
Delta mock examination – Paper 1 | Key

Task One

Provide the term for each definition.

Provide only **one** answer per question.

- a. A syllabus based on concepts such as , weight, shape, size, time, quantity rather than on grammatical or functional categories
- b. A grammatical category which concerns how events are viewed such as in progress, continual, discontinued, habitual etc.
- c. Marking or scoring a test by comparing and ranking test takers with each other rather than an external standard
- d. A term describing two words which are identically spelled but differently pronounced
- e. A word with an overarching meaning which includes other words within it such as ‘vessel’ which includes boat, ship, ferry, liner etc.
- f. The bony ridge above and behind the teeth where the tongue is positioned to pronounce, e.g., /d/ in ‘ditch’.

Key:

- a. Notional syllabus
- b. Aspect
- c. Norm referencing
- d. Homograph(s)
- e. Superordinate or hypernym
- f. Alveolar ridge

Marking: 6 marks are available so award yourself 1 mark for each one you got right.

Task Two

Provide a definition and an appropriate brief example or illustration for these terms.

- a. A binomial
- b. A subordinating conjunction
- c. A primary auxiliary verb
- d. Situational Language Teaching

Key:

- a. a sequence of two or more words or phrases belonging to the same grammatical category, having some semantic relationship and joined by some syntactic device such as *and* or *or* (*Wikipedia*)
For example, spic and span
- b. a conjunction forming part of a dependent clause and joining it to the main clause
For example, although in Although it was raining, we went for a walk
- c. an auxiliary verb which is not modal and functions to form tense or aspect of verbs
For example, be in I was watching television
- d. Language teaching and its syllabus based on the language learners require in social situations
For example, a course which includes topics such as at the doctor's, in the bank etc. with the related functional language

Marking: 12 marks are available so award yourself:

2 marks for each correct definition

1 mark for each example you have provided

Task 3

The extract for this task is a listening activity for pre-intermediate level (CEFR level A2/B1) learners. Identify a total of three key language features or subskills learners at this level would need to use in order to complete the activity successfully. Provide an example specific to this activity to support each choice.

Extract:

You are going to hear 4 travel announcements. In the boxes below, write the numbers of the announcement which go with the pictures and write a short note saying what you must do:

	
<p>Announcement number <input type="checkbox"/></p> <p>Please do not ...</p> <p>-----</p>	<p>Announcement number <input type="checkbox"/></p> <p>Please go ...</p> <p>-----</p>
	
<p>Announcement number <input type="checkbox"/></p> <p>Please do not ...</p> <p>-----</p>	<p>Announcement number <input type="checkbox"/></p> <p>Please ...</p> <p>-----</p>

Tapescript from the Teacher's Book:

Announcement 1:

Will the remaining passengers for flight BA3265 to San Francisco please go immediately to gate 22.

Announcement 2:

The next train does not stop here. For your safety, please stand or walk behind the yellow line.

Announcement 3:

We are now entering a white-water stretch of the river. For your own safety, please wear your lifejacket at all times until further notice.

Announcement 4:

This is a security announcement. Please do not leave baggage unattended at any time. Unattended bags may be removed without warning and may be destroyed.

Key:

Any three from:

1. Formation of imperatives, such as, *Don't stand near the edge, Wear your lifejacket*
2. Identification of key lexis, e.g., *baggage, passenger, gate, behind the line, river, lifejacket*
3. Recognition and understanding of the obligation modal *must*
4. Cultural knowledge of what the pictures represent (e.g., picture 1 is not immediately obvious)
5. The ability to ignore irrelevant information (*The next train does not stop here, This is a safety announcement, white water, until further notice* etc.)
6. Understanding the use of *will* to introduce a polite imperative (as in *will the remaining passengers ...*)
7. Understanding the concept of *travel announcement*

Marking: 12 marks are available so award yourself:

2 marks for each feature you identified

2 marks for each correct example you provided

Task four

The text for this task is reproduced below. It was written by a learner in a pre-intermediate class (CEFR A2) in response to the following task:

During your holiday in England, someone stole your wallet at the airport. An English couple helped you tell the police and gave you some money to take a taxi to the bank to get money and replace your bank cards. They were very kind and helpful.

Write an email to them to say thank you.

You should write no more than 100 words.

Dear Mr and Mrs Brown,

I write a short letter to say big thank you for you help at the airport last week.

I was in trouble, sure, and you helped me a lot with the police. I frighten the police in my country but they was nice and helped me.

Thank you for the money for taxi. I have sent it to your bank like I say and add something for you also.

The bank was OK and I got my money back and cards etc.

Have a nice day and thank you again.

Yours sincerely,

Peter Braun

Identify four key strengths and / or weaknesses of the text. Provide an example of each.

Your answer should focus on some or all of the areas listed below:

- Task achievement / effect on the target reader
- Organisation and cohesion
- Accuracy of grammar
- Appropriateness
- Accuracy of spelling

Key:

You need to find four only from the following 18:

Strengths	Weaknesses
1 The learners has achieved the task within the word limit (99 words)	1 Tense use is variably accurate (<i>I write vs. I am writing, like I say vs. as I said, and add</i>) but clear.
2 The whole text is comprehensible and clearly ordered: reason for writing, main message, outcome, conventional sign-off. The effect on the target readers would be positive.	2 Spelling is variable (<i>trouble, something</i>) but often OK.
	3 Non-use of passive could cause communication failure (<i>I frighten the</i>)

3	Good use of present perfect (<i>I have sent it</i>)	<i>police</i>)
4	Generally good spelling – see weakness 3	4 Confusion between <i>as</i> and <i>like</i> (<i>as I say</i> should be <i>as I said / promised</i>)
5	Tense use is good – most of the past simple uses are accurate (<i>I got, the bank was, you helped me</i>)	5 Concord error: <i>police</i> is normally plural
6	Good use of colloquial language: <i>Have a nice day and thank you again</i>	6 Non-standard use of <i>sure</i> . The writer probably needs <i>I was really in trouble</i>
7	Appropriate informality is maintained (<i>the bank was OK, big thank you</i> etc.)	7 Missing articles: [<i>a</i>] <i>big thank you, money for [the] taxi</i>
8	Good use of quantifiers (<i>a lot, something (sic)</i>)	8 Small ordering problem: the confirmation that the money has been sent should come later.
9	Some reasonable conjunction use: <i>but, and, to say</i>	9 <i>for you help</i> could be misuse of <i>for</i> to mean <i>because you helped</i> or simply an error with the possessive adjective <i>your</i>

Marking: 20 marks are available so award yourself:

3 marks for each strength or weakness you identified

2 marks for each example you gave for the strength / weakness

Task Five

The text for this task is reproduced on below.

- a. The text is a page from Wikipedia. It is designed to provide the reader with objective information about the subject. Identify five features of the text that are characteristic of its genre.

Give one example of each feature you identify. Identify no more than one feature of layout.

Key: This is an information internet-based report and the following are typical of the genre. You need to find 5 of the following:

- 1 The tense structure begins in present simple when describing the game (*the single-player story follows* etc.), changes to past simple when describing its origins (*several team members conducted field research*) and finishes with present perfect (*It has shipped*) meaning that the game is still selling).
- 2 The verbal processes are mostly material or relational (rather than mental, for example) as one expects in an information report (*centred, played, control, constituted, features, is* etc.)
- 3 There are numerous adverbial (circumstances) regarding time to orientate the reader (*on 17 September 2013, the first main entry in the Grand Theft Auto series since 2008's, in its first day and ... in its first three days*)
- 4 There are also a number of place / location circumstances to set the information in context (*around California, within the fictional state of San Andreas, worldwide*)
- 5 There is frequent passive use because the author is objectively describing the use of the game, not who plays it (*was released, is played, is navigated, [is] considered* etc.)
- 6 There are numerous hyperlinks (see right table) for the reader to use for reference. The original, screen-based version will have contained many more). Embedded tabular information is typical of website layout
- 7 There is a good deal of complex nominalisation (*Grand Theft Auto Online, the online multiplayer mode* etc.) See also point 8.
- 8 Fronting of information for emphasis and stylistic reasons is common (*A widely anticipated game, Considered one of the most significant titles of the seventh generation of console gaming*)
- 9 Information is dense throughout in the interests of conciseness: (*which includes open countryside and the fictional city of Los Santos (based on Los Angeles), its multiple protagonist design, open world, presentation and gameplay*). Those are also examples of a complex nominalised noun phrase objects.
- 10 To maintain an air of objectivity befitting the genre only one modal verb is used (for possibility in *players may*). There are no instances of obligation or opinion modality.

b. Look at the following extracts from the text.

Comment on the **form** and **meaning/use** of the words **highlighted** as they are used in the text.

◆ **Grand Theft Auto V is an open world, action-adventure video game**

Key: This opening sets the topic clearly for the reader and is in the present tense (the game is current). It contains densely-packed information in the form of 3 adjectives, the first two of which are compounds.

◆ **Set within the fictional state of San Andreas (based on Southern California)**

Key: This is a fronted predicate (followed by the subject) and the verb has been elided. The normal word order would be *The game is set ...*. Fronting is used here to orientate the reader and save space.

◆ **Development began soon after the release of Grand Theft Auto IV and was shared between many of Rockstar's studios worldwide.**

Key: In the interests of conciseness, the object of the verb has been elided because it is known to the reader by now. Again, information is dense and a time adverbial (*soon after ...*) is inserted. The passive use at the end obviates the need to repeat the subject of the verb (*development*).

◆ **Creating the open world**

Key: This is a nominalised gerund phrase acting as the subject of the verb *constituted*. It is concise, avoiding the need for, e.g., *The creation of the open world ...*

c. Comment on the use of tense forms in the text.

Key:

- 1 The first two paragraphs are concerned with describing the features of the game and are almost exclusively in the present simple, frequently in the passive. The passive form is used because the focus is on the object of most of the verbs rather than the agent. Modality and other tenses are not present. This is in accord with the nature of the information presented.
- 2 The development and history of the game is described in the past simple, again frequently in the passive voice (see 1).
- 3 Finally, looking to the future, a present perfect form is used because the game is still on the market and it is anticipated that more than 54 million copies will be distributed.
- 4 There are no instances of progressive aspects (and only one perfect aspect) in the text because the verbs are used relationally (as copulas saying how things are connected) or materially to say what occurs, not what is occurring at a future time or at the moment of speaking. In fact, the only examples of *-ing* forms are all used participially or as gerunds to save space (for example, avoiding the relative by using *featuring* instead of *which featured* etc.)

d. Look at the following **highlighted** lexemes in the text and comment on what difficulties learners may have in:

- Comprehension
- Pronunciation
- Form

Item 1: **heists**

Key:

Comprehension: This term is newspaperese (for robberies) in BrE but more common in general AmE. It is unlikely to be known by many learners but knowledge of the world and reading on in the text should make the meaning clear.

Pronunciation: /'haɪst/ in both varieties. The diphthong is troublesome for some learners.

Form: This is uncomplicated. It is a regular plural count noun.

Item 2: **driving**

Key:

Comprehension: This is a slightly unusual use of the adjective formed from the verb (meaning here something like *concerned with vehicles*) and it is used as an in adjective for the noun *gameplay*. As

an adjective, it may be more familiar in collocations such as *the driving force*). Learners may mistake the meaning as a verb (*controlling a vehicle*) and be confused, especially as the text is entitled Grand Theft Auto.

Pronunciation: /'draɪv.ɪŋ/. The diphthong is troublesome for some learners and the nasalised final consonant likewise.

Form: Participle adjectives used in this way will not be unfamiliar to learners at a high enough level to access this text.

Item 3: **drew influence**

Key:

Comprehension: This is an unusual verb-noun use and difficult to understand because the more usual collocates with the verb are things like *inspiration, ideas* etc. A more usual expression might be *were influenced by* and that would work as a rephrasing such as in *the development team were influenced by ... or drew inspiration from ...*

Pronunciation: The usual pronunciation of the first item is /dru:/ but in this case it is /dru: w'ɪn.flʊəns/. The individual words are straightforward but in connected speech there is an intrusive (or at least not normally pronounced) /w/ which is troublesome for some learners.

Form: Influence can be both mass and count with a small change in meaning: e.g., *the influence of The Renaissance* (mass noun) and *the influences on the designers* (count noun).

Item 4: **US \$800 million**

Key:

Comprehension: There are no comprehension difficulties here, providing the US \$ currency symbol is recognised. Large numbers are, however, sometimes difficult to understand in rapid speech.

Pronunciation: Of US=/ju 'es/. Stressing correctly (with three stressed syllables) is somewhat difficult (/ɛɪt 'hʌn.drəd 'mɪ.lɪən 'dɒ.ləz/. The entire expression is then /ɛɪt 'hʌn.drəd 'mɪ.lɪən ju 'es 'dɒ.ləz/ with **four** stressed syllables

Form: There is a small issue of whether to write this as \$800,000,000 or as in the text. The other minor issue is that many languages use a point rather than a comma to separate the thousands.

Item 5: **hostage**

Key:

Comprehension: Comprehension will be limited, especially as the noun is being used as a classifier. Often, classifiers betoken the subject of a verb (*a police interrogation is carried out by the police, a customs search is carried out by customs officers* etc. Here, however, the meaning is of *interrogation of a hostage*, not *by a hostage* and that may not be grasped.

Pronunciation: /'hɒ.stɪdʒ/. Two issues: a) There is a reduced vowel at the end and b) the first vowel is short (unlike in the word *host*). Many students will be tempted to mispronounce this as /həʊst ɛɪdʒ/.

Form:

- 1 The -age suffix is a slightly unusual one for forming nouns. Other examples include *anchorage, bondage, slippage, storage, coinage* etc. They are mostly formed from verbs or other nouns (*to anchor, to store, to slip, bond, coin* etc.). The morphological issue here is that the verb/noun *host* is not obviously connected with the meaning of this word.
- 2 Here, *hostage* is a noun being used as a classifier for the type of interrogation. Many students may be tempted to see it as an adjective. Noun classifiers are common in English and often blur into compound nouns, even becoming one word or hyphenated (*sports-car, schoolgirl* etc.). This is not the case here as the collocation is so unusual.

Marking: 50 marks are available so award yourself 1 mark for each correct point you made. This is, of course, a pretty subjective process so try to be hard but fair to yourself. If possible, get a colleague to mark it.

Grand Theft Auto V

Grand Theft Auto V is an open world, action-adventure video game developed by Rockstar North and published by Rockstar Games. It was released on 17 September 2013 for the PlayStation 3 and Xbox 360, on 18 November 2014 for the PlayStation 4 and Xbox One, and on 14 April 2015 for Microsoft Windows. The game is the first main entry in the Grand Theft Auto series since 2008's Grand Theft Auto IV. Set within the fictional state of San Andreas (based on Southern California), the single-player story follows three criminals and their efforts to commit heists while under pressure from a government agency. The open world design lets players freely roam San Andreas, which includes open countryside and the fictional city of Los Santos (based on Los Angeles).

The game is played from either a third-person or first-person view[c] and its world is navigated on foot or by vehicle. Players control the three lead protagonists throughout the single-player mode, switching between them both during and outside of missions. The story is centred on the heist sequences, and many of the missions involve shooting and driving gameplay. Players who commit crimes may incite a response from law enforcement agencies, measured by a "wanted" system that governs the aggression of their response. Grand Theft Auto Online, the online multiplayer mode, lets up to 30 players explore the open world and engage in cooperative or competitive game matches.

Development began soon after the release of Grand Theft Auto IV and was shared between many of Rockstar's studios worldwide. The development team drew influence from many of their previous projects such as Red Dead Redemption and Max Payne 3, and designed the game around three lead protagonists to innovate on the core structure of its predecessors. Creating the open world constituted much of the development work, and several team members conducted field research around California to capture footage for the design team. The game's soundtrack features an original score composed by a team of producers who collaborated over several years.

A widely anticipated game, Grand Theft Auto V broke industry sales records and became the fastest-selling entertainment product in history, earning US \$800 million in its first day and US \$1 billion in its first three days. It received widespread critical acclaim, with praise directed at its multiple protagonist design, open world, presentation and gameplay. The game caused controversies related to its depiction of women and a mission featuring torture during a hostage interrogation. Considered one of the most significant titles of the seventh generation of console gaming, the game won year-end accolades, including Game of the Year awards from several gaming publications. It has shipped over 54 million copies and is one of the best-selling video games of all time.

From Wikipedia, the free encyclopedia



Developer(s)	Rockstar North ^[a]
Publisher(s)	Rockstar Games
Distributor(s)	Take-Two Interactive
Producer(s)	Leslie Benzies Imran Sarwar
Designer(s)	Leslie Benzies Imran Sarwar
Programmer(s)	Adam Fowler
Artist(s)	Aaron Garbut
Writer(s)	Dan Houser Rupert Humphries Michael Unsworth