



Ascentis Anglia Language Examinations
Ascentis Level 2 Certificate in ESOL
International (Ofqual Accreditation No. 500/4064/9)
Proficiency Level (C1)
Speaking Test
Winter 2011/12
Instructions for Students

- The test will take 20 minutes.
- You will take the test with another student.

Ascentis Ltd. Reg. in England Co. No. 6799564, Reg. Charity No. 1129180
LANCASTER BUSINESS PARK, OFFICE 4, MANNIN WAY, CATON ROAD, LANCASHIRE, LA1 3SW, ENGLAND
© Anglia Examination Syndicate Ltd. Reg. in England Co. No. 2046325
CHICHESTER COLLEGE, WESTGATE FIELDS, CHICHESTER, WEST SUSSEX, PO19 1SB, ENGLAND

These materials may not be altered or reproduced, stored in any retrieval system or transmitted in any form or by any means, electronic, electrical, chemical, optical, photocopying, recording or otherwise without the prior permission of the copyright owner.

Procedure

The Anglia Proficiency Speaking Test consists of three parts and should take *approximately* 20 minutes to complete. There are two candidates at each session. The examination will be recorded. Recordings are sent to Chichester College for moderation.

AFTER the examination, you must not return to the area where candidates yet to take the test are still waiting.

Preparation

Think about your future plans and be prepared to talk about them and answer questions about them. Be prepared to ask the other student questions about his/her future plans, as well.

Two articles to read and think about. You should be prepared to talk briefly on one of them before discussing it.

Choose one group of topics from the list: crime; holidays; and be prepared to talk about any of the statements in that group for up to three minutes. The examiner will tell you during the examination which statement you must talk about.

Task One: *up to 4 minutes*

The examiner will ask you to talk about yourself and why you are taking the examination.

Task Two: *up to 8 minutes*

The examiner will ask you to talk briefly about the article you have prepared and then you must be prepared to discuss it.

Task Three: *up to 8 minutes*

The examiner will indicate to you which of the statements in your chosen group you should talk about. You will be given your three minutes to talk alone and then you must be prepared to engage in discussion about the topic.

PROFICIENCY SPEAKING EXAMINATION, Winter 2011/12

Task Two: Readings for Discussion

READING ONE: WHAT'S WRONG WITH BOYS?

Hundreds of thousands of young boys are left to struggle in lessons because of the 'feminisation' of the curriculum, the rise of coursework, the lack of male primary schoolteachers and the loss of competition between pupils, it has been claimed.

David Levin, the head of the City of London School, said boys had not got a 'good deal' out of the education system because of the rapid shift towards mixed schooling. According to figures, the number of single-sex state schools has fallen dramatically from around 2,500 to just over 400 in 40 years, and this is not the case only in state schools. The shift has been just as dramatic in the independent sector.

Mr Levin said boys had significantly different educational needs to girls, but this tended to be overlooked in mixed classrooms. Girls now perform much better at each key stage of education, including primary school, secondary school, sixth-form college and university.

Mr Levin said: 'We believe that there's a problem across the English speaking world with boys' academic underachievement.' He criticised the introduction of coursework modules into GCSEs. 'The prevalence of

coursework is a major issue – boys don't respond well to it,' he said. 'Boys like immediate targets and tend to favour examinations over coursework, which was developed about 20 years ago specifically in response to the fact that girls were underachieving.'

He said City of London had axed conventional GCSEs in favour of International GCSEs which have no coursework and base results on end-of-course exams. It corresponded with a significant increase in the number of A* and A grades achieved by boys. Mr Levin said: 'We are conscious that boys learn differently so we have been looking very closely at the way in which lessons are conducted. Boys need variety; a mixture of reading from books, competitive teamwork and getting up and moving between exercises.'

Mr Levin also called for a drive to recruit more male primary schoolteachers. "We are in danger of losing the plot with boys."

*July 2011 Adapted from article -
www.Telegraph.co.uk*

Points to consider:

- Should boys and girls be educated separately for some subjects?
- How could more men be encouraged to become primary teachers?
- In your experience, do boys appear to learn differently to girls?
- Would you prefer your grades to be based on coursework or exams?
- Do you think that singlesex schools should be closed down?

PROFICIENCY SPEAKING EXAMINATION, Winter 2011/12

Task Two: Readings for Discussion

READING TWO: SCIENTISTS FIND THE ETERNAL SANDWICH

Scientists have discovered a naturally occurring agent capable of destroying the bacteria that cause meat, fish, eggs and dairy produce to rot. They believe that it could extend the life of perishables such as milk, sandwiches and sausages. So, if you buy a sandwich, you might soon be able to drop it in your bag and keep it for a month or two, until you really feel like it.

Opened wine and ready meals could also last much longer, in some cases for years, and they may not even need refrigeration.

Last week, researchers at the University of Minnesota reported the discovery of *bisin*, a naturally occurring compound produced by some types of bacteria. They found that it reduces the growth of lethal bacteria, including e-coli, salmonella and listeria. Last year there were 84,500 cases of food poisoning reported in England and Wales alone. Microbiologist Dan O'Sullivan said, 'It seems to be much better than anything that has gone before. It doesn't compromise nutrient quality – we are not adding a chemical, we are adding a natural ingredient.' The technology could also reduce the 20 million

tons of food Britons throw out every year, although it cannot preserve fruit and vegetables as they decompose in a different way.

Because *bisin* is chemically related to *nisin*, which is used to keep processed food sterile and edible for decades, it does not need to be pharmaceutically tested and could be on the market within a year. It has already been patented and the university is in talks with food ingredient manufacturers.

Using *bisin* in this way is not without its critics, however. As with genetically modified (GM) foods, this advance raises questions about food monopolies. Advanced science is fine for those in the food industry who can afford to license it, but where do the smaller producers stand who cannot afford to use it? It is also fodder for conspiracy theorists, who will assume governments to be in technology's thrall with no thought to the safety or longer-term outcomes of such scientific 'progress'.

August 14 2011 Adapted from article – The Sunday Times. P1.

Points to consider:

- Would you be happy to eat food with added *bisin*?
- What do you think is the biggest advantage of using *bisin* in food?
- How much unused food do you throw away?
- Do you think genetically modified food should be banned?
- What do you think food will be like in the future?

PROFICIENCY SPEAKING EXAMINATION, Winter 2011/12

Task Three: Topics

GROUP ONE: CRIME

1. All policemen should carry guns.
2. People accused of a crime should stay in prison until they go to court.
3. We need to build more prisons.
4. Life in modern prisons should be much harder.
5. Parents of young offenders should be held responsible for their children's actions.

GROUP TWO: HOLIDAYS

1. The purpose of a holiday is to relax and put your feet up.
2. Tourism is having a disastrous effect on our planet.
3. Nowadays tourists learn almost nothing about other cultures.
4. Travelling by plane should be made more expensive and budget airlines closed down.
5. Going abroad for a holiday is more exhausting than staying at home.