



# Learning Resource Network

## INTERNATIONAL ENGLISH LANGUAGE COMPETENCY ASSESSMENT (IELCA)

### ACADEMIC READING SAMPLE PAPER

**LRN Entry Level 3 Certificate in ESOL International  
(IELCA CEF B1)**

**LRN Level 1 Certificate in ESOL International  
(IELCA CEF B2)**

**LRN Level 2 Certificate in ESOL International  
(IELCA CEF C1)**

**LRN Level 3 Certificate in ESOL International  
(IELCA CEF C2)**

**1 HOUR 20 MINUTES**

**\*IELCA - INTERNATIONAL ENGLISH LANGUAGE COMPETENCY ASSESSMENT**

**Do not open this paper until you are told to do so**

## **Instructions**

- Write your name, centre number and candidate number on your answer sheet.
- Read the instructions for each section before answering the questions.
- Mark your answers on the mark sheet in pencil.

## **Reading Passage 1**

*Read the 5 passages below and answer the questions that follow.*

### **A**

The English Revolution ended in the trial and execution of the King, Charles I, for treason against the people. The personality of the King played a big part in this outcome. Charles I seemed to be personable, dignified, temperate and level-headed in his dealings with those loyal to him. However, those who opposed him thought he was arrogant, conceited and untrustworthy. Charles believed strongly in the Divine Right of Kings. He was convinced that his own right to rule was more important than the wishes of the English people. For Charles, any amount of deceit and double-dealing was justified when it came to dealing with those who were against him. In the end, his opposition decided that he could not be dealt with in a reasonable manner and that there was no option but to remove him from power.

### **B**

A key factor influencing the English Revolution was the rising economic power and the change in the social and political influence of the English middle class, or bourgeoisie. They disliked the King's claim that all property was held by him personally. In particular, they disliked all the taxation which had not been approved by their own representatives in Parliament. The middle class believed in a natural right to own property and wanted to be able to operate a free capitalist market. They also did not believe in the Divine Right of Kings and wanted to put limits on the political power of the King. When Charles and his advisors resisted, they were finally removed.

### **C**

The English Revolution was in fact one of the last of the early modern European Wars that related to two rival groups being against each other: traditionalism against a more modern approach. In 1637 when Charles asked Parliament to raise money to go to war against the Scots, he discovered that many sympathised with them which was later impacted by 'The Grand Remonstrance' – a document that listed all the complaints in relation to the King's government. 'The Grand Remonstrance' was finally approved in 1641 after a stormy debate that lasted long into the night almost ending in fighting. Relations gradually broke down between the King and Parliament and in the end, both sides raised separate armies and fought a bloody Civil War from 1642.

## D

Above all, the English Revolution was a constitutional conflict about belief. Charles' belief in the Divine Right of Kings clashed with the idea of individual rights for 'freeborn Englishmen'. The idea of rights for freeborn Englishmen was upheld by Lord Chief Justice Edward Coke. Coke did not believe the King should be above the law and said that the law should set a limit on the King's power. Coke was removed as Lord Chief Justice in 1616. However, when Parliament made taxes conditional upon the King's acceptance of a Petition of Right, they included all of Coke's ideas. Charles refused to allow Parliament to meet for eleven years. This time was known as the Eleven Years' Tyranny. But when the bankrupt King tried to call parliament back in 1640, that's when the real trouble started.

## E

The conflict between the King and Parliament in the 17th century was also financial. The King was short of money and Parliament used this fact to try to increase its own power. In 1635, Charles tried to raise more money without having Parliament vote for the taxes. He ordered everyone in the kingdom to pay Ship Money, which was historically a tax only paid by coastal towns for the upkeep of the navy. Charles argued that since the whole country benefited from the navy's protection, everyone should pay taxes to support it. John Hampden led the public resistance to this tax but was put on trial and found guilty by the King. He did, however, become a hero in the process. When Charles finally had to call Parliament in 1640, Hampden was one of those elected and the Ship Money tax was declared illegal.

### Question 1

1. Which of the following would be the best title for this text?

- a. A history of England
- b. The reign of King Charles I
- c. Causes of the English Revolution**
- d. Opposing sides in Northern Europe

### Questions 2 – 5

Put the events (i - iv) below into chronological order according to the text. Write the correct number i - iv in the space given.

- i. The King tried to impose a tax on everyone
- ii. The King closed Parliament
- iii. Civil War started
- iv. The King tried to recall Parliament

- 2. First event           ii
- 3. Second event       i
- 4. Third event         iv
- 5. Fourth event       iii

### Questions 6 – 10

Which statement (i – vi) is referred to in each paragraph A – E? Write the correct number i – vi in the space given. There is one more statement than you need.

- i. The English Revolution was mostly a disagreement between different social groups.
- ii. The members of parliament were dissatisfied with the King's reign.
- iii. The main cause of the revolutionary crisis was the King's character.
- iv. The conflict stemmed from the Government's need for money.
- v. There were tense relationships within the royal family.
- vi. The King's constitutional role was the main reason for the breakdown in relations between the crown and Parliament.

- 6. Paragraph A       iii
- 7. Paragraph B       i
- 8. Paragraph C       ii
- 9. Paragraph D       vi
- 10. Paragraph E      iv

## Questions 11 – 14

Choose the correct option.

11. *The English Revolution was mainly the result of...*

- a. The conflicts between opposing groups.
- b. The middle class wanting the right to own extra property.
- c. The Ship Money tax.
- d. **The King's belief in "The Divine Right of Kings".**

12. *The Eleven Year's Tyranny was when...*

- a. Lord Chief Justice Edward Coke was imprisoned for eleven years for raising his voice against the king.
- b. The Parliamentarians couldn't meet due to their grudges against the king.
- c. **Parliament couldn't meet for eleven years because of the King's disallowance.**
- d. There were some financial difficulties.

13. *Charles's attitude toward opposition was*

- a. Sensible
- b. **Devious**
- c. Indecisive
- d. Realistic

14. *In 1641*

- a. **The Grand Remonstrance' was finally agreed.**
- b. William Laud became the archbishop of Canterbury.
- c. The King made everyone pay more taxes.
- d. Edward Coke was made Chief Justice.

## Reading passage 2

Read the article below and answer the questions that follow.

1 Much like a temperamental teenager, the sun has been acting up of late. As it  
2 approaches the peak of the 11-year solar activity cycle, it has been displaying an  
3 increasing number of angry explosions. These solar storms are technically called solar  
4 flares and are giant eruptions of radiation from the sun's atmosphere that cause  
5 significant brightening of the area where they occur. Solar flares are sometimes  
6 followed by coronal mass ejections (CMEs), which spew radiation particles into space  
7 at a speed of 3 million mph (5 million kph) or more. Depending on the direction of their  
8 release, these particles sometimes reach Earth where they occasionally damage  
9 satellites and disrupt terrestrial power grids, GPS signals, radio communications, etc.  
10 In 1989 a solar storm **21. Knocked out** electricity across Quebec for nine hours. In 2003  
11 a solar storm crippled South Africa's power supply by damaging 15 large transformers,  
12 according to John Kappenman, an expert on how solar storms affect power grids.

13 On July 12, the sun **22. Unleashed 2.** An X-class solar flare (the most powerful type)  
14 towards Earth. The flare and CME erupted from a massive sunspot known as AR1520,  
15 which scientists say may be up to 186,000 miles (300,000 kilometres) long.  
16 Forecasters warned of possible power outages, spurring flight controllers to reroute  
17 aircraft away from polar routes and out of the shower of energetic particles. That storm  
18 produced spectacular auroral displays but caused no outages. Other CMEs followed  
19 on July 19 and 23 but, again, neither caused power failures. NASA's Solar Dynamics  
20 Observatory, a spacecraft that constantly watches the sun in different wavelengths of  
21 light, recorded a video of the solar flare as it erupted from the edge of the sun.  
22 Modelling efforts suggested beforehand that these CMEs were not heading our way.  
23 The flare, though, generated a minor radiation storm around Earth, but it caused no  
24 obvious danger to astronauts or satellites.

25 Why is it that some CMEs cause disruptions whereas others of a similar magnitude or  
26 even larger do not? Experts, aided by new models, point to a couple of factors. "For the  
27 first time, space weather forecasters now have models and tools for predicting how a  
28 CME is released from the sun, **23. Accelerated out 3.** Into the solar wind, and ultimately  
29 ends up colliding with Earth's magnetosphere creating the geomagnetic storms that  
30 impact so many technologies and systems," says Rodney Viereck of the National  
31 Oceanic and Atmospheric Administration's (NOAA).

32 The first factor that influences whether a CME will be disruptive is the direction in which  
33 the charged particles are emitted. "Solar storms propagate like a bullet," says Tamas

34 Gombosi, director of the Centre of Space Environment Modelling at the University of  
35 Michigan. "Sometimes the bullets miss the Earth. When they originate far from the  
36 [sun's] central point that is facing the Earth, they miss the Earth."

37  
38 The other factor is the orientation of the magnetic field of the charged particles  
39 streaming toward Earth. How the magnetic field of the CME interacts with Earth's  
40 magnetosphere, the magnetic shell covering and protecting the planet, determines how  
41 severe any terrestrial effects will be, notes Gombosi, who has built models of the  
42 interaction.

43 In general, if the charged particles from a CME hit Earth's magnetosphere head on and  
44 the ejection has a strong magnetic field pointing south, then the disruptive effects are  
45 greater, Gombosi says. According to him, some storms are most troublesome because  
46 of a process called magnetic reconnection, in which the magnetic field of the CME  
47 interacts directly with the Earth's magnetic field. During the interaction, the magnetic  
48 field lines that normally connect the planet's north and south poles may get  
49 reconfigured and essentially line up with the CME's field lines for a short time, then  
50 disconnect and regroup again into a north-south configuration."When the CME's  
51 magnetic field has a big southward component, there is a high probability of  
52 reconnection," Gombosi explains. "On the other hand, if there is a high northward  
53 component, there is a low probability of reconnection."

54 Most experts think the recent outbursts from our sun will continue over the next year or  
55 so. Solar activity tends to appear and disappear on an 11-year cycle and scientists  
56 suggest the current one will peak in 2013.

57 Now the big question is what this unpredictable and moody 20. ----- holds  
58 next?



## Questions 15 – 20

Choose the correct option.

15. *The writer's style in this text is*

- a. Persuasive
- b. **Informative**
- c. Manipulative
- d. Unclear

16. *CMEs are caused by*

- a. **Solar flares**
- b. Satellites, terrestrial power grids, GPS signals or radio communication
- c. The Earth
- d. The 11-year solar activity cycle

17. *According to Gombosi, when the CMEs magnetic field has a big southward component it means*

- a. The north pole become less accessible for scientists.
- b. Some storms are troublesome.
- c. The sun will erupt more CMEs.
- d. **The disruptive effects on the Earth are greater.**

18. *On July 12*

- a. A flare that was at least 186 thousand miles long erupted from the sun.
- b. A flare erupted from a sunspot that is thought to be 300 thousand km wide.
- c. **Flights were rerouted to avoid the shower of energetic particles.**
- d. Flight controllers were told to contact NASA in case of any trouble.

19. *NASA's Solar Dynamics Observatory earlier recorded a video of the solar flare to*

- a. **Assess the scale of damage the flare may cause.**
- b. Create a model of general solar activity.
- c. Send it to astronauts.
- d. Convince the public of the gravity of the issue.

20. *Which word would best complete the gap in the last paragraph?*

- a. Phenomenon
- b. Sunray
- c. **Teenager**
- d. Planet

### Questions 21 – 23

Look at the three underlined words/phrases **in the first three paragraphs**, which can be replaced with the following words/phrases (i – iv). Write the correct word / phrase i – iv in the spaces provided. There is one more word / phrase than you need.

i. Fired	ii. Dispersed	iii. Discharged	iv. Interrupted
----------	---------------	-----------------	-----------------

21. Knocked out     \_\_\_ **iv** \_\_\_  
 22. Unleashed     \_\_\_ **iii** \_\_\_  
 23. Accelerated out \_\_\_ **i** \_\_\_

### Questions 24 – 27

Which effect is the result of each cause? Write the correct letter a – b on your mark sheet. An example has been done for you.

#### Example

- |                       |  |
|-----------------------|--|
| Magnetic reconnection | a. Earth stands still                              |
|                       | b. Possibility of more severe disruptions on earth |

	Cause	Effect
24.	Coronal Mass Ejections (CMEs) release  (Lines 1 – 12)	a. Angry outburst <b>b. Radiation particles</b>
25.	Solar flare of July 12  (Lines 1 – 12)	<b>a. Auroral displays</b> b. Power outages
26.	Advancement in space weather forecasting  (Lines 25 – 31)	<b>a. Prediction of solar storms and their impacts on earth</b> b. More accurate daily weather reports
27.	Peak in 11 years solar activity cycle  (Lines 1 – 12)	a. Solar storms may disappear <b>b. More powerful eruptions</b>

### **Reading Passage 3**

Read the 4 passages below and answer the questions that follow.

#### **A.**

Sir William Empson, professor of English literature at Sheffield University for nearly twenty years, is noted for revolutionising our ways of reading a poem. The school of literary criticism known as New Criticism gained important support from Empson's *Seven Types of Ambiguity: A Study of Its Effects on English Verse*. This work, together with his other published essays, has become part of the furniture of any good English or American critic's mind. This new approach to poetry appreciation, centred on the reader's close attention to the properties of poetic language, opened up a new field of literary criticism. This was a remarkable accomplishment, considering that Empson did so without proposing to alter previous methods of criticism. He neither revised the standards by which literature is traditionally judged, nor did he invent new ways to reclassify well-known works of literature.

#### **B.**

In general usage, a word or reference is deemed ambiguous if it has more than one possible meaning. In *Seven Types*, Empson proposed to use the word in an extended sense, thinking relevant to his subject any verbal nuance, however slight, which gave room for alternative reactions to the same piece of language. Empson's seven types are briefly defined in his book's table of contents:

First-type ambiguities arise when a detail is effective in several ways at once. . . . In second-type ambiguities two or more alternative meanings are fully resolved into one. . . . The condition for the third type ambiguity is that two apparently unconnected meanings are given simultaneously. . . . In the fourth type the different meanings merge to illuminate a complicated state of mind in the author. . . . The fifth type is a fortunate confusion, as when the author is discovering his idea in the act of writing . . . or not holding it in mind all at once. . . . In the sixth type what is said is contradictory or irrelevant and the reader is forced to invent interpretations. . . . The seventh type is that of full contradiction, marking a division in the author's mind.

**C.**

Ambiguity impedes communication when it results from the writer's indecision. Empson argued that it was not to be respected in so far as it was due to weakness or thinness of thought, obscured the matter at hand unnecessarily or when the interest of the passage was not focussed upon it. He regarded it as merely an opportunism in the handling of the material, if the reader failed to understand the ideas which were being shuffled, and would be given a general impression of incoherence. However, the protean properties of words are a major component of poetic language. Empson said that being aware of how this facet of language operates was one of the pleasures of poetry. *Seven Types* is primarily an exercise intended to help the reader who has already felt the pleasure understand the nature of his response.

**D.**

Some of Empson's early critics felt that he had simply written himself a license to search for multiple meanings with no awareness of the controlling context in which the local ambiguity appears. On the contrary, Empson guides critics to consider purpose, context and person in addition to the critical principles of the author and of the public he is writing for when explicating meaning. Most discussions have picked on the book's least interesting aspects, its use of the word *ambiguity* and its ranging of the *types* along a scale of advancing logical disorder. But these matters are really minor. The book is not philosophical but literary, and its aim is to examine lines Empson finds beautiful and haunting. In at least fifteen places Empson shows that the aim of analysis is not so much understanding lines as uncovering whole tracts of the mind. The book is studded with the right things said about a poet or a historical period. In fact, certain passages of Empsonian exegesis have attained classic status, so that the text can't be intelligently considered without them. Empson had, though in lesser measure, Dr. Johnson's extraordinary gift for laying his finger on crucial literary moments; and that alone is likely to ensure him a measure of permanence.

## Questions 28 - 31

Choose the correct title (i - v) for each paragraph A - D from the list below. Write the correct number i - v for each paragraph in the space given. There is one more title than you need.

### Titles i – iv

- |      |                                   |
|------|-----------------------------------|
| i.   | The justification behind the text |
| ii.  | The downfall of the text          |
| iii. | Neglected considerations          |
| iv.  | Characterisations of ambiguity    |
| v.   | The standing of Empson's writing  |

28. Paragraph A      v    
29. Paragraph B      iv    
30. Paragraph C      iii    
31. Paragraph D      i

## Questions 32- 36

Do the following statements agree with the view presented?

Write **TRUE** if the statement is in agreement.

Write **FALSE** if the statement is not in agreement.

Write **NOT GIVEN** if the statement does not represent a view expressed in the passage.

32.	Empson proposed no major changes to the practice of literary criticism. <b>T</b>
33.	Empson's use of ambiguity types can be predicted by the unique properties of the verse in which they occur. <b>NG</b>
34.	Certain passages in Empson's work have become intrinsic to an understanding of the poems they concern. <b>T</b>
35.	Second-type ambiguity concerns apparently different meanings. <b>F</b>
36.	Empson is unsuccessful at sorting various types of ambiguity based on the increasing levels of logical disorder. <b>T</b>

### Questions 37- 40

Complete the sentences below with words taken from the passage. Use **NO MORE THAN THREE WORDS** for each answer.

37. Empson's main purpose in the book is to study elements of poetry that he considers to be \_\_\_ **beautiful and haunting** \_\_\_\_\_. **Paragraph D**
38. The fourth type of ambiguity is constructive in that the alternative definitions \_\_\_ **illuminate** \_\_\_ \_\_\_\_ **intricacy by amalgamating**. **Paragraph B**
39. What does the word **protean** in passage C mean?
- a) **Variable**
  - b) Predictable
  - c) Capricious
  - d) Vacuous
40. The author's tone is best characterized as \_\_\_\_\_.
- a) Conciliatory
  - b) Analytical
  - c) **Enthusiastic**