

<p>PART 1 Listening (approx. 10 minutes)</p>	<p>Task type: Multiple choice Format: ten unrelated dialogues of about 30 seconds' duration, each followed by a 3-option multiple choice item</p> <p>The candidates listen to a short dialogue, then choose the correct statement from three that are based on the dialogue. The recordings are dialogues between two interacting speakers (conversations, interviews, discussions, etc.).</p> <p>Task Focus: <i>identifying detail, understanding and interpreting information, specific information, gist, detail, main idea, function, purpose, attitude, opinion, etc.</i></p> <p>Marking Scheme: 10 items x 2 points = 20 points</p> <p>NOTE: Each part is heard twice.</p>
<p>PART 2 Knowledge of Linguistic Means (15 minutes)</p>	<p>Task type: Multiple choice Format: 18 4-option multiple choice sentences Task Focus: <i>lexical</i></p> <p>Marking Scheme: 18 items x 2 points = 36 points</p> <p>Topic areas: the environmental engineer; the Earth; ecosystems; biomes & aquatic systems; weather; climate; basic units of life/numbers & math; measurements; tables & graphs; describing change; presentations; properties of matter; energy; traits of an environmental engineer; education; the scientific method; problem solving; working with large numbers; analyzing quantities; accounting; water, carbon & energy cycles; biodiversity & extinctions; environmental chemistry; resource recovery; atmospheric change; risk assessment; population; environment & resources; urbanization; water use; pollution & quality control; air pollution; waste management; evaluating impact; disaster response; land & water reclamation & restoration</p>
<p>PART 3 Knowledge of Language Functions (10 minutes)</p>	<p>Task type: Multiple choice Format: 16 2-option multiple choice exchanges Task Focus: <i>lexico-grammatical</i></p> <p>Marking Scheme: 16 items x 1 point = 16 points</p> <p>Functions: asking about interests; describing order/positive changes; expressing excitement; asking for repetition/clarifications; talking about averages; making a comparison/a request; giving a reminder/advice; asking for clarification; correcting an error; describing changes; correcting yourself; giving a summary/an example/a compliment; asking for advice; requesting more information; talking about future events; checking for correctness; describing quantities; defining a term; redirecting a conversation; delivering bad news; stating a concern; expressing doubt; talking about capabilities; describing mixed results; disagreeing with an opinion; describing necessity; making a prediction; reacting to bad news; bringing up a positive aspect; talking about priorities; making a recommendation; expressing surprise; stating a preference; correcting a misconception; providing options; offering criticism; listing pros and cons</p>
<p>PART 4 Reading (10 minutes)</p>	<p>Task type: Multiple choice – True/False/Doesn't say Format: Three short texts (60-100 words each) containing factual information related to the field of environmental engineering; the first two texts are followed by two 3-option multiple choice questions each, while the third text is followed by two True/False/Doesn't say questions. Task Focus: <i>understanding detail, specific information, implication, attitude, reference and meaning</i></p> <p>Marking Scheme: 6 items x 3 points = 18 points</p> <p>NOTE: All the texts are related to the specific field of study.</p>
<p>PART 5 Writing Awareness (15 minutes)</p>	<p>Task type: A gapped or jumbled text of approx. 200 words Format: Gapped text – a text with five gaps to be filled with either one sentence from a choice of three or, one pair of sentences from a choice of six or, an appropriate word or, information from two short texts. Jumbled text – seven or eight paragraphs, of which five are to be organized into a text. Task Focus: <i>Recognition of writing features and language as required in their field of studies.</i></p> <p>Marking Scheme: 5 items x 2 points = 10 points</p> <p>NOTES: The candidate may be asked to complete a magazine or journal article, an interview sheet, a worksheet, a letter, a report, part of a web page, a blog post, an extract from a textbook, a memo, a table, an email, an employee guide, a recycling program update, notes, a job listing, a form, an employee manual, a quiz, an application, a company announcement, an informational flyer or a summary. This task is based on elements of writing that the candidates will need to produce in the field of environmental engineering for professional purposes.</p>
<p>Duration: 60 minutes</p>	<p>Marks: TOTAL: 100 points</p>