



*The English language proficiency Test that
opens the doors of opportunity across the
world*

*Test Information
and Sample Paper*

GETS-Higher

Preface

This *Test Information and Sample Paper* is designed for students, teachers and test administrators who would need to familiarise themselves with the design and content of the GETS-Higher. The document provides general information about GETS-HIGHER, the test format and parts, test contents, marking, results, the grading system and other related information. It also provides a sample question paper for all four modules. The PDF file of this handbook can be downloaded from www.getsworld.com for distribution to the Test takers. The *Test Information and Sample Paper* has been created using information available in the public domain and is meant for free distribution, not for sale or resale.

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Preamble

Good English language skills are needed to succeed in 21st Century, whether as an employee, employer or an entrepreneur. One's ability to demonstrate relevant language skills for effective communication help secure an advantageous position in higher education and in the world of work.

About CEFR

The Common European Framework of Reference for Languages, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.

It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. Today CEFR is used as a global standard for benchmarking the language proficiency, including English language and has great relevance for language assessment bodies, awarding bodies and exam boards.

The CEFR provides a common standard for understanding and teaching of language skills, testing and defining activities, assignments and resources. CEFR is particularly useful to educators and assessment boards as it outlines the expectations from a learner of language in a systematic way.

CEFR divides learners into three broad divisions that are further divided into six levels:

A Basic User

- **A1** Breakthrough or beginner
- **A2** Waystage or elementary

B Independent User

- **B1** Threshold or intermediate
- **B2** Vantage or upper intermediate

C Proficient User

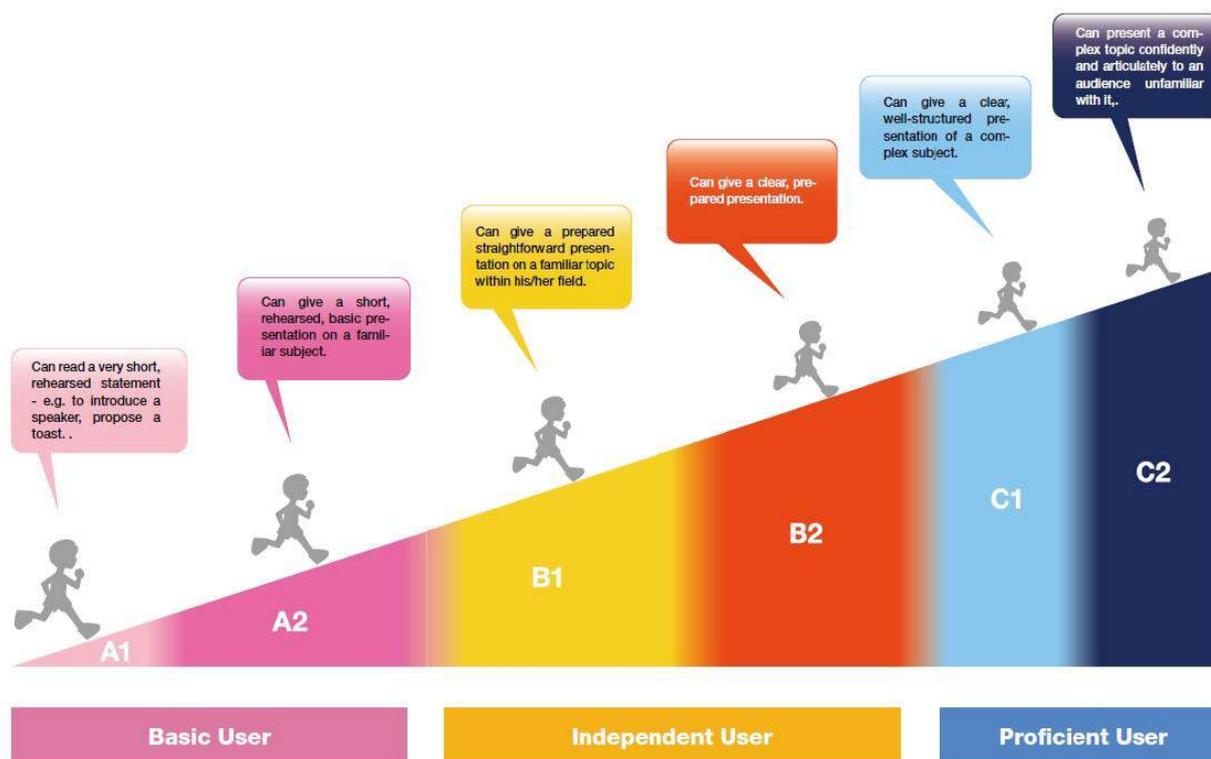
- **C1** Effective Operational Proficiency or advanced
- **C2** Mastery or proficiency

An overview of the 'Can-do' at each CEFR level is given on the next page.

You can find more information about the CEFR at:

http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

CEFR Can-do overview



About the Test

GETS (Global English Testing Services)-Higher is a 21st Century English language proficiency test designed to assess the achievements of a test-taker in all the key language skills: Reading, Writing, Listening and Speaking. The test can be taken together for all skills or as a separate test for any of the skills. The GETS-Higher scores are useful to Schools, Colleges, Universities to ascertain the English language levels of their students and prospective students.

GETS-Higher is also useful to corporate organisations in their recruitment process as a tool for screening of prospective employees and as part of campus recruitment. The Test is developed using social, educational, and workplace contexts. GETS-Higher is developed by highly experienced team of English language practitioners who have been associated with international English language proficiency tests and diagnostic tools.

The scores are mapped to the international standards in language-Common European Framework of Reference (CEFR).

GETS-Higher is available as a paper-based test and also delivered through the Internet at authorised test centres.

Test highlights

- Designed to suit the needs of individuals in higher education (HE) and work place
- Covers: Reading, Writing, Listening & Speaking skills
- Emphasis on communicative use of English language in social, educational and workplace settings
- Flexibility: choose the full test (R / W / L / S) **or** take any module(s)
- Paper-based **or** Internet-based test delivery
- On-demand test dates (*conditions apply*)
- Quick result release (*immediate to 7 days*)
- Writing & Speaking modules marked by certified examiners
- Test questions are aligned to Common European Framework of Reference (CEFR) Levels A2, B1 and B2
- Results aligned to CEFR, the international standards
- Developed by highly experienced team of English language practitioners
- Secure test administration
- Customisation possibilities for corporate organisations

Test Format

READING	DESCRIPTION
60 min 4 Parts / 32-39 questions Approximate text length: - Part 1: 140-160 words or a visual representation of information - Part 2: 350-450 words - Part 3: 500-650 words - Part 4: 600-750 words	Test-takers are required to respond to questions based on a total reading of approximately 1450 to 2000 words. Task types: Multiple-choice, multiple-choice cloze, matching, short answers, <i>True/False/Not-given</i> and some other similar objective-type questions. Skills tested: Skimming & scanning skills, reading to understand the main points, reading for specific information, reading for comprehension, reading for detailed factual information, reading to interpret information, attitudes & opinions of writer, reading for gist and overall meaning. Task source: Designed using authentic/adapted, real-world materials such as notices, messages, articles from newspapers, magazines and websites, personal correspondence, encyclopaedia entries, brochures, reports, data information sheets, fiction, advertisements and manuals. No. of questions: A total of 32-39 questions. Marking: One or two mark(s) for each correct answer. No negative marking for wrong answers.

WRITING	DESCRIPTION
60 min 3 Tasks - Task 1: 35-40 words - Task 2: 90-120 words - Task 3: 150-180 words	Task 1: Write a message, note, e-mail or short personal letter. Task 2: Write a report to explain the key points or stages of input data or graphical information and to summarise it. Task 3: Write an essay in response to a problem, point of view or argument. Test-taker will be required to outline the problem, present a solution and an opinion and justify it.

LISTENING	DESCRIPTION
Approximately 40 min 4 Parts / 30 questions	<p>Task types: Multiple-choice, gap-filling, <i>True/False</i> and similar objective-type questions based on listening of monologues, short dialogues or narratives in a variety of accents.</p> <p>Skills tested: Listening for main points, listening for overall meaning, listening for specific information, listening for detailed meaning, listening to interpret information, listening for attitude and opinions of speakers. Setting of the listening texts would be both familiar and commonplace and also outside the usual experience.</p> <p>Task source: Designed using authentic, adapted or real-world listening tracks such as talks, discussions, telephone conversations, announcements, radio programmes and interviews.</p> <p>No. of questions: A total of 30 questions.</p> <p>Marking: One or two mark(s) for each correct answer. No negative marking for wrong answers.</p>

SPEAKING	DESCRIPTION
10-14 min 5 Parts	<p>Part 1: (2-3 min) Questions on work, study, interests and familiar topics.</p> <p>Part 2: (1 min) Reading aloud-4 sentences.</p> <p>Part 3: (2-3 min) Talk on a given topic for 1 minute or over. Candidate is provided verbal prompts and 30 seconds to prepare.</p> <p>Part 4: (2-3 min) Making comparisons between two pictures on a related theme. Candidate needs to talk for 1-2 minutes.</p> <p>Part 5: (3-4 min) Answering general questions related to the theme of the pictures in Part 4. Candidate is required to provide extended responses and present personal point of view.</p>

Marking and Grades

All modules: Reading, Writing, Listening and Speaking are equally weighted.

The Listening and the Reading paper carry 40 marks each. These papers go through a key based marking process. There is no negative marking.

The division of marks in the Writing paper is as follows: Part 1= 20% | Part 2= 40% | Part 3=40%.

The Speaking module is marked basis average performance across all parts of the Test.

The Writing and Speaking modules are marked by 'Certified Examiners' using GETS-HIGHER assessment scales. These assessment scales are mapped to the CEFR can-do statements.

The overall score is based on a candidate's total score in all four modules. The overall score is converted to GETS Level 1 to 4 as per the table below.

- 75-100%: GETS Level 4 (*mapped to CEFR Level B2*)
- 50-74%: GETS Level 3 (*mapped to CEFR Level B1*)
- 36-49%: GETS Level 2 (*mapped to CEFR Level A2*)
- 35% & below: GETS Level 1 (*mapped to below CEFR Level A2*)

A reference to CEFR level against the GETS Level is reported, basis the research carried out by the GETS test development team.

Test report



Candidate Profile

TEST REPORT

Candidate Number	GHE140820050
First Name	Vijay
Family Name	Kumar
Gender	Male
Date of Birth (dd/mm/yyyy)	15/08/1987
ID Type & Number	Passport Number - XJ1853279
Nationality	Indian

Test Information

Test Name	GETS – HE
Test Date (dd/mm/yyyy)	15/04/2014
Test Centre & Country	XY123, United Kingdom

Overall Score, GETS Level and Mapped CEFR Level

Module wise Test Scores

Skills Scores (Standard scale out of 100)	
Reading: 75	Writing: 80
Listening: 90	Speaking: 90

Final Results	
Overall: 75 / 100	GETS Level: 4
Mapped to CEFR Level: B2	

Interpretation of final results

Results	Score	Mapped to CEFR
GETS Level 4	75 to 100	Level B2
GETS Level 3	50 to 74	Level B1
GETS Level 2	36 to 49	Level A2
GETS Level 1	0 to 35	Below Level A2

Unique Test Report Number. Used for Secure Verification

TR No. GHE140820050XY123PEEL

This is a computer generated report and requires no signature.

Receiving institutions can verify the scores from the GETS secure verification services by registering at www.getsworld.com



Test Security

The GETS-Higher Test owners place high degree of importance to the Test security in all aspects of Test management that includes:

- development and production of the Test items and Test paper construction
- printing and packaging (*for paper based test*)
- storage and dispatch (*for paper based test*)
- online delivery through internet
- test centre approval and management
- test day administration, including test-day photography and test-taker's identity check
- advance fraud detection mechanism
- malpractice (*cheating, collusion, swapping, impersonation etc.*)
- test paper marking, including conversion of raw scores to GETS Level
- response analytics
- test results processing
- results verification (*online*)
- post-test services, including re-check, re-mark
- complaints management and investigation

Test Selection and Delivery

The GETS-Higher test is available as a complete test covering all 4 modules i.e. Reading, Writing, Listening and Speaking. However, a candidate can opt to take any one or a combination of more than one modules.

The Test is administered by Authorised Test Centres which are appointed subsequent to a rigorous process of approval and quality assurance.

The Test can be taken in any one of the two formats: 'paper-based' or 'internet-based'.

GETS-Higher: Reading

Duration: 60 minutes (1 hour)

The Reading module has 4 parts. There are a total of 32-39 questions in this module totaling to 40 marks.

The test takers are required to respond to questions based on a total reading of approximately 1450 to 2000 words.

The Reading module has the following task types: *Multiple-choice, multiple-choice cloze, matching, short answers, True/False/Not-given and similar objective-type questions.*

This module carries 25% weightage of the total marks. The test-taker will receive a raw score that will be out of 100.

Below is a sample of the type of questions that are included in this module.

Sample Paper

There are 38 questions in this paper.

Questions 27 & 28 carry two marks. All other questions carry one mark.

Part One (Questions 1-10)

Read the sentences and the descriptions (1-10) of shopping centres (A- D) that sell directly from factories. Which centre does each sentence refer to? Choose the right option.

- | | | | | |
|---------------------------------------------------------------------|---|---|---|---|
| 1. They have just started to sell things for children to play with. | A | B | C | D |
| 2. All goods are on sale at half their original price. | A | B | C | D |
| 3. Customers have to pay for children's activities. | A | B | C | D |
| 4. Other traders can buy goods here. | A | B | C | D |
| 5. This shopping centre can be easily reached by train. | A | B | C | D |
| 6. This is not the place to go to buy household items. | A | B | C | D |
| 7. Customers do not have to pay for parking cars. | A | B | C | D |
| 8. It claims to be the first centre to contain many factory shops. | A | B | C | D |
| 9. They do not mind if customers return goods. | A | B | C | D |
| 10. It is an especially good place to buy cheap clothes for women. | A | B | C | D |

A**Hallway Holdings**

Wide range of women's clothing and sportswear. Branded products and household items. Recently opened sections for camping equipment and games for children. Fully equipped playroom. Probably the finest factory retail outlets in UK. Free car park, regular bus service, close to railway station. No-problem money-back guarantee.

B**Crammer Market Place**

Large selection of ladies' fashions and accessories. Slightly damaged goods available at low prices. Crockery and household wares. Bargain prices. Ladies wool coats from 99p - £30. Good deals for other retailers.

C**Lily's Shopping Centre**

Specialist menswear, suits, footwear, leatherwear, books, bedding and a wide range of household goods. The UK's first factory shopping outlet with a variety of shops run by manufacturers. All prices reduced by 50%.

D**Leisure Valley**

A variety of shops for footwear, luggage, bags. Also men's and women's clothing. Shops located in a large leisure park with water games, children's playground. Free admission to shops, other attractions charged separately.

Part Two (Questions 11-20)

Read the text below and answer questions 11-20.

The electronic computer was first created as a sophisticated calculating device designed to solve arithmetic problems for scientists and mathematicians. Today it has become an indispensable tool, helping to shape the society it serves. Electronic computers are now used in supermarkets, hotels, banks, hospitals, factories, government offices, schools and research organizations.

The term "computer" can logically be applied to any calculating machine. However, in common usage, the definition of a computer has become more limited. We now define a computer as an *electronic data processing device* capable of receiving input, storing sets of instructions for solving problems and generating output with high speed and accuracy. Computers are composed of switches, wires, motors, transistors and integrated circuits, assembled on frames. The frames form components such as keyboards, printers, visual display units, disk drives, magnetic tape drives, and central processing units. These components are wired together into a network called a computing system, often called a computer.

The size of the computer system varies from a small hand-held device with limited capacity to huge machines occupying several large rooms. They may be constructed as a single integral device, or as many separate pieces of equipment remotely connected but functioning as a unit. The individual parts may be located within the same building or scattered across the country, connected by telephone lines.

Computers can perform a variety of mathematical calculations, ranging from simply adding and subtracting to solving complicated math equations that involve thousands of steps. They can repeat a complicated calculation millions of times without error. They can also print out whole paragraphs of text, write letters, draw pictures or plot curves and draw graphs. They can sort data, merge lists, search files and make logical decisions and comparisons. However, the computer is devoid of any original thinking. It does nothing that it is not told to.

It is provided with a set of instructions by a person professionally known as the programmer. These instructions or statements are recorded in a form that can be understood by a computer. These instructions are stored in the memory (primary storage unit) and executed under the command of the control unit of the CPU. This is known as the "Stored Program Concept". These instructions direct the computer through a series of steps to solve a problem. This set of instructions is called a program, which controls all operations of the computer. In other words, a computer obeys the operator in its entire doings and hence any notion of mysteriousness about the computer should be dismissed. It is no doubt a revolutionary machine but the fact remains that it is a machine subservient to man.

Questions 11-12

Complete each of the following statements with words taken from the passage.

Write no more than three words for each answer.

1. A computer may be constructed as a _____ or as many separate pieces.
2. The electronic computer was first designed to solve _____ for scientists and mathematicians.

Questions 13-16

Match the following terms with their definitions. The terms are:

- A. Programmer
- B. Computer
- C. Program
- D. Disk drive
- E. Memory

Note: There are more terms than definitions, so you will not use them all.

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| 3. Set of instructions | A | B | C | D | E |
| 4. Person providing instructions | A | B | C | D | E |
| 5. Primary storage unit | A | B | C | D | E |
| 6. Calculating machine | A | B | C | D | E |

Questions 17-20

Complete the summary below. Choose your answers from the box below.

Note: There are more words than spaces, so you will not use them all.

The computer is given a set of instructions by a person professionally known as the (17)_____.

These instructions are recorded in a form that can be understood by a computer, stored in the (18)_____ and executed under the command of the (19)_____ of the CPU.

This is known as the (20)_____ concept.

Program	Stored Program	Programmer	Control Unit
Statements	Integrated circuit	Memory	Keyboard

Part Three (Question 21-28)

Read this article about how to be a successful negotiator and answer questions 21-28.

For questions 21-26 choose the correct option. For questions 27 & 28 choose two correct options.

THE ART OF NEGOTIATING

The ability to negotiate effectively is an art form which many of us are not confident in doing. Formal negotiations are however, a vital part of communication across various sectors from business to politics. Negotiating is a part of everyday life, but in business it's absolutely critical to your success. Poor negotiation can cripple a company just as quickly as losing key customers. While most negotiating strategies seem like common sense, it's not uncommon for people to get caught up in the emotion of the moment and ignore their basic instincts.

In Oliver Davison's new book, *One Hundred and One Ways to Negotiate*, he claims that some business people are very poor negotiators. They are so worried about closing the deal that they accept the first price offer or counter argument. If, for example, the buyer tells them the price is too high, they believe him and offer a lesser deal and so they may lose ground for no reason. Davison says he can spot a bad negotiator because they do not even attempt to ask enough questions before they give in.

Davison says that a typical error of judgment that many negotiators from small businesses make is thinking that if they concede they will get something back, but you should always actually get something from somebody before you make a concession. He suggests small businesses will always have some part of the package that they can change instead of conceding a price cut. For example, it may be possible to offer extra services that cost virtually nothing but are valuable to the customer.

Davison says, 'Negotiation is about trading between the parties, but people often give away their position too quickly by letting the other side know how important the deal is to them. If you're selling it's best to start off by talking up the demand for your product-this will encourage the buyer to think your products must be good. Leave it until later to spell out what you want.'

At the same time, Davison argues that silence can be a useful weapon. The person who is talking is inevitably giving something away about their situation. Don't interrupt – the person who doesn't speak is listening. At this point you often hear things that you do not expect to hear. It gives you time to think and spot weakness that you may be able to turn to your advantage.

Davison believe teamwork can help when a business is trying to negotiate a better deal, especially if members of the team take different roles. However, never have the top person involved. MD s are often expert engineers, salesmen, etc., but may well be less good at negotiation. And, in this way, the team can use the MD as controlling reference behind the scenes by saying they have to keep him happy or he won't approve the deal.

The true art of negotiation is to leave both parties feeling happy, concludes Davison. 'Over-negotiation' occurs when you push too hard for a good deal. You could end up getting what you wanted at an unfair cost to the other party and thus damage the relationship. Even if you get away with this once, you will not be able to keep this person as a customer for long.

21. What sign of being a poor negotiator is mentioned in the second paragraph?

- A. not gaining sufficient information.
- B. not limiting the negotiation period.
- C. not making a realistic opening offer.

22. According to Davison, what mistake do small businesses commonly make?
- A. They offer too many extra services.
 - B. They make offers that are worth little to the customer.
 - C. They think that if they give way on a point, the buyer will too.
23. In the fourth paragraph, Davison suggests that, at the beginning of negotiation, the negotiator should
- A. find out how important a successful outcome is to the other party.
 - B. make their requirements clear to the other party.
 - C. increase the other party's interest in a deal.
24. Davison suggests that, at the beginning of negotiation, negotiator should
- A. ~~will~~ make a further offer.
 - B. ~~may~~ reveal new information.
 - C. ~~has to~~ defend a weak position.
25. According to Davison, how can an MD contribute to negotiation
- A. by playing a background role.
 - B. by providing specialist knowledge.
 - C. by co-ordinating a team of negotiators.
26. Why does Davison say that 'over-negotiation' can be a problem?
- A. It may make it difficult to finalise the deal.
 - B. It may create bad feeling with the other party.
 - C. It may cost your company too much time.
27. What are the two advantages of being silent?
- A. The listener is able to identify weaknesses in what the other person is saying.
 - B. It confuses the other party as they are not expecting silence as a weapon.
 - C. The listener gets time to think before speaking.
 - D. Silence implies patient listening and it helps build relationships.
28. Which of the two statements are true?
- A. A good negotiator is the one who asks questions before making a deal.
 - B. It is not easy for large companies to change their prices or offers.
 - C. People at the top may not have good negotiation skills.
 - D. Only team negotiations are successful.

Part Four (Questions 29-38)

Read this text below and answer questions 29-38.

The word "Euthanasia" is of Greek origin and literally means "a good death." The American Heritage Dictionary defines it as "the act of killing a person painlessly for reasons of mercy." Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding food and water.

In recent years there have been numerous cases of "mercy killing" in the news. They usually involve the killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators generally are dealt with leniently by our legal system, and the media often portray them as compassionate heroes who took personal risks to save someone else from unbearable suffering.

But euthanasia's biggest threat is even more insidious. There are many documented cases around the country of deaths in hospitals and nursing homes caused by withholding life-sustaining care, including food and water, from vulnerable patients who cannot speak for themselves. For every case that is brought to public attention, there are many more which take place quietly, with no public notice.

While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have "living will" laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death. For example, in June 1987, the New Jersey Supreme Court, in a trio of decisions, approved the starvation death of patients diagnosed as being in the persistent "vegetative state" or permanently comatose, even if they had never expressed a desire to have food and water withheld.

Because such deaths occur quietly within the confines of hospitals and nursing homes, often they can be kept from public view. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who are requesting that care be withheld.

"Extraordinary" or "heroic" treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process. But to deny customary and reasonable care or to deliberately starve or dehydrate someone because he or she is very old or very ill should not be permitted. Most of the cases coming before the courts do not involve withholding heroic measures from imminently dying people, but rather they seek approval for denying basic care, such as administration of food and water, to people who are not elderly or terminally ill, but who are permanently incapacitated. These people could be expected to live indefinitely, though in an impaired state if they were given food and water and minimal treatment.

No one has the right to judge that another's life is not worth living. The basic right to life should not be abridged because someone decides that someone else's quality of life "is too low". Once we base the right to life on "quality of life" standards, there is no logical place to draw the line. Also, people need not be killed to "put them out of their misery" when they are seriously ill. Almost all pain can be relieved by modern medical techniques, so it is not necessary to kill patients who can't be cured.

This kind of death is horrible to undergo and to watch. Nurses and other health care personnel have expressed revulsion at having to participate in cases where the patient is starved and dehydrated, and it is unpleasant for the patient's family, too. That's why some medical people are suggesting that it would be more 'humane' to administer a lethal injection instead, so that the patient would die quickly and painlessly. (This practice already is widespread in the Netherlands, where an estimated 5-10,000 people are killed each year by their physicians with lethal drugs. Reports from Holland indicate that euthanasia in that country isn't limited to "voluntary" cases and that patients are being killed involuntarily in Dutch hospitals.)

We must foster more positive attitudes towards people with serious and incapacitating illnesses and conditions. Despite the ravages of their diseases, they are still our fellow human beings and deserve our care and respect. We must also enact positive legislation that will protect vulnerable people from those who consider their lives meaningless or too costly to maintain and who would cause their deaths by withholding life-sustaining care such as food and water.

Questions 29-33

Choose the appropriate letters A-D to fill in the space given in each question.

29. The word "Euthanasia" is of _____ origin.
- A. Latin
 - B. French
 - C. English
 - D. Greek
30. The New Jersey Supreme Court approved the starvation death of patients diagnosed as being permanently in coma in _____.
- A. June 1997
 - B. June 1987
 - C. June 1978
 - D. June 1977
31. Most of the cases coming before the courts seek approval for denying _____ to people who are permanently incapacitated.
- A. Heroic measures
 - B. Mercy killing
 - C. Basic care
 - D. Extraordinary treatment
32. In the Netherlands, physicians kill an estimated _____ people each year with lethal drugs.
- A. 4000 to 6000
 - B. 5000 to 10000
 - C. 6000 to 10000
 - D. 10000 to 100000
33. It is reported that euthanasia is not limited to voluntary cases in _____.
- A. Britain
 - B. Holland
 - C. India
 - D. Denmark

Questions 34-38

Do the following statements agree with the opinions expressed by the writer of reading Passage 2?

Select 'YES', if the statement agrees with the opinions expressed

Select 'NO', if the statement contradicts the opinions expressed

Select 'NOT GIVEN', if it is impossible to say what the writer thinks about it.

34. Relatives of a patient in a vegetative state have the right to decide that the latter's life is not worth living.

- A. Yes
- B. No
- C. Not given

35. To deliberately starve or dehydrate someone because he or she is too old should not be permitted.

- A. Yes
- B. No
- C. Not given

36. It is more humane to administer a lethal injection than starving a patient to death.

- A. Yes
- B. No
- C. Not given

37. The right to live depends upon the person's quality of life.

- A. Yes
- B. No
- C. Not given

38. There should be laws made for protecting people against misuse of Euthanasia.

- A. Yes
- B. No
- C. Not given

GETS-Higher: Writing

Duration: 60 minutes

The Writing module has 3 tasks. Details of what is required under each task is mentioned under 'Test Format' on Page 5 of this document.

The test takers are required to attempt all three tasks.

This module carries 25% weightage of the total marks. The test-taker will receive a raw score that will be out of 100.

Below is a sample of the type of questions that are included in this module

Sample Paper

There are three tasks in the writing module. All are compulsory.

Task One (35-40 words)

You have just returned to your college hostel after a weekend at your grand-parents place.

Write an email to your grandmother. In your email you should:

- tell your grandmother about your journey back home
- say what you enjoyed most about your stay
- ask your grandparents to visit home in the holidays

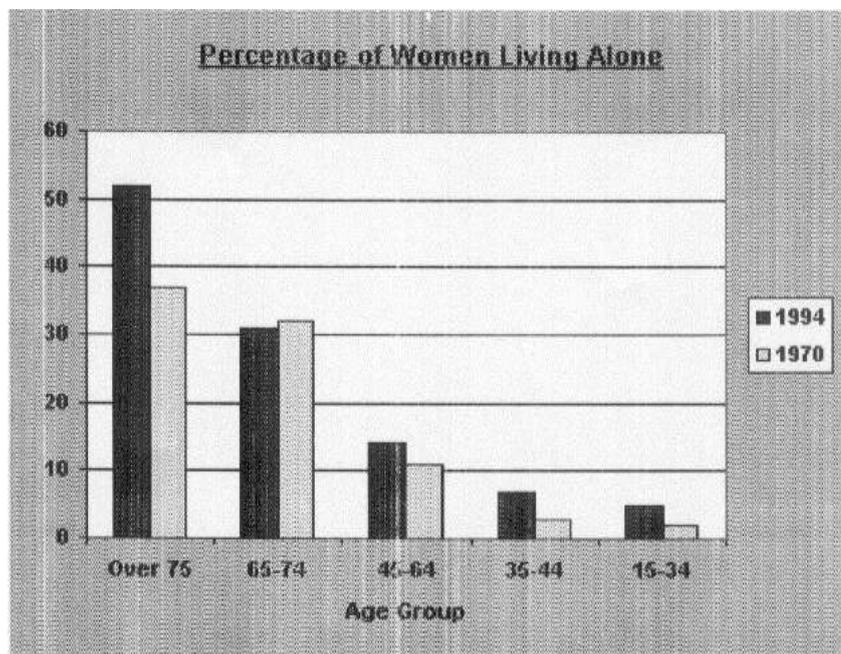
You should write 35-40 words.

Task Two (90-120 words)

The graph below shows the percentage of women living alone, in different years (1970 and 1994) and for different age groups.

Write a report describing the key information shown below, comparing and contrasting where appropriate.

You should write 90-120 words.



Task Three (150-180 words)

Many serial dramas on television (e.g. 'soap operas' or 'soaps') play an important social role.

Do you agree or disagree? Give reasons for your answer and support your reasons with relevant examples.

You should write 150-180 words.

GETS-Higher: Listening

Duration: approximately 40 minutes

The Listening module has 4 parts, comprising 30 questions, with a total of 30 marks. Details of the type of questions asked under each part are mentioned under 'Test Format' on Page 6 of this document.

This module carries 25% weightage of the total marks. The test-taker will receive a raw score that will be out of 100.

Below is a sample of the type of questions that are included in this module.

Sample Paper

Part 1 (Questions 1-8)

You will hear a woman talking to a group of people about a musical group that she works with.

For each question, select A-C from the options given.

- The type of music that the group plays
 - is easy for people to dance on.
 - is good for the younger generation.
 - is suitable for hearing during eating.
- The group normally plays
 - music of 1970's.
 - music of 1980's.
 - modern music.
- The members of the musical group
 - are all involved in similar activities.
 - have taken formal education in music.
 - play music for pleasure.

4. The musical group will only play the song of your choice
 - A. if you make a request before the party.
 - B. if you give them the piece you want them to play.
 - C. if the song is from the popular charts of the 'eighties'.
5. How many members are in the group now ?
 - A. eight
 - B. twelve
 - C. fourteen
6. Why was Rihanna selected in the group?
 - A. She was good at playing the guitar.
 - B. They were looking for a solo singer.
 - C. They heard Rihanna sing at the club and liked her voice.
7. Where does the group perform every week?
 - A. at a hotel
 - B. at the bar of a hotel
 - C. at the coffee shop of the hotel
8. Where does the group normally practice?
 - A. at Hotel Encourage
 - B. in a room behind the Hotel
 - C. at Rihanna's house

Part 2 (Questions 9-16)

You will hear someone who lives in Parys talking on the radio. For each question, fill in the missing information.

Lisa has lived at Parys for (9) _____ years. Lisa wanted to stay away from (10) _____. A total of (11) _____ people live there. Lisa bought a hotel which was built in (12) _____. The history of Parys made it interesting for (13) _____.

A special thing about the place is that it had a (14) _____. The boats used to carry tomatoes, potatoes and (15) _____. The (16) _____ got filled many years ago.

Part 3 (Questions 17-24)

You will hear part of a talk about dolls. For questions 17-24, complete the sentence.

Dolls have existed for (17) _____ years.

The first known dolls were found in (18) _____ in ancient Egypt.

The earliest dolls in the museum date from the (19) _____.

On the 17th-century dolls, you can see details like the (20) _____.

17th-century dolls may cost as much as (21) _____ pounds.

19th-century dolls had (22) _____ and real hair.

Before the 20th century, all dolls were (23) _____, not babies.

From the 1930's, dolls were made of (24) _____.

Part 4 (Questions 25-30)

You will hear a talk on Sharks in Australia. Listen carefully and fill in the missing information in questions 25 and 26.

You now have half a minute to look at questions..

The heaviest shark caught in Australia weighed (25) _____ kg.

Sharks mostly swim at the bottom of the ocean and pick up food lying on the ocean (26) _____.

Questions 27-30.

Choose the correct letters, A, B or C

27. Shark meshing uses nets laid

- A. along the coastline.
- B. at an angle to the beach.
- C. from the beach to the sea.

28. Other places that have taken up shark meshing include

- A. South Africa.
- B. New Zealand.
- C. Tahiti.

29. The average number of sharks caught in the nets each year is

- A. 15.
- B. 150.
- C. 1500.

30. Most sharks are caught in

- A. Spring.
- B. Summer.
- C. Winter.

Listening Track Transcript*Audio Transcript***Part 1**

You will hear a woman talking to a group of people about the musical group that she works with.

For each question, choose the right option. You now have 40 seconds to look at the questions for Part 1

Listen carefully. We are now ready to start

Rihana: Hi, my name is Rihana and I am here to tell you about RMG, a musical group. If you want to have a family get-together such as a birthday or a wedding and you want your guests to dance after dinner, don't look at a disco which will be noisy and will not give you the exclusivity. Consider having a live band play the music of your liking. We play dance music that includes song for all age groups. We have not undertaken any musical training, but we all love playing this kind of music that we pursue as a hobby.

That's why, you can tell us the type of music and songs you like best; and we'll play that for you and your guests. We generally play songs from the 1980's, but we know many songs of older times and the modern ones too!. We would urge you to tell us about any request for special songs about a week before the day of the event and we'll make sure that we find the music and bring it with us.

Our group has been together for about eight years, but I joined the group only six years ago, when the existing group decided to increase the number of the group members from eight to fourteen. I was keen to join a musical group and my cousin saw an advertisement in the local newspaper and encouraged me to apply.

Before I joined this group, they did not have a separate singer, but they realised that they needed one. They selected me because they understood that I enjoyed singing in front of an audience, I do not have stage fright and people say that I have a good voice as well. I have been part of some other musical groups earlier and I even played guitar, though not good enough, but I can say this is the best musical group I have come across. The practice sessions are also very enjoyable.

We sometimes meet to practice in a small room which is behind the Hotel Encourage. It's nice as sometimes we can hear the guests of the hotel clap on hearing our practice. We play at weddings occasionally and sometimes at parties, but every Friday evening we perform at the coffee shop of a hotel near the beach. Everyone has a very good time and we enjoy a lot. We have also recorded our group play some of our favourite songs.... I will play something from that recording for you.....

Part 2

You will hear someone who lives in Parys talking on the radio. For each question, fill in the missing information. You now have 40 seconds to look at the questions in Part 2.

Listen carefully. We are now ready to start

Interviewer: Hi there, can you please tell us something about Parys, keeping in mind that many of us wouldn't know much about the place.

Lisa: Hi, I am Lisa and I will tell you something about Parys, where I have lived for about 10 years. It's a small town with a population of about ten thousand. We decided to move here from London as we were looking to stay in a place which is small and away from the busy life of London. We were also looking at buying a business. We felt that Parys will be a nice town to live in. The streets are full of small shops of food, antiques, confectionary, books apart from the usual offices and banks. We bought a small hotel in the middle of the town, which was built in 1401, so it has a history which makes it interesting for tourists. The hotel needed a lot of work, but all our hard work paid and the hotel is quite successful now.

A special thing about Parys is that the main street had a waterway. Boats, as mode of transport could come right into the town centre with food grown in the nearby areas, which mainly included carrots, potatoes, and tomatoes. The waterway got filled in years ago and so the road is quite wide now. There isn't much industrialisation in the area, but there is a small company that builds boats.

In the olden days, the family that owned most of the town lived in a large house near the centre, but unfortunately the house has been pulled down recently and a part of the garden is open to the public where people come from nearby places for picnic.

We've also got a museum in the town called the 'old town hall'. The museum has many rooms which have been done up as they used to be in the olden days and looks very good. The museum is open only on Saturday and Sundays from 12.30 pm to 4.30 pm during the months of April to August.

I will be very happy to share more information and will request our listeners to visit our webpage and also our facebook page. Thank you

Interviewer: Thank you very much Lisa for this information. It sounds really exciting and I am sure our listeners will plan a visit to Parys.

Part 3

You will hear part of a talk about dolls. For questions 21-30, complete the sentence. You now have 40 seconds to look at questions in this part.

Listen carefully. We are now ready to start

Dolls have always fascinated me, and that's why, five years ago, I was delighted to be offered the job of running a dolls museum.

Dolls have existed for thousands of years, and the earliest dolls we know about were found in graves in ancient Egypt. I only wish we could get one or two for our museum, but we haven't unfortunately got anything as old as that in the museum. All the same, we have got examples from Europe from the twelfth century. They interest me not just because they are early, or fairly early, but also because of the clothes they're wearing. They have their original clothes, and from them we know what the owners wore, since dolls in those days were always dressed like their owners. They were made of the only material readily available for things like this at the time: solid wood, and they were painted in great detail. In fact, on the best examples, like the ones in the museum, the detail includes the seventeenth-century make-up.

Dolls like these were very expensive then, and only the very rich could afford them. These days, they're popular with collectors and if you want one today, you have to pay anything up to ten thousand pounds for a doll in perfect condition from this time! By the way, what makes them so valuable is that, as far as a collector is concerned, a doll is only worth collecting if it is in perfect condition, and that means having the original clothes.

Doll collecting has become very fashionable since the museum opened, with people interested in dolls from every period, including later dolls. There's great interest in nineteenth-century examples, when dolls were no longer made of wood, but began to have soft bodies and real hair. They were very delicate and few have survived, meaning such a doll would be worth about two thousand pounds, perhaps a bit more. Later, in the nineteenth-century, you could often take off the doll's hair. If you can, you can often see the maker's name underneath, and of course the right one increases a doll's value.

There was a really big change in dolls at the beginning of the twentieth century. In the museum we have one of the earliest examples, from about 1909, of a doll that's a model of a baby. Previously all dolls, the earlier ones, were little adults. That's just one of the changes that have occurred in the last hundred years. Another, again, is to do with what dolls are made of. Although dolls with soft bodies continued, after about 1930, plastic began to be used. In fact, dolls from the 1930s and 40s are now very popular with collectors, some of them selling for very, very high prices.

Part 4

You will hear a talk on Sharks in Australia

Listen carefully. We are now ready to start

Today we are going to look at one of my favourite fish – the shark. As you know, sharks have a reputation for being very dangerous creatures capable of injuring or even killing humans, and I'd like to talk about sharks in Australia.

Sharks are rather large fish, often growing to over ten meters and the longest sharks caught in Australia have reached sixteen meters. Sharks vary in weight with size and breed, of course, but the heaviest shark caught in Australia was a 'White Pointer' – the weighed seven hundred and ninety-five kilograms – quite a size ! Sharks have a different structure to most fish: instead of a skeleton made of bone, they have a tough elastic skeleton of cartilage. Unlike bone, this firm, pliable material is rather like your nose, and allows the shark to bend easily as it swims. The shark's skin isn't covered with scales, like other fish: instead the skin's covered with barbs, giving it a rough texture like sandpaper. As you know, sharks are very quick swimmers. This is made possible by their fins, one set at the side and another set underneath the body, and the tail also helps the shark move forward quickly.

Unlike other fish, sharks have to keep swimming if they want to stay at a particular depth, and they rarely swim at the surface. Mostly, they swim at the bottom of the ocean scavenging and picking up food that's lying on the ocean floor. While most other animals including fish, hunt their prey by means of their eyesight, sharks hunt essentially by smell. They have a very acute sense of smell – and can sense the presence of food long before they can see it.

.....(the above recording will cover questions 31 to 34).....

In Australia, where people spend a lot of time at the beach, the government has realised that it must prevent sharks from swimming near its beaches. As a result, they've introduced a beach-netting program. Beach-netting, or meshing, involves setting large nets parallel to the shore; this means that the nets on New South Wales beaches are set on one day, and then lifted and taken out to sea on the next day. When shark-netting first began in 1939, only the Sydney metropolitan beaches were meshed – these beaches were chosen because beaches near the city are usually the most crowded with swimmers. Then years later, in 1949, systematic meshing was extended to include the beaches to the south of Sydney. As a result of the general success of the program in Sydney, shark-meshing was introduced to the state of Queensland around 1970. The New Zealand authorities also looked at it, but considered meshing uneconomical – as did Tahiti in the Pacific. At around the same time, South Africa introduced meshing to some of its most popular swimming beaches.

When meshing began, approximately fifteen hundred sharks were caught in the first year. However, this declined in the years that followed, and since that time, the average annual catch has been only about a hundred and fifty a year. The majority of sharks are caught during the warmest months, from November to February, when sharks are most active and when both the air and the ocean are at the maximum temperature.

Despite quite large catches, some people believe that shark meshing is not the best way to catch sharks. It's not that they think sharks are afraid of nets, or because they eat holes in them, because neither of these is true. But meshing does appear to be less effective than some other methods, especially when there are big seas with high rolling waves and strong currents and anything that lets the sand move – the sand that's holding the nets down.

When this moves the nets will also become less effective.

GETS-Higher: Speaking

Duration: 10-14 minutes

The Speaking module has 5 parts. Details of the type of questions asked and indicative timing for each part are mentioned under 'Exam Format' in the section 'Speaking' on Page 6 of this document.

This module carries 25% weightage of the total marks. The test-taker will receive a raw score that will be out of 100.

Below is a sample of the type of questions that are included in this module.

Sample Paper

Part 1

Hello, my name is _____. May I have your full name?

Now, tell me something about yourself. Tell me about where you live.

- Do you live in a city or the country?
- What do you like about the place where you live?

Let's discuss family meals.

- Who cooks the meals for your family?
- In your family, does everyone eat together, or separately?
- In your family, is the main meal at lunchtime or in the evening? (Why?)

Part 2

Please read aloud the following 4 sentences

1. Make a list of what you need to buy at the grocery store.
2. Bookstores sell books, magazines, newspapers, calendars, and stationery.
3. More people than ever before in history are using the Web to shop for a wide variety of items, from houses to shoes to airplane tickets.
4. Online shopping or e-shopping is a form of electronic commerce which allows consumers to directly buy goods or services from a seller over the Internet using a web browser.

Part 3

Now I would like you to talk about shopping in your town for about ONE minute.

Here are a few points that will help you. You need not cover all points.

You have 30 seconds to prepare.

- shopping as a popular leisure time activity
- men and women shop in the same or different ways
- shopping has changed in the last 20 years
- advantages of modern shopping

Finally, how do you think shopping will change in the future?

Part 4

Look at the two pictures. How do you think the way people travel has changed over the last 100 years?

**Part 5**

- i. Let's talk more about the changes in the way people travel. What impact have these changes had on the environment?
- ii. Can you talk about any problems in your country with regard to transport infrastructure?
- iii. Can you describe the impact of traffic congestion in cities?
- iv. What solutions can you suggest to improve city transport?



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