

**English Language Test**  
**10<sup>th</sup> Grade**  
**Variant 2**

**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.

**MERITOCRACY IS A MYTH – SO DON'T JUDGE PEOPLE ON THEIR GCSE GRADES**

On exam results days, there's now something of a social media tradition of those long out of the school system sharing stories of success despite a disappointing set of results. In some cases it's an honest attempt to reassure those who've not hit the high grades that their future is one still full of potential; for Jeremy Clarkson it's just an annual excuse to show off.

And while the sentiment from many is admirable – of course exams taken in your teens should not define your life – there's no denying that when 16-year-olds across the UK open their GCSE results tomorrow, much will be determined by what they find inside. **A** \_\_\_\_\_. The doors to competitive degree courses and universities will either be a little more open or resolutely slammed shut.

Professions such as teaching, social work and medicine require certain GCSE results as a minimum, while research has found that only 16 % of employers don't consider them at all. And then there's the message that doing badly can so easily send to a child: that they're not academic, and that the path of further education is not one they should take.

That's why new analysis from Teach First published today requires urgent attention – the findings are both deeply worrying yet unsurprising at the same time. **B** \_\_\_\_\_. They're also only half as likely to hit the highest grades as their more privileged peers. There's a similar pattern across subjects from English literature to geography and French. And this attainment gap is currently getting worse.

Our education system is letting down poorer children – and in response all we do is scribble “must try harder” on their reports. The myth of the meritocracy has been laid bare.

These findings aren’t just frustrating, they throw the entire validity of our exam system up in the air. **C** \_\_\_\_\_. One of them is that the tests undertaken are identical in complexity, and that everyone sitting them has equal opportunity to do well. Unless you truly believe that there’s a correlation between bank balance and intelligence, it’s clear that our exams aren’t working. Identifying some solutions is simple: serious investment in primary and secondary education sits top of the list. With school funding cut by 8 % since the Tories came to power in 2010 it’s hardly surprising that pupils who require more support inside and out of the classroom are being hit hardest.

**D** \_\_\_\_\_. But in an era of cuts, these roles are often some of the first frontline posts to be let go. Any government committed to making our society both fairer and more equal would place reversing these cuts – and increasing spending – at the top of their to-do list.

But until children from all sections of society have an equal chance of success, colleges, universities and even employers should be encouraged – where possible – to take the backgrounds of applicants into account. **E** \_\_\_\_\_. For those who don’t get top marks across the board tomorrow, it’s right to encourage hope and optimism for what might come next – I haven’t been asked about my GCSE results since my teens and doubt they will ever come up again in an interview. But if we can’t find a way to balance out this GCSE attainment gap, maybe it’s time to question whether it’s the exams – not the pupils – that are failing.

1. There should be specially trained psychologies to adapt children from underprivileged backgrounds.
2. According to research by the education charity, pupils from disadvantaged backgrounds are almost twice as likely to fail GCSE maths as their wealthier classmates.
3. It is a well-known fact that low family’s level affects their exam results.
4. Support staff and teaching assistants are invaluable in helping those children who’ve missed out on opportunities in their early years to reach their potential.
5. To believe in nationally standardised testing as a way of measuring achievement and determining opportunity requires certain principles.
6. That could mean anything from adjusting college entry requirements to ignoring GCSE results altogether on job applications.
7. Without the right grades, colleges and sixth forms might reject you.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

**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. You should not arrive more than half an hour before your allocated starting time. \_\_\_\_\_
2. Your Rider Identity Card will be sent to you before the event. \_\_\_\_\_
3. Some roads may have normal traffic flow on them. \_\_\_\_\_
4. Helmets are compulsory for all participants. \_\_\_\_\_
5. Refreshments are free to all participants during the ride. \_\_\_\_\_

## **LONDON TO BRIGHTON BIKE RIDE**

### **The start**

The bike ride starts at Clapham Common tube station.

Your Start Time is indicated by the colour of your body number in this pack. It is also printed on the address label of the envelope. Please arrive no earlier than 30 minutes before that time.

We allocate an equal number of cyclists for each Start Time to ensure a steady flow. Please keep to the time you've been given so we can keep to our schedule and avoid delaying other riders and prevent 'bunching' further down the route.

An Information Point, toilets and refreshment stands will be open from very early in the day.

### **Ride carefully**

We put together as many facilities as possible to help ensure you have a trouble-free day. But we also rely on you to ride safely and with due consideration for other cyclists and road users. Although many roads are closed to oncoming traffic, this is not always the case and you should be aware of the possibility that there could be vehicles coming in the opposite direction. Please do not attempt reckless overtaking whilst riding – remember it is NOT a race.

### **Follow all instructions**

Every effort is made to ensure that the route is well signed and marshalled. Please obey all directions from police and marshals on the route. If you hear a motorcycle marshal blow his/her whistle three times, move left.

### **Wear a helmet**

Every year we are delighted to see more riders wearing protective helmets, but we would like to see every cyclist on the ride wearing one. More than half of

reported injuries in cycling accidents are to the head, and a helmet gives the best protection when the head hits the ground.

### **Attracting assistance**

If you have an accident, ask a marshal for help; they are in contact with the support/emergency services. To call for help from our motorcycle marshals, give a 'thumbs down' signal. The marshal will do all he/she can to help, providing he/she is not already going to a more serious accident. If a motorcycle marshal slows down to help you, but you have just stopped for a rest and don't need help, please give a 'thumbs up' signal and he/she will carry on. Remember – thumbs down means 'I need help'.

### **In case of breakdown**

Refer to your route map and make your way to a Mechanics Point. Mechanical assistance is free when you show your Rider Identity Card; you just pay for the parts.

### **Refreshment stops**

Look out for these along the route. Most are organised by voluntary clubs and their prices give you real value for money. They are also raising money for their local communities and the British Heart Foundation, so please give them your support.

### **Rain or shine – be prepared**

In the event of very bad weather, watch out for signs to wet weather stations en route. Good waterproofs, like a cycle cape, are essential. Our first aid staff can only supply bin liners and by the time you get one you may be very wet. However, the English summer is unpredictable – it may also be hot, so don't forget the sun protection cream as well!

## **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.

### **WASHINGTON: OUTCRY AFTER LAST FOUR WOLVES KILLED BY STATE HUNTERS**

The last four members of a wolf 1. \_\_\_\_\_ that preyed on cattle in a rural Washington state area bordering Canada have been killed by state hunters, 2. \_\_\_\_\_ protests from environmental groups.

Environmental groups opposed the killings, which they contended benefited one ranching operation in Ferry county in the **3.** \_\_\_\_\_ Kettle River Range of mountains that stretches into the Canadian province of British Columbia.

“It’s unbelievably tragic that this wolf family has already been annihilated by the state,” said Sophia Ressler of the Center for Biological Diversity, which tried to block the hunt. “It seems like Washington’s wildlife agency is bent on wiping out the state’s wolves.”

Hunters for the state Department of Fish and Wildlife who were inside helicopters **4.** \_\_\_\_\_ and shot the wolves from the air on Friday, said Sam Montgomery, an agency spokeswoman.

State officials have authorized the killing of **5.** \_\_\_\_\_ wolf packs in Washington that have preyed on cattle in recent years, with environmentalists using the courts to attempt to halt the hunts. They say killing wolves doesn’t

**6.** \_\_\_\_\_ livestock and contend better management practices are needed to keep wolves away from cattle.

The rancher hired horse riders to ride among the cattle and try to **7.** \_\_\_\_\_ before the decision was made to kill them, the agency said.

Wolves were all but wiped out by the 1930s in Washington, largely at the **8.** \_\_\_\_\_ of the cattle industry. The animals started returning from Idaho and British Columbia about 15 years ago.

Most of the state’s grey wolves are **9.** \_\_\_\_\_ in rural, mountainous areas of north-eastern Washington, where there have been constant conflicts with ranchers, although some have been **10.** \_\_\_\_\_ in the Cascade Range in western Washington state.

The number of wolves counted in Washington stood at 126 before the four wolves were killed.

- |                                       |                                    |                                    |                                   |
|---------------------------------------|------------------------------------|------------------------------------|-----------------------------------|
| <b>1. A.</b> herd                     | <b>B.</b> group                    | <b>C.</b> troop                    | <b>D.</b> pack                    |
| <b>2. A.</b> prompting                | <b>B.</b> moving                   | <b>C.</b> persuading               | <b>D.</b> inspiring               |
| <b>3. A.</b> dubious                  | <b>B.</b> remote                   | <b>C.</b> unapproachable           | <b>D.</b> abstracted              |
| <b>4. A.</b> hunted down              | <b>B.</b> looked down              | <b>C.</b> tracked down             | <b>D.</b> run down                |
| <b>5. A.</b> numerous                 | <b>B.</b> diverse                  | <b>C.</b> abundance                | <b>D.</b> occasional              |
| <b>6. A.</b> preserve                 | <b>B.</b> sustain                  | <b>C.</b> maintain                 | <b>D.</b> protect                 |
| <b>7. A.</b> panic the<br>wolves away | <b>B.</b> throw the<br>wolves away | <b>C.</b> scare the<br>wolves away | <b>D.</b> send the<br>wolves away |
| <b>8. A.</b> wish                     | <b>B.</b> behest                   | <b>C.</b> instruction              | <b>D.</b> will                    |
| <b>9. A.</b> concentrated             | <b>B.</b> intensive                | <b>C.</b> dense                    | <b>D.</b> focused                 |
| <b>10. A.</b> distinguished           | <b>B.</b> defined                  | <b>C.</b> positioned               | <b>D.</b> spotted                 |

Question	Your answer	Your answer	Your answer	Your answer
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
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.

### TRAINING SPORTS CHAMPIONS

What are the abilities that a **1.** \_\_\_\_\_ (**PROFESSION**) sports person needs? To guarantee that opponents can be **2.** \_\_\_\_\_ (**COME**), speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive **3.** \_\_\_\_\_ (**FIT**) regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the **4.** \_\_\_\_\_ (**ENDURE**) they need to compete. This means that pasta is more **5.** \_\_\_\_\_ (**BENEFIT**) than eggs or meat. Such a diet enables them to move very **6.** \_\_\_\_\_ (**ENERGY**) when required. Failure to follow a sensible diet can result in the **7.** \_\_\_\_\_ (**ABLE**) to maintain stamina. Regular training to increase muscular **8.** \_\_\_\_\_ (**STRONG**) is also a vital part of a professional's regime, and this is **9.** \_\_\_\_\_ (**TYPE**) done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the **10.** \_\_\_\_\_ (**SEVERE**) of these can be minimised.

**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.

- My brother now earns far less than he did when he was younger.  
**NEARLY**  
My brother \_\_\_\_\_ much now as he did when he was younger.

2. They are demolishing the old bus station and replacing it with a new one.  
**PULLED**  
The old bus station is \_\_\_\_\_ with a new one.
3. The number of students now at university has reached an all-time high, apparently.  
**THE**  
The number of students now at university is \_\_\_\_\_ been, apparently.
4. I'm disappointed with the Fishers' new album when I compare it to their previous one.  
**COMPARISON**  
I think the Fishers' new album is \_\_\_\_\_ their previous one.
5. Anna got the job even though she didn't have much experience in public relations.  
**SPITE**  
Anna got the job \_\_\_\_\_ of experience in public relations.
6. 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.  
**DANGERS**  
Max received a \_\_\_\_\_ at night without any lights from the police officer.
7. When it comes to population, Beijing's is much bigger than Auckland's.  
**POPULATED**  
Beijing is \_\_\_\_\_ than Auckland.
8. I find Robert's taste in music very hard to tolerate.  
**PUT**  
I find it hard \_\_\_\_\_ Robert's taste in music.
9. "I find all the advertisements on TV really irritating," said John.  
**NERVES**  
"All the advertisements on TV really \_\_\_\_\_," said John.
10. Mark regretted selling his old motorbike.  
**WISHED**  
Mark \_\_\_\_\_ his old motorbike.

## ANSWER KEY

### TASK 1 (15 points)

A	B	C	D	E
7	2	5	4	6

### TASK 2 (15 points)

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

### TASK 3 (20 points)

1. (D) pack
2. (A) prompting
3. (B) remote
4. (C) tracked down
5. (A) numerous
6. (D) protect
7. (C) scare the wolves away
8. (B) behest
9. (A) concentrated
10. (D) spotted

### TASK 4 (20 points)

1. professional
2. overcome
3. fitness
4. endurance
5. beneficial
6. energetically
7. inability
8. strength
9. typically
10. severity



**TASK 5** (30 points)

1. does not/doesn't earn | nearly so/as; does not/doesn't make | nearly so/as
2. being pulled down | and (being) replaced/to be replaced; to be pulled down | and replaced
3. the highest | (that/which) it has ever/it's ever
4. disappointing/a disappointment | in comparison with/to
5. in spite of | a/her lack
6. warning about/regarding/concerning | the dangers of/when cycling
7. much more populated
8. to put up with
9. get on my nerves
10. wished he had not/hadn't sold