

EXAD – MOCK EXAM**KEYS****Part one – Use of language****Exercise 1**

| | |
|-----|---|
| 1. | B |
| 2. | A |
| 3. | B |
| 4. | B |
| 5. | D |
| 6. | A |
| 7. | D |
| 8. | D |
| 9. | C |
| 10. | B |
| 11. | A |
| 12. | D |
| 13. | B |
| 14. | C |
| 15. | D |
| 16. | B |
| 17. | D |
| 18. | D |
| 19. | A |
| 20. | B |
| 21. | A |
| 22. | B |
| 23. | C |
| 24. | A |

Exercise 2

Half a point off for spelling mistakes. Confusion *do/does* or *don't/doesn't* or any other verb form are NOT spelling mistakes.

1. Does it seem possible?
2. This Jedi / He doesn't (does not) have / has not (hasn't) got the best saber.
3. Are these cats / they sleeping?
4. You like chocolate ice cream.
5. Did my / your son / he love his teacher?
6. The train ride was okay.

Part two – Reading comprehension**Exercise 1****Spelling mistakes are NOT tolerated. Spelling mistakes = 0 pt.**

| | |
|---|----------------------------|
| Example: female child (noun, ll. 1-2) | <i>girl</i> |
| 1. bad (adj., ll. 1-2) | NAUGHTY L. 2 |
| 2. left (<i>to leave</i>) discretely (2 words, verb, ll. 1-3) | SLIPPED OUT L. 3 |
| 3. friends (noun, ll. 9-11) | PLAYMATES L. 9 |
| 4. in the open air (adj, ll. 9-11) | OUTDOOR L. 11 |
| 5. the quality of being nice (noun, ll. 12-15) | KINDNESS L. 13 |
| 6. toy representing a baby (noun, ll. 12-15) | DOLL L. 15 |
| 7. filled her with fear (verb, ll. 12-15) | FRIGHTENED (HER) L. 15 |
| 8. calm (adj., 18-21) | SOBER L. 20 |
| 9. morning (noun, ll. 24-28) | (THE) FORENOON L. 26 |
| 10. anxious (adj., 24-28) | WORRIED L. 27 |
| 11. the beginning of the night (noun, ll. 24-28) | DUSK L. 27 |
| 12. dress (noun, ll. 29-33) | FROCK L. 30 |
| 13. ran (<i>to run</i>) (2 words, verb, ll. 34-37) | DARTED AWAY L. 36 |
| 14. attached (verb, ll. 39-41) | TIED L. 41 |
| 15. close (verb, ll. 46-49) | SHUT L. 47 or L. 48 |
| 16. invent (2 words, verb, ll. 46-49) | MAKE UP L. 48 |
| 17. happy (adj., ll. 50-54) | FOND L. 52 / PLEASED L. 53 |
| 18. calm (adj, ll. 50-54) | QUIET L. 54 |

Exercise 2

For True/False questions, the students might write A/B or T/F. Allow both possibilities.

| | |
|-----|-------|
| 1. | A |
| 2. | B / F |
| 3. | C |
| 4. | C |
| 5. | B / F |
| 6. | A |
| 7. | B / F |
| 8. | B / F |
| 9. | A / T |
| 10. | A |
| 11. | A / T |
| 12. | B / F |
| 13. | A |

Part three – Writing**Evaluation grid**

| | | 0 | 1 | 2 | 3 | 4 |
|-------------------------|---|---|---|---|---|---|
| CONTENT – 14 pts | Reference to part A (very poor/poor/satisfactory/good/excellent) | | | | | |
| | Reference to part B (very poor/poor/satisfactory/good/excellent) | | | | | |
| | Reference to part C (very poor/poor/satisfactory/good/excellent) | | | | | |
| | The tone of the letter isn't appropriate/is partly appropriate/is totally appropriate | | | | | |
| LAYOUT – 6 pts | Date is included, correct and well-placed | | | | | |
| | Greeting at beginning and end are included and appropriate for type of letter | | | | | |
| | No/some/mostly appropriate use of paragraphs | | | | | |
| LANGUAGE – 8 pts | Grammar is correct and range is appropriate (very poor/poor/satisfactory/good/excellent) | | | | | |
| | Vocabulary is correct and range is appropriate (very poor/poor/satisfactory/good/excellent) | | | | | |

TOTAL: / 28 POINTS