

English Language Test

10th Grade Variant 1

The test consists of 2 parts: Reading and Grammar and Vocabulary.

Duration – 60 minutes.

Part 1. READING

Task 1. Read the text carefully. Choose from the sentences **1-7** the one which fits each gap (**A-E**). There are **two extra** sentences which you do not need to use.

ABORIGINAL ART

The Australian Aborigines have recorded both real and symbolic images of their time on rock walls for many thousands of years. Throughout the long history of this tradition, new images have appeared and new painting styles have developed. And these characteristics can be used to categorise the different artistic styles.

A. _____.

One of the most significant characteristics of the different styles is the way that humans are depicted in the paintings. The more recent paintings show people in static poses. **B.** _____. These paintings showed people hunting and cooking food and so they were given the name 'Dynamic' to reflect this energy. It's quite amazing considering they were painted in such a simple stick-like form. In the Yam period, there was a movement away from stick figures to a more naturalistic shape. However, they didn't go as far as the Modern style which is known as 'x-ray'.

C. _____. The Yam style of painting got its name from the fact that it featured much curvier figures that actually resemble the vegetable called a yam, which is similar to a sweet potato. The Modern paintings are interesting because they include paintings at the time of the first contact with European settlers. Aborigines managed to convey the idea of the settlers' clothing by simply painting the Europeans without any hands, indicating the habit of standing with their hands in their pockets! Size is another characteristic. The more recent images tend to be life-size or even larger, but the Dynamic figures are painted in miniature.

D. _____ . For example, we know from the Dynamic paintings that over 8,000 years ago, Aborigines would have rarely eaten fish and sea levels were much lower at this time. In fact, fish didn't start to appear in paintings until the Yam period along with shells and other marine images. The paintings of the Yam tradition also suggest that, during this time, the Aborigines moved away from animals as their main food source and began including vegetables in their diet as these feature prominently. Freshwater creatures didn't appear in the paintings until the Modern period from 4,000 years ago.

So, these paintings have already taught us a lot. But one image that has always intrigued scientists is known as the 'Rainbow Serpent'. The Rainbow Serpent gets its name from its snake or serpent-like body and it first appeared in the Yam period four to six thousand years ago. Many believe it is a curious mixture of kangaroo, snake and crocodile. The Yam period coincided with the end of the last ice age.

E. _____. This flooded many familiar land features and also caused a great deal of disruption to traditional patterns of life, hunting in particular. New shores were formed and totally different creatures would have washed up onto the shores. There were 107 paintings of the Rainbow Serpent studied and scientists found that the one creature that matches it most closely was the Ribboned Pipefish, which is a type of sea horse. This sea creature would have been a totally unfamiliar sight in the inland regions where the image is found and may have been the inspiration behind the early paintings.

1. It actually makes a feature of the internal skeleton as well as the organs of animals and humans.
2. Among these are what we call the Dynamic, Yam and Modern styles of painting.
3. In Modern period they used x-ray machines to create paintings.
4. This brought about tremendous change in the environment, with the sea levels rising and creeping steadily inland.
5. Aboriginal rock art also records the environmental changes that occurred over thousands of years.
6. But the first human images to dominate rock art paintings, over 8,000 years ago, were full of movement.
7. The most recent ice age began 2.6 million years ago.

A	B	C	D	E

Task 2. Read the text and decide whether the following statements (1-5) agree with the information given in the text. Mark them:
T (True) if the statement agrees with the text
F (False) if the statement does not agree with the text
NG (Not Given) if there is no information about this in the text

1. Strandings are common in areas where tides can change quickly. _____
2. Toxins from plants and animals are commonly consumed by whales. _____
3. In Cape Cod some humans have also been poisoned by saxitoxin that can be found in tuna. _____
4. In 1995, pilot whales beached after eating poisonous squid. _____
5. There are more strandings among the most sociable species of whales.

MASS STRANDINGS

American marine biologists have shared some ideas about the reasons why groups of whales and dolphins sometimes swim ashore from the sea right onto the beach and, most often, die in what are known as ‘mass strandings’.

Unfortunately, this type of event is a frequent occurrence in some of the locations that people are travelling to, where sometimes the tide goes out suddenly, confusing the animals. However, there are many other theories about the causes of mass strandings.

The first is that the behaviour is linked to parasites. It’s often found that stranded animals were infested with large numbers of parasites. For instance, a type of worm is commonly found in the ears of dead whales. Since marine animals rely heavily on their hearing to navigate, this type of infestation has the potential to be very harmful.

Another theory is related to toxins, or poisons. These have also been found to contribute to the death of many marine animals. Many toxins originate from plants or animals. The whale ingests these toxins in its normal feeding behaviour, but whether these poisons directly or indirectly lead to stranding and death, seems to depend upon the toxin involved.

In 1988, for example, fourteen humpback whales examined after stranding along the beaches of Cape Cod were found to have been poisoned after eating tuna that contained saxitoxin, the same toxin that can be fatal in humans.

Alternatively, it has also been suggested that some animals strand accidentally by following their prey ashore in the confusion of the chase. In 1995, David Thurston

monitored pilot whales that beached after following squid ashore. However, this idea does not seem to hold true for the majority of mass strandings because examination of the animals' stomach contents revealed that most had not been feeding as they stranded.

There are also some new theories which link strandings to humans. A growing concern is that loud noises in the ocean cause strandings. Noises such as those caused by military exercises are of particular concern and have been pinpointed as the cause of some strandings of late.

One of these, a mass stranding of whales in 2000 in the Bahamas coincided closely with experiments using a new submarine detection system. There were several factors that made this stranding stand out as different from previous strandings. This led researchers to look for a new cause. For one, all the stranded animals were healthy. In addition, the animals were spread out along 38 kilometres of coast, whereas it's more common for the animals to be found in a group when mass strandings occur.

A final theory is related to group behaviour, and suggests that sea mammals cannot distinguish between sick and healthy leaders and will follow sick leaders, even to an inevitable death. This is a particularly interesting theory since the whales that are thought to be most social — the toothed whales — are the group that strand the most frequently.

The theory is also supported by evidence from a dolphin stranding in 1994. Examination of the dead animals revealed that apart from the leader all the others had been healthy at the time of their death. Without one consistent theory, however, it is very hard for us to do anything about this phenomenon except to assist animals where and when we can. Stranding networks have been established around the world to aid in rescuing animals and collecting samples from those that could not be helped.

Part 2. GRAMMAR AND VOCABULARY

Task 3. Read the text below and decide which answer **A, B, C, or D** best fits each gap. Choose the correct answer from the options provided.

COLLECTION MADNESS

In his new book Aron Point looks into the increasingly obsessive world of passions and collectors. He describes all sorts of people, **1.** _____ from a school teacher hoarding plates with poodles **2.** _____ a famous cartoonist who was crazy about collecting unusual things.

Born in 1893 in Los Angeles, Mike Albern was a self-taught artist, who managed to sell his first drawing when he was 12. A natural sportsman, he **3.** _____ to make a career in rugby, but failed to achieve this after breaking his leg in his first professional game. Without allowing this interference with his other plans, he began to work as a professional cartoonist and in 1925 he started drawing cartoons featuring odd facts. Their success encouraged him to **4.** _____ his interest in oddities.

Albern loved being a collector but **5.** _____ acquiring anything normal, so he went on to fill his house with bizarre artefacts. He was an unusual person who **6.** _____ to wear bright colours; he collected cars, but never learned to drive. He never minded using recording equipment for radio broadcasts, but avoided communicating by telephone in case he risked being **7.** _____. He **8.** _____ sailing but owned many boats. In 1935, he opened his first «Odd House» intending to display his strange artefacts. He never **9.** _____ doing this, as it was so successful; there are now over 15 museums in ten countries, and tourists are encouraged to make them a travel **10.** _____.

- | | | | |
|-------------------|-----------------|----------------|--------------|
| 1. A. stretching | B. swinging | C. ranging | D. spreading |
| 2. A. and | B. to | C. with | D. for |
| 3. A. hated | B. managed | C. longed | D. could |
| 4. A. pursue | B. stop | C. give up | D. haunt |
| 5. A. felt like | B. avoided | C. continued | D. escaped |
| 6. A. risked | B. resisted | C. opposed | D. dared |
| 7. A. electrified | B. electrocuted | C. electrician | D. electric |
| 8. A. detested | B. loved | C. liked | D. felt like |
| 9. A. apologized | B. regretted | C. admitted | D. approved |
| 10. A. feature | B. highlight | C. peak | D. focus |

Question	Your answer	Your answer	Your answer	Your answer
	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Task 4. Read the text below. For questions **1-10**, use the word given in capitals in brackets to form a word that fits in the gap and fill in these gaps.

MOB WORLD

The use of mobile phones has now overtaken the use of **1.** _____ (**TRADITION**) landlines. While most people see the benefits of advances in mobile communication, not everyone is happy about their increasing **2.** _____ (**POPULAR**). For example, some people believe that they intrude on the **3.** _____ (**PRIVATE**) of those who do not wish to listen to other people's conversations while travelling on public transport. However, others complain that if you have a mobile phone, bosses expect employees to be **4.** _____ (**CONTACT**) at all times of day and night. In spite of this, their widespread **5.** _____ (**AVAILABLE**) and falling cost means that not only are they **6.** _____ (**CONVENIENCE**), but increasingly they are seen as a fashion item. The **7.** _____ (**SOPHISTICATE**) of mobile technology has also led to functions such as **8.** _____ (**PREDICTION**) text, which saves users the time and energy of putting in letters individually. In addition, a new reduced form of "text **9.** _____ (**LITERATE**) has led to the creation of word forms such as 'l8r' for 'later' and 'BTW' for 'by the way'. Whatever your opinion, the mobile **10.** _____ (**REVOLVE**) seems to continue.

Task 5. For questions **1-10**, complete the second sentence so it has a

similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given.

1. Tony was about to leave the office when his phone rang.

POINT

Tony was on _____ the office when his phone rang.

2. We didn't manage to set off on time, because it was raining heavily.

COULD

We _____ off on time, if it hadn't been raining heavily.

3. My mother could not decide whether or not to go on holidays in June.

MINDS

My mother _____ whether or not to go on holidays in June.

4. It would be better if you came today not tomorrow.

RATHER

I _____ you came today not tomorrow.

5. It is high time you took responsibility for your actions.

FOR

It is high time _____ responsibility for your actions.

6. Due to their late arrival our meeting was postponed for tomorrow.

PUT

Due to their late arrival our meeting was _____ for tomorrow.

7. Do not disturb him! I am sure he is working right now.

MUST

Do not disturb him! He _____ right now.

8. Exercising every day exhausts me.

GET

I _____ exercising every day.

9. Why didn't you tell her the whole truth? She doesn't know what to do now.

SHOULD

You _____ her all the truth. She doesn't know what to do now.

10. I have a habit of waking up early even at the weekend.

USED

I _____ up early even at the weekend.

ANSWER KEY

TASK 1 (15 points)

A	B	C	D	E
2	6	1	5	4

TASK 2 (15 points)

1. T
2. T
3. NG
4. F
5. T

TASK 3 (20 points)

1. C (ranging)
2. B (to)
3. C (longed)
4. A (pursue)
5. B (avoided)
6. D (dared)
7. B (electrocuted)
8. A (detested)
9. B (regretted)
10. B (highlight)

TASK 4 (20 points)

1. traditional
2. popularity
3. privacy
4. contactable
5. availability
6. convenient
7. sophistication
8. predictive
9. literacy
10. revolution

TASK 5 (30 points)

1. the point of leaving
2. could have set/could've set
3. was in two minds
4. 'd rather/would rather
5. for you to take
6. put off
7. must be working
8. get exhausted
9. should've told/should have told
10. am used to waking/'m used to waking