INTERNATIONAL SCHOOL OF KAZAN

ВСТУПИТЕЛЬНЫЙ ТЕСТ ДЛЯ ПОСТУПЛЕНИЯ В G4
G4 ENTRY TEST

Вступительный тест для поступления в G4 в МШК состоит из четырех основных частей, каждая из которых направлена на оценку различных аспектов владения английским языком: чтение, письмо, математика, разговорная часть.

ЧТЕНИЕ	В этой части теста проверяется способность кандидата понимать письменные тексты на английском языке. Задания включают в себя чтение отрывков текстов различной сложности и ответы на вопросы, касающиеся содержания прочитанного материала. **Оценка уровня чтения** Кандидат будет оцениваться по способности правильно читать и произносить слова (без ошибок). Также учитывается понимание основного смысла текста и способность вспомнить его. Важно уметь отвечать на рефлексивные вопросы.
ПИСЬМО	Здесь оценивается умение выражать свои мысли письменно на английском языке. Кандидату предлагается написать эссе или короткое сочинение на заданную тему (например, написать о своих друзьях или семье), демонстрируя грамотность, логичность изложения и владение лексикой. Письмо будет оцениваться по следующим **критериям:** ● Может представить связное письмо ● Демонстрирует базовое понимание заглавных букв ● Использует правильное время глагола (простое настоящее, прошедшее и будущее) ● Может использовать правильный порядок слов в предложениях ● Использует базовую пунктуацию (,/./?/!) ● Использует некоторые описательные слова (прилагательные/наречия).
МАТЕМАТИКА	**Тест по математике включает в себя следующие разделы:** 1. Число и разрядное значение (разрядное значение; четные и нечетные числа; умножение/деление/вычитание); 2. Дроби и десятичные дроби.

	3. Деньги и финансовая математика. 4. Закономерности и алгебра (числовые закономерности; решение задач). 5. Использование единиц измерения (длина и площади; объем и емкость; масса; время; температура; временные шкалы). 6. 2D/3D фигуры 7. Углы (углы) 8. Расположение и преобразование (симметрия, масштабы и карты) 9. Теория вероятности 10. Представление и интерпретация данных.
РАЗГОВОРНАЯ ЧАСТЬ	Кандидатам предлагаются темы для обсуждения, им нужно продемонстрировать способность вести беседу, отвечать на вопросы и высказывать свое мнение на английском языке. **Критерии оценивания навыков устной речи:** ● Понимает и следует инструкциям ● Отвечает полными предложениями и может рассуждать, почему или почему нет. ● Умеет поддерживать беседу, задавая вопросы (Подсказка учителя - «Теперь спроси меня о том, что мне нравится») * *Примеры вопросов:* «Какие 3 вещи тебе понравились на летних/зимних каникулах? Почему?», «Тебе нравится читать (если нет, смотреть мультфильмы или играть в игры)? Какая твоя любимая книга (мультфильм или игра)? О чем она?», «Куда бы ты хотел поехать на следующие каникулы? Почему?».

ВСТУПИТЕЛЬНЫЙ ТЕСТ ДЛЯ ПОСТУПЛЕНИЯ В G4
G4 ENTRY TEST

The entrance test for admission to G4 at the International School of Kazan consists of four main parts, each of which is aimed at assessing different aspects of language proficiency: reading, writing, maths, and speaking.

READING	This part of the test tests the candidate's ability to understand written texts in English. Tasks include reading passages of varying difficulty and answering questions about the content of the material read. **Reading level assessment** The candidate will be assessed on the ability to read and pronounce words correctly (without errors). Understanding the main meaning of the text and the ability to recall it are also taken into account. It is important to be able to answer reflective questions.
WRITING	This is where the ability to express one's thoughts in written English is demonstrated. The candidate will write an essay or short composition on a given topic (e.g. about friends or family), demonstrating literacy, logical presentation and vocabulary. The writing will be assessed on the following **criteria:** ● Can present a coherent writing ● Demonstrates a basic understanding of capital letters ● Uses the correct verb tense (Simple Present, Past and Future) ● Can use the correct word order in kinds of sentences ● Uses basic punctuation (,/./?/!) ● Uses some descriptive words (adjective/adverbs).
MATHS	The math test includes the following sections: - Number and Place value (Place value; Odd and even; Multiplication/division/subtraction); - Fractions and decimals. - Money and financial mathematics.

	- Patterns and algebra (number patterns; problem solving). - Using units of measurement (length and areas; volume and capacity; mass; time; temperature; timelines). - 2D/3D shapes - Geometric reasoning (Angles) - Location and transformation (Symmetry, scales and maps) - Chance - Data representation and interpretation.
LISTENING/ SPEAKING	Candidates are given topics for discussion and need to demonstrate their ability to hold a conversation, answer questions and express their opinions in English. **Listening/Speaking skills assessment criteria:** ● Understands and follows instructions ● Answers in complete sentences and can discuss why and why not. ● Can maintain a conversation by asking questions (Teacher prompt - "Now ask me about what I like"). * *Examples of questions:* "What 3 things did you like during the summer/winter holidays? Why?", "Do you like reading (if not, watching cartoons or playing games)? What is your favourite book (cartoon or game)? What is it about?", "Where would you like to go on your next holiday? Why?"

G4 Reading

Level O

In 1912, workers put the finishing touches on the Titanic. The Titanic was the biggest ship in the world. It stretched as long as three football fields. It was as tall as an eleven-story building. The completed ship weighed 46,000 tons. And it cost ten million dollars to build.

The owners of the Titanic declared the ocean liner “unsinkable”. They believed it would stay afloat, no matter what. For its maiden voyage, the ship was scheduled to sail from England to the United States. It would dock at the port of New York City.

Molly Brown bought a ticket for Titanic's very first trip. She had been visiting France when she got some upsetting news. Her young grandson back home in Colorado was sick. Molly wanted to return to America right away so she could be with him. In those days, there were no airplanes. The only way to get across the ocean was by boat. So she bought a ticket to sail home on the first ship she could. It just happened that the ship was the brand-new Titanic.

Four days after the ship set sail from England, Molly was in her room reading she was knocked to the floor. At first she was baffled. She didn’t know what had happened. But she soon found out. The ship had crashed into a giant iceberg.

Outside on the deck, Molly saw crowds of people climbing into lifeboats. She was told that everyone needed to get off the ship before it sank. The great Titanic wasn’t unsinkable after all. Instead of getting into a lifeboat, she started helping other passengers. Finally a man ordered Molly to climb into a lifeboat. He looked at her and said: : “You’re going, too!”

So there they were, afloat in the middle of the Atlantic Ocean. There were a total of 30 people in Molly’s lifeboat. They were frightened and in shock. Even the man rowing the boat was afraid the liftboat was going to sink. But Molly didn’t worry about sinking. She just wanted to get the boat to safety. She took over the oars and helped row the boat. She and the others rowed the lifeboat for six hours until a ship finally rescued them.

When Molly returned home, she was praised as a hero. People admired her for acting so courageously. Years later, people gave her the nickname, “The Unsinkable Molly Brown”.

Критерии оценивания

1. **Ошибки** - допускается не более 6-ти ошибок
2. **Осознанность и пересказ** - кандидат должен понимать и при необходимости пересказать текст
3. **Вопросы на понимание:**
    - When the ship crashed, Molly was knocked to the floor and <u>baffled.</u> What does <u>baffled</u> mean in this story?
      Puzzled; confused; surprised…

    - Why was Molly Brown on the Titanic?
      It was the first ship she could get a ticket for; she wanted to get to America because her grandson was sick…

    - Why did people consider the Titanic to be “unsinkable”?
      It was the biggest ship in the world; people spent millions of dollars building it; it was brand new…

    - What kind of person was Molly?
      Kind, caring, brave, courageous …

    - Why is “The Unsinkable Molly Brown” a good title for this story?
      Because Molly refused to give up; she fought hard to survive…

Level S
George Wasshington Carver: the plant doctor

When people think of `george Washington Carver, they often think of peanuts. That’s because he came up with nearly 300 uses for that crunchy little nut. But that’s not all he did. He was one of the world’s greatest <u>innovators</u> and scientists. During his life, he made a number of important discoveries and inventions. One of his greatest achievements was teaching farmers how to grow better crops.

George Washington Carver had a long and productive life, but he got off to a very rough start. He was born a slave on a farm in Missouri in 1864, both his parents were slaves, but his father died before he was born. His mother was kidnapped when Carver was young, and he never saw again.

George was raised by Moses and Susan Carver, the couple who owned the farm. As a boy, George had poor health and wasn’t very strong, so instead of doing hard labor in the fields, he performed other chores, like cooking and taking care of the garden. From his earliest days, George was inquisitive and loved nature, and his nickname around the farm was “The Plant Doctor”

Moses and Susan saw that George was very bright so when he was 12, they sent him to school. Back then, schools were segregated, which meant African-American kids and white kids couldn’t go to school together.

George loved learning and got excellent grades, but when he applied to college, he was turned down - simply because he was African American. A few years later he reapplied, and he became the first African-American student to attend Iowa State College of Agriculture.

In college he studied botany, focusing on plants and soil. Through his studies, he learned that crops are healthier when they’re rotated - that is, when fields aren’t planted with the same crop two seasons in a row. At the time, the South was full of cotton farmers who planted cotton and nothing but cotton. Carver told them they’d be more successful if they varied what they planted. For instance, they could grow cotton one season and peanuts or sweet potatoes the next. This method of rotating crops would add nutrients to the soil and make it healthier - and healthy soil produces better crops.

Carver’s ideas about crop rotation proved highly influential. Farmers were eager to care for their land and maximize their output. There was just one problem: they had to find something to do with them all. Carver came up with hundreds of uses for peanuts besides earring them. His ideas included making cosmetics, paints, dyes, and even gasoline. He’s often credited with inventing peanut butter, but this may not be true; some historians believe peanut butter goes back to the ancient Incas. But carver did help popularize the tasty peanut spread. He also developed more than 100 uses for the sweet potato.

Although Carver made many other discoveries throughout his life, his most important contribution was introducing American farmers to this system of crop rotation. It’s still practiced today by farmers who want to grow the best crops year after year.

Критерии оценивания

1. **Ошибки** - допускается не более 6-ми ошибок
2. **Осознанность и пересказ -** кандидат должен понимать и при необходимости пересказать текст
3. **Вопросы на понимание:**
    - The first paragraph refers to Carvers as an innovator. What does innovator mean in this passage?
      Someone who invents things or creates new uses for things…

    - What did Carver encourage farmers to rotate crops instead of planting the same crop year after year?
      To make the soil healthier; to produce better crops …

    - Why was Carver given the nickname of “Plant Doctor”
      He enjoyed taking care of plants.

- What is one word you could use to describe George Washington Carver? Give a specific example of this trait.
  Determined, creative, smart, helpful …

- What might have happened if Moses and Susan hadn’t sent George to school?
  He wouldn’t have gone to college. He may not have helped farmers. He might not have made so many inventions.

G4 Maths Assessment

1. Try to solve these sums in your head.

a 172 + 23 = ____________

b 445 + 341 = ____________

c 532 + 229 = ____________

d 178 + 615 = ____________

e 340 + 555 = ____________

f 147 + 281 = ____________

g 758 + 205 = ____________

h 873 + 224 = ____________

2. Solve using trading in the ones column.

a

	T	O
	3	4
+	2	8

b

	T	O
	7	6
+	7	9

c

	H	T	O
	5	3	5
+	2	4	7

3. Rewrite as vertical addition and solve.

a 6379 + 2115

	Th	H	T	O
+				

b 3426 + 4832

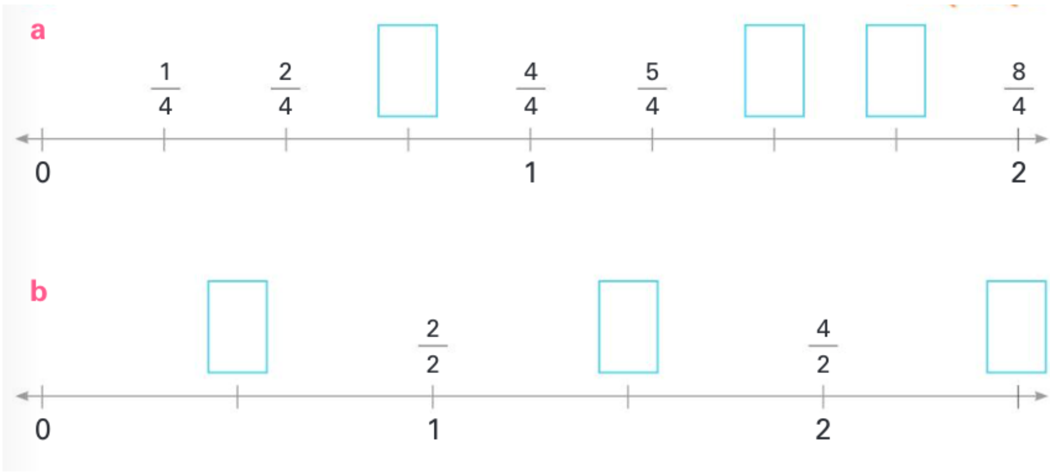
	Th	H	T	O
+				

4. Rewrite and solve.

a Melinda was sharing 336 jelly beans into 6 bags. How many went in each? ____________

b Melinda realised she forgot to make a bag for herself. How many in each bag if she makes up another one? ____________

5. Fill in the gaps

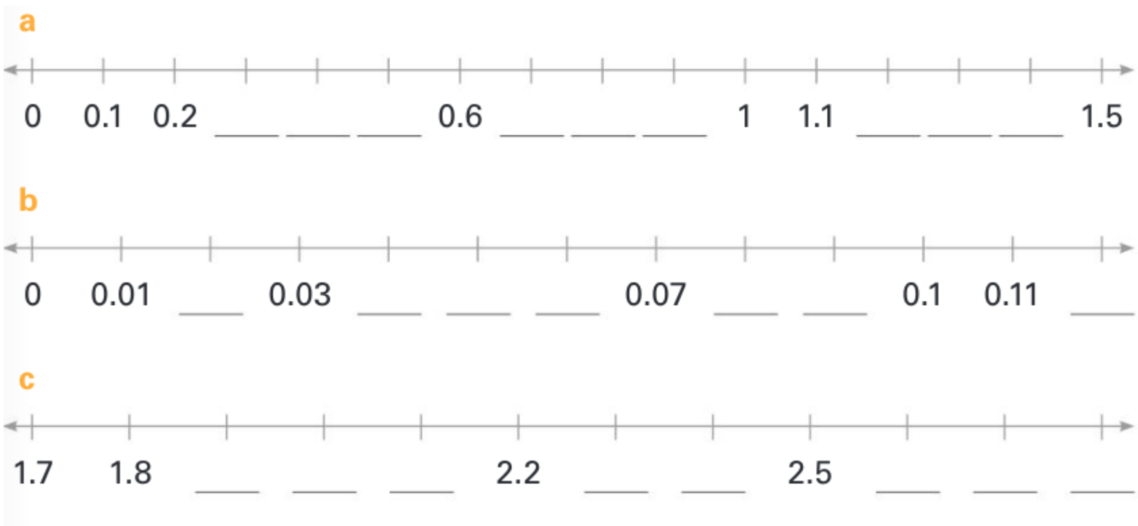


6. Write an equivalent hundredths fraction for:

a $\frac{4}{10}$ ________ **b** $\frac{1}{2}$ ________ **c** $\frac{3}{10}$ ________

d $\frac{9}{10}$ ________ **e** $\frac{10}{10}$ ________ **f** $\frac{1}{4}$ ________

7. Complete the number lines:



8. <u>How much change would you get from $5 for:</u>

A


$1.47

B

$3.52

C

$2.98

D

$2.01

E


$3.23

1

a How much change would you get from $5 for:

A? ________ B? ________ C? ________ D? ________ E? ________

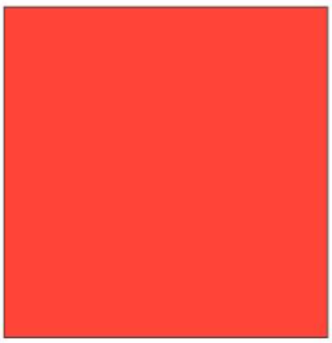
b How much change would you get from $10 for:

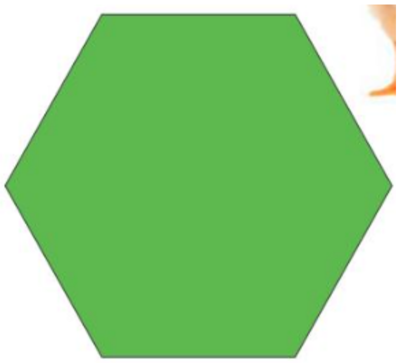
A? ________ B? ________ C? ________ D? ________ E? ________

9. <u>Convert the following measurements:</u>

3.5 cm = mm	1200 gr = kg	1.8 liters = ml
3.25 m = cm	3.4 kg = gr	1400 ml = liters

10. <u>Find the perimeter of each shape in cm.</u>

a

__________ cm

b

__________ cm

c

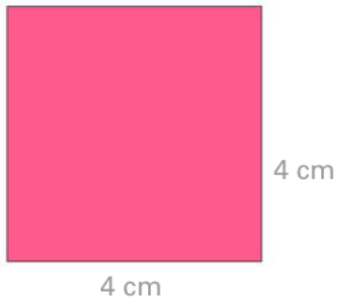
__________ cm

d

__________ cm

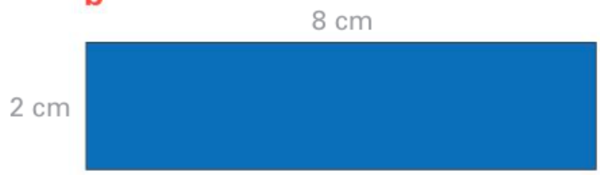
11.Find the area of each rectangle.

a



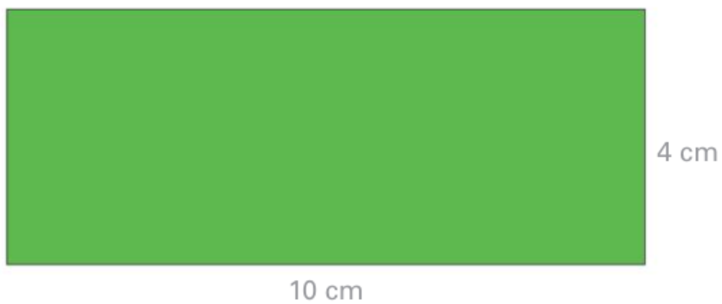
$4\text{ cm} \times 4\text{ cm} =$ ______ cm^2

b



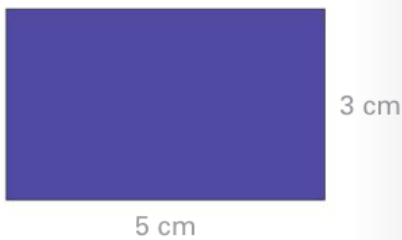
________ × ________ = ________

c



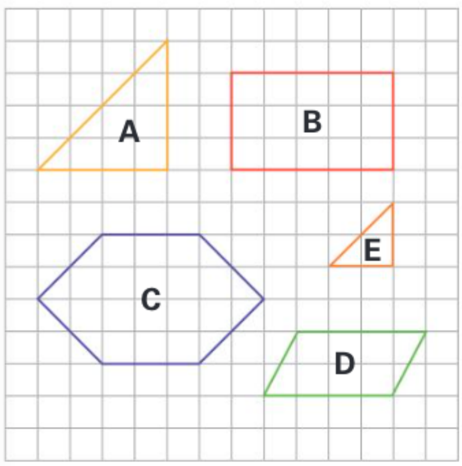
____

d



____

12.Complete the table.



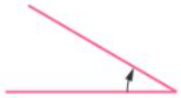
	Name	Angles	Area
A	Triangle		
B			15 cm^2
C			
D		4	
E			

b Which two shapes are similar?

____

13.<u>Circle the size of each angle and record its name.</u>

a

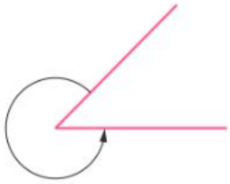


greater / smaller

than a right angle

____

b



greater / smaller

than a straight angle

____

c

greater / smaller

than a right angle

____

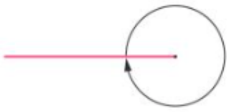
d

greater / smaller

than a right angle

____

e



greater / smaller

than a straight angle

____

f

greater / smaller

than a straight angle

____

14.<u>Put the following counters in a bag.</u>

- 13 green
- 8 blue
- 8 red
- 1 yellow

a Which colour are you most likely to draw out? _______________

b Which colour are you very unlikely to draw out? _______________

c Which 2 colours are you equally likely to draw out? _______________

15.<u>Order the likelihood terms on the scale from very unlikely to most likely</u>