

Test 2 answer key with extra explanations

Reading

Part 1

Questions 1–5

1 The correct answer is A: Jenny says, 'I remember you said you wanted to visit a few interesting cities in the UK. This might be a good way to do it.' This is suggesting a way for Lara to do some sightseeing. The website offers discounts on tickets, so Lara could travel to different cities more cheaply. **B** is not the correct answer because Lara has already mentioned that she wanted to visit some interesting cities in the UK, not that she wanted to buy cheap train tickets. **C** is not the correct answer because Jenny is recommending that Lara should do something, not inviting Lara to do something with her.

2 The correct answer is C: 'The unusual story behind candy' in the notice are the 'surprising facts about sweets' in the answer. **A** is not the correct answer because a historical expert will be talking about sweets, not members of the audience. **B** is not the correct answer because the lecture will be about sweets, not sweet shops.

3 The correct answer is B: Dan has borrowed a book from the library. Jack wants to use this book, so in this message, he is asking Dan to tell him when the book is back in the library, so he can go and borrow it himself. **A** is not the correct answer because Jack knows the book is suitable for his project. He is not asking for Dan's opinion. **C** is not the correct answer because Jack has not borrowed the book yet, he would like to borrow it in the future. Jack is not recommending the book to Dan. Jack wants the book to use himself.

4 The correct answer is A: 'use within six weeks' on the label means eat before six weeks have passed, or 'a maximum of six weeks'. 'After opening' on the label means 'after you start using it' in the answer. **B** is not the correct answer because the label says that the sauce must be stored in the fridge after it is opened, not as soon as it is brought home from the shop. **C** is not the correct answer because you don't need to know exactly when you bought the sauce – although you do need to know when you opened it, so you can stop using it after six weeks.

5 The correct answer is B: 'a certain period' in the answer refers to 'two months' in the notice. The first lesson (session) is free if a student registers for two months of lessons. **A** is not the correct answer because the teacher only offers lessons for people over 18, not 'anyone', which would include people aged under 18. **C** is not the correct answer because the notice mentions 'all abilities'. This means that beginners are welcome too. So students must not have reached a particular level in order to attend.

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Lyle F. Bachman



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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

The Handbook of Language Teaching Michael H. Long, Catherine J. Doughty, 2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

SURVIVAL ENGLISH FOR DAILY, ACADEMIC, AND PROFESSIONAL PURPOSES Dr. Agwin Degaf, M.A., Farid Munfaati, M.Pd., Dr. Winarti, M.Pd, Urwatus Silvia Rahmah, M.Pd, Ibnu Wahyurianto, M.Pd, Ulin Ni'mah, M.Pd, Sohibul Hairi, M.Pd, 2025-04-05 Designed for learners at CEFR Level B1 Survival English For Daily Academic and Professional Purposes is your comprehensive resource for mastering essential English skills Whether navigating academic settings engaging in daily conversations or preparing for professional opportunities this book equips you with practical tools and the confidence to excel Packed with structured lessons and tailored exercises it focuses on developing the language skills necessary for academic success From understanding academic texts to participating in group discussions and delivering effective presentations the exercises provide learners with the strategies they need to thrive in educational settings and beyond What sets this book apart is its integration of local cultural values Islamic teachings and the principles of moderation and tolerance fostering an inclusive approach to learning English as a global language Drawing on both global resources and local contexts Survival English bridges the gap between international standards and the unique needs of learners in multicultural environments Whether you are a student preparing for proficiency tests a professional aiming to advance your career or simply looking to enhance your English skills this book offers a practical and engaging pathway to success Embark on your English learning journey with Survival English and unlock your potential for academic professional and personal growth

Strategies in Learning and Using a Second Language Andrew D. Cohen, 2014-06-11 *Strategies in Learning and Using a Second Language* examines what it takes to achieve long term success in languages beyond the first

language Distinguishing language learning from language use strategies Andrew D Cohen disentangles a morass of terminology to help the reader see what language strategies are and how they can enhance performance Particular areas of research examined in the book include links between the use of task specific strategies and language performance how multilinguals verbalise their thoughts during language learning and use strategies that learners use in test taking contexts In this fully revised and substantially rewritten second edition every chapter has been reworked with material either updated or replaced Entirely new material has also been developed based on examples of specific strategies supplied by actual learners mostly drawn from a website featuring these strategies in the learning of Spanish grammar Strategies in Learning and Using a Second language will be an invaluable resource for language teachers and researchers as well as for administrators of second language programmes and for students of applied linguistics

The Routledge Handbook of Language Testing

Glenn Fulcher,Luke Harding,2021-12-15 This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

Resources in Education ,2001

An Investigation Into the Comparability of Two Tests of English as a Foreign Language

Lyle F. Bachman,1995-03-16 This book documents a major study comparing the Cambridge First Certificate in English FCE with the Test of English as a Foreign Language TOEFL to investigate similarities in test content candidature and use While both tests were designed to measure many of the same abilities they represent radically different approaches to language test development reflecting deeper differences between educational measurement traditions in the US and UK The thorough investigation of the fundamental characteristics and operational utility of two of the most widely used English tests for foreign students makes this study a valuable contribution to language testing research As such it will be of considerable interest to language testing specialists and examination boards as well as to academic researchers and graduate students in the field of language assessment more generally

Building Academic Skills G. T. Schwabe,1987

What English Language Teachers Need to Know II Denise E. Murray,2010 Designed for pre service teachers and teachers new to the field

of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching pla *Building a Validity Argument for the Test of English as a Foreign Language*™ Carol A. Chapelle, Mary K. Enright, Joan M. Jamieson, 2011-04-06 Building a Validity Argument for the Test of English as a Foreign Language™ is distinctive in its attempt to develop a coherent story of the rationale for a test or its revision explain the research and development process and provide the results of the validation process This volume is particularly relevant for professionals and graduate students in educational measurement applied linguistics and second language acquisition as well as anyone interested in assessment issues

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