

READING AND USE OF ENGLISH | SAMPLE PAPER 2

Answer key

Q	Part 1
1	C
2	B
3	A
4	D
5	D
6	B
7	C
8	A

Q	Part 2
9	have
10	such
11	as
12	more
13	the
14	which
15	it
16	but

Q	Part 3
17	collection
18	impressive
19	reliable
20	truth
21	argument
22	helpful
23	commercial
24	unconventional

Q	Part 4
25	took (me) a long time OR took (me) so long
26	may have (just) forgotten (that) OR may (just) have forgotten (that) OR may not have remembered/recalled (that)
27	disappointment of losing
28	did not/didn't/would not/wouldn't mind starting/beginning/having OR did not/didn't/would not/wouldn't mind if she started/began/had
29	in spite of catching/taking OR in spite of having caught/taken/got OR in spite of getting (on)
30	was no/little point (in) using OR was no/little point looking at OR would be no/little point using OR was not/wasn't any point using

Q	Part 5
31	B
32	C
33	A
34	D
35	C
36	C

Q	Part 6
37	F
38	C
39	G
40	E
41	A
42	D

Q	Part 7
43	D
44	C
45	A
46	C
47	B
48	A
49	D
50	B
51	A
52	B

WRITING | SAMPLE PAPER 2

Question 1

Candidate A

“Teenagers are too young to teach other people about anything”

Adults often think teenagers to be noisy, childish and violent. Some of them even don't think they have any adult senses or wise thoughts at all but, as a teenager, I think we're intelligent enough to teach other people some things, and, according to this, I'm not agree with the quotation on top of the page.

For example, lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets. In our gymnasium there are special classes for the senior people where they are taught to work on computers, and their teachers are teenagers.

Moreover, teenagers have the great knowledge in ecology, and they are really concerned on saving the planet alive. We talk a lot about environment on classes, we take part in ecology olympiades and contests for the best ecological projects and often won them, so we have a lot to tell the others about environmental problems and ways of their solving.

Besides this, teenagers can teach adults foreign languages. According to the statistics, 50% of adult generation of our country don't know any foreign languages, so we can help them to come by the new knowledge or to improve that what they have. And, of course, students from foreign countries can teach Russian students their language, and Russians can teach them Russian. It is sometimes done in linguistic centres.

To sum up I can say that teenagers have great knowledge in many fields of study, so they can also teach the people of older generation and their classmates and friends.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate discusses the statement and disagrees with the main idea that teenagers are too young to teach others. Examples are provided which support the opinions and develop the argument.</p> <p>The essay is focused on the knowledge and skills that teenagers have. Teenagers can teach older people about technology and gadgets. They are more environmentally aware so can bring about change to protect the planet. The third point, the candidate's own idea, focuses on language skills that teenagers have and how they can use these to help others communicate.</p>
Communicative Achievement	4	<p>The essay uses the conventions of the task effectively to communicate straightforward ideas to the reader. The paragraphs are well constructed and the main points are introduced with suitably formal phrases (<i>For example; Moreover; Besides this; According to; To sum up</i>).</p> <p>The main points are supported by examples, relevant to the candidate's experience, and the register is consistent throughout. The essay does not present both sides of the argument, portraying teenagers in a positive light throughout, but this is acceptable.</p>
Organisation	5	<p>The text is well organised and coherent, using a variety of cohesive devices.</p> <p>Some organisational patterns are used to good effect; for example, the introductory paragraph presents a popular view of teenagers (<i>noisy, childish and violent; Some of them (adults) even don't think</i>). This is contrasted with, <i>but, as a teenager, I think</i>, mirroring the construction of the previous statement.</p> <p>The use of referencing and ellipsis increases the internal cohesion of the paragraphs (<i>lots of teenagers have better knowledge in technology, so they can teach the older generation how to deal with gadgets</i>).</p>
Language	4	<p>There is a range of technical and some environmental vocabulary used appropriately and there is some use of formal essay lexis (<i>According to the statistics</i>). Some errors occur when the candidate attempts less common lexis, but these are mainly due to ambition.</p> <p>There is a range of simple and complex grammatical forms, and these are used with a good degree of control. Errors with plurals, prepositions and articles are present, but these do not impede communication.</p>

Question 1

Candidate B

I don't think that teenagers are too young to teach other people about anything. Of course, they can't know very well some things, for example: some scientific theories, history, mathematic at all and etc, but a lot of teenagers know a lot about technology. It's normal for them to spend a lot of time with computer, different gadgets. Most of them know, how these gadgets work, so they can explain other people different moments of their working. My Granny often asks to me for a piece of advice about her mobile phone. Teenagers' knowledge about technology usually based on practice, so often they don't know about process of creating the phone, the TV, etc. They really shouldn't try to tell about things, which they don't know.

People don't need special knowledge about our world to make it better. Teenagers have a lot of time for help the environment and sometimes they tell about it people, who usually are very busy and couldn't notice the awful problems. So they can and must tell and teach people to help our planet.

In my opinion, teenagers shouldn't teach other people about things, which they know very bad, it may be only funny and of course they ought to teach other people and help them with things, which they know very good. Today all people have opportunity to learn everything, what they want. They can search information in the Internet, in books and the age doesn't matter.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All the content is relevant and the target reader is fully informed.</p> <p>The essay discusses the main question of whether teenagers are too young to teach and provides an opinion on what teenagers are good at (<i>a lot of teenagers know a lot about technology</i>), and how practical knowledge of technology can help others (<i>they can explain other people different moments of their working</i>). In the second point, concerning the environment, the candidate explains that teenagers have time to learn about environmental problems and should share this knowledge.</p> <p>Finally, the third point presents the negative aspect that teenagers are more practical and sometimes don't have all the resources to teach a subject in depth (<i>they can't know very well some things, for example: some scientific theories; often they don't know about process of creating the phone; shouldn't teach other people about things, which they know very bad</i>).</p>
Communicative Achievement	2	<p>Straightforward ideas are communicated and the conventions of the essay task are used in generally appropriate ways. The first two points are dealt with in separate paragraphs but the third is an idea which runs throughout the essay. This point would be more successfully communicated by discussing it in a distinct paragraph. The three points would then be presented more clearly, and thus hold the target reader's attention better.</p> <p>The register and tone of the essay are consistent and there is language of explanation and opinion.</p>
Organisation	3	<p>The essay is generally well organised, with a clear introduction and paragraphs. A variety of linking words and cohesive devices is demonstrated, including relative clauses, pronouns and other referencing features (<i>Of course; for example; Most of them; In my opinion</i>).</p> <p>The conclusion doesn't summarise all of the main points but it does state an opinion on the central question (<i>teenagers shouldn't teach other people about things, which they know very bad</i>).</p>
Language	2	<p>A range of everyday vocabulary is used appropriately in the context of this essay (<i>a piece of advice; based on practice; process of creating; special knowledge</i>).</p> <p>Simple grammatical forms are used with a good degree of control, but there are a number of errors when more complex forms are attempted, for example specific expressions or use of prepositions (<i>they can't know very well; explain other people; tell about things; time for help</i>).</p> <p>The number of errors affects the overall communicative achievement, although the intended meaning can still be determined.</p>

WRITING | SAMPLE PAPER 2

Question 2

Candidate C

The perfect seat, or not.

Have you ever gone to Australia? Well, my brother had. And he bought there a totally unusual object: an special chair which has a variety of facilities to enjoy.

This product is as big as a common chair, but with lots of other characteristics. It contains many boxes, places for food and drinks, a radio and a little tv too! All these make this special chair a complete unusual object. Sitting on it you feel like a kind or a queen. It is really comfortable and not as expensive as I thought it was.

The chair seemed to be perfect, but it was not. One day, an uncle of my brother and I came to our house and he sitted on it without taking much care. It was the ending of the product. It came into pieces. Apparently, the chair was not strong enough to support my uncle weight.

In our country this is an unusual object, but if you go to Australia you will find it everywhere. I recommend you to buy it, but try not to allow everybody to sit on it. The chair will not survive.

Examiner comments

Subscale	Mark	Commentary
Content	5	All the content is relevant and the target reader is fully informed. The candidate writes about an object and explains what is unusual about it. The chair and its features are described and there is a narrative which describes the history of the chair, explaining how the chair arrived in the family and what happened to it in the end. The reader learns about the importance of the chair to the family.
Communicative Achievement	3	The style is appropriate for an article. The register is neutral to informal and the details are discussed from a personal perspective. There are direct questions which immediately engage the reader (<i>Have you ever gone to Australia? Well ...</i>) and at the end, there is some advice for others thinking of buying a similar object (<i>I recommend you to buy it, but try not to allow everybody to sit on it</i>). The target reader's attention is held and straightforward ideas are communicated.
Organisation	5	The article is well organised and uses a range of cohesive devices and organisational features to generally good effect. There is a range of sentence structures used to good effect (<i>The chair seemed to be perfect, but it was not</i>) and the article is organised around a narrative which provides an overall structure to the text. There is good use of pronouns, substitution and ellipsis which help to avoid repetition of the main subject (<i>an special chair; This product; It; this special chair; All these; Sitting on it</i>) and these provide good examples of internal cohesion.
Language	2	A range of everyday vocabulary is used appropriately and some collocations are effectively employed (<i>other characteristics; not as expensive as; seemed to be perfect; not strong enough to support</i>). There is some awkwardness and errors occur at times (<i>variety of facilities to enjoy; complete unusual object; came into pieces</i>). Simple grammatical forms are used with a good degree of control. There are few examples of more complex language as the article is mainly written in the present tense and simple past. Errors do not impede communication.

Question 3

Candidate D

Hi Alex,

how are you? I hope you're ok. I've rethought your problem. I found out two things. First of all, if you want me to give you the best advice, I would like to have more information. Secondly, you can't make anything you really don't want to. Talk with them, and maybe you'll together find a solution. But anyway, I think that you don't want to talk with them. Well, at least I wouldn't want to. So, if you're just like me, just talk with them face-to-face and clearly say: 'no'. But if it still isn't a good solution for you, I've got one more idea. Perhaps, there is a person who plays guitar as good as you, and maybe he or she will agree to replace you for a couple of hours. Think about these ideas. I hope I helped. Write back soon, what you decided. Good luck,

your XYZ

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All the content is relevant, as the email gives general advice regarding Alex's problem. However, the specific problem of whether it's a good idea to play with the band in the music competition is not clearly addressed, so the target reader is not fully informed.</p> <p>The advice is appropriate, but rather unclear as no specific details are given about the problem until towards the end, when the guitar is mentioned.</p>
Communicative Achievement	3	<p>The email uses the conventions of the communicative task and straightforward ideas are communicated. The email provides advice for a friend and the tone is friendly and polite. It also offers a number of suggestions which could work (<i>Talk with them; you'll together find a solution; maybe he or she will agree to replace you</i>).</p> <p>The email is sympathetic and the candidate identifies with the problem (<i>I wouldn't want to; if you're just like me</i>). The candidate also expresses hope that the email provides a solution (<i>Think about these ideas. I hope I helped</i>) and this holds the reader's attention.</p>
Organisation	3	<p>The email is generally well organised and coherent. A variety of linking words is used to connect the ideas throughout the text (<i>First of all; Secondly; and; But anyway; So</i>).</p> <p>Cohesive devices, such as referencing pronouns, are used within sentences to refer back to the original email and to avoid excessive repetition (<i>you don't want to talk with them; if it still isn't a good solution; these ideas</i>).</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately to give advice (<i>find a solution; talk with them face-to-face</i>). Although there are some awkward expressions and errors with collocation (<i>I've rethought your problem; you can't make anything</i>) the message is still communicated.</p> <p>There is a range of simple and some complex grammatical forms used with a good degree of control. Some simple past and present forms are used appropriately (<i>But if it still isn't; Perhaps, there is a person who; will agree to replace you</i>).</p> <p>Errors do not impede communication.</p>

WRITING | SAMPLE PAPER 2

Question 4

Candidate E

“THE FAIRY”

Jerry read the email and decided to go to the shopping centre immediately. The idea of getting something for free was just too tempting. He sat in the café, as the instructions in the email told him to do so, and waited. Suddenly, a mysterious woman in a pink, sparkling coat appeared in front of him. Jerry swore he saw wings hidden under it. Could that really be a fairy? The woman looked at the boy and said: “I’m going to give you a present but you have to promise me not to be mean to other people”. She handed him a package and then walked away. At this point you should know that Jerry was a bully, who was never nice to his friends at school.

The boy rushed home and opened the present. Inside he found a brand new xbox. Jerry spent hours playing video games from that day on. One time, Timmy - his neighbour asked if he could join in. “Don’t even think about it, stupid!” Jerry said. And then, the xbox disappeared. Jerry knew he hadn’t listened to the fairy. He apologised and decided not to hurt others anymore.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All the content is relevant and the target reader is fully informed.</p> <p>The story follows on from the prompt and develops into a narrative referring back to the prompt to make the connection clear (<i>as the instructions in the email told him to do</i>).</p> <p>The required elements, <i>a request</i> and <i>a present</i>, are used effectively and integrated well into the story (<i>I’m going to give you a present but you have to promise me not to be mean to other people</i>). The request is implicit in the promise he has to make.</p>
Communicative Achievement	5	<p>The text uses the conventions of story-telling to communicate effectively and hold the target reader’s attention.</p> <p>Good use is made of features such as narrative tenses, intensifying adverbs, direct speech and descriptive language.</p> <p>Certain aspects of the plot are revealed later rather than stated immediately (<i>The idea of getting something for free was just too tempting; At this point you should know</i>), which is an effective narrative technique and keeps the reader interested.</p>
Organisation	4	<p>The text is well organised and coherent, using a variety of linking words and cohesive devices to generally good effect.</p> <p>Sequential linking is good (<i>Suddenly, a mysterious woman ... appeared; She handed him a package and then; The boy rushed home; One time; And then</i>) and this keeps the narrative moving forward.</p> <p>There is a clear beginning and middle, and the end provides a moral conclusion to the whole tale (<i>He apologised and decided not to hurt others anymore</i>) referring to the lesson he has learned and what the fairy expected him to do.</p>
Language	5	<p>There is a range of vocabulary used appropriately to describe characters and events in a very effective way and the reader can visualise what is being described (<i>was just too tempting; in a pink, sparkling coat; swore he saw wings hidden under it; a brand new</i>). The reader feels Jerry’s surprise and learns about his character.</p> <p>There is a range of grammatical forms used with control and flexibility to create images and the language is used very economically (<i>The idea of getting something for free was just too tempting</i>). In this statement, we learn that Jerry is an opportunist; that the email was an offer; and that Jerry didn’t know what he was going to get. <i>And then, the xbox disappeared</i> - although this is a very simple sentence, it conveys the fact that Jerry hasn’t kept his promise and that he is being punished.</p> <p>Errors are minimal.</p>

Question 5

Candidate F

I think Lady Macbeth is the most interesting character in Macbeth. She supports her husband when he tells her what the witches told to him and she plans with him to kill the king. Lady Macbeth sees that he can be king and she wants the power. She is not a normal woman because she takes control when she sees he is weak and despite that he is a soldier and she is just a wife she help him.

Later on is interesting because even though she thinks she is stronger than Macbeth she has dreams and needs a doctor because she can't go asleep very well. Her dreams are about killing the king and we understand that she is sorry about what she have done. In the end she goes mad and she kills herself. I think she loved Macbeth and she wanted to help him but she had to do things like a man. She is interesting because she changes a lot in the story from a strong woman to a mad woman.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate has written an essay expressing an opinion on who is the most interesting character in Macbeth and providing supporting reasons for the opinion.</p> <p>Lady Macbeth and some of the main events in the story are outlined, demonstrating a good knowledge of the events and characters in the text (<i>she plans with him to kill the king; she is sorry about what she have done; she goes mad; She is interesting because she changes a lot</i>).</p>
Communicative Achievement	3	<p>The conventions of the communicative task are used to hold the reader's attention. The essay is written in a formal tone and is quite objective when describing the events. Opinions are given and events from the book are used to support these opinions.</p> <p>More focus on the character of Lady Macbeth and less on retelling the events of the set text would be more effective here in dealing with the task.</p>
Organisation	3	<p>The text is generally well organised and coherent. There is a clear overall structure to the text and each paragraph has a different focus, one describing her strength and the other her weakness.</p> <p>There is a variety of linking words and some cohesive devices used (<i>when; despite; Later on; even though</i>) but better use of punctuation, particularly commas, would make the cohesive devices more effective.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately (<i>She supports her husband; takes control; just a wife; Her dreams are about</i>). There are some awkward expressions and errors (<i>she can't go asleep very well</i>) but the message is still communicated.</p> <p>A range of simple and some complex grammatical forms is used with a good degree of control (<i>she plans with him to kill; she is sorry about what she have done; she had to do things like a man</i>). Errors are present but these do not impede communication.</p>

LISTENING | SAMPLE PAPER 2

Answer key

Q Part 1		Q Part 2		Q Part 3		Q Part 4	
1	A	9	law	19	C	24	C
2	B	10	complex	20	H	25	A
3	A	11	grapes	21	D	26	B
4	C	12	melting	22	F	27	C
5	B	13	(the) snap	23	A	28	C
6	C	14	diary			29	A
7	A	15	bitterness			30	B
8	B	16	driving				
		17	cheese (flavour) chocolate with cheese chocolate flavoured with cheese				
		18	laboratory				

In Part 2, bracketed words/letters/characters do not have to appear in the answer.