

**English Language
DEMO VERSION
10th and 11th Grades**

The test consists of 2 parts: Language and Culture, Reading and Writing.

Duration – 80 minutes. Maximum score – 100 points.

Part 1. LANGUAGE AND CULTURE

Task 1. (20 points) For sentences **1 – 10**, identify and correct the mistakes (grammatical, lexical, spelling or sociocultural). There is **one** mistake in each sentence. You must use **one or two words or numbers** to correct it.

1. All the children huddled under an old coat made of animal skins, which was full of louse.

2. My French is excellent due to I lived in Paris for six years, he said.

3. Science is about building up and evaluating the whole body of evidence on a phenomena.

4. Some resort spots may be crowded in their busy seasons, and businesses may be closed in the of-seasons.

5. The Taj Mahal has been so hyped through time that seeing it seems destined to be an anticlimax, but it isn't – the tomb's whiteness, its symmetry, its curves, majestic scale, and exquicite detail defy description.

6. Coffee culture is central to the Arab world, so immerse yourself at it by ordering the Signature Qahwa – traditional Arabic coffee served in a flask alongside moist dates.

7. Peter dealt admirable with the sudden questions about Keith.

8. Do you have any objection to my watch you while you paint?

9. British-led armies under Wellington and Prussian commands defeated Napoleon and the French army at the battle of Waterloo in 1819.

10. It's a must to wear loose, comfortable clothing, the rule stated.

Task 2. (20 points) For questions **1 – 10**, give **one-word** answers. Mind capital letters in proper names. Do not write articles.

1. What do we put on the front surface of each tooth if teeth grow crookedly in the mouth?

2. What is the term for the mixture of gases, aerosols, solid particles, and water vapor that envelop the Earth?

3. What do we call a period in history, which saw the growth of intellectual reason, individualism and a challenge to existing religious and political structures?

4. What do we call the beliefs about what is morally right or wrong in a society?

5. What is the name of the system which revolved around the South African government and their segregation of people of different racial origin from 1948 until 1991?

6. Name the branch of linguistics which studies fixed expressions such as idioms, phrasal verbs, and other multi-word lexical units in which the meanings are not predictable from the sum of their meanings when used independently.

7. What do we call a small word that is used to substitute a noun in a sentence?

8. Write the name of the patron saint of Scotland, the one who presumably was a fisherman. _____
9. What is the name of a famous though anonymous British graffiti artist who is known for delivering satirical and social messages and has millions of fans all over the world?

10. Name a plant with small berries which has earlier been used as a ceremonial plant but nowadays it is used as a decoration at Christmas time. The old tradition says that a person caught standing beneath it must forfeit a kiss.

Part 2. READING AND WRITING

Task 3. (10 points) Read paragraphs 1 – 5 and decide which of the **three** sentences best summarises the main idea of each paragraph.

1. Last night was desperately uncomfortable. A fierce wind blew, occasionally gusting with such ferocity that I feared it might tear the windows out. I lay awake, mouth dry despite regular swigs of water, listening to the village dogs and detritus in the yard being flung about by the wind. As soon as I dropped off to sleep my breathing slowed and within moments I was wide awake, gasping for breath. I needed to sleep so much, but I found myself fighting it, forcing myself to stay awake and breathe slow and deep.

- A. In want of staying awake
- B. An unpleasant night
- C. Overcoming fear

2. Technology changes things. It shouldn't affect the content, but it does eventually. For example, the first impressions of anything – shocking, surprising, enlightening – are often inaccurate. But when stuff is going out live, both sound and pictures, which is increasingly what's expected, you don't have time to judge, ask why, know if something is staged or false, or it's misleading and insignificant, so there's more shaky information around now.

- A. The public demand for sensational images
- B. Abundance of news reports
- C. The perception of news is distorted

3. Medicine has been one of the most in-demand subjects for ages now, but a medical course is no picnic. Anyway, they say your performance after graduation counts for more than how you do in your studies. You need to specialise, and then it's your references, plus the general regard for you as a doctor, plus what you've published, that'll get you the post, or not, as the case may be. And if I slog to gain the theoretical knowledge, but don't keep abreast of things later in the course when I'm out on the wards, then I can forget about becoming a doctor.

- A. Related work may be difficult to find
- B. A good reputation can count for a lot
- C. Success is easier for those with good connections

4. This song is a time machine for men and women of a certain age. Soft Cell had questionable credibility even then, so this was always a guilty pleasure for me. It has one of the best opening lines, ever, and it is all slightly seedy – a down-at-heel, defeated romanticism. The oboe hitting the high notes offers a sharp reminder that singer Marc Smith can't manage the same, but the combination of the two works a treat, backed by a rhythm that doesn't seem to want to end. Back then, the pain was all imagined. Thirty years on, you can wallow in proper melancholy all you like. But make sure the kids are out.

- A. The ability of music to evoke the past
- B. Different interpretations of the song
- C. An instance of personal satisfaction

5. Some companies offer incentives to encourage alternative methods of transport instead of automobiles, for example interest-free loans for new bikes, because they're into being green. But my company isn't prepared to pay for bus passes, or invest in showers or changing facilities to make cycling a realistic option, so there's only a few of us who do it. The other thing that puts people off cycling is the so-called danger factor but in my thirty years of commuting by bike I've never had a crash. Freewheeling down the hill into town in the early morning with the sun rising behind the office blocks makes me realise what a great town I live in.

- A. My preference in green transport
- B. Why we need to go green
- C. Employers have a different view

Task 4. (50 points) Read the excerpt given below, and write an essay analysing the situation from the perspective of **your** cultural experience and background.

Your essay should have an introduction, two body paragraphs, and a conclusion.

'Even within the same culture, communication is not always easy. Spouses get divorced, friends fall out and workers change jobs – often because of misunderstandings. Add cultural differences to the mix, and the sources of potential problems multiply. Whether you are a student, businessperson or traveler, knowing the barriers to intercultural communication is the first step to overcoming problems'.

ANSWER KEY

TASK 1 (20 points)

1. lice
2. because/my living
3. phenomenon
4. off-/off-seasons
5. exquisite
6. (immerse) in
7. admirably
8. watching
9. 1815
10. loose

TASK 2 (20 points)

1. braces
2. atmosphere
3. Enlightenment
4. ethics
5. apartheid
6. phraseology
7. pronoun
8. Andrew
9. Banksy
10. mistletoe

TASK 3 (10 points)

1. B
2. C
3. B
4. A
5. A

TASK 4 (50 points – 25*2)

The essay is assessed by a language expert according to the criteria given below.

Structure (max 2 points)

2 points – the student uses paragraphing skillfully, sufficiently and appropriately; there is an introductory section, a main body and a conclusion

1 point – the student presents information with some organisation, but there may be a lack of overall progression, or some of the sections are missing

0 points – the student does not write in paragraphs, or paragraphing is inadequate

Introduction (max 2 points)

2 points – the topic is paraphrased and clearly introduced, the thesis statement is valid (it focuses on the main idea/problem)

1 point – the topic is partly paraphrased/or the thesis statement is not clearly focused

0 points – the topic is not paraphrased, there is no thesis statement, or it fails to communicate a relevant message

Main body paragraph 1: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #1

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #1, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #1 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #1

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #1; writes a totally memorised response

Main body paragraph 2: task response (max 4 points)

4 points – fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, creative, extended and well supported ideas that fully rely on cultural aspect #2

3 points – addresses all parts of the task; presents a clear position throughout the response; presents, extends and supports main ideas that rely on cultural aspect #2, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

2 points – addresses all parts of the task although some parts may be more fully covered than others; presents relevant main ideas that partly rely on cultural aspect #2 or some may be inadequately developed/unclear, and/or there may be irrelevant details

1 point – does not adequately address any part of the task; does not express a position; attempts to present few ideas that are largely undeveloped, irrelevant or do not sufficiently rely on cultural aspect #2

0 points – answer is completely unrelated to the task and/or does not attempt the task in any way, or ideas do not rely on cultural aspect #2; writes a totally memorised response

Transitions (max 3 points)

3 points – the student uses a wide range of transitions skillfully and appropriately in such a way that it attracts no attention

2 points – the student uses a range of cohesive devices appropriately although there may be some under-/over-use

1 point – the student uses a limited range of most common linkers, many of which are inaccurate or repetitive

0 points – the student uses only basic cohesive devices, and those used do not indicate a logical relationship between ideas

Conclusion (max 2 points)

2 points – the student summarizes the main points and restates the thesis statement

1 point – the conclusion contains some irrelevant ideas, not discussed in the main body, or the thesis statement is not restated, or the student does not summarize the main points

0 points – the conclusion contains some irrelevant ideas, not discussed in the main body, and the thesis statement is not restated, and the student does not summarize the main points

Register (max 1 point)

1 point – the essay is written in the appropriate academic/neutral style, the student may make 1 minor stylistic mistake

0 points – the student makes more than 1 stylistic mistake

Grammatical Range and Accuracy (max 3 points)

3 points – the student uses a wide range of grammar structures and makes no grammatical mistakes

2 points – the student uses a variety of grammar structures, but makes 1-2 minor grammatical mistakes

1 point – the student uses a limited range of grammar structures and/or makes 3 grammatical mistakes

0 points – the student uses elementary grammar structures and/or makes more than 4 grammatical mistakes

Lexical Resource (max 4 points)

4 points – the student uses advanced vocabulary and makes no mistakes in spelling and/or word formation and/or word choice

3 points – the student skillfully uses uncommon lexical items but there may be occasional inaccuracies in spelling, word choice and/or collocation (1-2 mistakes)

2 points – the student uses a sufficient range of vocabulary but makes 3-4 errors in spelling, word formation and/or word choice

1 point – the student uses a limited range of words and expressions and/or makes more than 4 mistakes in spelling, word formation and/or word choice

0 points – the student uses only basic vocabulary, with very limited control of word formation and/or spelling; errors are numerous and cause strain for the reader