes the Centre's exhibition space is not accessible to the public because of a private function booking. Please call ahead to check.

We are open 10am – 6pm Monday to Saturday

Visiting the Centre is free with a small charge for entry to the John Knox House. This beautiful 15th century building is now part of the Storytelling centre.



Families are welcome!

Highchairs and baby changing facilities are available. Events with this symbol are particularly suitable for children and families.



The Centre is accessible. Accessible to wheelchair users, there are audio loops in our performance areas and Braille signage throughout. Please let us know if you'd like any of our publi

Complete the sentences using no more than FOUR words / numbers.

33. The text contains information about the events held in the Centre in the period

34. Robert Burns, a famous Scottish poet, has inspired a yearly programme called

35. Those involved in education and social work may be particularly interested in

36. During the Easter holidays children and their parents can see two

37. To obtain information about courses provided by the Centre you need to

38. Registering for the _____ will
keep you up to date with the Centre's programme.

39. When a private function takes place in the _____,
it is closed for visitors.

40. People who have weak eyesight or hearing problems, as well as _____,
are catered for in the Centre.

Task 3

Read the text and complete it with phrases (A – L) in the gaps (41 – 48). Write the appropriate letter in each gap. There are more phrases than you need.

A) thought about bachelordom

B) where it was interpreted differently

- C) because the cap has four corners
- D) what we know it
- E) might find it entertaining
- F) where the letter *b* is pronounced halfway between a *b* and a *v*
- G) taught to read between the lines

- H) would originally (in Roman times)
- I) could have these papers
- J) because originally they had one of these
- K) who has taken the lowest degree
- L) would come as a surprise

BACHELOR

The word 'bachelor' may be ultimately derived from the Latin word 'cow'. This was *vacca*, which in late Latin was transformed into *bacca*. This kind of transformation is quite understandable if you listen to Spanish, (41) It is thought that a *baccalarius* was a person employed on the Roman equivalent of a cattle ranch to look after the cows. From there the word took a leap, we're not quite sure how, to mean a young knight in the service of another, and also a junior member of a trade guild – basically the person at the bottom of the hierarchy. By the mid-1300s it was already being used to mean the person (42) ... at a university. In every sense, the word described someone who was in a process of training to be an academic. But at about the same time it started to be used of unmarried men. Our first quotation in that sense is from the *Canterbury Tales*: 'Bachelors have often pain and woe.' That was what Chaucer (43) ... !

There is a distinctly Canadian use of 'bachelor', to designate a studio apartment with combined living/dining/bedroom. Tourists (44) ..., as they walk down Canadian streets, to see signs advertising 'Bachelors for Rent' or "Large Bachelors" or 'Refinished Bachelors Available'!

DIPLOMA

'Diploma' comes from a Greek word meaning 'a doubling', which was used for a paper folded in half. It then came to mean an official document conferring a privilege, and this is the sense it had when it came into English in the mid-1600s. This is why diplomats are called 'diplomats', (45) ... 'diplomas' conferring official status on them. But very soon after that it came to mean (46) ... as now – a document conferring a degree.

MORTARBOARD

A literal mortarboard is a square board with a handle on the underside, used for holding mortar. The word 'mortar' itself comes from the Latin *mortarium*, meaning the round bowl in which drugs were mixed and pounded, and which, together with the pestle used for pounding, are now the symbol of the pharmaceutical profession. The bricklayer's cement (47) ... have been mixed in a similar vessel, so it too came to be known as mortar.

The use of 'mortarboard' for the academic cap (because it looks like the bricklayer's tool upside down) started out as Victorian student slang. Before this, there were other words for academic caps. 'Catercap', derived from the French *quatre* (48) ... , was in vogue between 1580 and 1700. 'Trencher cap' took over between 1700 and 1850. This was because the cap was seen as looking as a trencher, or slab of wood on which meat was served with a basin sitting on it.

WRITING

Task 1

You see the following advertisement on the notice board of your institution:

CLUB ORGANISER NEEDED!
(Monday and Wednesday afternoons only)

We are looking for a person to help organize a Film Club for students of English. Our Film Club will meet twice a week to watch a film in English followed by a discussion of the film. If you think you would be a suitable person to organize our Film Club then we would like to hear from you. Please send a letter to the Head of Department saying why you are suitable for the job.

Write a letter of application to the Head of Department saying why you think you are the right person. In your letter describe:

- your language skills, interest in films and personal qualities
- your previous experience as club organizer

Write a letter of about 150-200 words in an appropriate style.

Task 2

In Uzbekistan and in some other countries most people are obliged to retire at the age of 55 or 60, while in others people can work until they are 65 or 70.

- Until what age do you think people should be encouraged to remain in paid employment?
- Give reasons and examples for your answer.

Write about 250-300 words.

SPEAKING

Sample Task Card

Classrooms



A Kazakhstan



B India

- *Describe each classroom (e.g. furniture, students' uniforms, classroom activities).*
- *Explain which classroom you like better and why.*

Say which classroom you would like to study in and explain why.

TAPESCRIPTS

Listening task 1

- Today we would like to ask our visitor a few questions about his professional work. First, we need to introduce him, er-r-r, so, meet Alex Ulko, the editor of the ELTECS, the English Language

Teaching Electronic Content Scheme for South and Central Asia. Talking about your editorial work, Alex, when did you start working as an editor?

- Well, basically I started doing this work of an editor back in 1995, but it was mostly editing translation, translation from Russian into English, and then this job of an ELTECS editor came up in 2008, so I'm doing it since that time.
- What kinds of text do you usually edit?
- Of course, it depends on the nature of the work. Usually I do translations from Russian into English, sometimes from English into Russian as well, mostly texts about art, history and education, but when it comes to ELTECS it's different postings from British Council and other non-profit organizations across the globe, and I have to adapt them to the local context.
- What languages do you usually work with?
- Where it concerns ELTECS, it's English language texts written by native speakers of English, mostly regarding different aspects of English language teaching and learning, and I have to adapt them to the local context, so that's it. Er-r-r... but when it comes to translation, of course, I have to look at the Russian original and to compare the quality of the translation and to change where necessary, to tweak the text.
- How many pages can you do in a day?
- It actually depends, it depends. When you work with the high quality translation, you can do easily ten pages a day if there's nothing to tweak, nothing to correct. When the quality of the text is, of course, lower, it takes more time and effort. With the ELTECS postings, of course, there's not a question of actually correcting any mistakes, but mostly, as I've said, adapting the text to the local context, to the needs of local teachers.
- What are some most common types of mistakes that you're dealing with?
- Obviously we're not talking about ELTECS postings here, of course. Er-r-r ... it's the common vice of non-native speakers of English... articles and prepositions and the influence of the first language, which in this case is mostly Russian, long, winded sentences, different impersonal constructions, things like that, so, a lot of stylistic errors and things which we have to correct and to tweak.
- And what do you enjoy most as an editor?
- Obviously, there are two different kinds of job. When it comes to ELTECS, it's very practical, you have to do a lot of technical stuff, things like embedding links and hyperlinks, and email addresses and stuff, so it serves a particular purpose. So what you're enjoying is that it's goin' to be useful for the teachers of English across the region, Central Asian region, of course; while when you're working with translation, it's more subtle. As you're working with the text, you're working with the quality of the language and you're trying to improve it as much as you can. So, of course, you have to be quite confident about your own English and your own Russian to be able to improve on the quality of the text, the original and translation, so it's more about ... actually, you're just enjoying the text.
- Thank you, Alex, for the information. I hope it may be interesting for all those who consider the career of an editor. Good bye.

ANSWER KEY: 1) 2008; 2) 1995; 3) art, history and education; 4) English; 5) ten;
6) long, winded sentences 7) impersonal constructions / stylistic errors;
8) the text (itself)

NB Answers to questions 6 and 7 can be in any order

Listening task 2

1 Good morning, dear students. It is 8.00 A.M in the morning and beautiful sunshine outside is promising good weather for us today. My name is Hurshid and my colleague Oybek will be trying to wake you up and brighten your morning with some energetic music. By the way, the motto of the day is "Never settle

for average, because it is as close to failure as to success". Think about that and do your best to achieve as much as possible. Have a nice day, guys, and my friend Oybek will play some music for you now.

2 Hello, dear friends! You are listening to your favorite university radio "one"! Today we are going to listen to some news and of course new musical compositions! I would like to remind you that the music that is played on our radio is ordered and offered by the students themselves, so if you have a suggestion for our track list, please feel free to contact us on the number 133-3270. So, let's start and listen to our new musical composition by a popular French indie rock band Phoenix.

1 Well, now back to university news. The Students' Union is organizing a trip to Bukhara and Samarkand. For more detailed information please contact the president of the students' union. Another trip which is to start in four week's time is an annual spring euro-trip. I don't suppose there'll be many students who can afford it, but who knows? So if you are interested in spending your spring break in another corner of the world with your friends, hurry up and register! This year we are planning to visit such fabulous cities as Rome, Venice, Paris, Copenhagen, Madrid, Barcelona, and some others.

2 The traditional annual Culture Week was held in the university at the end of March. The week was rich in different competitions, exhibitions, concerts and shows. More than 1,000 talented students participated in them. One of the days was devoted to the national spring holiday *Navruz*. Representatives of more than 10 national cultural centers and embassies visited the university and took part in the Culture Week's events. The experience of the previous years helped the organizers to plan more responsibly and professionally and as a result the Week was a success and the feedback was very positive.

1 Monica Webley and Jane Tuckfield from London will be visiting us next week. They will run a session about plagiarism issues. Dear students, we highly recommend that you register for this seminar. It will be worth your while!

2 Our next piece of news is about the elections which have just taken place. University students voted for the new members of the Students' Union. There were two nominees for each position including the position of the president. 164 people voted for Akhmad Boymuratov and 220 for Sanjar Maksudov. So, the new president is Sanjar. Our congratulations, Sanjar!

1 And finally, sports news. university football season has reached its final last week. The final battle was between "Dorm Galaxy", the 3 times champion of the university, and "New Team". The game became the most spectacular event of the whole tournament. "Dorm Galaxy" won the game with a score 2 to 1, and set a new record for the university - no team has ever been able to win the university football championship 4 times!

2 This is all for today. Don't miss our next broadcast and good luck!

ANSWER KEY: 9C 10D 11F 12T 13F 14F 15T 16T

Listening task 3

Peace symbols

The concept of peace is a very important one in cultures all over the world. Think about how we greet people. In some languages, the phrases for greetings contain the word for peace. In some cultures we

greet people by shaking hands or with another gesture to show that we are not carrying weapons - that we come in peace. And there are certain symbols which people in very different cultures recognise as representing peace. Let's look at the origins of a few of them.

The dove

The dove has been a symbol of peace and innocence for thousands of years in many different cultures. In ancient Greek mythology it was a symbol of love and the renewal of life. In ancient Japan a dove carrying a sword symbolised the end of war.

There was a tradition in Europe that if a dove flew around a house where someone was dying then their soul would be at peace. And there are legends which say that the devil can turn himself into any bird except for a dove. In Christian art, the dove was used to symbolise the Holy Ghost and was often painted above Christ's head.

But it was Pablo Picasso who made the dove a modern symbol of peace when he used it on a poster for the World Peace Congress in 1949.

The rainbow

The rainbow is another ancient and universal symbol, often representing the connection between human beings and their gods. In Greek mythology it was associated with Iris, the goddess who brought messages from the gods on Mount Olympus. In Scandinavian mythology the rainbow was a bridge between the gods and the earth. In the Bible a rainbow showed Noah that the Biblical flood was finally over, and that God had forgiven his people. In the Chinese tradition, the rainbow is a common symbol for marriage because the colours represent the union of yin and yang. Nowadays the rainbow is used by many popular movements for peace and the environment, representing the possibility of a better world in the future and promising sunshine after the rain.

ANSWER KEY: 17J 18H 19G 20A 21F 22K 23D 24C

Reading task 1

ANSWER KEY: 25T 26F 27T 28NG 29F 30T 31T 32NG

Reading task 2

ANSWER KEY: 33 From January/Jan to March Between January/Jan and March
34 Burnsfest
35 Crafting Your Skills workshops
36 (wonderful) (puppet) shows
37 contact Laura (on 01315588137)
38 their/the email bulletin
39 the Centre's exhibition space
40 wheelchair users

Reading task 3

ANSWER KEY: 41F 42K 43A 44E 45J 46D 47H 48C
WRITING SAMPLES and TEACHERS' COMMENTS

Writing task 1

Dear Sir or Madam,

I am writing this application letter to be hired as a club organiser in response to the advertisement which I found on the notice board of our institution. Being a fourth year student of the English Department, I have enough skills and experience to become an organizer of a film club.

It is obvious that watching authentic movies is helpful not only to improve listening, but also to be aware of the lifestyle, culture and mentality of English-speaking countries. Thus, I have been watching English movies for many years. I can comprehend authentic movies without subtitles and am able to freely communicate in English. I passed IELTS exam and got scores 7,5 on speaking and 7 on listening. (IELTS certificate is enclosed to the letter.)

Moreover, I have been working at school for two years and there I organized a discussion club. The meetings of this club are held twice a week and the club is getting larger from time to time. I enjoy dealing with the general public, and have been commended for my reliability and helpfulness.

I hope that my language skills, experience and personal qualities will be enough to be a perfect club organizer.

I would be grateful if you consider my application and grant me an interview. I can be contacted by phone at any time of the day or evening.

Yours sincerely,
XX

Teacher's Comments

CEFR Descriptors

The piece of writing adheres to the standard conventions of good formal letter writing and demonstrates an appropriate choice of the style and tone.

Overall structure of the letter is clear and concise. It contains the introductory paragraph, main body and concluding paragraph. The introductory paragraph briefly identifies the writer ("Being a fourth year student of the English Department...") and the position she is applying for ("...to be hired as a club organiser"). Also, it mentions how she found out about the vacation ("...on the notice board of our institution").

The writer gives the reasons why she is interested in this work ("...watching authentic movies is helpful not only to improve listening, but also to be aware of the lifestyle, culture and mentality of English-speaking countries") and why she wishes to be considered for that particular post ("...my language skills, experience and personal qualities will be enough to be a perfect club organizer"). She states her relevant qualifications and experience ("...can comprehend authentic movies without subtitles and am able to freely communicate in English", "...I organized a discussion club", etc), as well as her personal qualities ("...for my reliability and helpfulness") that make her a suitable candidate.

In the concluding paragraph she restates her interest in this job, mentions her availability for interview, and closes the letter in appropriate style.

Language Criteria

The letter demonstrates a good level of grammatical accuracy with few mistakes, particularly with word choice ("...the club is getting larger from time to time", "...mentality of English-speaking countries") which do not generally interfere with the message.

It has a wide lexical range, free of repetition and makes an effective use of adjectives and adverbs ("authentic movies, perfect club organizer, at any time of the day or evening, enough skills and experience, etc") to add emphasis and interest to the writing.

Task response

The piece of writing is totally relevant to the task. Ideas are developed fully with specific examples. The letter slightly exceeds the required length (232 words).

Writing task 2

Taking into consideration financial crisis, which ruin the economy of many European countries, there are many disputes about rising the age level of retirement in order to cut budget expenses. However, I support the view of those who believe that people should retire at the age that is most suitable to them. There are number of reasons for such decision.

Basically, I would suggest to let men work until 60 and women up to 55 and let them receive a pension. However, if they feel that they are capable to continue afterwards, they should not be obliged to retire. In fact, it will be beneficial for both employers and employees as the first will get highly professional, experienced workers and the latter will be able to contribute to the society needs and to fulfill own ambitions. This suggestion is based on my observation, which I made having observed those who were working up to the age of 70. There are some people, who are full of energy and want to continue their job as there they will feel better than just sitting at home or spending time with their grandsons. The truth is that their biological age does not reflect their inner world as some of them are as 'fresh' as those at the age of 35. Therefore, if governments let them work, it will contribute to the state budgets as these professionals are the most productive force for the economical development.

Despite all the arguments about narrow-mindedness of the older generation, their inability to accept changes, it can be argued that it is a stereotype invented by the young. Of course there are many aged workers that reject all the new ways of dealing with problems and thus, hindering any development. However, it is rather an overgeneralization since the majority of those who wish to stay at their workplace, belong to rather nonconventional old generation, namely to representatives, who are creative and apt to changing their habits and views. That is why the competition between professionals without distinction of the age is the better solution to decide who is worthy of this or that position. In other words, the skills are the main criteria, which should prevail over age consideration.

Finally, I would like to stress that generally, the workers should retire on voluntary basis, which will be a fair system.

(394 words)

Teacher's Comments

CEFR Descriptors

The essay is well-structured and writer's a clear point of view is sustained throughout the essay ("I support the view of those who believe that people should retire at the age that is most suitable to them"). It has an introduction, body and conclusion. Each body paragraph deals with a different side of the argument and begins with a clear topic sentence The writer expands and supports points of view at some length with subsidiary points, reasons and relevant examples ("This suggestion is based on my observation", "...want to continue their job as there they will feel better than just sitting at home or spending time with their grandsons", "their biological age does not reflect their inner world ", etc). Arguments are developed with connectives such as "however," "despite all", "therefore" , etc. The style is appropriate to academic writing conventions.

Language Criteria

The essay uses a wide range of grammatical devices appropriate to academic writing. These include conditionals (If...), participle clauses (... , hindering any development), and passive constructions ("...it can be argued that...", "stereotype invented by the young"). There are few grammatical errors which do not generally influence the reader's understanding ("suggest to let", "rise" instead of "raise", spelling of the words "competition", "distinction", "narrow-mindedness" and etc.).

There is a good range of vocabulary suited to an argument essay, including reporting verbs like "state" and "suggest". The essay demonstrates a very wide lexical range and makes effective use of collocations and adjectives ("to cut budget expenses", "the most productive force for the economical development", "who are creative and apt to changing their habits and views", "prevail over age consideration", "voluntary basis", etc)

Task response

The piece of writing fully answers the question by stating several arguments for allowing people retire at the age that is most suitable for them. The writer's position is clearly expressed in the introduction and conclusion. Ideas are developed fully, with excellent specific examples. A very good degree of personalization is used where appropriate. The essay slightly exceeds the required length (349 words).