

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	where
10	so
11	myself
12	in
13	which/that
14	out/on/at
15	from
16	any

Q	Part 3
17	producer
18	illness(es)
19	effective
20	scientists
21	addition
22	pressure
23	disadvantage
24	spicy

Q	Part 4
25	a good idea to go
26	talented that he/she
27	if he/she knew what/the
28	spent/took/was a long time
29	are/is said to be OR it is said are/is
30	not call off OR you/we didn't/ did not call off

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

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

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

LISTENING | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	(great) name
10	chest
11	northern
12	forests
13	(the) winter
14	(the/some) human(s)
15	berries
16	(a) platform
17	(small/little) mice
18	(funny) diary

Q	Part 3
19	G
20	B
21	A
22	H
23	F

Q	Part 4
24	C
25	B
26	C
27	A
28	A
29	A
30	B

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

Question 1

Candidate A

To begin with pollution and damage to the environment is the most serious and difficult problem for countries of all over the world. Scientists of different countries predict a global ecocatastrophe if people won't change their attitude to our planet.

First of all a huge damage to the environment brings a transport. People can't imagine their living without cars, buses, trains, ships and planes. But it's an open secret that one of disadvantage of these accustomed things is harmful exhaust. Needless to say that use of environment friendly engines helps us to save atmosphere from pollution.

In addition to this our rivers and seas are in not less danger situation. It's a fact of common knowledge that numerous factories and plants pour off their waste to ponds. Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents.

Apart from this I'm inclined to believe that every person can and must contribute to solving this important problem. Doing a little steps for protection our environment every day we will be able to save our Earth. And it's a task of each of us.

Examiner comments

Subscale	Mark	Commentary
Content	4	All content is relevant to the task. However, the target reader is on the whole informed, rather than being fully informed. Both numbered points (transport; rivers and seas) are referred to with some discussion of the problems caused (<i>harmful exhaust</i>; factories which <i>pour off their waste to ponds</i>) and some limited mention of solutions. No tangible 3rd aspect of environmental damage is discussed. While the writer does conclude with a strong statement of opinion (<i>every person can and must</i>) the reader is not fully informed on the solutions proposed (<i>Doing a little steps for protection our environment every day we will be able to save our Earth</i>).
Communicative Achievement	3	The essay is written in a consistently neutral register and the format is appropriate for the communicative task, using more formal language to introduce the ideas within the text (<i>To begin with</i>; <i>First of all</i>; <i>It's a fact of common knowledge</i>). There is a clear essay structure with an opening statement, topic paragraphs and a conclusion which sums up the writer's point of view. Straightforward ideas are communicated to the target reader but when more complex ideas are attempted these are sometimes not as successful (<i>Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents</i>).
Organisation	3	The text is generally well organised and coherent using a variety of linking words and cohesive devices, particularly to introduce the ideas throughout the text (<i>To begin with</i>; <i>In addition to this</i>; <i>Needless to say</i>; <i>Apart from this</i>). The essay is clearly organised into paragraphs, which each deal with one idea. Occasionally the follow-up examples are not as clearly connected as they could be. For example, they discuss how factories pollute pond water and then offer a solution which would help <i>ocean residents</i>.
Language	3	There is a range of everyday vocabulary used appropriately with some attempt to use more sophisticated lexis (<i>a global ecocatastrophe</i>; <i>atmosphere</i>; <i>common knowledge</i>; <i>factories and plants</i>; <i>inclined to believe</i>; <i>must contribute to solving</i>). There is a range of simple and some more complex grammatical forms used, and although there are errors, these do not impede communication (<i>a huge damage</i>; <i>People can't imagine their living without cars</i>; <i>one of disadvantage</i>; <i>in not less danger situation</i>).

WRITING | SAMPLE PAPER 1

Question 1

Candidate B

I think that my country has problems with pollution to the environment like all other countries. This problem is normal for Russia. We have big problems with transport because there are too much cars in our country. And because of that we have problems with atmospeer, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road. I've heard about tradition of one country. They don't go anywhere by car one day a month or a year, they just use bycycle or their feet. I think it could be very good if we had a tradition like that.

So, what about the rivers and the seas? Yeah, there are some really good and clean rivers and seas where you can go, but there are not many of them. Once I saw the river OB in my city, it was about two years ago but I stil remember that in some places it was not blue, it was green or purple I didn't really understand because it had different colours.

I don't know what should we do. Maybe we should just open our eyes and look what we did. But Russian people don't care about the world around them many people care only about themselves an that's all.

So, the best idea is look around and try to do something good for our planet and for us and our children.

Examiner comments

Subscale	Mark	Commentary
Content	3	All content is relevant to the task but the target reader is on the whole informed rather than fully informed as, the central question as to whether or not the problems can be solved has not really been addressed. The candidate discusses the environmental impact of transport and the cleanliness of rivers, and provides one suggested solution for the problem of transport (<i>They don't go anywhere by car one day a month</i>). The writer's opinion is clear in <i>I think it could be very good if we had a tradition like that</i>. No solutions are discussed for rivers and seas, and no third aspect of environmental damage is provided.
Communicative Achievement	3	The conventions of essay writing are used; there is an opening statement and a development of the subject matter, with a conclusion at the end. The register is suitably neutral for the most part, although the use of a colloquial <i>yeah</i> is not consistent with the rest of the essay. The essay is written for the most part in an objective way, but there is use of personal, subjective examples (<i>Once I saw the river; I can't make a sigh</i>), which lessen the impact of the bigger problems. The target reader's attention is held and straightforward ideas are communicated.
Organisation	3	The text is generally well organised and coherent. It is separated into paragraphs and the punctuation is generally used effectively, although there are some long sentences (<i>And because of that we have problems with atmospeer, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road</i>). There is a variety of linking words (<i>because; and; So; because of that</i>) and some cohesive devices such as referencing pronouns, relative clauses and rhetorical questions to connect the ideas within the text.
Language	3	There is a range of everyday vocabulary used appropriately, and although there are errors, they do not impede communication (<i>atmospeer; bycycle; sigh</i>). There is a range of simple and some more complex grammatical forms: past and present verbs forms are used with a good degree of control.

Question 1

Candidate C

DEVELOPMENT VS ENVIRONMENT

If we surf the web looking for pollution and environmental catastrophes, we will find out that every country in the world suffers them. This is a natural consequence of the struggle between development and environment.

If a country decided to live isolated from the rest of the world, living on what it can naturally grow and produce, it surely wouldn't be highly polluted. But we all want exotic food and technological items from all over the world, so we have to pay the price.

Investing on electrical transport would benefit the environment a lot. Even more if this electricity came from a natural source of energy like wind, rivers and solar boards. It's difficult to achieve this because petrol companies will fight against these actions.

We also have to take care of our rivers and seas. We all have heard about factories throwing highly toxic substances to rivers, without minimizing their poisoning effects. A really strict law should be applied to fine these factories and make them change their policy.

But what about ourselves? We also can do a lot! If, when possible, we bought larger packs of food, we would be producing less rubbish. And this is only an example!

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. Transport is discussed with suggestions of how using different forms of transport would help the environment (<i>Investing on electrical transport would benefit the environment a lot</i>). The candidate then evaluates the suggestion (<i>It's difficult to achieve this ...</i>). Water pollution is described and a solution is offered (<i>A really strict law should be applied to fine these factories</i>). The writer's opinion is clear in the choice of modal <i>should</i>. A third aspect (waste reduction) is introduced in the final paragraph with a suggestion about how to achieve this (<i>If, when possible, we bought larger packs of food ...</i>). The writer's opinion is expressed clearly (<i>We also can do a lot!</i>).
Communicative Achievement	5	The conventions of the essay format are used effectively to hold the target reader's attention. There is an introductory paragraph which outlines the issues in general terms, and the concluding paragraph sums up in more concrete terms, what we, the readers can do to help. The register is consistently appropriate and the subject matter is dealt with in an objective manner, for example <i>Investing on electrical transport; If a country decided</i>. Straightforward and complex ideas are communicated (<i>It's difficult to achieve this because petrol companies will fight against these actions</i>).
Organisation	4	The essay is well organised and coherent using a variety of cohesive devices. The paragraphs are introduced in a variety of ways, using grammatical structures rather than obvious linkers (<i>If we surf the web; If a country decided; Investing on; We also have to; But what about</i>). More could be done to link across the paragraphs, to make them less independent, but the overall effect is of a cohesive text.
Language	5	There is a wide range of vocabulary, including less common lexis used appropriately (<i>environmental catastrophes; highly polluted; exotic food; highly toxic substances; minimizing their poisoning effects; change their policy</i>). There is a range of simple and complex grammatical forms used with a good degree of control and flexibility to convey certain ideas succinctly, for example, <i>This is a natural consequence of the struggle between development and environment; we all want exotic food and technological items from all over the world, so we have to pay the price</i>. There are minimal errors which do not impede communication.

WRITING | SAMPLE PAPER 1

Question 2

Candidate D

"Life of Buddah": A Book Review

What would you do if you were born as a prince with all the exclusive facilities to enjoy this material world? yes, most of people will celebrate and enjoy every single right that they have as a son of a king. Beautiful women, money, parties and all senses' gratification stuff. Surprisingly, it didn't work that way for little Gautama who in the future would be a Buddah.

In the book "Life of Buddha", it is told that Gautama was born as a prince. He got all the facilities to make him being comfortable staying in the palace. The king didn't allow him to get out from the palace for outside of the palace is the place of real life happened.

One day, the king asked him to get married but the prince rejected it and decided to leave the palace instead. There, he started his spiritual journey and later on had self realization and became a buddha.

This book is suitable for you who like to read about someone's autobiography and life's lesson. As a reader I can say that I learn a lot from this book. High recommended as something to read before going to bed!

Examiner comments

Subscale	Mark	Commentary
Content	5	All the content is relevant and the target reader is fully informed. The review gives details about a book which contains a character who does something surprising (<i>Gautama was born as a prince; (he) decided to leave the palace instead; (he) had self realization and became a buddha</i>). The candidate recommends the book by explaining what they liked about it and saying who would find it enjoyable.
Communicative Achievement	3	The review uses the conventions of the communicative task to hold the reader's attention. The candidate introduces the topic of the book and the subject matter in an engaging way, using a rhetorical question, then summarises some of the events in the narrative (<i>In the book; it is told that; One day; the king; later on</i>). Straightforward ideas are communicated. Information is given about some of the characters and main events, and the writer concludes with their opinions of the book (<i>This book is suitable for; I can say that; High recommended as ...</i>).
Organisation	3	The text is generally well organised and coherent. It moves from general information in the introduction, to more specific details about the story in the next two paragraphs and concludes with an appropriate summary and opinion about the book. A variety of linking words and cohesive devices are used in the text, including reference pronouns (<i>it didn't work that way for little Gautama; he; him; One day; and; there; later on; This book</i>).
Language	3	A range of everyday vocabulary is used appropriately, and although there are some errors (<i>facilities; all senses' gratification stuff</i>) there is also some good use of less common lexis (<i>started his spiritual journey</i>). Both simple and more complex grammatical forms are used with a good degree of control (<i>What would you do if you were born; who in the future would be a Buddah; before going to bed</i>). Errors do not impede communication.

Question 3

Candidate E

The most useful thing I have ever learned

The most useful thing i have learned is surely speaking English. I've been studing English for nine years till now. I used to take regular classes in these language which i found very interesting. Also, i learn English in school, my teacher is awesome but strict, so i have to study constantly. But most of all, i learn English, watching movies, TV shows. Allso cartoons when i was younger. When i came across a movie which was subtitled i turned the subtitle off. I enjoy wathing TV and movies on English.

English is the most spoken language across the world. It is studied all over the world. In order to get in a conversation with a stranger from other country, you need to speak English. I'm a swimmer, so i go on competissions in many countries, and in all of those countries i speak English. I want to study abroad when i finish highschool, so i'll defenetly need English.

All in all, i enjoy speaking it, writing it, and I'm very glad I got to learn it, i find it very useful.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The article describes the most useful thing which the writer has learned: <i>speaking English</i>, and explains why it is useful (<i>English is the most spoken language across the world. i go on competissions in many countries ... in all of those countries, i speak English</i>). The second aspect of the task is discussed in detail and various methods of learning are described (<i>I used to take regular classes; i learn English in school; watching movies, TV shows. Allso cartoons</i>).
Communicative Achievement	3	The conventions of writing an article are used appropriately to hold the reader's attention. The tone is friendly and informative and the topic is clearly introduced and developed through the paragraphs. The subject is appropriate for the English website and straightforward ideas are communicated. The conclusion summarises the candidate's opinions and rounds off the article, re-stating the main points of the question (<i>All in all ... I'm very glad I got to learn it, i find it very useful</i>).
Organisation	3	The text is generally well organised and coherent. There is a clear structure to the whole text, an introduction of the topic, paragraphs dealing with different aspects, and a neat conclusion. There are a variety of linking words and cohesive devices used to connect ideas across sentences and paragraphs (<i>which i found; Also; so; But most of all; It is studied; In order to; those countries; All in all</i>).
Language	3	A range of everyday vocabulary is used appropriately and some attempts are made to use less common lexis (<i>awesome but strict; study constantly; came across; subtitle</i>). The writer uses both simple and some more complex grammatical forms with a good degree of control. There are some slips with plural/singular pronouns (<i>these language</i>) and some prepositions (<i>on English; other country</i>), as well as a few errors with spelling (<i>studing; Allso; wathing; competissions</i>) but these do not impede communication.

WRITING | SAMPLE PAPER 1

Question 4

Candidate F

Dear David,

I'm glad your friends are visiting my area soon for a week's touring holiday. I have many ideas what I can show them and tell about.

In my opinion the best way to travel around will be by bike because of small distances between the places and views are amazing.

My area includes also beautiful Baltic Sea which many tourist visit especially in summer. Your friends could sunbath or swim if they would like but the water is quite cold in this season. Beautiful sightseeing of sunrise is the best memorise!

You wrote that they are intrested in history of my local area. That's great! We have museum of our local history where I can go with them. Tickets are not so expensive and I can think about some discount.

What do you think about it? Would you mind send me some your ideas?

I look forward to hearing from you soon.

Best wishes,

Sam

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant and the target reader is fully informed. The candidate responds to the questions that have been asked and gives details about the places David's friends can visit (<i>Baltic Sea; museum of our local history</i>). The email explains that the best mode of transport is bike, <i>because of small distances between the places and views are amazing</i>.
Communicative Achievement	3	The conventions of the task are used to hold the reader's attention. The response is written in an informal, friendly but polite tone, which is appropriate for the task. The conventions for opening and closing an email of this type are used appropriately, as well as standard phrases for communication to a friend (<i>You wrote that; What do you think about it; I look forward to hearing from you soon; Best wishes</i>). Straightforward ideas are communicated. Information and advice are given and the overall tone is enthusiastic and positive.
Organisation	4	The text is well organised and coherent and uses the input email well to structure the response (<i>I'm glad your friends are visiting; I have many ideas; In my opinion; My area includes also; which many; Your friends could; You wrote that; That's great</i>). A variety of linking words (<i>because of</i>) and cohesive devices, such as substitution and referencing, are used across some sentences and to connect simple ideas.
Language	3	There is a range of everyday vocabulary used which is relevant to the topic (<i>beautiful Baltic Sea; many tourist visit; in this season; Tickets are not so expensive</i>). There is a range of simple and some complex grammatical forms used with a good degree of control, e.g. modals, present and past forms of verbs. There are some errors (<i>My area includes also; send me some your ideas</i>) and some spelling mistakes (<i>sunbath; memorise; intrested</i>) but these do not impede communication.