

Name: …………………………………………….

Age: …………………………………………….

Date: ….…………………………………………

Instructions:

* You must try to complete every task
* The time limit 90 minutes

For Assessor’s use only. Please refer to the assessment guidelines document.

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| Task | Unable to attempt  | Attempted  | Reasonable attempt | Reasonably successful | Fully competent |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
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Please refer to the above assessment, the assessment guidelines and the Bell Assessment criteria to indicate which band the candidate is working in

Task 1

The Wind and the Sun

It was an autumn day. The Wind and the Sun were arguing. The wind said, “I am stronger than you”.

“No, you are not,” said the sun. “I am more powerful than you”.

Just then, they saw a man in a big coat walking along the road. The Wind said, “Whoever makes the man take off his coat in the strongest. Do you agree?”

The Sun said, “ok. First you try”.

The wind started blowing. The traveller held his coat around him. He blew harder. The man held his coat firmer. He blew even harder. The man held his coat even tighter. The harder the wind blew, the tighter the man held his coat. The wind failed.

It was the Sun’s turn. The sun gently smiled at the man. The man stopped holding his coat tightly. The sun smiled warmly. The man felt the warmth and soon took off his coat.

The Wind had to agree that the Sun was stronger.

*Aesop’s Fables (adapted)*

Questions

1. What time of year was it in the story?

SeR-B3

SeR-C1

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2. Why were the Wind and the Sun arguing?

SeR-C4

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3. How did the Wind and the Sun try to decide who was stronger?

SeR-C6

SeR-B7

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4. “The Sun smiled warmly”. What do you think this means?

SeR-C7

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5. What can we learn from this story?

SeR-C6

SeR-C9

SeR-D10

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Task 2

Nelson Mandela is seen as one of history's most inspirational figures. He became his country's first black president after spending 27 years in jail and is held up as one of the greatest leaders the world has ever seen.

Mandela was one of the few black people in 1950s South Africa to receive an education and become a lawyer. When Nelson Mandela was a young man, white and black people in South Africa lived separate lives under a system called apartheid. White people, who were a small part of the population, were in charge of the country. It was illegal for black people to use the same schools, hospitals, and even beaches as white people. Conditions in whites-only schools and hospitals were much better. Black people were also denied basic rights - like being allowed to vote in elections. But Nelson Mandela believed that everybody should be treated equally.

Mandela joined a political party called the African National Congress (ANC) and later co-founded the ANC Youth League, leading protests against apartheid. Sometimes the demonstrations turned violent and in 1964 Mandela was sentenced to life in prison on Robben Island. While Mandela was in prison photos of him were banned and it was even illegal to quote him in public. But people from all over the world campaigned for his release. Songs were written and big concerts were held in protest.

Finally in 1990 the South African President FW de Klerk - a white man - allowed him to go free. Mandela had spent 27 years in jail and was greeted as a hero on his release. Mandela is famous for promoting a message of forgiveness and equality.

Apartheid was abolished in 1991, and three years later South Africa held its first elections in which black people, as well as white, were allowed to vote.

Nelson Mandela was elected President, and set about trying to bring people of different races together. In 1993 he was awarded the Nobel Peace Prize - the highest honour of its kind - for his work.

In 1995 South Africa held its first major sports competition, the Rugby World Cup. Mandela gave his support to the South African team, made up mostly of white men, which helped to unite the country. He became one of the world's most popular leaders, with politicians and celebrities queuing up to have their photo taken with him.

*BBC Newsround website (adapted)*

**Questions**

1. Explain in your own words why Nelson Mandela went to prison.

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SeR-C10

SeR-C8

2. Find the two words in the text that describe Mandela’s message. Can you explain what these words mean?

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SeR-D7

3. Write a short summary of the main events in Mandela’s life, using your own words.

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SeR-D7

SeR-C8

4. Do you think the author has positive or negative feelings towards Nelson Mandela? What sentences in the text show you this?

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SeC4

**Task 3**

A few miles south of Soledad, the Salinas River drops in close to the hillside bank and runs deep and green. The water is warm too, for it has slipped twinkling over the yellow sands in the sunlight before reaching the narrow pool. On one side of the river the golden foothill slopes curve up to the strong and rocky Gabilan Mountains, but on the valley side the water is lined with trees— willows fresh and green with every spring, carrying in their lower leaf junctures the debris of the winter’s flooding; and sycamores with mottled, white, recumbent limbs and branches that arch over the pool. On the sandy bank under the trees the leaves lie deep and so crisp that a lizard makes a great **skittering** if he runs among them. Rabbits come out of the brush to sit on the sand in the evening, and the damp flats are covered with the night tracks of ‘coons, and with the spreadpads of dogs from the ranches, and with the split-wedge tracks of deer that come to drink in the dark.

There is a path through the willows and among the sycamores, a path beaten hard by boys coming down from the ranches to swim in the deep pool, and beaten hard by tramps who come wearily down from the highway in the evening to jungle-up near water. In front of the low horizontal limb of a giant sycamore there is an **ash pile** made by many fires; the limb is worn smooth by men who have sat on it.

Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray sculptured stones. And then from the direction of the state highway came the sound of footsteps on crisp sycamore leaves. The rabbits hurried noiselessly for cover. A stilted heron labored up into the air and pounded down river. For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool.

*John Steinbeck, Of Mice and Men*

**Questions**

SeR-D10

1. Underline the two adjectives that best describe the scene in the text.

 Peaceful urban busy rural

SeR-D2

2. Choose the best definition of “skittering”

A) a big mess

B) jumping up and down in an excited way

C) the noise of an animal running

SeR-D2

3. Choose the best definition of “ash pile”

A) grey dust on the ground after a fire

B) tramps who come from the highway

C) a place where men sit.

4. How does the language used by the writer produce a picture in the mind of the reader?

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SeR-E4

5. “For a moment the place was lifeless, and then two men emerged from the path and came into the opening by the green pool”. What do you think happens next?

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SeR-D3

**Task 4**

The English Language

The English language today is spoken by several hundred million people in five continents. It functions in different kinds of societies as a mother-tongue, a second language, a vehicle of officialdom, a medium of education, and as a language for science, business, and commerce. It is also used widely as a lingua franca – a language used among people who have no other mother-tongue in common – and in some areas has provided a base for pigins and creoles. It is spoken by people who also use two or three or even more languages in the course of their daily lives, and it has come to symbolise many different and often sensitive issues and institutions in different areas: education, literacy, social mobility, economic advancement, Christianity, and colonial dominance.

These facts are often forgotten by people in England, most of whom tend to associate English with British nationality (the latter is sometimes even defined by it). And since they expect to spend their lives speaking only English, it comes as a shock to learn that in other societies quite ordinary and unexceptional people need to be bilingual. When we look at English across the world today we therefore find that it varies enormously in accordance with its wide range of functions, and because it bears the imprints of the languages with which it has made contact. This is something that has also characterised its past – a fact that could be borne in mind when we consider the Asian, West Indian, African and European languages that are spoken by schoolchildren in towns and cities of the United Kingdom.

*A Social History of English, Dick Leith*

 **4**

**Questions**

**Decide if the following statements are True or False and write down which parts of the text supports your answer.**

1. Most native speakers in England understand the way English works in the world.

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SeR-E7

2. The English language is never influenced by other languages in the countries where it is spoken.

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SeR-E9

3. The English Language is spoken in the same way wherever you go.

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SeR-E9

**Answer the following questions.**

4. In paragraph 2, what are the two reasons why the use of English varies so much around the world?

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SeR-E9

5. What does the writer mean by “symbolise many different and often sensitive issues and institutions”?

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SeR-E7

6. Summarise in your own words the point the author is trying to make in this text.

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SeR-E1