

***E L T A M***  
***English Language Teachers' Association of Macedonia***  
**Асоцијација на наставници по англиски јазик и книжевност на**  
**Република Македонија**

EFL State Competition for 8<sup>th</sup> Grade Primary School Students  
May 7 2011

Student's Code \_\_\_\_\_

Total \_\_\_\_\_ /

Reading Comprehension \_\_\_\_\_ / 40

Use of English \_\_\_\_\_ / 100

Reading comprehension  
Time limit 40 minutes

Student's CODE : \_\_\_\_\_  
Total points: \_\_\_\_\_ /30

**I. Read the magazine article below about writing. Seven paragraphs have been removed from the article. Choose from the paragraphs A-G the one which fits each gap (1-6).**

### **WHO INVENTED WRITING?**

Our ability to communicate through the written word is something we all accept. Yet the invention of writing at around 3500 BC was extremely important for modern civilization.

(1\_\_\_\_\_)

Over the past 3500 years different civilizations and cultures across the world have created at least 700 different forms of writing. To our eyes most of these scripts look quite distinct, and people who can read only one script cannot understand another.

(2\_\_\_\_\_)

Writing's most successful ancestors were ancient Egyptian hieroglyphs. All European and Arab scripts originally came from hieroglyphs. Most Asian scripts do too, even if the link is less direct. Modern Korean and Vietnamese, however come from ancient Chinese.

(3\_\_\_\_\_)

The first forms of writing were pictograms: simple pictures of objects. Gradually, the direct link between a symbol and the object it represented disappeared. In the next phase the pictograms were replaced by symbols which represented objects or "logograms".

(4\_\_\_\_\_)

In the alphabetic system, words are made up of combinations of characters or letters representing different sounds. This system developed in the Middle East around 3 700 years ago. It spread quickly and formed the basis of the Greek and later of the Cyrillic and Roman scripts now used in Europe.

(5 \_\_\_\_\_)

For many years people have believed that writing was invented in Mesopotamia. They thought it spread to Ancient Egypt and then to the region that is now Pakistan. Chinese writing, they thought, developed independently one thousand years later.

(6 \_\_\_\_\_)

A second discovery will make experts want to change their theories even more. It seems that the ancient Sumerians, who people thought invented the first fully developed writing, did not arrive in the area until 200 or 300 years after the Mesopotamian script developed.

(7 \_\_\_\_\_)

So if China developed the first writing, did the idea spread from East to West, and not the other way round? It will take some time and more evidence to convince all archeologists that this is true, but, as they say, the writing is probably on the wall.

A

But although the complicated way the world's writing systems developed is now well understood, there is still a lot of controversy about which of the four original scripts was the first to be used.

B

Of these the only script that has survived without many changes is Chinese. Now with over 50 000 characters, it has remained more or less the same for at least 4000 years.

C

However, the main archeological discovery shows that at least some Chinese characters were developed 7 500 years ago – much earlier than the accepted date of 1 300 BC.

D

However, if the evolution of the world's writing systems is traced back through time it becomes clear that nearly all of them originated from just four scripts: ancient Egyptian, ancient Mesopotamian, ancient Chinese and ancient Zapotec from central Mexico.

E

But a series of extraordinary new archeological discoveries have revealed Egyptian writings dating from 3 250 BC – between fifty and a hundred years earlier than the Mesopotamian script.

F

Ancient Egyptian hieroglyphs combined pictograms with logograms. But there is a problem with such a system – it requires a new symbol for every new word and so rapidly becomes very complicated.

G

With it came the ability to keep administrative records and pass messages over long distances. This made it possible for central governments to organize large populations and economies. And of course it was also a means of passing on knowledge and literature between generations.

**(two points for each answer)14 points/**

## **II. Read the text and circle the correct answer.**

### **GUILTY OR NOT GUILTY**

An 82-year-old chartered accountant who has had a perfect driving record since passing his test before the Second World War was banned for a year yesterday for travelling seventeen miles in the wrong direction on a dual carriage way.

William Howarth became confused as he tried to avoid roadworks and set off on a road between Oxford and Newbury in the wrong direction, magistrates at Abingdon were told.

Howarth, who uses a hearing aid and wears glasses, was driving in the fast lane of the northbound carriageway as he travelled south causing several drivers to swerve on a dark January afternoon. A police car in the correct lane drove alongside Howarth's car and stopped him, but as the policeman climbed over the central barrier Howarth set off again. He continued for another ten miles until a police road block forced him to stop.

Howarth pleaded guilty to dangerous driving and was also fined 175 pounds. He was ordered to re-take his test if he wants to drive again after the year in which he is banned from driving is over.

He leaned forward as he strained to hear yesterday as Mr. John Horn, prosecuting, said that the police received a number of 999 calls saying a car was travelling in the wrong direction.

Mr. Robert Haws, defending said Howarth still worked five days a week as an

accountant, sometimes until eight at night, and had a “perfect” 60 year old driving record. He had driven on to the road as he tried to avoid roadworks and had not at first realised he was in the wrong lane because traffic light and trees blocked his view of the opposite carriageway.

“Within a mile, he realised he was on the wrong carriageway and his intention was to get off as quickly as possible and get back on to the right road.

There were in fact eight lay-bys along the route where he could have stopped and for that reason he accepts that he is guilty.

This was not a wicked piece of driving. Mr. Howarth was disoriented. It was a nightmare journey for him and he was dazed, confused and in obvious shock.”

1. What did the court decide about Mr. Howarth?
  - a) That he should never be allowed to drive again.
  - b) That he should pay a fine and be prohibited from driving for a year.
  - c) That he should take another driving test at once,
  - d) That he should not be punished.
  
2. How did the police learn about Mr. Howarth?
  - a) They saw him.
  - b) Other drivers reported him.
  - c) a police car had to swerve to avoid him
  - d) another driver telephoned him.
  
3. Why did Mr. Howarth stop in the end?
  - a) some policeman managed to stop him.
  - b) another driver stopped.
  - c) He realised they would catch him eventually.
  - d) There were road works on the road and he had to stop.
  
4. Mr. Howarth did not realise his mistake at first because
  - a) there were other cars travelling in the same direction.
  - b) the incident happened at night.
  - c) there were not many cars and he couldn't see the other side of the road clearly
  - d) he was not wearing his glasses.
  
5. Why did Mr. Howard plead guilty?
  - a) Because he thought he had done a terrible thing.
  - b) Because he was dazed and confused.
  - c) Because he had driven off when the policeman stopped him.
  - d) Because he had not stopped as soon as he could have done.

6. Mr. Howard
- a) was not aware he was on the wrong side of the road when the police stopped him
  - b) did not realise he was on the wrong side of the road until he had driven seventeen miles.
  - c) realised he was on the wrong side of the road when he saw other cars swerving to avoid him.
  - d) realised he was on the wrong side of the road after he had driven about a mile.
7. How did Mr. Howarth feel about the incident?
- a) Terrified and upset
  - b) Angry and frustrated
  - c) He did not think he had done anything wrong
  - d) He was glad it was over.
8. Mr. Howarth's lawyer claimed that
- a) he had done a very wicked thing.
  - b) this was not typical of his normal behaviour.
  - c) he was not to blame for what happened.
  - d) he was too old to be driving.

**(two points for each answer) 16 points**

**III. Read the following text and then circle the correct alternative below for each of the gaps.**

### **EDUCATION IN AUSTRALIA**

In Australia most children (1) \_\_\_\_\_ primary school from the age of five. Only two percent of children of primary school age are (2) \_\_\_\_\_ at home. Some children who go to school also take up extra activities such as learning to play a musical instrument or dancing, and they go to (3) \_\_\_\_\_ classes for these and for school (4) \_\_\_\_\_ they find difficult or particularly interesting, such as languages, mathematics or computing . Ninety-five percent of the population go on to secondary schools, but a much smaller percentage (5) \_\_\_\_\_ the final year of secondary school

examinations and complete a university (6)\_\_\_\_\_. At the moment university (7) \_\_\_\_\_ and graduates make up less than a third of the total population. Australian universities are modern and well-equipped. Most teaching is by combination of (8) \_\_\_\_\_ tutorials and practical classes. The humanities courses like History and Philosophy, usually involve a lot of extra (9) \_\_\_\_\_ in the library. To become a primary or secondary school (10) \_\_\_\_\_, it is usually necessary to study at university for three years or more.

- |                  |                |               |
|------------------|----------------|---------------|
| 1. a) attend     | b) assist      | c) go         |
| 2. a) brought up | b) educated    | c) trained    |
| 3. a) personal   | b) private     | c) particular |
| 4. a) matters    | b) courses     | c) subjects   |
| 5. a) succeed    | b) pass        | c) approve    |
| 6. a) degree     | b) curriculum  | c) career     |
| 7. a) Pupils     | b) trainees    | c) students   |
| 8. a) lectures   | b) conferences | c) talks      |
| 9. a) lectures   | b) reading     | c) training   |
| 10. a) lecturer  | b) professor   | c) teacher    |

**(one points for each answer) 10 points**

**Total: 40 points  
Scored:**

### **Key to the reading comprehension**

#### **Exercise I.**

- 1. G**
- 2. D**

3. B
4. F
5. A
6. E
7. C

**Exercise II**

1. B
2. A
3. A
4. C
5. D
6. D
7. A
8. B

**Exercise III.**

1. A
2. B
3. B
4. C
5. B
6. A
7. C
8. A
9. B
- 10.C

**EFL State Competition for 8<sup>th</sup> Grade Primary School Students**  
**7<sup>th</sup> May 2011**

Use of English

Student's CODE : \_\_\_\_\_

Time limit 50 minutes

Total points: \_\_\_\_\_ /65

**I . Fill in the gaps with words made from the word in capitals. Decide whether you need a positive or negative word.**

1. The local people are sometimes quite \_\_\_\_\_ and often seem to want to avoid the tourists. (FRIEND)
2. We had a lovely \_\_\_\_\_ weather the whole time we were there. (SUN)
3. The man in the tourist information office was very \_\_\_\_\_ and gave us lots of free maps and brochures. (HELP)
4. The safari park was a bit of a \_\_\_\_\_ because there were too few animals. (APPOINT).
5. Take an umbrella if you go in autumn as it is very \_\_\_\_\_ to rain. (LIKE)
6. I just couldn't believe that anything could be so \_\_\_\_\_. (WONDER)
7. The telephone is a useful \_\_\_\_\_. (INVENT)
8. We went to the theatre and saw a \_\_\_\_\_ of Shakespeare's Romeo and Juliet. (PERFORM)

**(8 points)**

**II Read the following text and use the word given in capitals at the end of each line to form a word that fits in the gap in the same line.**

**Media career opportunities**

Nowadays there is a (1) \_\_\_\_\_ of career opportunities in the media. It is possible to study (2) \_\_\_\_\_ at most universities, many of which offer (3) \_\_\_\_\_ courses in reporting on sports and (4) \_\_\_\_\_. Newer degrees in media studies, which were (5) \_\_\_\_\_ as recently as ten years ago, attract (6) \_\_\_\_\_ students from all over the country.

Some graduates prefer to work in (7) \_\_\_\_\_ as it gives them the opportunity to use their (8) \_\_\_\_\_ in the (9) \_\_\_\_\_ of increasingly sophisticated TV and press advertisements.

(10) \_\_\_\_\_ not all the students who finish their studies find work as easily as there is still a lot of (11) \_\_\_\_\_ in the media industry, but things are improving.

**VARY**  
**JOURNALIST**  
**OPTION**  
**ENTERTAIN**  
**AVAILABLE**  
**ENTHUSIASM**

**ADVERTISE**  
**CREATE**  
**PRODUCE**

**FORTUNATE**  
**EMPLOY**

**(11 points)**

**III. Read the descriptions of these two jobs and fill in the gaps with an appropriate form of the words in capitals at the end of each line.**

**PRIVATE INVESTIGATOR**

It can be quite a (1) \_\_\_\_\_ job and you can meet some really nasty types. I suppose it's not really very (2) \_\_\_\_\_, but some people don't like it very much if they find out you've been spying on them ...

**DANGER**  
**SURPRISE**

- they can get pretty (3) \_\_\_\_\_ . PLEASANT

### DEBT COLLECTORS

I think it's very (4) \_\_\_\_\_ that this kind of work has such a bad reputation. In fact, we all have to be licensed and follow strict guidelines. FAIR

The worst part about the job? Well I've had several (5) \_\_\_\_\_ phone calls in the office. What do I like most about it? .....Lunch hours probably... no, ABUSE

(6) \_\_\_\_\_, I think it's the fact that there's lots of SERIOUS

(7) \_\_\_\_\_. I'm certainly always busy. VARY

(7 points)

### IV. Circle the one alternative in the following sentences which is NOT possible.

1. Would you like **some/a little/ a few** more chicken?
2. I had **some/a bit of/ a** good news the other day.
3. I don't usually have **much/ many/ a great deal of** spare time during the week.
4. **Many/ Few/ Much** local people came to the meeting.
5. Why don't you come and stay with us for **a couple of/ a pair of / a few** days?
6. We usually have **a lot of/ a/ some** very nice weather at this time of the year.
7. She gave me **some/ a piece of/ many** good advice about the exam.

(7 points)

### V. Circle the correct answer.

1. When \_\_\_\_\_ the school?

- a) have you joined     b) did you joined     c) did you join     d) have you ever joined

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2. \_\_\_\_\_ in England?

- a) Did you ever worked     b) Have you ever worked     c) Worked you     d) Didn't you have worked

---

3. That's the best speech \_\_\_\_\_

- a) I never heard     b) I didn't hear     c) I used to hear     d) I've ever heard

---

4. He's the most difficult room mate \_\_\_\_\_

- a) I never dealt with.     b) I never had to deal with.     c) I've ever had to deal with.     d) I've never had to deal with.

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5. \_\_\_\_\_ to him last week.

- a) I spoke     b) I've already spoken     c) I didn't spoke     d) I speaked

---

6. \_\_\_\_\_ a contract last year and it is still valid.

- a) We have signed     b) We signed     c) We haven't signed     d) We have sign

---

7. \_\_\_\_\_ from a business trip to France.

- a) I come back     b) I came back     c) I never came back     d) I've just come back

---

8. Prices \_\_\_\_\_ in 1995 but then \_\_\_\_\_ in 1996.

a) rised                      falled    b) rose                      fell    c) have risen                      have fallen    d)  
rose                      have fallen

9. You \_\_\_\_\_ to a word \_\_\_\_\_

- a) listened / I haven't said    b) didn't listen / I say    c) listened / saying  
d) haven't listened / I've said

10. I can't believe that \_\_\_\_\_ the news.

- a) you haven't read    b) you didn't read    c) you don't read    d) you read not

(10 points)

VI. Read the following text and look carefully at each line. Some of the lines are correct, and some have mistake. If the line is correct put a tick (✓) at the end of the line. If a line is incorrect, write the incorrect or missing word at the end of the line.

Why don't we eat what we should?

1. According to the World Health Organisation almost half our diet \_\_\_\_\_
2. should to consist of starchy food such as potatoes, pasta and \_\_\_\_\_
3. rice and we should eat five portions of a fresh fruit and \_\_\_\_\_
4. \_\_\_\_\_ vegetables every day. Unfortunately, it will to take a long time \_\_\_\_\_
5. for the British diet to approach this ideal. People know what \_\_\_\_\_
6. they should eat, but they are not quite so good at when it comes \_\_\_\_\_
7. to going to the supermarket to buy food. In fact people usually \_\_\_\_\_
8. prefer to eating what they want rather than eating what they are \_\_\_\_\_
9. told. Perhaps this is why did the proportion of people \_\_\_\_\_
10. considered "obese" or fat doubled between 1980 and 1991. \_\_\_\_\_

(10 points)

VII. Make conditional sentences with the most likely form of the verbs in brackets.

1. What \_\_\_\_\_ (you/buy) if you \_\_\_\_\_ (win) the lottery?
2. I \_\_\_\_\_ (be) home by six thirty unless my plane \_\_\_\_\_ (be) late.
3. No matter how hard you \_\_\_\_\_ (try), you \_\_\_\_\_ (not convince) me you're right.
4. If you \_\_\_\_\_ (divide) two thousand five hundred and ninety six by fifty-four, you \_\_\_\_\_ (get) forty-eight point oh seven.
5. I \_\_\_\_\_ (lend) you my new shirt to wear to the party, so long as you \_\_\_\_\_ (promise) to give it back.
6. If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (tell) him.

(12 points)

Total: 65 points

Scored:

**Key to the Use of English section:**

**Exercise I:**

- 1. Unfriendly**
- 2. Sunny**
- 3. Helpful**
- 4. Disappointment**
- 5. Likely**
- 6. Wonderful**
- 7. Invention**
- 8. Performance**

**Exercise II:**

- 1. Variety**
- 2. Journalism**
- 3. Optional**
- 4. Entertainment**
- 5. Unavailable**
- 6. Enthusiastic**
- 7. Advertising**
- 8. Creativity**
- 9. Production**
- 10. Unfortunately**
- 11. Unemployment**

**Exercise III:**

- 1. Dangerous**
- 2. Surprising**
- 3. Unpleasant**
- 4. Unfair**
- 5. Abusive**
- 6. Seriously**
- 7. Variety**

**Exercise IV:**

- 1. A few**
- 2. A**
- 3. Many**
- 4. Much**
- 5. A pair of**
- 6. A**
- 7. Many**

**Exercise V:**

- 1. C**
- 2. B**
- 3. D**
- 4. C**
- 5. A**
- 6. B**
- 7. D**

8. B
9. D
10. A

**Exercise VI.**

1. Of
2. To
3. A
4. To
5. √
6. At
7. √
8. To
9. Did
10. √

**Exercise VII.**

1. Would you buy/ won
2. Will be/ is
3. Try/ will not (won't) convince
4. Divide/ get
5. Will lend/promise
6. Were/would tell