

CENTRUL DE LIMBI MODERNE INTERLINGUA

Universitatea din Craiova, Facultatea de Litere
Str. A. I. Cuza, Nr.13, sala 337 B
Tel: 0251 414468; E-mail interlingua@ucv.ro.
Facebook: <https://www.facebook.com/InterlinguaCraiova/>

LANGUAGE TEST: ENGLISH (B1/B2)

Part One: READING (Multiple Choice)

(20 minutes/16 points)

Instructions

You are going to read an extract from a writer's journal. For Questions 1-8, choose the correct answer A, B, C or D.

Extract

Six months ago I made a rash promise. The leader of the youth club in our village had rung me in March saying, "We're thinking of running a children's playscheme for a day in October half-term. Would you be prepared to help?" My response was "Sure, why not?" In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don't know if you've noticed this but time has a habit of speeding along faster than a police car chasing a robber and, before I knew it, the dreaded day was dawning.

I arrived at the youth centre that morning feeling full of trepidation. There was a gang of 12 helpers including me, split into pairs, and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn't I read through the copious lesson plans we were given beforehand? And wasn't the average 10-year-old more interested in the latest electronic game than making things with paper and glue?

All too quickly the children began arriving. The look of relief on parents' faces as they handed their offspring over to us was almost comical. A handful of the children were already members of the club but the other forty five or so were from the local primary schools. One or two looked tearful but the rest were in high spirits. Again I asked myself why I had elected to spend a day with all these 'little monsters' especially when I have two all of my own to contend with!

I needn't have worried of course as it turned out to be a marvellous day. We watched entertaining dvd clips, learned 'action' songs, made clay pyramids, kneaded bread, decorated biscuits, played memory games and spent some time in quiet reflection. I say 'we' because I rediscovered my inner child and joined in all the activities with glee.

The particular highlight for me was a rousing rendition of "He's got the whole world in his hands" in the closing part of the day. The children already knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It's difficult to explain those moments; only that the body tingles with the pleasure of having witnessed something so magical.

Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so-casually that her mum was in hospital and would be there for a long time. It's easy for us adults to idealise childhood and forget that some children have their own burden of anxieties and concerns. When I got home utterly exhausted, still with modelling clay under my

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fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the playscheme was only running for a day, and not the whole week. As I said farewell to my group, one of the children turned and said, "Can we do it again in the next holiday, Miss?" My response was, "Sure, why not?"

1. When the offer of the job was made the writer
 - A. felt she had made a mistake to agree.
 - B. thought she had appropriate experience for the job.
 - C. believed she shouldn't have been asked.
 - D. gave the impression she wasn't sure about accepting the job.

2. When the day arrived the writer was surprised
 - A. that the day had come round so quickly.
 - B. because she'd forgotten to write down the date.
 - C. because she witnessed a car chase on the way.
 - D. that she woke up at dawn.

3. When the writer arrived to start her job she
 - A. put the children into pairs.
 - B. realised she should have done more preparation.
 - C. felt confident she could deal with 10 and 11 year olds.
 - D. saw the children had brought their own electronic games to play with.

4. According to the writer, the parents were
 - A. happy to stay with their children all day.
 - B. worried about children from the other schools.
 - C. nervous that their children might not behave themselves.
 - D. glad to leave their children.

5. The writer needn't have worried because
 - A. the children were quiet during the day.
 - B. the children weren't doing messy activities.
 - C. she had fun herself.
 - D. the time passed quickly.

6. The writer's best moment
 - A. occurred in the middle of the day.
 - B. took her by surprise.
 - C. was hard to put into words.
 - D. was when the day was over.

7. According to the writer, adults
 - A. think that being a child is a privilege.
 - B. sometimes forget that children have worries too.
 - C. are usually exhausted by bringing up their children.

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D. don't have a stressful life.

8. What is the writer's attitude by the end of the day?

- A. She could imagine doing the job again next time.
- B. She was sad to say good bye to the children.
- C. She was disappointed with the experience.
- D. She hopes the play scheme will be longer in future.

Part Two: Grammar & vocabulary

(10 minutes/12 points)

1. Read the following extract from a brochure giving advice on taking an examination. For questions 1-12, type the word which best fits in each space. Use only one word in each space.

Example (0) to

Exam Tips

When the day comes give yourself plenty of time (0) ... do everything: have breakfast but don't drink (1) ... much; go to the toilet; arrive on time, but not too early or you will find yourself getting more and more nervous while you wait to start. Try not to talk (2) ... the exam before you go in.

In the exam, calm (3) ... down by breathing deeply and thinking positively. Read (4) ... exam questions carefully and underline all of the key instruction words (5) ... indicate how the questions should (6) ... answered. If possible start with the ones (7) ... can do easily to give you confidence. Remember what you've learnt from practising questions and doing mock exams previously and plan your use of time. Don't panic (8) ... everyone around you seems to start writing furiously straight away and don't be tempted to follow their example.

Finally, after the exam, don't join in a discussion about (9) ... everyone else did, (10) ... you want to frighten yourself, and drain your self-confidence for the next exam. Above (11) ..., remember that exams are not designed to catch you out, (12) ... to find out what you know, what you understand and what you can do.

2. Word formation

(10 minutes/10 points)

Instructions

Read the text and then type the correct form of the word in CAPITALS to complete the gaps. There is an example at the beginning.

Food Production

In the not-too-distant past farm animals were able to live (0) NATURAL lives in what we would now term 'free-range' conditions. Such farming methods however, were not able to supply the rapidly growing (1) ... of the world and the	NATURE 1. POPULATE 2. CONSUME
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increasing demands on food (2) ... In order to cope with this rising demand, factory farming methods were introduced along with the (3) ... of genetically engineered (4) ... hormones, which resulted in a massive increase in food (5) ... However, these developments in the use of factory farming and drug (6) ... have led to a widespread feeling that animals are being caused a lot of distress and that the quality of the food itself suffers as a consequence. Certainly, many people (7) ... with the idea of keeping animals in one building for their entire (8) ... and argue that more emphasis should be given to (9) ... farming methods. A growing number of people are choosing to eat organic food, supporting farmers who use free-range methods, a system which has proved to be both (10) ... and more humane.	3. DEVELOP 4. GROW 5. PRODUCE 6. TREAT 7. AGREE 8. EXIST 9. ALTERNATE 10. ECONOMY
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Part three: Writing

(20 minutes/20 points)

Write an answer to **one** of the questions **1 – 2** in this part. Write your answer in **120 – 180** words in an appropriate style on the opposite page. Put the question number in the box at the top of the page.

1. A group of British teachers is going to visit your college for two days. The aim of their trip is to learn about how technology is used in education in your country. You have been asked to write a report for the group leader. Your report should:
- include information about how technology is used to teach different subjects
 - recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

2. **You are helping to organise a visit to an English Language Academy in Manchester. You have received a letter from John Webster, the director of the Academy. Read the letter and the notes you have made. Then write a letter to Mr Webster using all your notes.**

I am very glad to see that you are coming to our academy in July. I am sure you will all have a very enjoyable time and that you will learn a lot of English.

You can either stay all together in a youth hostel, or individually with local families. Please tell me which you would prefer.

Tell me something about your group so that I can organise interesting spare time activities. What sort of things do they like doing?

Please ask if you need any further information.

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Yours sincerely,

John Webster

Your notes:

- Paragraph 1 – learning a lot of English is very important because
- Paragraph 2 – say which you prefer, and why.
- Ask what the weather's like in Manchester and what clothes you will need.

Write your **letter in 120-150 words**.