

**ANSWER KEY**

**PART I: WRITING SKILLS**

**(30 MARKS)**

(see composition rating sheet p. 4)

**PART II. READING SKILLS**

**(30 MARKS)**

**A. In which paragraph does the writer refer to ... ?**

**(6x1=6 marks)**

**A1.** young people leaving their home

Paragraph **2**

**A2.** employers' appreciation of volunteering

Paragraph **6**

**A3.** anxiety of final year exams

Paragraph **1**

**A4.** a hopeful global platform

Paragraph **3**

**A5.** a way of making your CV special

Paragraph **5**

**A6.** solutions suggested by one of GloVo's founders

Paragraph **4**

**B. Choose the best alternative a, b, c or d according to the text. (5x2=10 marks)**

1. Dreams have been put on hold because school leavers ... .

**b.** are about to enter the worst job climate

2. Alexandros is ... .

**c.** an optimist

3. GloVo is a global network that aims to ... .

**d.** promote volunteering

4. The underlined word 'they' (paragraph 4) refers to ... .

**b.** young people

5. Volunteering is an excellent way of ... .

**a.** gaining working experience

### C. Extended writing

(8 marks)

Use information from paragraph 2. In your own words, identify 4 ways in which young people can handle the economic crisis.

Use your own ideas. Suggest at least 2 ways of dealing with youth unemployment.

**Write 80 – 100 words.**

i Information from paragraph 2:

- emigrate
- leave the city for the countryside
- farming / animals / fields / agriculture
- try hard to find a job in their own country

ii own ideas:

- have positive attitude / stop and ask what is all about
- community work / voluntary work
- get experience / internship / develop skills
- set up your own business
- improve your CV
- create innovative projects / enterprises
- etc

**D. Choose the best alternative a, b, or c to explain the underlined words according to the text.**

(6x1= 6 marks)

1. **stable** (paragraph 1)

c. secure

2. **jumped** (paragraph 2)

a. increased

3. **vision** (paragraph 3)

b. aim

4. **highlights** (paragraph 4)

a. emphasises

5. **active** (paragraph 6)

b. energetic

6. **values** (paragraph 6)

a. beliefs

**PART III: USE OF ENGLISH**

**(20 MARKS)**

**A. 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. (5x1=5 marks)**

1. The last time I played football was last March.  
I **haven't played football since** last March.
2. You must wash the fruit very well.  
The fruit **must be washed** very well.  
The fruit **has to be washed** very well.
3. "I'm sorry I called in the middle of the night," David said.  
David **apologised for calling** in the middle of the night.
4. The boys said they hadn't broken the window.  
The boys **denied breaking** the window.  
The boys **denied having broken** the window.  
**/they had broken / the breakage of**
5. There's a possibility that they won't visit us at the weekend.  
They **may not visit us** at the weekend.  
They **may not be able to visit us** at the weekend.

**B. Read the text and complete the blanks with the correct form of the words in capitals. (10x1=10 marks)**

1. **mainly**
2. **tourists**
3. **attraction**
4. **impressive**
5. **memorable**
6. **shopping**
7. **finest**
8. **traveller/ traveler**
9. **dancing**
10. **Egyptian**

**C. Fill in the gaps with only ONE word.**

**(10 x0.5= 5 marks)**

1. **and / or**
2. **for**
3. **much / any**
4. **they**
5. **who / that**
6. **take**
7. **by**
8. **give/ offer**
9. **means/ type/ form/ method/ mode**
10. **on**

## Composition rating sheet

(When ideas and information bear no relevance to the topic, the composition receives no marks)

<b>ASSESSMENT RATING SHEET</b> <b>250 – 300 words</b>		
<b>CONTENT</b>	8 6 3 1	<p>Relevant to assigned topic. Thorough development of topic.</p> <p>Mostly relevant to topic. Limited development.</p> <p>Slightly relevant to topic. Inadequate development of topic.</p> <p>Almost no relevance to topic.</p>
<b>ORGANISATION</b>	8 6 3 1	<p>Ideas clearly stated and supported. Logical sequencing and cohesion.</p> <p>Main ideas stand out but not fully supported. Logical but incomplete sequencing.</p> <p>Ideas confused and/or disconnected. Lacks logical sequencing and development. Some paragraphs well-constructed.</p> <p>No organization. Paragraphs almost non-existent.</p>
<b>VOCABULARY</b>	6 4 2 1	<p>Correct word/idiom choice and usage. Extensive range of vocabulary.</p> <p>Occasional errors of word/idiom choice and usage but meaning not obscured.</p> <p>Frequent errors of word/idiom choice and usage. Meaning confused or obscured.</p> <p>Very little use of vocabulary, idioms, word form.</p>
<b>GRAMMAR</b>	5 3 1	<p>Few errors of agreement, tense, word order, article, pronouns, prepositions.</p> <p>Frequent errors of agreement, tenses, word order, articles, pronouns, prepositions.</p> <p>Dominated by errors.</p>
<b>MECHANICS</b>	3 1	<p>Few errors of spelling and punctuation.</p> <p>Dominated by errors of spelling and punctuation.</p>