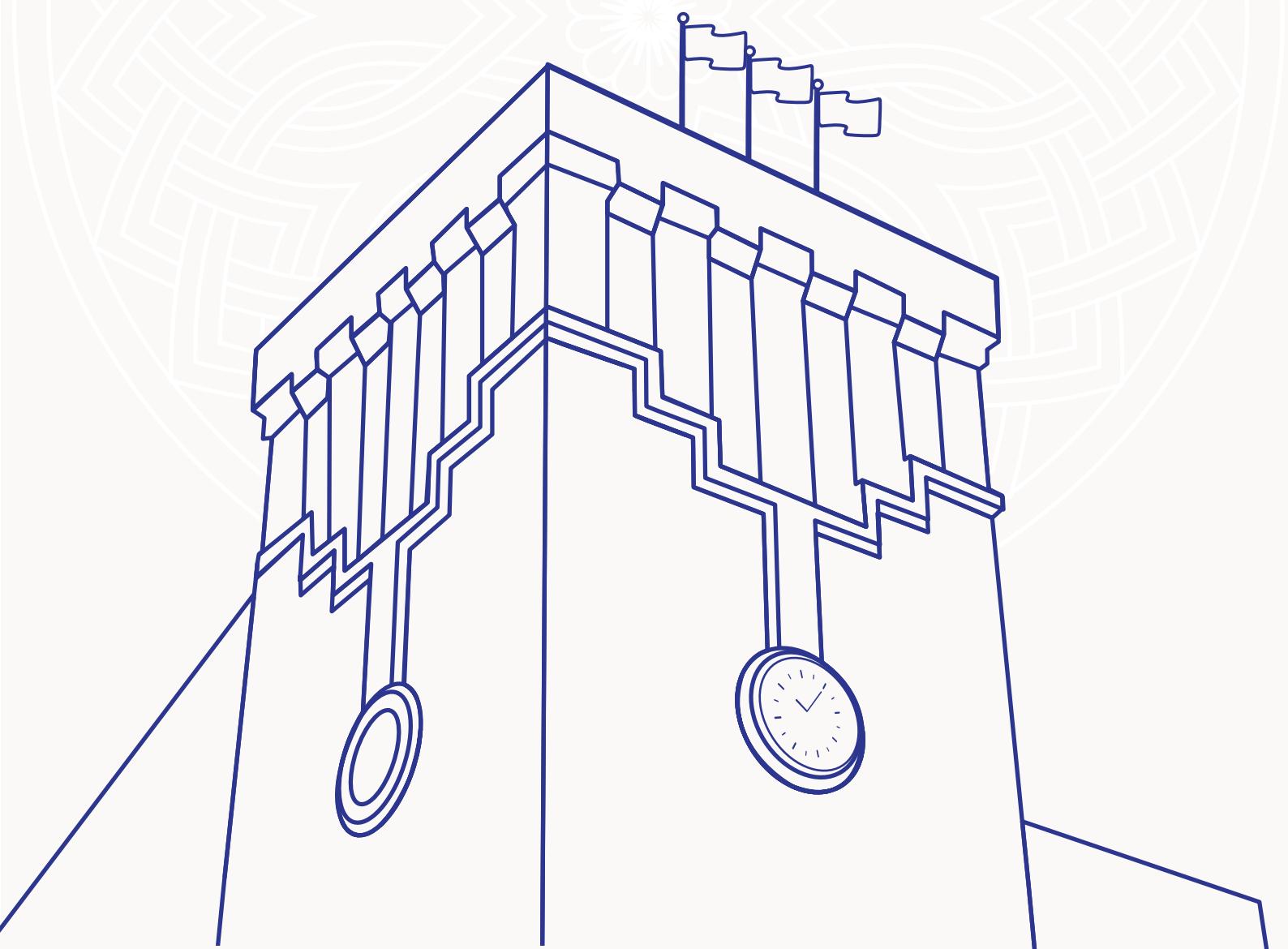


"Shirakatsy Lyceum" International Scientific- Educational Complex





**"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL COMPLEX
THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ADMISSION 2nd ROUND
ENGLISH EXAMINATION TEST**

June 23, 2025

APPLICANT _____

ADDRESS _____

SCHOOL _____

DATE _____

PAPER CODE: _____



GENERAL INSTRUCTIONS

1. Duration: 90 minutes
2. Total number of points: 60
3. Please keep the academic integrity rules
4. Please read the questions carefully and follow the instructions given

RESULT (%) _____

EXAMINER _____

SIGNATURE _____

COMMENTS



PAPER CODE:

1. Task 1 Reading Comprehension (20 points)

2 Read the text and choose the right answer. (7 points)

Read the following passage and answer the questions that follow.

SEA CHANGES

The sea has been the most important thing in Ellen MacArthur's life since she spent a summer on her Aunt Thea's boat on the English coast when she was eight years old. Her bedtime reading at that age was a biography of a famous yachtsman who had sailed round the world three times and her dream was to do the same thing. Her parents, who are both teachers, understood that cross-country running and hockey were not going to provide enough adventure for their daughter, and that they could do nothing to alter her decision. Ellen had already started to save up her pocket money to buy a boat.

But as Ellen knew, it is easy to dream of doing a round-the-world voyage, but finding the money and learning how to go about it is more difficult. At the age of eighteen she was only 163 cm tall and weighed a little over 50 kilos, but she made her first solo trip around the coast of Great Britain. For her this was a test to see if she could cope with the hardships of a lone voyage. In 1994 she started talking about entering the Vendee Globe, the famous French single-handed, non-stop, round-the-world race. By 1996, she knew she had to do it.

Then the real struggle began. Ellen lived in a caravan to save money for the race and even slept under her boat for a few nights during a Northern English winter while she got it ready for the heavy seas. She wrote two thousand letters asking for sponsorship from companies and got two replies. One of these was from the Kingfisher brewery, and **an alliance was born**. She named her boat after them, and they are still her sponsors today. 'My strongest quality is that I just don't give up.' she says.

By the time the boats lined up for the start of the 2000 Vendee Globe race, Ellen MacArthur had sailed 120,000 kilometres in eight months in her beloved Kingfisher, more than anyone else in the race had sailed in the previous two years. By now she was also a very experienced racer and was considered to be one of the favourites. Nevertheless, the sight of this tiny figure at the helm of the enormous ocean racing yacht made almost everyone in France feel protective towards her. For the next three months, the news bulletins on French television contained not only race reports but also medical updates on Ellen.

Ellen believes that everyone who finishes the Vendee Globe is a winner, but she still must have been disappointed to come second. She had overtaken Michel Desjoyeaux, who eventually won, days before the finish but ultimately he snatched back the lead. In the spirit of the race, Ellen went back to the finish line to greet most of the other sailors on their return, including the 60-year-old Frenchman who finished last after nearly five months at sea. 'For me, it's part of the tradition of the event,' says Ellen. 'You're there at the start, you should be there at the finish.'

1. How did Ellen MacArthur's parents feel about her ambition?

- a) They wanted her to take up other sports.
- b) They thought it would cost too much money.
- c) They thought it was inevitable.
- d) They thought it would cost too much money



2. What made Ellen decide to enter the Vendee Globe race?

- a) She had proved to herself she could do it.
- b) She wanted to learn more about sailing.
- c) She was tired of sailing around Britain.
- d) She wanted to become famous.

3. Once Ellen had decided to enter the Vendee Globe race, the most difficult thing for her was

- a) finding somewhere to live
- b) adapting to the cold weather
- c) getting financial support
- d) feeling she wanted to give up

4. Why did the French public like Ellen?

- a) She had already won a lot of races..
- b) She looked small and vulnerable.
- c) She overcame medical problems.
- d) She appeared on French television a lot.

5. How does Ellen feel about yacht racing?

- a) She finds losing disappointing.
- b) She thinks winning is the most important thing.
- c) She thinks competing is the real achievement.
- c) She thinks some of the traditions are pointless.

6. What does the phrase “an alliance was born” in the 3rd paragraph refer to?

- a) Ellen becoming friends with other sailors
- b) Ellen joining the race committee
- c) Ellen being sponsored by Kingfisher
- d) Ellen starting her own sailing team

7. What does Ellen’s behavior at the end of the race show?

- a) She was disappointed and left immediately
- b) She celebrated only her own result
- c) She respected the event’s tradition and spirit
- d) She tried to compete in the race again immediately



1.2 You are going to read a text about a woman who spent a day with her mobile phone switched off as part of an experiment. Seven sentences have been removed from the text. Choose from sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use. (7 points)

Text 2

A VERY DIFFICULT 24 HOURS

Journalist Sandra Mills took part in an experiment to see if she could get through twenty-four hours without her mobile phone. Here's what happened:

Day 1 Hour 1. My mobile is lying on the bedside table. It's still switched on. The screensaver of my baby son seems to be staring at me in **reproach**. I'm supposed to have switched it off by now. I will. Just give me a minute.

At 8:30 the phone rings. I don't answer because I'm convinced that it's someone ringing to check up on me. (1) _____ I give my office and home numbers as alternatives. It's not exactly cheating, but I suppose it is **bending the rules** slightly. Then I switch it off.

Leaving the phone at home is the first **hurdle**. What if the train crashes and I need to call my loved one to say a last goodbye? What if like the man who got lost in the mountains, I fall down a **ravine** and the only way out is an SOS message? "You're being ridiculous!" I tell myself (2) _____ I take his advice leave the phone on the table by the front door and step into the world without it

When I get to work, the phone on my desk rings. A friend is worried about me and wants to know if everything is alright. (3) _____ She thinks this sounds terrible. Her mobile isn't working properly, but she is so addicted she can't even get it fixed. Every time she takes it to be repaired, the people in the shop say it's going to take three hours. She **can't bear** to be without it for that long. I understand how she feels.

At about 11:30 a very strange thing happens. I hear my phone ring. It's definitely mine because I am the only one in the office with a salsa ring tone. I check my bag. (4) _____ I left it at home. Remember? I hear it ring again and then I realise that it's just my imagination. My phone is **haunting** me. It's like being in a horror movie.

At lunchtime, I meet up with some friends and they all sit down, but leave their phones on the table so that they can be sure not to miss a single call or message. It's as if they were physically tied to their phones. (5) _____ It's a bit like when you have given up smoking and you see other people lightening cigarettes. I still keep hearing my phone ringing, but I am getting used to being without it. It's making my feel quite adventurous. I decide to walk back to the office instead of catching the bus. For a whole ten minutes, no one can contact me.

By the end of the afternoon I have completely forgotten about my phone. I catch the train home and actually enjoy the journey. I spend Friday evening peacefully with my husband and children. (6) _____ I never thought I'd say it, but it's **bliss**.

The next day it takes me until lunch to remember to switch the thing back on. There are twelve voicemail messages and a few texts. There is nothing very important though. (7) _____ The others can wait for me to call them back, when it's convenient for me.

- A** Everyone who really needed to managed to get hold of me.
- B** My phone isn't there, of course.
- C** My husband agrees with me.
- D** There are no interruptions and no one demanding long conversations.



E Instead, I record a message explaining that I'm going to be without my phone for two days.

F My brother calls to remind me it's my mother's birthday next week.

G I explain that I'm taking part in an experiment to spend twenty-four hours with my mobile switched off.

H Without mine, I feel liberated and even a bit pleased with myself.

1.3 look at the words written in bold and phrases in the text and match them with definitions. There is one extra definition. (6 points)

a) reproach	_____	1. a difficulty or obstacle.
b) hurdle	_____	2. not being able to tolerate or stand something
c) ravine	_____	3. complete happiness
d) can't bear	_____	4. a criticism or expression of disappointment
e) haunt	_____	5. To appear in a place repeatedly, especially said about ghosts or spirits
f) bliss	_____	6. a deep, narrow valley with steep sides
		7. Not follow the rules strictly

Task 2. Listening 1

a) You will hear five people talking about photography and the media. Choose from the list A-F which opinion each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use. (5 points)

- A. Modern developments in photography may affect the privacy of ordinary people.**
- B. Photographs don't always reflect the truth.**
- C. Modern technology means ordinary people can compete with professional journalists.**
- D. Media attention is justifiable in certain situations.**
- E. Technology helps me to take more natural photographs.**
- F. I was upset when pictures were taken of me without my agreement.**

Speaker 1 _____

Speaker 2 _____

Speaker 3 _____

Speaker 4 _____

Speaker 5 _____

b) Match the highlighted phrases to their meanings below. You heard all these phrases in the recording. (7 points)



<p>1. the'd kill or be killed</p> <p>2. filming on location</p> <p>3. the whole face of news reporting</p> <p>4. a breaking news story</p> <p>5. the celebrity promotion machine</p> <p>6. they'll do the rounds of</p> <p>7. they've all been touched up</p>	<p>a) altered and made to look better</p> <p>b) organized publicity for famous people</p> <p>c) information that is just beginning to arrive</p> <p>d) go to several different places in succession</p> <p>e) out of the studio</p> <p>f) risk danger and cause danger to others</p> <p>g) the way something appears to people</p>
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Listening 2

You will hear people talking in eight different situations. For questions 1-8, choose the best answer, A, B or C. (8 points)



Task 3. Writing

Choose one of the statements given below and write a passage of 200 words.

The given task will be checked with a rubric below.

1. The most difficult challenge you have faced.
2. Should animals be used in scientific testing?
3. Can one person make a difference in the world?
4. What are the dangers of artificial intelligence?
5. “The only thing that you absolutely have to know is the location of the library.” – Albert Einstein



Assessment Rubric

	Criteria			
	1	2	3	4
Topic Sentence / Main Idea	Student communicates and expresses main idea with limited effectiveness. Topic sentence (Introduction) is unclear and very weak.	Student communicates and expresses main idea with some effectiveness. Topic sentence (Introduction) is somehow clear and effective.	Student communicates and expresses main idea with considerable effectiveness. Topic sentence (Introduction) is clear and effective.	Student communicates and expresses main idea with a high degree of effectiveness. Topic sentence (Introduction) is clear and effective.
Supporting Detail Sentences (3 Body Sentences)	Supporting details (with evidence, examples, and descriptions) are unclear, not relevant to the text, and not related to the main idea. Student demonstrated limited understanding.	Supporting details (ex. evidence, examples, descriptions) are somehow clear, sometimes relevant to text, and sometimes related to the main idea. Student demonstrated some understanding.	Supporting details (ex. evidence, examples, descriptions) are effective, mostly relevant to text, complex, and are related to the main idea. Student demonstrated considerable understanding.	Supporting details (ex. evidence, examples, descriptions) are consistently specific, relevant to text, complex, often insightful, and closely related to the main idea. Student demonstrated thorough understanding.
Conclusion / Closing Sentence	Closing sentence is very weak, unclear and incorrectly placed, and is not restated in the topic sentence and the main idea and is unsuccessful in resolving / summarizing text. Student demonstrated limited understanding.	Closing sentence is unclear and incorrectly placed, and is somehow restated in the topic sentence and the main idea, and is somehow successful in resolving / summarizing text. Student demonstrated some understanding.	Closing sentence is strong, clearly restated in the topic sentence and the main idea, and is sometimes successful in resolving/summarizing text. Student demonstrated considerable understanding.	Closing sentence is very strong, very clearly restated in the topic sentence and the main idea, and is successful in resolving / summarizing text. Student demonstrated thorough understanding.
Transitions	Transitions are used to show the development from one idea to the next paragraphing with limited effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with some effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with considerable effectiveness.	Transitions are used to show the development from one idea to the next paragraphing with a high degree of effectiveness.
Use of conventions	Uses conventions, vocabulary, and	Uses conventions, vocabulary, and	Uses conventions, vocabulary, and	Uses conventions, vocabulary, and



: (grammar, spelling, punctuation, and terminology)	terminology of the discipline with limited effectiveness [major spelling/grammar errors (4 and more errors)]	terminology of the discipline with some effectiveness [some spelling/grammar errors (3 errors)]	terminology of the discipline with considerable effectiveness [few spelling/grammar errors (2 errors)]	terminology of the discipline with a high degree of effectiveness (no spelling/grammar errors)
Comment(s):				



DRAFT (it will not be assessed)



DRAFT (it will not be assessed)