

Practical English Test– Year Three

Section A: Grammar _____ / 15

Section B: Reading _____ / 10

Section C: Writing _____ / 15

Total _____ / 40

Read the instructions carefully before you do the tasks.. Understanding the instructions is part of the test.
You have **150 minutes** to complete this test. ALL ANSWERS MUST BE WRITTEN IN BLUE OR BLACK PEN.

SECTION A: GRAMMAR

I. ERROR CORRECTION

In each of the following sentences there is ONE error. Find the error and write your correction clearly above it.

1. A strange looking dog was led onto the stage by one of the actors with shaggy hair and a stubby tail.
2. We had to work quietly so as not wake the children.
3. I had to take an urgent call, which is why I left from the restaurant.
4. Unless the weather improves, we will be able to have the picnic.
5. Apologise her at once! How dare you say she is an idiot?
6. Is there anyone here who mum or dad could give us a lift to the airport?

II. TRANSLATION

Translate the following sentences into English:

1. Dopiero po 10 latach prowadzenia mojej własnej firmy zdołałem zaoszczędzić wystarczająco dużo, by kupić nowe mieszkanie.

Only after

2. Proponuję, byśmy zatrzymali się na kawę za pół godziny jeśli nie masz nic przeciwko temu, że będziemy w domu trochę później.

I suggest

.....

3. Jeśli twój brat zadzwoni do mnie w ciągu kilku najbliższych dni, być może (MIGHT) będę w stanie załatwić mu rozmowę o pracę.

.....

4. Istnieje przekonanie, że obraz ten ukończono na początku szesnastego wieku, co nie jest prawdą.

The picture is considered

5. Pamiętam, jak powiedział, że zapłaciłby dużo więcej, gdyby zaczekał jeszcze kilka dni. Dobrze, że nie czekał.

I remember him

III. TRANSFORMATION

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.
Do not change the word given. You must use between **three** and **six** words, including the word given.

1. He didn't want to go running that evening but he made himself. **FORCED**
He that evening.
2. She posted the letter and then began to regret what she had said. **THAN**
No sooner she began to regret what she had said.
3. I don't want to hear every single thing that happened in the meeting. **YOU**
I'd rather every single thing that happened in the meeting.
4. I am embarrassed whenever a friend pays me a compliment. **FIND**
I to receive compliments from friends.
5. I really need a few days off, I'm exhausted. **WHAT**
..... a few days off, I'm exhausted.

SECTION B: READING

Read the text on page 4 and do the following exercises:

Task One:

Complete the following sentences on the basis of the information provided in the text.

1. Personality is a combination of enculturation and _____ predispositions.
2. An individual's personality _____ a person's life.
3. Infants who have little or no human contact, _____, either physically or mentally.

Task Two:

Read the quotes from the text. Circle the statement that best explains each quote.

1. "It is only in the process of relating to others of our species and learning from them that we become unique individuals with distinctive personalities who fit into a particular social structure." (*paragraph 1*)
 - a. Humans need to be with other species to understand their own uniqueness.
 - b. Humans need to be with other humans in order to learn how to be human and become unique.
 - c. Only when humans develop distinct personalities can they fit into society.

2. "The study of personality has involved a number of scientists - psychologists, sociologists, anthropologists, and ethologists (scientists who study animal behaviour in natural surroundings)." (paragraph 4)

- a. Personality is so complex that few scientists are able to understand it.
- b. The study of personality is relevant to animal scientists.
- c. There are many scientific approaches to studying personality.

3. "The biological inheritance that all humans share is one that, in some respects, predisposes them toward accepting learning from others, in the process of which they acquire a personality. Humans lack strong instincts; thus, to a great extent they must learn how to act to their best advantage." (paragraph 5)

- a. Human biology predisposes us to developing a personality.
- b. Human instinct allows us to act to our best advantage.
- c. Humans are predisposed to learn from others because they lack instinct.

4. "Biology is also responsible for the universal human need for social and physical contact, which humans share with a number of animals and which may be interpreted as a need to receive and give love." (paragraph 6)

- a. Unlike other animals, all humans need social and physical contact.
- b. Like some other animals, humans need social and physical contact.
- c. Humans and animals learn to need social and physical contact.

5. "In a well-known experiment involving rhesus monkeys, researchers found that rhesus infants separated from their biological mothers preferred a soft and cuddly 'mother' made of terrycloth, even though she did not feed them, to a surrogate, or substitute, mother made of wire from which they did receive food. The infants ran to the soft 'mother' in times of stress and preferred to spend most of their time near 'her.'" (paragraph 6)

- a. The baby rhesus monkeys needed comfortable physical contact when stressed.
- b. The baby rhesus monkeys needed food when stressed.
- c. The baby rhesus monkeys were stressed by the wire objects.

Task Three:

Find the synonyms of the following words and phrases.

- 1. having a special quality that is easy to recognize (paragraph 1) - _____
- 2. hinders; prevents (paragraph 6) - _____

THE BIRTH OF PERSONALITY

1 The question may be asked whether it is necessary to become human, whether in fact people are not born human. The answer seems to be that one must learn from others to become human. That is, the infant is basically a creature capable of a few bodily functions but little more. Infants who have been left alone without any human companionship, even if their biological needs are attended to, either die or fail to develop normally. It is only in the process of relating to others of our species and learning from them that we become unique individuals with distinctive personalities who fit into a particular social structure.

Personality

2 It is frequently said of a person that he or she either has a nice personality or no personality at all. The first description is only partial and vague, and the second one is impossible, for every person has a personality. People tend to use the term personality imprecisely.

3 Personality may be defined as a complex and dynamic system that includes all of the individual's fairly consistent behavioural and emotional traits - actions, habits, attitudes, beliefs, values, goals, and so on. It is, of course, an abstract term. It is dynamic because personality continually changes and adjusts to events that affect the person or in accordance with how the person perceives these events. Personality may also be seen as a circular system: while the roles people fill in society affect their personalities, personalities also influence the way roles are seen and accomplished. Finally, personalities are distinctive because each individual is born with a specific set of inherited traits and potentials and then has experiences that are exclusively his or her own. Even identical twins, with the same biological heredity, may display personality differences based on different life experiences.

A Social Product on a Biological Basis

4 The study of personality has involved a number of scientists - psychologists, sociologists, anthropologists, and ethologists (scientists who

study animal behaviour in natural surroundings). Much of the research concerns, first, the issue of what proportion of personality is made up of inherited traits and what proportion consists of learnt behaviour - are people predominantly biological or predominantly cultural creatures? Unfortunately, no easy answer can be given. Research to date seems to indicate that personality development occurs as a consequence of interplay of biological inheritance, physical environment, culture, group experience, and personal experience.

5 The biological inheritance that all humans share is one that, in some respects, predisposes them toward accepting learning from others, in the process of which they acquire a personality. Humans lack strong instincts; thus, to a great extent they must learn how to act to their best advantage.

Universal Human Needs

6 Biology is also responsible for the universal human need for social and physical contact, which humans share with a number of animals and which may be interpreted as a need to receive and give love. It has been shown repeatedly that infants deprived of loving human contact - for example those badly neglected - do not develop normally, either physically or mentally. Some fall to thrive and die in infancy. Others grow up to be mentally or otherwise damaged. Although the reasons are not clearly understood, it seems that absence of body contact and stimulation in infancy inhibits the development of higher learning functions. In this need, humans are not alone: our close biological cousins, members of the ape family, show a need for similar closeness and body contact. In a well-known experiment involving rhesus monkeys, researchers found that rhesus infants separated from their biological mothers preferred a soft and cuddly "mother" made of terrycloth, even though she did not feed them, to a surrogate, or substitute, mother made of wire from which they did receive food. The infants ran to the soft "mother" in times of stress and preferred to spend most of their time near "her."

SECTION C: WRITING

Respond to **ONE** of the following topics in no more than 350 words. **Circle** the number of the topic you have chosen to write about. Cross out any rough work.

- 1) Is the internet a forum of hate? What motivates trolls and haters to attack people or groups they do not even know on the internet? Can anything be done to stop them or is it something we just have to live with?
- 2) Should governments invest in the arts and music? Is subsidizing opera, ballet and art galleries just giving taxpayers' money to the interests of a small elite group? On the other hand, does government have a duty to help struggling but talented artists create art or music which may form an enduring part of a nation's culture?
- 3) Is social media and new technology changing the English language in a negative way, especially where writing is concerned? Is this line between formal and informal styles becoming blurred? Are some young people damaging their future career chances by being unable to write CVs or covering letters through the negative influence of the internet on their English?

		POINTS	
TEXT ORGANISATION, TASK ACHIEVEMENT AND CONTENT (5 points)	Organisation: thesis statement, cohesion (global and on paragraph level), S employs linking devices and uses punctuation	2	
	Task achievement (S follows the instructions closely; responds to the task as it is stipulated and fulfils all the task's requirements)	1,5	
	Content + coherence (S uses clear and congruent arguments, provides necessary support; no information gaps in the text)	1,5	
GRAMMAR (Language accuracy) (5 points)	S uses a wide range of sentence types (simple syntax should show high level of accuracy; the more complex syntax predominantly correct)	2	
	S uses nouns, articles, adjectives and adverbs correctly	1	
	S uses tenses and verbs correctly	1	
	S uses prepositions correctly	1	
VOCABULARY AND REGISTER (5 points)	The text is in full formal register (no contractions, in impersonal style, S avoids colloquialisms and inappropriate language)	1	
	S employs a wide range of vocabulary appropriate to the theme correctly	2	
	S shows awareness of the idiom and collocations: The text shows little evidence of first language interference; S demonstrates understanding of how words collocate	1	
	S spells common words correctly; predominantly correct spelling of more advanced vocabulary	1	
	TOTAL:	15	

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Examiner One

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Examiner Two

ANSWER KEY

GRAMMAR

I. ERROR CORRECTION

(3 points)

(give half a point for each underlined item)

1. A strange looking dog with shaggy hair and a stubby tail was led onto the stage by one of the actors.
2. We had to work quietly so as not to wake the children.
3. I had to take an urgent call, which is why I left from the restaurant.
4. Unless the weather improves, we will won't be able to have the picnic.
5. Apologise to her at once! How dare you say she is an idiot?
6. Is there anyone here who whose mum or dad could give us a lift to the airport?

II. TRANSLATION

(7 points)

(give half a point for each underlined item)

1. Only after 10 years of running my own company did I manage to save enough to buy a new flat. (1)
2. I suggest we stop/stopped/should stop/our/us stopping for coffee in half an hour if you don't mind being home a little/a bit later. (1,5)
3. If your brother calls me in/within the next few /couple of days, I might be able to arrange a job interview. (1,5)
4. The picture is considered to have been completed at the beginning of the 16th century, (COMMA) which is not true. (1,5)
5. I remember him say/saying he would have paid much more if he had waited another few days. Good he didn't. (1,5)

III. TRANSFORMATION

(5 points)

(give one point for each underlined item)

1. He forced himself to go running that evening.
2. No sooner had she posted the letter than she began to regret what she had said.
3. I'd rather you didn't tell me every single thing that happened in the meeting.
4. I find it embarrassing to receive compliments from friends.
5. What I really need is a few days off, I'm exhausted.

READING:

THE BIRTH OF PERSONALITY

(give one point for each correct answer)

Ex. 1

- 1 ... biologically-based / biological ...
- 2 ... changes throughout ...
- 3 ... never develop normally / do not develop normally

Ex. 2

1. b
2. c
3. a
4. b
5. a

Ex. 3

1. distinctive
2. inhibits