

This task is taken from *New Proficiency Testbuilder* by Mark Harrison (Macmillan, 2002).

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. In the exam you will mark your answers on a separate sheet.

Rainmaker with his Head in the Clouds

Critics dismissed Graeme Mather's attempts to make clouds rain. But now recent experiments appear to have vindicated him. Anjana Anyas reports.

Dr Graeme Mather lived his life with his head in the clouds, as a documentary film to be shown this week shows. Against the advice of almost everybody else in the meteorological community, the Canadian scientist devoted his professional life to trying to make clouds rain.

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Before Dr Mather became involved, the science of weather modification had already claimed many reputations. The idea that clouds could be manipulated first circulated in the 1940s, and efforts gathered pace soon after the Second World War.

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However, the entire discipline fell into disrepute when commercial companies hijacked the idea, took it around the world, and then failed to deliver on their promises. Cloud-seeding, as the process was known, became the preserve of crackpots and charlatans.

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Scientists theorised that if they could inject the cloud with similarly shaped crystals, these imposter crystals would also act as frames around which droplets would clump. The cloud would then be tricked into raining. Silver iodide, whose crystals resemble those of ice, seemed the best bet. Sadly, none of the experiments, including Dr Mather's, which had been going for more than five years,

seemed to work. Dr Mather was about to admit defeat when serendipity intervened.

30

Dr Mather was convinced that something that the place was spewing into the atmosphere was encouraging the downpour. Subsequent experiments confirmed that hygroscopic salts pouring into the sky from there were responsible. Hygroscopic salts attract water - once in the atmosphere, the particles act as magnets around which raindrops can form.

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He was wary; Dr Mather was known to be a smooth-talking salesman. 'He was charming and charismatic, and many scientists don't trust that,' he says. 'He was also not well-published because he had been working in the commercial sector. Overall, he was regarded as a maverick. On that occasion, he presented results that I was convinced were impossible. Yet the statistical evidence was overwhelming, which I couldn't understand.'

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'If those findings can be reproduced there, it will be the most exciting thing to have happened in the field for 20 years. It will be remarkable because some of the results are not scientifically explainable.' He adds, however, that scientists must exercise caution because cloud-seeding is still mired in controversy. He also points out that, with water being such a precious resource, success will push the research into the political arena.

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Dr Cooper says: 'With the paper mill, he saw something that other people wouldn't have seen. I am still uncomfortable with his idea because it throws up major puzzles in cloud physics. But if Dr Mather was right, it will demonstrate that humans can change clouds in ways that were once thought impossible.'

1 Cpe Reading Sample Paper

**Cyril J. Weir, Ivana Vidaković, Evelina D.
Galaczi**

1 Cpe Reading Sample Paper:

Continuity and Innovation Cyril J. Weir, Michael Milanovic, 2003-02-20 This volume documents the revision of the Certificate in Proficiency in English CPE 1991 to 2002

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 as 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

Measured Constructs

Cyril J. Weir, Ivana Vidaković, Evelina D. Galaczi, 2013-05-23 This volume establishes how English language constructs were measured in Cambridge English examinations over the period 1913 to 2012. An addition to the Studies in Language Testing series, this volume provides an overview of English language testing over the last century with coverage of key theoretical and practical aspects of the assessment of reading, listening, writing, and speaking skills. It includes examples of the Cambridge English exams, old and new, and is the first volume to describe in a systematic way the different theoretical influences which have shaped the development of the constructs underlying Cambridge English exams in the last 100 years.

Teaching, Learning and Investigating Pragmatics Sara Gesuato, Winnie Cheng, 2015-09-18 This volume presents a collection of research papers investigating how to foster the learning and teaching of pragmatic phenomena, as well as how to administer tests that assess pragmatic competence in second foreign language education with regards to several target languages. The topics investigated include speech acts, computer-mediated communication, conversation analysis, pragmatic, intercultural, and emotional competence, native and non-native performance, data collection, and instructional methods, needs analysis, and syllabus design and materials development. The contributions will be of particular interest to linguists, language learners, and teachers, teacher trainers, and communication experts

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Cambridge Certificate of Proficiency in English 1 Teacher's Book University of Cambridge Local Examinations Syndicate,2001-09-06 Contains four sets of exam papers from Cambridge ESOL Student s Books are available with or without answers

Examining FCE and CAE Roger Hawkey,2009-03-19 This volume examines the historical development of the First Certificate in English FCE and the Certificate in Advanced English CAE

Objective First For Schools Practice Test Booklet with Answers and Audio CD Helen Chilton,Helen Tiliouine,2011-09-15 The Cambridge English First for Schools exam has the same format and level as the existing First Certificate in English exam but the content and treatment of topics are targeted at younger learners The Objective First for Schools Practice Test Booklet with answers provides two complete practice tests for the First for Schools exam The accompanying Audio CD contains the recorded material for the listening component of the practice tests It is an ideal supplement to any First Certificate level material for those who would like to familiarise themselves with the format of the First for Schools exam

Examining Listening Ardeshir Geranpayeh,Lynda B. Taylor,2013-03-27 This volume examines the nature of second language listening proficiency and how it can be assessed The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence It operationalises a comprehensive test validation framework which adopts a socio cognitive perspective The framework embraces six core components examining and then analysing Cambridge ESOL listening tasks from the following perspectives Test Taker Cognitive Validity Context Validity Scoring Validity Criterion related Validity and Consequential Validity

Language Test Construction and Evaluation J. Charles Alderson,Caroline Clapham,Dianne Wall,1995-05-26 This book describes the process of language test construction and reviews current practice

Logit Modeling Alfred DeMaris,1992-06-06 Logit models theoretical background Logit models for multidimensional tables Logistic regression Advanced topics in logistic regression Appendix Computer routines

Publications Catalog United States. Internal Revenue Service,1984

Epizootic Hemorrhagic Disease Virus Carrie Batten,2024-08-10 This volume provides detailed methods to support fast and reliable diagnosis surveillance and control of Epizootic Haemorrhagic disease virus EHDV with the aim of facilitating and promoting further research into this understudied Orbivirus Chapters guide readers through methods to enable the characterization of EHDV in vitro and in vivo Written in the highly successful Methods in Molecular Biology series format chapters include introductions to their respective topics lists of the necessary materials and reagents step by step readily reproducible

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on corpus linguistics text linguistics and systemic functional linguistics Both quantitative and qualitative analyses are carried out on the language used in the reading texts and in the related tasks that make up the corpus of tests The assessment of test difficulty on the other hand is informed by research on language testing and in particular by findings and methodologies of Classical Test Theory and Item Response Theory Relevant aspects of these theories are used to analyze and interpret both the data obtained from the administration of the tests and the data collected by means of feedback questionnaires completed by test takers The application of such diverse methodologies and the subsequent comparison of the results of the analyses has brought out interesting correlations between text inherent complexity perceived test difficulty and actual test difficulty

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