

**O'ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI  
PEDAGOGIK MAHORAT VA XALQARO BAHOLASH ILMIY-AMALIY MARKAZI**

**2023-2024 O'QUV YILIDA IXTISOSLASHTIRILGAN  
MAKTABLARNING 11-SINF O'QUVCHILARI UCHUN**

# **INGLIZ TILI**

**FANIDAN YAKUNIY ATTESTATSIYASINI O'TKAZISH  
BO'YICHA METODIK TAVSIYA VA MATERIALLAR**



**2023-2024-O'QUV YILIDA IXTISOSLASHTIRILGAN  
MAKTABLARINING 11-SINF O'QUVCHILARI UCHUN YAKUNIY  
NAZORAT IMTIHONINI O'TKAZISH BO'YICHA INGLIZ TILI  
FANIDAN MATERIALLAR**

**Tuzuvchi:** Ganiyeva Shaxnoza Ziyavitdinovna

**Taqrizchi:** Sharahimova Go'zalxon Sobitxon qizi

Ixtisoslashtirilgan maktablarning XI sinflari uchun ingliz tilidan yakuniy nazorat imtihoni tinglab tushunish, o'qish, yozish, nutq ko'nikmasini aniqlash yuzasidan o'tkaziladi.

Yakuniy nazorat imtihonini o'tkazishdan maqsad o'quvchilarning chet tili ta'limi bo'yicha olgan bilim, ko'nikma va malakalarini aniqlashdan iborat. Imtihon savollari Reading, Listening, Writing va Speaking ko'nikmalarini baxolashga doir 10 xil variantda savollaridan tashkil topgan. Imtihon gibrid shaklda tashkil etiladi. Imtihonning birinchi qismida o'quvchi variant tanlaydi va tinglaydi, o'qish va yozuv topshiriqlarini bajaradi. Birinchi qism uchun umumiy 105 minut vaqt ajratiladi. Og'zaki Imtihon qismida o'z variantida tushgan savol yuzasidan 10 minut tayyorlanadi va 3 minut gapiradi. O'quvchi tomonidan bildirilgan fikrlar grammatik va fonetik jihatdan to'g'ri bayon etilishi, nutqining ravonligi, mavzudan chetlashmaganligi va bildirilgan fikrlarning mantiqan bir-biri bilan bog'liqligi hisobga olinadi. Fikrlar bayon etilayotganda, so'z birikmalarining noto'g'ri ifodalanishi, grammatik va fonetik qoidalarga rioya qilmaslik hollari bir gapning o'zida ikki va undan ortiq kuzatilsa, o'sha gap hisobga olinmaydi. O'quvchi bilet savollariga to'liq javob bera olmasa, o'qituvchi o'quvchiga mavzu yuzasidan uchinchi savolni berishi mumkin. Berilgan topshiriqlardan yakuniy davlat attestatsiyasi o'tkazilishi belgilangan kundan bir kun oldin, Ishchi guruh tomonidan qur'a tashlash yo'li bilan 2 ta variant tuzilib, e'lon qilinadi.

Imtihon	Topshiriqlar soni	1 topshiriq turi	2-topshiriq turi	Umumiy ball	Ajratilgan vaqt
Og'zaki	2	Shaxsiy ma'lumotlarni bera olish	kundalik mavzularda shaxsiy fikr bildirish	20	Har bir o'quvchiga 10 minut

Tinglab tushunish	1	5 ta bir tanlovli savollar (ABC) / bo'shliqni to'ldirish / moslashish / jumlani yakunlash / qisqa javob	x	25	15 minut
o'qib tushunish	2	5 ta bir tanlovli savol (ABCD bo'shliqni to'ldirish / to'g'ri noto'g'ri berilmagan / mos keladigan / jumlani yakunlash)	5 ta bir tanlovli savol (ABCD bo'shliqni to'ldirish / to'g'ri noto'g'ri berilmagan / moslashish / jumlani yakunlash)	30	30 minut
Yozish	1	Nomzod ma'lum bir mavzu bo'yicha elektron xat / qisqa hikoya / insho yozadi (kamida 100 so'z)	x	25	30 minut

## YOZMA TOPSHIRIQ BO'YICHA BAHOLASH MEZONI

**Yozma topshiriq quyidagi baholash mezonlari bo'yicha baholanadi:**

- 1) Vazifaga erishish / Tarkib – 10 ball
- 2) Muvofiqlik – 5 ball
- 3) Sintaksis – 5 ball
- 4) Lug'at - 5 ball

Content		Coherency	
Contextually correct	10	Smooth flow Very good transition	5
Almost error-free			
Genuine effort to write like a native speaker			

		Appropriate punctuation	
Comprehensible, generally correct Occasional error	8	Good use of transition, flow Each clause fits within context	4
Frequent errors that confuse reader and require guessing at meaning Obvious translation from English that is difficult to follow	6	Choppy Visibly translated Comprehensible	3
Errors interfere with comprehensibility	4	Many restatements of same information Uses language significantly below expected level	2
Most clauses contain errors Many phrases are incomprehensible Fails to communicate main ideas	2	Inappropriate phrases, isolated words Uses unrelated vocabulary	1
No response Does not fit topic	0	Incomprehensible No response	0
<b>Syntax</b>		<b>Vocabulary</b>	
No grammatical errors	5	Very good; wide range Uses appropriate and new words and expressions Interesting response	5
Few syntax errors Minor errors that do not impede communication	4	Good, appropriate vocabulary Generally good response	4
Frequent errors	3	Vocabulary is just adequate to respond No attempt to vary expressions Basic	3

Many errors (agreement, verb forms) Errors in basic structures Errors impede communication	2	Inadequate vocabulary or incorrect use of lexical items Communication difficult	2
Most structures incorrect Constant use of infinitive; no conjugation Reader understands only because of past experience	1	Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary	1
No attempt Indecipherable or illegible response	0	No attempt Totally irrelevant answer	0

## OG‘ZAKI TOPSHIRIQ BO‘YICHA BAHOLASH MEZONI

Og‘zaki topshiriq quyidagi baholash mezonlari bo‘yicha baholanadi:

- Talaffuz – 5 ball
- Ravonlik – 5 ball
- Sintaksis – 5 ball
- So‘z boyligi – 5 ball

Ushbu rubrikada to‘rtta 5 balllik shkala qo‘llaniladi (jami 20 ball).

Pronunciation		Fluency	
Phonetically correct Almost error-free Awareness of accent Genuine effort to sound like native speaker	5	Smooth flow Quick, continuous flow Natural pauses	5
Comprehensible, generally correct Occasional error	4	Occasional hesitation, searching for words Speaker can self-correct and respond to cues	4

Frequent errors that confuse listener and require guessing at meaning	3	Halting, hesitating Visibly translating before responding Can rephrase and respond	3
Many errors that interfere with comprehensibility	2	Frequent hesitations, searches for words Overly translates questions before response Repeats question word before response Eventually responds	2
Most utterances contain errors Many utterances are incomprehensible Little communication	1	Constant searching for vocabulary, verb tense Does not complete utterances	1
No attempt	0	No attempt May repeat cue	0
<b>Syntax</b>		<b>Vocabulary</b>	
No grammatical errors Speaker self-corrects without hesitation	5	Very good; wide range Uses appropriate and new words and expressions Interesting response	5
Few syntax errors Minor errors that do not impede communication	4	Good, appropriate vocabulary Generally good response	4
Frequent errors Self-corrects on some	3	Vocabulary is just adequate to respond No attempt to vary expressions Basic	3
Many errors (agreement, verb forms) Errors in basic structures Errors impede communication	2	Inadequate vocabulary or incorrect use of lexical items Communication difficult	2
Most structures incorrect Constant use of infinitive; no conjugation Listener understands only because of past experience	1	Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary	1

No attempt or repeats cue	0	No attempt Totally irrelevant answer	0
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### Examination Specification Level B2 (Grade 11)

The examination specification for level B2 provides teachers, Candidates, and other stakeholders with comprehensive information about the content of the examinations.

#### Examinations Overview

Final examination for Level B2 consists of four examinations:

Examination	No. of Tasks	Task 1 Type	Task 2 Type	Overall mark	Time Allowed
Speaking	2	Communicating personal information	expressing personal opinions on everyday topics describing	20	Up to 10 minutes per 1 Candidate
Listening	1	5 x multiple choice questions (ABC) / gap filling / matching / sentence completion/s hort answer	x	25	Approximately 15 minutes
Reading	2	5 x multiple choice (ABCD Gap Fill / True False Not Given / Matching / Sentence completion)	5 x multiple choice(ABCD Gap Fill / True False Not Given / Matching / Sentence completion)	30	30 minutes
Writing	1	Candidate writes essay on a given topic (minimum 250 words)	x	25	40 minutes

## B2 Language Specification

Functions	Grammar	Discourse markers	Topics
<ul style="list-style-type: none"> <li>● Critiquing and reviewing</li> <li>● Describing experiences</li> <li>● Describing feelings and emotions</li> <li>● Describing hopes and plans</li> <li>● Developing an argument</li> <li>● Encouraging and inviting another speaker to continue, come in</li> <li>● Expressing abstract ideas</li> <li>● Expressing agreement and disagreement</li> <li>● Expressing opinions</li> <li>● Expressing reaction, e.g. indifference</li> <li>● Interacting informally, reacting, expressing interest, sympathy, surprise etc.</li> <li>● Opinion, justification</li> <li>● Speculating</li> <li>● Taking the initiative in interaction</li> <li>● Synthesizing, evaluating, glossing info</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives and adverbs</li> <li>● Future continuous</li> <li>● Future perfect</li> <li>● Future perfect continuous</li> <li>● Mixed conditionals</li> <li>● Modals – can't have, needn't have</li> <li>● Modals of deduction and speculation</li> <li>● Narrative tenses</li> <li>● Passives</li> <li>● Past perfect</li> <li>● Past perfect continuous</li> <li>● Phrasal verbs</li> <li>● Relative clauses and extended relative clauses</li> <li>● Reported speech</li> <li>● Will and going to - for prediction</li> <li>● Wish</li> <li>● Would expressing habits, in the past</li> </ul>	<ul style="list-style-type: none"> <li>● Connecting words expressing cause and effect, contrast, etc</li> <li>● Discourse markers to structure formal speech</li> <li>● Linkers: although, in spite of, despite</li> <li>● Linkers: sequential – past time – subsequently</li> </ul>	<p>Relationship</p> <p>Leisure and recreation</p> <p>The news and media</p> <p>Travelling</p> <p>Environment</p> <p>Health</p> <p>Entertainment</p> <p>Technology and Science</p> <p>Business and Work</p> <p>Sport</p> <p>Festivals and traditions</p> <p>Education</p>



## Overview of the B2 Speaking Examination

The total guide time for the Speaking examination is 10 minutes, including an introduction read by the Interlocutor. There are 2 tasks in total.

The Speaking examination takes place with one Candidate and the Interlocutor present.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can interact with a degree of fluency and spontaneity on a number of familiar subjects
- Can take active part in a discussion, presenting and justifying their views
- Can present clear, detailed descriptions on a wide range of subjects
- Can explain a viewpoint
- Can give advantages and disadvantages of each option

**Candidates' performance is assessed across four categories:**

- Pronunciation – 5 points
- Fluency – 5 points
- Syntax – 5 points
- Vocabulary – 5 points

This rubric uses four 5-point scales (20 total points).

Pronunciation		Fluency	
Phonetically correct Almost error-free Awareness of accent  Genuine effort to sound like native speaker	5	Smooth flow  Quick, continuous flow  Natural pauses	5
Comprehensible, generally correct  Occasional error	4	Occasional hesitation, searching for words  Speaker can self-correct and respond to cues	4
Frequent errors that confuse listener and require guessing at meaning	3	Halting, hesitating  Visibly translating before responding Can rephrase and respond	3
Many errors that interfere with comprehensibility	2	Frequent hesitations, searches for words Overly translates questions before response  Repeats question word before response Eventually responds	2
Most utterances contain errors	1	Constant searching for vocabulary, verb tense Does not complete utterances	1

Many utterances are incomprehensible Little communication			
No attempt	0	No attempt May repeat cue	0
Syntax		Vocabulary	
No grammatical errors Speaker self-corrects without hesitation	5	Very good; wide range Uses appropriate and new words and expressions Interesting response	5
Few syntax errors Minor errors that do not impede communication	4	Good, appropriate vocabulary Generally good response	4
Frequent errors Self-corrects on some	3	Vocabulary is just adequate to respond No attempt to vary expressions Basic	3
Many errors (agreement, verb forms) Errors in basic structures Errors impede communication	2	Inadequate vocabulary or incorrect use of lexical items Communication difficult	2
Most structures incorrect Constant use of infinitive; no conjugation Listener understands only because of past experience	1	Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary	1
No attempt or repeats cue	0	No attempt Totally irrelevant answer	0

## Content of the B2 Speaking Examination

B2 Speaking Examination (total time: up to 10 minutes)		
Task	Summary	Timings
Task 1: Conversation	<p>The Candidates listen and talk to the Interlocutor and each to introduce themselves and exchange personal information.</p> <p>Example questions:</p> <ul style="list-style-type: none"> <li>• What is your favourite means of transport? Why?</li> <li>• How do you normally spend your free time?</li> <li>• What jobs do your parents and older relatives do?</li> </ul>	3 minutes
Task 2: Prepared topics	<p>The topics are published in advance to allow Candidates to prepare for this task.</p> <p>Each Candidate is expected to speak for up to 1.5 minutes.</p> <p>Example topics:</p> <ul style="list-style-type: none"> <li>• Imagine that you have a friend who is often bored. Suggest several activities that he or she might like to try and say why each one would be a good idea. Talk about an invention you know about.</li> <li>• How has the world of work changed in the last 50 years?</li> </ul>	5 minutes

### Overview of the B2 Listening Examination

The approximate time allowed for the Listening examination is 15 minutes. There is 1 task in total.

The Listening examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can understand standard spoken language on both familiar and unfamiliar topics
- Can follow the essentials of lectures, talks and reports
- Can understand animated conversation between native speakers
- Can understand the main ideas of propositionally and linguistically complex speech on both abstract and concrete topics
- Can follow complex lines of argument, provided the topic is reasonably familiar
- Can understand speech delivered in a standard dialect and at normal speed

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

## Content of the B2 Listening Examination

B2 Listening Examination (total time: approximately 15 minutes)		
Task	Summary	Marks Available
Task 1: Listen to a conversation	<p>The Candidates listen to a conversation between two speakers and answer 5 multiple choice ABC questions about the content of the conversation. The Candidates hear the recording twice.</p> <p>Several question types, such as multiple choice questions (MCQs), matching exercises, gap filling, sentence completion, and short answer exercises, are possible.</p>	25
Total Marks Available in the Listening Examination: 25		

## Overview of the B2 Reading Examination

The total time allowed for the Reading examination is 30 minutes. There are 2 tasks in total.

The Reading examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can read correspondence relating to his/her field of interest and readily grasp the essential meaning
- Can scan longer texts in order to find the required information, or gather information from different parts of the text
- Can gather information from different texts to fulfil a specific task
- Can read for information, ideas and opinions from highly specialised sources across their field
- Can understand specialised articles outside of their field
- Can understand lengthy, complex instructions

Candidates' performance in this examination is assessed based on the number of correct answers they chose in each task. All of the questions across the assessment tasks are equally weighted.

## Content of the B1 Reading Examination

<b>B2 Reading Examination (time allowed: 30 minutes)</b>		
<b>Task</b>	<b>Summary</b>	<b>Marks Available</b>
Task 1: Gap fill – a continuous text	<p>The Candidates read a continuous text which contains 5 gaps, and choose the most suitable word to complete the text from a choice of four options.</p> <p>Several question types, such as multiple choice questions (MCQs), matching exercises, gap filling, sentence completion, and short answer exercises, are possible.</p>	15
Task 2: Multiple choice - long text	<p>The Candidates read a continuous text, and answer 5 multiple choice ABCD questions based on the content of the text.</p> <p>Several question types, such as multiple choice questions (MCQs), matching exercises, gap filling, sentence completion, and short answer exercises, are possible.</p>	15
<b>Total Marks Available in the Reading Examination: 30</b>		

### Overview of the B2 Writing Examination

The total time allowed for the Writing examination is 40 minutes. There is 1 in total.

The Writing examination is completed under the supervision of an Invigilator, under controlled examination conditions. The Examination may be conducted with one or multiple Candidates at the same time.

Successful B2 Candidates will demonstrate the following competencies across the examination:

- Can write letters conveying degrees of emotion and highlighting the personal significance
- Can comment on the correspondent's news and views
- Can write clear, detailed descriptions of real or imaginary events
- Can mark the relationship between the ideas in clear, connected text
- Can write an essay that develops an argument systematically
- Can appropriately highlight relevant points
- Can include relevant supporting details
- Can evaluate different ideas or solutions

Candidates' performance is assessed across four categories:

- 1) Content/Task achievement – 10 points
- 2) Coherency – 5 points
- 3) Syntax – 5 points
- 4) Vocabulary – 5 points

Content		Coherency	
Contextually correct Almost error-free Genuine effort to write like a native speaker	10	Smooth flow Very good transition Appropriate punctuation	5
Comprehensible, generally correct Occasional error	8	Good use of transition, flow Each clause fits within context	4
Frequent errors that confuse reader and require guessing at meaning Obvious translation from English that is difficult to follow	6	Choppy Visibly translated Comprehensible	3
Errors interfere with comprehensibility	4	Many restatements of same information Uses language significantly below expected level	2
Most clauses contain errors Many phrases are incomprehensible Fails to communicate main ideas	2	Inappropriate phrases, isolated words Uses unrelated vocabulary	1
No response Does not fit topic	0	Incomprehensible No response	0
Syntax		Vocabulary	
No grammatical errors	5	Very good; wide range Uses appropriate and new words and expressions Interesting response	5

Few syntax errors Minor errors that do not impede communication	4	Good, appropriate vocabulary Generally good response	4
Frequent errors	3	Vocabulary is just adequate to respond No attempt to vary expressions Basic	3
Many errors (agreement, verb forms) Errors in basic structures Errors impede communication	2	Inadequate vocabulary or incorrect use of lexical items Communication difficult	2
Most structures incorrect Constant use of infinitive; no conjugation Reader understands only because of past experience	1	Incomplete sentences or fragments Vocabulary repeated Inappropriate vocabulary	1
No attempt Indecipherable or illegible response	0	No attempt Totally irrelevant answer	0

### Content of the B2 Writing Examination

B2 Writing Examination (time allowed: 40 minutes)	
Task	Summary
<b>Task 1:</b> essay	<p>Candidates are expected to produce an essay on a given topic. Guidance is provided.</p> <p>Candidates should spend approximately half of the total time allowed on this task. Word Count: Candidates are expected to write a minimum of 250 words in this task. Example:</p> <ul style="list-style-type: none"> <li>• <i>Some people work for the same organization all their working life. Others think that it is better to work for different organizations.</i></li> <li>• <i>Discuss both these views and give your own opinion.</i></li> </ul>

**MINISTRY OF PRESCHOOL AND SCHOOL EDUCATION OF THE  
REPUBLIC OF UZBEKISTAN**

**AGENCY of SPECIALIZED EDUCATIONAL INSTITUTIONS**

**FINAL EXAMINATION FOR THE STUDENTS OF THE 11TH GRADE OF  
SPECIALIZED EDUCATIONAL INSTITUTIONS FOR THE 2023-2024  
ACADEMIC YEAR**

**INSTRUCTIONS TO CANDIDATES**

FOLLOW THE INSTRUCTIONS OF THE INVIGILATORS!

AT THE END OF THE PAPER, THE INVIGILATOR WILL COLLECT THE  
QUESTION PAPER.

NO MATERIALS CAN BE REMOVED FROM THE EXAMINATION ROOM.

DO NOT OPEN THE QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!

**INFORMATION FOR CANDIDATES**

Total time allowed: 100 minutes.

This paper is divided into four sections.

**SECTION 1. Listening (15 minutes)**

Recording will be played **twice**.

5 questions.

Each question carries FIVE marks.

**SECTION 2. Reading (30 minutes)**

Part 1: 5 questions

Part 2: 5 questions

Each question carries THREE marks.

**SECTION 3. Writing (40 minutes)**

**SECTION 4. Speaking (10 minutes)**

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(Candidate's full name)

---

(class)

Please sign here:

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(Signature)



# Variant 1.

## SECTION 1. Listening (15 minutes)

### Work

Listen and fill in the numbers.

1. Office opens at \_\_\_\_\_ in the morning.
2. Normal working hours are \_\_\_\_\_ to \_\_\_\_\_.
3. Office closes at \_\_\_\_\_ in the evening.
4. Sometimes he might need to do \_\_\_\_\_ or \_\_\_\_\_ hours of overtime.
5. After his first two years, he will get a salary of £ \_\_\_\_\_.

### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

## SECTION 2. Reading (30 minutes)

### Part 1.

Read the text and answer to the questions.

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

**A** The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. Nowhere is this more so than in the Antarctic – a place where no humans live permanently, but which nevertheless is undergoing change due to human interference.

**B** Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. In particular, they

have been looking at penguins living on Ross Island – a huge island connected to the Antarctic mainland by a permanent sheet of ice, and formed from four large volcanoes, one of which is still active. On the western side of Ross Island is Cape Royds, home to a colony of Adélie penguins. In 2000, there were estimated to be about 4,000 Adélie nests, but a survey carried out in the last few months found that the number had fallen to 2,100.

**C** Scientists say there are two main reasons for the population decline in this part of Ross Island. Firstly, Adélies cannot lay their eggs directly onto ice or snow. However, the average winter air temperature of the area has risen in the past half century. This causes more snow to fall, which buries the rocks on which Adélie penguins would typically construct their nests. Secondly, after a female Adélie lays her egg, she walks to the sea in search of food, while the male remains behind to hatch the egg. As soon as the female reaches an area of open sea, she will dive into the water and start feeding. When the female returns with fish for the penguin chick to eat, the hungry male also hurries off to reach the sea. In previous centuries, the walk would have been relatively short, between 15 and 20 kilometres. But in 2000, a large iceberg blocked the mouth of McMurdo Sound, where many Adélie penguins went to find food. At the same time, the ice in the bay at Cape Royds failed to break up as it had done in the past. This meant the Adélies then had to walk much further over the ice – often up to 75 kilometres – before they could reach the ocean. The result was often that the parent waiting on the nest became too hungry to wait any longer, and the eggs were abandoned.

**D** Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

1. What geographical features have created the land of Ross Island?  
\_\_\_\_\_
2. How many Adélie penguin nests were counted at Cape Royds?  
\_\_\_\_\_
3. On what type of surface do Adélie penguins usually choose to build their nests? \_\_\_\_\_
4. What has, in the past, prevented penguins from reaching the open sea in the McMurdo Sound? \_\_\_\_\_

5. Approximately, what distance did Adélie penguins then have to travel to get to the sea? \_\_\_\_\_

## Part 2.

### Leisure and recreation

**Read the text and answer the questions.**

#### Sundays in the UK

Just a few years ago, Sunday was the day when people gathered together and maybe had a big family meal. The main outdoor activity was a trip out in the car if the weather was good. But things have changed a lot.

Because there isn't much time in the week, for many people Sunday has become the day when they do their shopping. Shops have been open on a Sunday for about twenty years, and a lot of people take advantage of the fact. Now, shopping may not seem to you to be a real hobby, but it is something that people in the UK spend a lot of time doing. This is especially true when they combine it with another popular activity – doing jobs in the home. Every Sunday, particularly in the summer, thousands of people go out to buy the things they need, before spending the rest of the day making their homes and gardens nicer.

Understandably, these activities don't hold a lot of appeal for young people. In the younger age range, the clear winner has always been television. Things have been changing here, however, and although TV is still very popular with young and old, using the internet has slowly replaced it as the number one Sunday activity in the UK. We have had to change the way we measure things, though, because 'using the internet' these days includes activities which we used to measure separately, like playing games, watching TV and listening to music.

Sports and traditional hobbies like collecting things and model-making still take up a lot of our time on Sundays. We also still like to have a trip out, and there are lots of choices – from watching a football match to visiting local places of interest. Just like it used to be, in fact ... until you look closely and realise that the kids on these outings all have a smartphone or other piece of electronic equipment in their hands.

**Read the text and mark if the sentences are true (T) or false (F).**

1. The shops in the UK have not always been open on Sundays. \_\_\_\_
2. Many families don't have time to go shopping on Sundays. \_\_\_\_
3. People often buy things to do jobs at home. \_\_\_\_
4. The internet has made us change how we measure free-time activities. \_\_\_\_
5. Nobody is interested in model-making these days. \_\_\_\_





## **SECTION 4. Speaking (10 minutes)**

### **Media**

#### **Part 1**

(Any three of these questions can be asked)

1. How often do you read the newspaper?
2. Which newspaper do you read?
3. Is reading newspaper a popular thing to do in your country?
4. How do you usually get your news?
5. What kind of news do you usually follow?
6. Do you think international news is important?

#### **Part 2**

Describe an advertisement that you think useful

You should say:

where you can see it

what it shows

why you think it's useful

how you feel about it

## Variant 2.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and write true (T) or false (F).

1. All workers have to be in the office at nine in the morning. \_\_\_\_\_
2. The security people open the office at 7.30. \_\_\_\_\_
3. Ned Benson is the department manager. \_\_\_\_\_
4. The man will sometimes have to do overtime. \_\_\_\_\_
5. His salary will stay the same for two years. \_\_\_\_\_

#### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

#### The news and media

Read the article and answer the questions.

These days, when a story appears in the newspapers, it might be read by a few thousand people. That number increases greatly if we take into account the news sites on the internet. But if the story has a video with it, then it will be seen by millions of people all over the world.

Unlike in the past, when newspapers and radio formed the basis of our news service, we increasingly use visual media to stay up to date with what's happening in the world. In many ways, this has changed the kind of news stories we follow. To put it simply, a television station that has a regular news programme would not

attract many viewers if all they did was put a newsreader on our screens reading the news. People expect to *see* things on television, so stories that have a video – preferably with some recorded action – are going to be more popular with the viewing public. This could be as simple as an interview with a person in the news, or film from a helicopter of some kind of accident or event. The key point is that more people will watch a video than will read a long, detailed article.

It is known that ‘live’ news events – the ‘breaking stories’ that we watch as they happen – attract the most viewers. People, it seems, want to watch the events as they develop, even if most of the time not much is happening on the screen. And one of the big changes in recent years has been that ordinary people with smartphones have started doing the job of our journalists and cameramen. Anyone who is there, on the spot, when an important event happens can make a video and send it to one of the news channels. Within minutes, it can be seen by millions of people around the world, either on the TV news or on the internet. If you look at the numbers of people who view these videos, it is clear that this is the kind of news reporting that most people want.

**Read the article and circle the correct answers.**

1. *More / Fewer* people will follow a news story if there is a video with it.
2. Not many people would watch a news programme if all they showed was a *newsreader / interviews*.
3. People would rather *see film from a helicopter / read a detailed article*.
4. More viewers watch *recorded / live* video.
5. Videos filmed on smartphones are often *made by journalists / sent to news channels*.

**Part 2.**

**Read the text and complete the sentences.**

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

**A** The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. Nowhere is this more so than in the Antarctic – a place where no humans live permanently, but which nevertheless is undergoing change due to human interference.

**B** Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. In particular, they have been looking at penguins living on Ross Island – a huge island connected to



the Antarctic mainland by a permanent sheet of ice, and formed from four large volcanoes, one of which is still active. On the western side of Ross Island is Cape Royds, home to a colony of Adélie penguins. In 2000, there were estimated to be about 4,000 Adélie nests, but a survey carried out in the last few months found that the number had fallen to 2,100.

**C** Scientists say there are two main reasons for the population decline in this part of Ross Island. Firstly, Adélies cannot lay their eggs directly onto ice or snow. However, the average winter air temperature of the area has risen in the past half century. This causes more snow to fall, which buries the rocks on which Adélie penguins would typically construct their nests. Secondly, after a female Adélie lays her egg, she walks to the sea in search of food, while the male remains behind to hatch the egg. As soon as the female reaches an area of open sea, she will dive into the water and start feeding. When the female returns with fish for the penguin chick to eat, the hungry male also hurries off to reach the sea. In previous centuries, the walk would have been relatively short, between 15 and 20 kilometres. But in 2000, a large iceberg blocked the mouth of McMurdo Sound, where many Adélie penguins went to find food. At the same time, the ice in the bay at Cape Royds failed to break up as it had done in the past. This meant the Adélies then had to walk much further over the ice – often up to 75 kilometres – before they could reach the ocean. The result was often that the parent waiting on the nest became too hungry to wait any longer, and the eggs were abandoned.

**D** Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

1. The Adélie penguin population has increased in the part of Ross Island known as \_\_\_\_\_.
2. Dr Kawaguchi believes that an increase in \_\_\_\_\_ is the main reason for declining numbers of krill.
3. The \_\_\_\_\_ species of penguins have more variety in their diet than other penguins.
4. British and American scientists have used special equipment to find out more about penguin \_\_\_\_\_.
5. It is now thought by the British-American team that penguins require \_\_\_\_\_ to help them avoid threats and to find food.





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## **SECTION 4. Speaking (10 minutes)**

### **Leisure**

#### **Part 1**

(Any three of these questions can be asked)

1. What is your favourite leisure activity?
2. What did you enjoy doing in your free time as a child?
3. Do you prefer to spend your free time with other people or alone?
4. What is a common leisure activity in your country?
5. Do you think leisure time is important?
6. Do you have any hobbies?
7. Is it harmful to spend too much time on a hobby?
8. What free-time activities would you like to try in the future?

#### **Part 2**

#### **Describe a period when you were very busy**

You should say:

when this time was

what you did at this time

how you arranged your time

how you felt after this busy time was over

## Variant 3.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and choose the correct answer (A, B or C).

1. What have they just finished discussing?  
A) the man's experience  
B) the woman's job  
C) the job description
2. Why does the woman mention staff with school-age children?  
A) Because they often need more holidays.  
B) Because they get paid more.  
C) Because they sometimes finish earlier.
3. What is the earliest time that staff can go to the office?  
A) 7.00  
B) 7.30  
C) 8.00
4. What should the man do if he doesn't want to work the normal hours of 9 to 5?  
A) speak to his manager  
B) work in the evenings  
C) change his job
5. How much overtime will the man have to do?  
A) none at all  
B) very little  
C) a lot

#### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

## SECTION 2. Reading (30 minutes)

### Part 1.

## Environment

### Read the blog and say which section(s) ...

- mention working without pay. **1** \_\_\_\_\_
- suggests readers might not find an activity interesting. **2** \_\_\_\_\_
- mention a future blog entry. **3** \_\_\_\_\_ **4** \_\_\_\_\_
- talk about endangered species. **5** \_\_\_\_\_

#### *A Monday 4<sup>th</sup> June*

I've just read a really sad article about butterflies. The largest butterflies in the world can be found in Papua New Guinea – but not for much longer. Experts say that they will have become completely extinct by the end of the decade if something isn't done soon to save them. They really are the most beautiful creatures and they're absolutely huge – 30cm across. The reason for their disappearance? Deforestation. The butterfly's natural habitat is the rainforest and, surprise, surprise, they're cutting down all the trees. When will we ever learn?

#### *B Saturday 9<sup>th</sup> June*

I went on my first ever birdwatching trip this week. Don't laugh! I know some people think sitting in a field watching birds is really boring but it's not if you know what you're looking for. I went with an expert who gave us loads of information and pointed out the different species as they flew past. It was strangely peaceful sitting there looking into a clear blue sky just watching nature. Brian Hayward, who led the trip, explained that bird numbers are dropping and in this area it's the pollution of the farmland that's threatening them most. It seems that farmers put so many chemicals on the food that they grow, that it poisons the birds. Imagine what it's doing to us.

#### *C Tuesday 12<sup>th</sup> June*

Just finished watching a documentary called *The biggest lie ever told*. You really must watch it. If you care at all about our environment (and I guess you do since you're reading my blog), then you should consider it essential viewing. I'll try to post details on here to let people know if it comes on TV. I know you can find bits of it online but it's worth watching the whole thing. It shows us the damage that global warming is causing and gives us a look at what kind of a world we will be living in 50 years from now. Scary stuff.

### **D** *Friday 15<sup>th</sup> June*

Just heard about a great idea to help your local community. This weekend is Anti-Litter Weekend and events are being organised all over the country to attack the problem of litter. Volunteers in most areas are going around picking up litter, installing bins, and generally making the environment a cleaner, safer place for all living things, including us. Check out [www.antilitter.org](http://www.antilitter.org) to find out what's happening in your area.

### **E** *Saturday 30<sup>th</sup> June*

Sorry it's been such a long time since I wrote. I got a last-minute place on an eco-holiday. That's the kind where you do voluntary work for the environment instead of lying on a beach all day. So I've just come back from ten days in Spain. I'm tired – absolutely exhausted, actually – but it was worth it. I can't wait to tell you all about it and there's a lot to tell. I'll be going through my notes for the next few days and I should have finished writing up my report by the middle of next week so keep coming back here to read all the details.

## **Part 2.**

**Read the text and complete the sentences with one or two words.**

The changing fortunes of Antarctic penguins

Robert Gates explains how climate change has started to affect the natural habitat of the Adélie penguin

A The effects of climate change are complex, with scientists constantly trying to understand how ecosystems are affected. Nowhere is this more so than in the Antarctic – a place where no humans live permanently, but which nevertheless is undergoing change due to human interference.

B Over the last five years, scientists have been examining the populations of different types of penguin that inhabit the Antarctic continent. In particular, they have been looking at penguins living on Ross Island – a huge island connected to the Antarctic mainland by a permanent sheet of ice, and formed from four large volcanoes, one of which is still active. On the western side of Ross Island is Cape Royds, home to a colony of Adélie penguins. In 2000, there were estimated to be about 4,000 Adélie nests, but a survey carried out in the last few months found that the number had fallen to 2,100.

C Scientists say there are two main reasons for the population decline in this part of Ross Island. Firstly, Adélies cannot lay their eggs directly onto ice or snow.

However, the average winter air temperature of the area has risen in the past half century. This causes more snow to fall, which buries the rocks on which Adélie penguins would typically construct their nests. Secondly, after a female Adélie lays her egg, she walks to the sea in search of food, while the male remains behind to hatch the egg. As soon as the female reaches an area of open sea, she will dive into the water and start feeding. When the female returns with fish for the penguin chick to eat, the hungry male also hurries off to reach the sea. In previous centuries, the walk would have been relatively short, between 15 and 20 kilometres. But in 2000, a large iceberg blocked the mouth of McMurdo Sound, where many Adélie penguins went to find food. At the same time, the ice in the bay at Cape Royds failed to break up as it had done in the past. This meant the Adélies then had to walk much further over the ice – often up to 75 kilometres – before they could reach the ocean. The result was often that the parent waiting on the nest became too hungry to wait any longer, and the eggs were abandoned.

D Elsewhere on Ross Island, in contrast to McMurdo Sound, the situation is more encouraging. At Cape Crozier, Adélie penguins are thriving. The colony is now thought to have an estimated 230,000 breeding pairs, an upturn of 20% over the last three decades. Penguins nesting on this part of Ross Island may actually be benefitting from human activity, scientists suspect. In 1996, a fishing company opened near the area, and started fishing for vast quantities of Chilean sea bass – otherwise known as the Patagonian toothfish. As both the Adélies and the sea bass eat silverfish, competition for this food source has now been dramatically reduced, and this may partly explain why penguin numbers have risen at Cape Crozier.

1. Both Adélie penguins and the Chilean sea bass feed on \_\_\_\_\_.
2. Not only penguins, but also \_\_\_\_\_ will be affected by smaller krill populations.
3. British and American scientists have used special equipment to find out more about penguin \_\_\_\_\_.
4. The British-American team know that it is in \_\_\_\_\_ that the penguins begin to walk in a northerly direction.
5. It is now thought by the British-American team that penguins require \_\_\_\_\_ to help them avoid threats and to find food.

### ANSWERS FOR THE READING

Part 1		Part 2	
1		1	







## **SECTION 4. Speaking (10 minutes)**

### **Travelling**

#### **Part 1**

(Any three of these questions can be asked)

1. Do you like travelling?
2. Who would you prefer to travel with?
3. When you visit new places, what do you like to do?
4. When is the best season to travel in your country?
5. Do you want to travel in outer space?
6. Do you think it's necessary to see another planets
7. When was the last time you went travelling?
8. Do you like to travel by air?

#### **Part 2**

**Describe a travel you were looking forward to but was delayed**

You should say:

Where you planned to travel to

Why you were looking forward to it

Why it was delayed

How you felt about the experience

## Variant 4.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and complete the sentences with one word.

1. The man's first question is about the \_\_\_\_\_ of work.
2. Some members of staff with children like to start and finish \_\_\_\_\_.
3. 7.30 is the time when they \_\_\_\_\_ the office.
4. Staff who work in the evenings can \_\_\_\_\_ the phones.
5. After talking to Ned Benson, the man can \_\_\_\_\_ the hours he works.

#### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

Read the text and answer to the questions

The history of chocolate

Why people first started eating chocolate and how it spread across the world

No one is certain which Mesoamerican\* culture first farmed cacao trees. However, archaeologists think the Olmec people of southern Mexico were one of the earliest to create a drink using cacao beans. While the Olmecs left behind no written records, researchers have dug up pots from this ancient civilisation that date back to 1500 BC. After the pots were taken to a laboratory and analysed, it was discovered that they contained theobromine, a chemical found in cacao beans. A

small team of archaeologists has also been looking at a site in the Mexican state of Chiapas. Here, they claim, is proof of another society making cacao drinks even earlier. Not everyone accepts their evidence, so it seems further investigation is necessary.

Each fruit of the cacao tree is full of white flesh, and inside this are about 60 brown seeds, or beans. Some researchers theorise that early Mesoamerican cultures boiled the flesh for stews, before discovering that the seeds could also be used. This seems highly likely, as the flesh is sweet, but the seeds are incredibly bitter. It's remarkable, in fact, that anyone would have thought to dry out the seeds and then roast them in the first place. Perhaps what happened is that someone was eating the fruit and spitting seeds into a fire. They might have then noticed that the burnt seeds were producing a rich smell, and decided to experiment, but we can never know for sure. More certain is the fact that the Olmecs turned the roasted beans into a thick paste to make their drink, and into this was added chilli and vanilla.

Unlike the Olmecs, the Mayan people left behind paintings showing their use of cacao beans. From these pictures, we know that cacao beans and chocolate drinks had a special status in Mayan society, and were often used in marriage ceremonies and other rituals. Later, when the Aztecs ruled much of Mesoamerica, they wanted cacao beans for themselves, and would trade with the Mayans to get them. Although other crops were important at the time, they were nowhere near as valuable as cacao beans. This was partly because cacao trees could not survive in the dry highlands of central Mexico, the centre of Aztec civilisation. Unusually for plants, cacao trees depended on tiny swarms of flies for pollination, and these insects lived only in a humid climate.

In Mayan society, we know that cacao beans were very valuable, perhaps so valuable that it may have been worth creating 'fake beans'. Archaeologists have discovered beans made of clay in many Mesoamerican sites, and suspect that they were used by Mayans when they had to pay a form of tax to the Aztecs. But it wasn't just their economic value that made them important in society. Like today, the Mayan people liked to prepare traditional dishes to share with friends and family. Extended families would have come together to collect cacao beans and slowly turn them into a rich drink, using the occasion to strengthen their social ties.

In the 16th century, the Spanish arrived in Mexico and noticed the way in which cacao was central to the local diet. We still have records of the letters they sent home to Spain. Expedition leader Hernán Cortés wrote to King Carlos I of Spain about a strange drink called xocoatl, which he mistakenly believed the Aztecs, including their ruler, Montezuma, used for medicinal purposes. One of Cortés's officers even claimed to have seen Montezuma drinking more than 50 cups of a chocolate drink per day, and thought he was doing this to improve his health. That number is no doubt inaccurate, but even if it were true, the officer missed the point.

The Aztecs simply saw cacao as part of their diet and did not attribute any special qualities to it. Nevertheless, the Spanish were soon exporting cacao beans back to Spain and creating chocolate drinks for themselves, adding sugar and honey to sweeten them. The demand for cacao soon spread across the rest of Europe.

Until 1828, it was only the wealthy that could afford these new chocolate drinks. It was in this year that Dutch chemist Coenraad Johannes van Houten invented the cocoa press, a machine that could squeeze the natural oils from roasted cacao beans. The beans were then crushed into powder, combined with alkaline salts, and sold as cheap blocks of cooking chocolate. Later, in 1847 the first edible chocolate was created by Fry and Sons in England. Unfortunately, its bitter taste was unpopular with consumers. In 1874, Swiss chocolate maker Daniel Peter finally realised that milk was perfect for improving the taste and texture of chocolate, and it has been a key ingredient ever since.

\* Mesoamerica A region stretching from Mexico to Costa Rica in which several advanced civilisations existed before the 1600s.

1. When the writer discusses the early use of cacao beans, he is surprised that
  - A) they were first eaten raw.
  - B) people preferred the flesh to the seeds.
  - C) people regarded them as something to throw away.
  - D) anyone had the idea that they could be eaten.
  
2. What problem did the Aztecs face in getting cacao beans?
  - A) The beans were destroyed by insect pests.
  - B) The Mayans asked increasingly high prices for the beans.
  - C) The local conditions were unsuitable for growing the cacao tree.
  - D) The Mayans were unwilling to trade with them for religious reasons.
  
3. Which of the following best summarises the writer's argument in the fourth paragraph?
  - A) The Aztecs mainly appreciated cacao beans for their economic benefit.
  - B) The sharing of food is not as important now as it used to be in earlier societies
  - C) Cacao beans had a value which went beyond how much they were worth.
  - D) The use of artificial cacao beans meant that real ones lost their value.
  
4. The writer refers to the drinking of chocolate by the Aztec ruler Montezuma to show how
  - A) the Spanish misunderstood why Aztecs drank chocolate.
  - B) the history of chocolate has not always been a peaceful one.
  - C) the Aztecs pretended their chocolate drink had powerful qualities.
  - D) people tend to make untrue claims about food and drink.
  
5. What is the writer doing in the final paragraph?

- A) Highlighting why modern chocolate is less healthy than its original form.
- B) Questioning whether modern chocolate is superior to older types.
- C) Outlining the steps that led to the kind of chocolate we have today.
- D) Explaining why rich people were prepared to pay more for chocolate.

## Part 2.

### Technology and Science

**Read the article and complete the sentences with a short phrase from the text.**

Computers in the home and office are a relatively new phenomenon. Before 1980, there might have been a computer in the manager's office, but other than that, computers were used for specialised jobs only. And it was not until the 1990s that having a PC at home started to become normal. It is, perhaps, a bit surprising then that we have already started talking about the death of the PC. Surely such a revolutionary invention can't be out of date already?

The main reason people are saying that the PC, or desktop computer, is on the way out is that it is being replaced by more portable devices. In the workplace, just ten years ago, every desk had its own PC, keyboard and monitor. These days you are more likely to see laptops which often come in and leave with the staff due to the fact that many workers tend to take their work home with them. And of course, if your company provides you with a free laptop, you can use it at home and you don't have to use your own home computer. It's also more common for young people to be bought a laptop than a desktop, and in many families today, each member will have their own laptop. So the desktop computer gathers dust and is eventually thrown away.

The demand these days is for smaller and more powerful devices, so more and more processing power is being put into tablets and smartphones. In fact, never mind the desktop, people have already started talking about the death of the laptop. Why carry around a huge, heavy bag when you can have the same functions on a device that fits in your pocket?

But smaller is not always better. In reality, the desktop will probably not die out anytime soon. Some people who do a lot of typing find a full-size keyboard is more comfortable to use. And for those people who need a big screen, or more than one screen, the traditional desk set-up is probably going to keep the traditional desktop PC alive for a while yet.

1. Before the 1990s, it wasn't normal to have a \_\_\_\_\_.
2. The writer questions how a \_\_\_\_\_ like the PC can be considered out of date so soon.
3. People say that PCs are \_\_\_\_\_ by smaller, more portable devices.

4. If your company \_\_\_\_\_ a free laptop, you can use it at home.
5. As well as the desktop, people are already talking about the \_\_\_\_\_.

**ANSWERS FOR THE READING**

Part 1		Part 2	
1		1	
2		2	
3		3	
4		4	
5		5	

**SECTION 3. Writing (40 minutes)**

*Newspapers are less important nowadays because we have up-to-date access to the news on the internet. To what extent do you agree or disagree?*

Give reasons for your answers and include any relevant examples from your own knowledge or experience. You should write at least 250 words.

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## **SECTION 4. Speaking (10 minutes)**

### **Relationship**

#### **Part 1**

(Any three of these questions can be asked)

1. Tell me about the members of your family.
2. Are you the youngest or the oldest in your family?
3. Do you have relations in other parts of the country/world?
4. Are families in your country usually large or small?
5. Do you have more friends from school or from your neighbourhood?
6. Is it important to have lots of friends or just one or two special friends?
7. Do you spend your spare time with your family or with your friends?

#### **Part 2**

**Describe a person who is good at welcoming people in his or her home.**

You should say:

Who this person is

How you know each other

Why you think this person is good at welcoming people

## Variant 5.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and write true (T) or false (F).

1. The security people open the office at 7.30. \_\_\_\_\_
2. Ned Benson is the department manager. \_\_\_\_\_
3. The man will sometimes have to do overtime. \_\_\_\_\_
4. His salary will stay the same for two years. \_\_\_\_\_
5. He will get a promotion after the first year. \_\_\_\_\_

#### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

#### Business and Work

Read the story and answer the questions.

When I walked into the office that cold winter's morning, I was quite worried about my new job. I suddenly remembered that I had had that feeling once before, on my first day at school. Naturally, I was no longer a schoolboy and I had got over my shyness with people, or so I thought. But that was exactly how I felt when I entered the room and everybody turned to look at me – like a small, shy boy who was lost in a world that was completely new to him. However, just as it had done all those years before, the feeling soon disappeared as people started smiling and welcoming me to the office.

After I had met the other workers and found my desk, it was time to meet the boss. I had, of course, met him once before in the interview. But my application for the job now seemed so long ago and I had completely forgotten what he looked like. After a few minutes had passed, he called me into his office. He was very pleasant as he explained that he wanted me to be happy there and I should ask him if I had any questions. For my first day, he gave me a pile of papers and told me to read them in preparation for a report that he wanted me to write. 'Take your time,' he said, 'We're interested in doing a good job, and there's a lot of information there'. I spent the rest of the day reading the notes and trying to understand them. Soon, of course, everything became much easier and at the end of the first week, I felt like I had been there my whole life.

And that was how I got started in my career as an accountant. By the time I left, I had been working there for nearly ten years. I can honestly say it was the best job I have ever had. In the end, I only left because I had been offered a much higher salary to move to another company. It was a mistake, though, because my next job was not as interesting or as challenging. In fact, I never found the same job

**Read the story and complete each sentence with one word from the text.**

1. His feeling of \_\_\_\_\_ disappeared when people made him welcome.
2. His previous meeting with the boss had been at his \_\_\_\_\_.
3. His first job was to write a \_\_\_\_\_.
4. In the first week, things became a lot \_\_\_\_\_ for him.
5. He had more job \_\_\_\_\_ in that first job than

**Part 2.**

**Read the text and find which paragraph contains the information**

Space tourism

**A** Space exploration is important. Apart from the fact that it inspires whole new generations of young scientists, it helps us understand our environment and has given us a perspective on the world in which we live. Mostly, space travel has been restricted to military or scientific exploration, but this is now changing. Now there is a growing space tourism industry, which enables people to pay money to achieve their dreams of leaving the Earth.

**B** Space tourism is not yet a realistic possibility for most people, although there have been commercial flights into space for a few lucky people over the past few

decades. In fact, the very first space tourist, Dennis Tito, travelled to the International Space Station as long ago as 2001. Since then, six other fee-paying astronauts have made the trip into space. The explanation for why it was possible for these visitors to have the privilege to leave the Earth, of course, is that they paid enormous sums of money. For his seven days and 22 hours in space, Dennis Tito is reported to have paid \$20 million.

**C** At present, there are several business ventures planning to launch commercial flights to the edge of space, and specially designed vehicles to enable this are being created. Although these do not plan to take tourists away from the Earth's atmosphere, they do offer the chance to travel on board a suborbital flight reaching altitudes of up to 160 kilometres and moving at over 1.4 kilometres per second. This would offer customers the experience of seeing a dark sky filled with stars, as well as a stunning view of the planet Earth below. Tickets would cost in the region of \$200,000 per trip, which would be a bargain compared to the fee Dennis Tito had to pay. However, the trips would be a lot shorter, offering only a few minutes of weightlessness before returning back to the ground, instead of seven days in outer space.

**D** So, it is possible that space tourism could one day become achievable and affordable for many people. However, although a journey into space (or the edge of it) would be a rewarding, once-in-a-lifetime experience for the lucky few, space travel could have widespread drawbacks for the rest of us. According to a study carried out by NASA, a large number of suborbital launches would inevitably release a significant amount of carbon dioxide into the higher levels of the Earth's atmosphere. This alone could cause large-scale disruption to the planet's climate, increasing temperatures globally and disrupting the ozone layer.

1. a reason why certain people could achieve something \_\_\_\_
2. a challenge to the idea that space tourism is worthwhile \_\_\_\_
3. a comparison between two different amounts of time \_\_\_\_
4. gives details of flights which reach the edge of space \_\_\_\_
5. mentions the main types of space travel that have existed until now \_\_\_\_

### ANSWERS FOR THE READING

Part 1		Part 2	
1		1	
2		2	





## **SECTION 4. Speaking (10 minutes)**

### **Entertainment**

#### **Part 1**

1. Do you prefer relaxing at home or going out in the evening? Why?
2. When you go out for an evening, what do you like to do?
3. Is there any kind of entertainment you do not like? [Why/Why not?]
4. Do you enjoy listening to music?
5. How often do you watch television?
6. Do you normally watch television alone or with other people?
7. What types of films are popular in your country?
8. How often do you go to the cinema?

#### **Part 2**

Describe an impressive movie you watched

You should say

what the movie is about

where and when you watched it

why it is impressive



## Variant 6.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and write true (T) or false (F).

1. The office hours are strictly from 9 to 5. \_\_\_\_\_
2. Some staff prefer to come in early and leave early due to family commitments. \_\_\_\_\_
3. The security people open the office at 7:30. \_\_\_\_\_
4. Staff can choose their working hours without consulting their department manager. \_\_\_\_\_
5. Overtime is frequently required in this job. \_\_\_\_\_

#### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

#### Education

Read the text and explain the following things. Use your own words.

If you talk to older people about their school days, many of them will tell you about corporal punishment. Corporal punishment simply means physical punishment – that is, the teacher hits the student, either with the hand or with an object. **Some people who experienced this** say that it was a good thing – it never did them any harm, they say, and **it taught them an important lesson**. Others, however, are not so enthusiastic. They claim that it is not acceptable for teachers to use violence as a form of punishment. **Whatever their beliefs**, it's true to say that most people who have been punished in this way remember it very clearly.

These days, corporal punishment has disappeared in Europe and in many parts of the USA, although there are some American states where it is still allowed. So, how do schools punish students who behave badly? One common method is detention, given for things like talking in class or not doing homework. This is when the student is made to sit or stand in a classroom, either missing a break or staying after school. Many agree that this form of punishment is successful because **the last thing most students want is** to be forced to miss their leisure time.

For **more serious cases**, like stealing or bullying, the school may suspend the pupil. This could be for a day or for several days. During this time, the student is not allowed to attend school. If the bad behaviour continues, and suspension **proves unsuccessful**, then the school will consider expelling the child. Expulsion means that the student is not allowed back to the school at all. However, since education is compulsory up to the age of 16, **they have to** find another way to complete their education.

Critics often say that suspending or expelling a child is not the best way to deal with the problem. They point out that if, for example, a child is playing truant, suspending them **is hardly a punishment at all** – they don't want to go to school.

**Read the text and circle what the words and phrases in bold mean.**

1. Some people who experienced this (paragraph 1)

- A) Teachers who punished pupils
- B) Pupils who were hit by teachers

2. it taught them an important lesson (paragraph 1)

- A) they learned a lot at school
- B) the punishment was effective

3. Whatever their beliefs (paragraph 1)

- A) Despite what they think
- B) Whether they agree or not

4. the last thing most students want is (paragraph 2)

- A) most students don't want
- B) students try other things first

5. more serious cases (paragraph 3)

A) better punishment

B) worse problems

**Part 2.**

**Read the text and write True, False, NOT Given to the statements below.**

A Space exploration is important. Apart from the fact that it inspires whole new generations of young scientists, it helps us understand our environment and has given us a perspective on the world in which we live. Mostly, space travel has been restricted to military or scientific exploration, but this is now changing. Now there is a growing space tourism industry, which enables people to pay money to achieve their dreams of leaving the Earth.

B Space tourism is not yet a realistic possibility for most people, although there have been commercial flights into space for a few lucky people over the past few decades. In fact, the very first space tourist, Dennis Tito, travelled to the International Space Station as long ago as 2001. Since then, six other fee-paying astronauts have made the trip into space. The explanation for why it was possible for these visitors to have the privilege to leave the Earth, of course, is that they paid enormous sums of money. For his seven days and 22 hours in space, Dennis Tito is reported to have paid \$20 million.

C At present, there are several business ventures planning to launch commercial flights to the edge of space, and specially designed vehicles to enable this are being created. Although these do not plan to take tourists away from the Earth's atmosphere, they do offer the chance to travel on board a suborbital flight reaching altitudes of up to 160 kilometres and moving at over 1.4 kilometres per second. This would offer customers the experience of seeing a dark sky filled with stars, as well as a stunning view of the planet Earth below. Tickets would cost in the region of \$200,000 per trip, which would be a bargain compared to the fee Dennis Tito had to pay. However, the trips would be a lot shorter, offering only a few minutes of weightlessness before returning back to the ground, instead of seven days in outer space.

D So, it is possible that space tourism could one day become achievable and affordable for many people. However, although a journey into space (or the edge of it) would be a rewarding, once-in-a-lifetime experience for the lucky few, space travel could have widespread drawbacks for the rest of us. According to a study carried out by NASA, a large number of suborbital launches would inevitably release a significant amount of carbon dioxide into the higher levels of the Earth's

atmosphere. This alone could cause large-scale disruption to the planet's climate, increasing temperatures globally and disrupting the ozone layer.

1. Space exploration has mainly been used for military or scientific purposes. \_\_\_\_\_
2. Dennis Tito was the only space tourist who has ever traveled to the International Space Station. \_\_\_\_\_
3. Commercial flights to the edge of space are currently being planned by several business ventures. \_\_\_\_\_
4. Suborbital flights to the edge of space offer longer durations of weightlessness compared to trips to the International Space Station. \_\_\_\_\_
5. Space tourism is currently accessible and affordable for most people. \_\_\_\_\_

### ANSWERS FOR THE READING

Part 1		Part 2	
1		1	
2		2	
3		3	
4		4	
5		5	

### SECTION 3. Writing (40 minutes)

*Many animals are becoming endangered due to the loss of their natural habitat through urban development and deforestation.*

*Is it important to protect animals? How can we solve this problem?*

You should write at least 250 words.

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## **SECTION 4. Speaking (10 minutes)**

### **Noise**

#### **Part 1**

(any three of these questions can be asked)

1. Do you mind noises?
2. Do any noises bother you?
3. Do you think there's too much noise in today's world?
4. What type of noise do you come across in your daily life?
5. Are there any sounds that you like?
6. Where can you hear loud noises?
7. Are cities becoming noisier?

#### **Part 2**

**Describe someone or something that made a lot of noise.**

You should say:

who or what made the noise

what the noise was like

And explain what you did when you heard this noise

# Variant 7.

## SECTION 1. Listening (15 minutes)

### Work

Listen and write true (T) or false (F).

1. The starting salary is £32,000 a year. \_\_\_\_\_
2. Promotions are not available until after two years of employment. \_\_\_\_\_
3. The candidate should contact the department manager if they have further questions. \_\_\_\_\_
4. The interviewee expressed interest in discussing overtime. \_\_\_\_\_
5. The interviewer expressed appreciation for the candidate's time. \_\_\_\_\_

### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

## SECTION 2. Reading (30 minutes)

### Part 1.

Read the text and find which paragraph contains the information below.

What does it take to become an astronaut?

**A** What could be more thrilling than travelling through space and seeing the Earth from miles above? Becoming an astronaut used to be a typical ambition for children, but one they were unlikely ever to fulfil – it was even harder to achieve than becoming a rock star or Hollywood actor. However, since it was launched, the International Space Station (ISS) has been home to well over 200 people from 18 different countries. Although some critics complain that investing in the ISS is a poor use of billions of dollars, they should not forget that research in the unique conditions of the ISS has resulted in some incredible discoveries in medical treatments, weather science and satellite technology, which we now use on Earth.

More teams are scheduled to be sent up in the future and are certain to make even more valuable contributions to humanity.

**B** So what are the requirements for someone wanting to work on the ISS? First, the applicant must be a citizen of the nation whose space programme they are applying for, or be willing to become one. Age is also important, mid-20s to mid-40s being the preferred range. Natural intelligence is vital, and so is achievement in such fields as engineering, biological and physical sciences, and mathematics. Candidates are nearly always from a military background, often because they already have piloting skills, but in some countries, civilians can also apply. For example, in the USA, the National Aeronautics and Space Administration (NASA) considers people from a wide range of backgrounds.

**C** Obviously, applicants are unlikely to have previous space-travel experience when they attend an interview, but recruiters also look for qualities such as adaptability and determination. Even after an applicant has got through the first stage of the interview process, there are still other tests they have to pass. For example, if it is discovered that the quality of an applicant's eyesight is poor then, unfortunately, it's time to go home. There is a tough physical examination as well. Astronauts need to prove they are in good shape because if they are eventually chosen to go on a mission, they will have to survive long months in microgravity, something which can cause uncomfortable swelling in the arms and legs, and can affect the cardiovascular system.

**D** Eventually, out of all the applicants that apply, a small group is chosen to attend a two-year period of study. During this time, they will learn a whole range of new things, such as a new language (they will have to communicate with other nationalities on the ISS). They will also have media awareness lessons and special preparation in a simulated zero-gravity environment. Once they have completed these sessions, the potential astronauts may have to wait years before being chosen to go up to the ISS. In other words, they need to be willing and able to depart at any time.

**E** If an astronaut is lucky enough to be sent to the ISS, he or she will have plenty to keep them busy. Mostly they will be involved in scientific research, experimentation and maintaining equipment. But just as in any home, the ISS must be kept clean. In fact, wiping and vacuuming up dirt and debris is even more important in space, as the tiny particles could cause huge problems if they got inside some of the computers or other equipment. Astronauts on board the ISS certainly report that they miss their children, their families and their friends on Earth, but few ever complain about boredom. Of course, technology makes it a lot easier to stay in touch nowadays.

**F** While the daily routine for an astronaut on the ISS may be little different from any other kind of job, there are many new challenges each astronaut faces when



they take their first trip into space. One of these is getting used to the fact that there is no more ‘night’ and ‘day’ – at least, not in the way the astronauts have previously experienced them. In fact, astronauts on the ISS will see a sunrise, or sunset, every 45 minutes. Travelling at 17,500 miles an hour means they orbit the Earth 16 times in a normal ‘day’. As a result, it means they won’t know when they are supposed to sleep any more. This is one of the reasons why they need to follow the schedule that is organised for them. The schedule also tells them when they need to visit the gymnasium – which is at least once a day. If they do not exercise regularly, they will soon lose all the muscle in their legs.

**G** Another challenge concerns when, what and how the astronauts eat. The schedule, of course, tells them when it’s time to heat up a packaged meal, some of which are now prepared especially to suit the tastes of the different nationalities amongst the crew. However, for a long time astronauts have reported that normal food loses its flavour in the ISS, and they find it harder to taste anything. Scientists think this has something to do with the fact that fluid moves to the upper body in microgravity, especially the head. This causes the tissues of the face to swell slightly and makes the nose feel blocked. This is why ISS crews often prefer really spicy food and strong flavours. If the food still isn’t spicy enough, they can add salt and pepper, but these have to be squeezed out of tubes in liquid form!

1. details of the way that the ISS moves around the planet\_\_\_\_\_
2. a reason why applicants are rejected early on in the recruitment\_\_\_\_\_
3. an account of how a particular human sense can be affected during time spent on the ISS\_\_\_\_\_
4. a challenge to the idea that the funding of the ISS is wasteful\_\_\_\_\_
5. a justification for the fitness tests that potential astronauts have to pass\_\_\_\_\_

## **Part 2.**

### **Leisure and recreation**

**Read the text and answer the questions.**

#### **Sundays in the UK**

Just a few years ago, Sunday was the day when people gathered together and maybe had a big family meal. The main outdoor activity was a trip out in the car if the weather was good. But things have changed a lot.

Because there isn’t much time in the week, for many people Sunday has become the day when they do their shopping. Shops have been open on a Sunday for about twenty years, and a lot of people take advantage of the fact. Now, shopping may not seem to you to be a real hobby, but it is something that people in the UK spend a lot of time doing. This is especially true when they combine it with another popular activity – doing jobs in the home. Every Sunday, particularly in the

summer, thousands of people go out to buy the things they need, before spending the rest of the day making their homes and gardens nicer.

Understandably, these activities don't hold a lot of appeal for young people. In the younger age range, the clear winner has always been television. Things have been changing here, however, and although TV is still very popular with young and old, using the internet has slowly replaced it as the number one Sunday activity in the UK. We have had to change the way we measure things, though, because 'using the internet' these days includes activities which we used to measure separately, like playing games, watching TV and listening to music.

Sports and traditional hobbies like collecting things and model-making still take up a lot of our time on Sundays. We also still like to have a trip out, and there are lots of choices – from watching a football match to visiting local places of interest. Just like it used to be, in fact ... until you look closely and realise that the kids on these

**Complete each sentence with a word or short phrase.**

1. Sunday used to be the day when people had a \_\_\_\_\_ together at home.
2. Shops \_\_\_\_\_ on Sundays for the last 20 years.
3. People in the UK \_\_\_\_\_ shopping.
4. People often \_\_\_\_\_ in the home or garden on Sundays.
5. Television \_\_\_\_\_ the most popular activity among young people.

**ANSWERS FOR THE READING**

Part 1		Part 2	
1		1	
2		2	
3		3	
4		4	
5		5	





## **SECTION 4. Speaking (10 minutes)**

### **Science and Technology**

#### **Part 1**

(Any three of these questions can be asked)

1. Do you have a computer at home? What kind is it?
2. Do you use a mobile phone? What do you use it for?
3. Think about your home. In what ways does technology help you?
4. Would life be better or worse without technology? In what ways?
5. How do you think technology will help us in the future?
6. How often do you use a computer?
7. Do you enjoy using computers?
8. When did you last play a computer game?
9. Is there anything you would like to learn to do on a computer?

#### **Part 2**

**Describe a time when you started using a new technological device (e.g. a new computer or phone)**

You should say:

What device you started using

Why you started using this device

How easy or difficult it was to use

And explain how helpful this device was to you.

## Variant 8.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and circle the correct answer.

1. What are the normal office hours?  
a) 8 to 4                      b) 9 to 5                      c) 10 to 6                      d) 7 to 3
2. Until what time is the office open in the evening?  
a) 7                              b) 8                              c) 9                              d) 10
3. How often is overtime expected?  
a) Weekly                      b) Monthly                      c) Annually                      d) Never
4. What is mentioned as the most important aspect not yet discussed?  
a) Job responsibilities                      c) Working environment  
b) Office location                      d) Salary
5. What is the potential for promotion after twelve months?  
a) Limited                      b) Non-existent                      c) High                      d) No mention

### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

#### The news and media

Read the article and answer the questions.

These days, when a story appears in the newspapers, it might be read by a few thousand people. That number increases greatly if we take into account the news

sites on the internet. But if the story has a video with it, then it will be seen by millions of people all over the world.

Unlike in the past, when newspapers and radio formed the basis of our news service, we increasingly use visual media to stay up to date with what's happening in the world. In many ways, this has changed the kind of news stories we follow. To put it simply, a television station that has a regular news programme would not attract many viewers if all they did was put a newsreader on our screens reading the news. People expect to *see* things on television, so stories that have a video – preferably with some recorded action – are going to be more popular with the viewing public. This could be as simple as an interview with a person in the news, or film from a helicopter of some kind of accident or event. The key point is that more people will watch a video than will read a long, detailed article.

It is known that 'live' news events – the 'breaking stories' that we watch as they happen – attract the most viewers. People, it seems, want to watch the events as they develop, even if most of the time not much is happening on the screen. And one of the big changes in recent years has been that ordinary people with smartphones have started doing the job of our journalists and cameramen. Anyone who is there, on the spot, when an important event happens can make a video and send it to one of the news channels. Within minutes, it can be seen by millions of people around the world, either on the TV news or on the internet. If you look at the numbers of people who view these videos, it is clear that this is the kind of news reporting that most people want.

**Read the article and write true (T) or false (F).**

1. Newspapers are more popular than they were in the past. \_\_\_\_\_
2. The use of video means we are interested in different kinds of stories these days.  
\_\_\_\_\_
3. TV stations rarely use newsreaders any more. \_\_\_\_\_
4. Viewers find interviews boring. \_\_\_\_\_
5. Sometimes, very little happens in live news stories. \_\_\_\_\_

**Part 2.**

**Read the texts, and write Yes/No/Not Given to the given statements.**

Why siblings often have little in common

**A** According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality. First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life. Last-born children may

become more self-centred and attached to their parents, tending to be ‘always the baby’ throughout their lives. Only children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents’ undivided attention. This, however, may cause them to have difficulty in understanding others.

**B** Recent research, however, suggests that there is more to be discovered about sibling personalities. Dr Rhys Sheersmith, a child psychologist, raises the following issue. ‘We know that birth order can affect personality, but what is also interesting is that two siblings brought up in exactly the same environment, by exactly the same parents, in more or less similar periods of time, may actually have completely different personalities. In fact, they may have very little in common. What we have found out is that one sibling may share a great deal more, in terms of personality, with another child from outside that family, who they never grew up with.’

**C** We would naturally expect children who were raised in the same household to have similar characteristics, but this is not the case. Dr Norman Kronstadt, another psychologist, claims that the adults that children are surrounded by as they are growing up may have a significant influence. ‘In our research, we found that children are often assigned labels as they are growing up. It’s the parents who do this, or sometimes the grandparents. For instance, one daughter may be labelled “the clever one” in the family. Her brother may be labelled “the difficult, naughty one”. However, this has little to do, really, with how clever the girl is or how naughty the boy is. Compared with other children from other families, they might not be especially clever or naughty, but they will have been given these roles by the adults around them.’

**D** Child therapist Ben Williams agrees. ‘The effect this has is significant. If a child believes he or she is “the clever one”, or “the naughty one”, or “the one who is good at sports”, then they will make different choices in life. They will spend their time differently. They will choose to do or avoid doing certain things, because of what they believe their role to be. Over a period of years, naturally, their personalities will change to fit the role that their parents have given them. So, “the sporty one” will choose sports activities and get better at them as time progresses. In contrast, “the naughty one” might believe that they aren’t really good at anything, and will make little effort to try hard at anything.’ This, more than anything else, might explain why two siblings from the same family go on to have such different personalities.

1. According to popular theory, birth order has no influence on a person's eventual personality. \_\_\_\_\_
2. Only children tend to have difficulty in understanding others, as stated in the text. \_\_\_\_\_









## Variant 9.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and choose the correct answer (A, B or C).

1. What time do the security people open the office?  
a) 7:30                      b) 8:00                      c) 8:30                      d) 9:00
2. Who should you consult about your preferred working hours?  
a) Human Resources                      c) Department Manager  
b) CEO                      d) Co-workers
3. When does the starting salary increase to £32,000?  
a) After 6 months                      c) After 18 months  
b) After 12 months                      d) After 24 months
4. What is emphasized as the person to contact if there are further questions?  
a) Human Resources                      c) Department Manager's Secretary  
b) The CEO                      d) Security Personnel
5. How is the interview concluded?  
a) With a handshake                      c) With a reminder to call if needed  
b) With a promise of future contact                      d) With an expression of gratitude

### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

## **SECTION 2. Reading (30 minutes)**

### **Part 1.**

**Read the texts, and write Yes/No/Not Given to the given statements.**

#### **Why siblings often have little in common**

**A** According to popular theory, a person's birth order – whether they are the first, second or last child to be born in a family – has a large influence on determining their eventual personality. First-born children, it has been claimed, tend to be more dominant, perhaps going on to achieve more in life. Last-born children may become more self-centred and attached to their parents, tending to be 'always the baby' throughout their lives. Only children, who have neither brothers nor sisters, may become more self-confident due to the fact that they have their parents' undivided attention. This, however, may cause them to have difficulty in understanding others.

**B** Recent research, however, suggests that there is more to be discovered about sibling personalities. Dr Rhys Sheersmith, a child psychologist, raises the following issue. 'We know that birth order can affect personality, but what is also interesting is that two siblings brought up in exactly the same environment, by exactly the same parents, in more or less similar periods of time, may actually have completely different personalities. In fact, they may have very little in common. What we have found out is that one sibling may share a great deal more, in terms of personality, with another child from outside that family, who they never grew up with.'

**C** We would naturally expect children who were raised in the same household to have similar characteristics, but this is not the case. Dr Norman Kronstadt, another psychologist, claims that the adults that children are surrounded by as they are growing up may have a significant influence. 'In our research, we found that children are often assigned labels as they are growing up. It's the parents who do this, or sometimes the grandparents. For instance, one daughter may be labelled "the clever one" in the family. Her brother may be labelled "the difficult, naughty one". However, this has little to do, really, with how clever the girl is or how naughty the boy is. Compared with other children from other families, they might not be especially clever or naughty, but they will have been given these roles by the adults around them.'

**D** Child therapist Ben Williams agrees. 'The effect this has is significant. If a child believes he or she is "the clever one", or "the naughty one", or "the one who is good at sports", then they will make different choices in life. They will spend their time differently. They will choose to do or avoid doing certain things, because of what they believe their role to be. Over a period of years, naturally, their personalities will change to fit the role that their parents have given them. So, "the sporty one" will

choose sports activities and get better at them as time progresses. In contrast, “the naughty one” might believe that they aren’t really good at anything, and will make little effort to try hard at anything.’ This, more than anything else, might explain why two siblings from the same family go on to have such different personalities.

1. Last-born children are more likely to be attached to their parents throughout their lives, according to the text \_\_\_\_\_
2. Dr. Rhys Sheersmith claims that siblings raised in the same environment are likely to have completely different personalities. \_\_\_\_\_
3. Child therapist Ben Williams believes that children's beliefs about themselves do not impact their choices and behaviors. \_\_\_\_\_
4. Child therapist Ben Williams argues that children's personalities remain fixed and do not change over time. \_\_\_\_\_
5. The text suggests that siblings from the same family may develop different personalities due to the roles assigned to them by their parents. \_\_\_\_\_

## **Part 2.**

## **Health**

### **A Weights**

Lifting weights, sometimes called free weights because they’re not attached to any kind of equipment, is what a lot of people imagine when they think of building muscles. There are two basic kinds of weights – the dumbbell and the barbell. The dumbbell is the smaller kind – the one you’re meant to lift with one hand. The barbell is what you see people lifting in the Olympics, and you have to lift it above your head with both hands. Many people lift dumbbells in the sitting position and, of course, you will have seen people lifting a bar with weights while lying down on a bench. Dumbbells are good for strengthening arm, shoulder and chest muscles, while barbells also help make the back and legs stronger.

### **B Aerobics**

This is usually done in a class with a group of other people, which is what fans say keeps them interested. Most often, music with a fast rhythm is chosen to accompany the exercises. The aim is to make rapid movements in time with the music and the trainer’s instructions in order to increase the heart rate. It is generally considered very good for the heart and is a way to gently improve the condition of the muscles in the body. Some experts say that this is the best form of exercise to guarantee a longer life and prevent illness. Claims have also been made that it improves the memory. A popular reason for joining an aerobics class, however, is that the activities are done quickly, which burns fat and so is useful for people who want to lose weight.

## **C Swimming**

This is an ideal full-body work-out which has many of the benefits of aerobics for both young and old. Swimming builds chest and arm muscles and, to a lesser extent, leg muscles. One particular advantage that swimming offers is that the body is partly supported by water. This makes it particularly suitable for people with various leg injuries since they do not have to risk making things worse. For those interested in building muscle, though, it's worth remembering that moving through water uses about twelve times more muscle power than moving through air, so it can be considered better than running in some ways.

## **D Football**

The main health benefit of football is the training involved, as running around on a football pitch for ninety minutes once a week would not help much. But with a good coach, football training can make you incredibly fit. Apart from the usual benefits, footballers have greater movement of the body and, if you train properly, you can avoid a lot of injuries. Footballers, however, do get injured, as we all know. Despite this, a well-trained body will recover more quickly from an illness or injury than one that has done very little exercise. Many people say the reason they choose this is because it is more interesting than other forms of exercise.

## **E Walking**

These days, we are forced to consider walking as a form of exercise because so few people do it. In the past, it was just accepted that people had to walk everywhere and so the health benefits were there without us even realising. For people who sit all day and drive everywhere, walking is better than nothing. To get fit, however, it has to be done quickly so that it becomes a form of aerobic exercise. It is, perhaps, the safest form of exercise that you can take because you literally choose your own pace. If you don't feel comfortable, you can slow down or stop. If you feel like pushing yourself, you can speed up.

**Read the information and circle the correct answers.**

1. Lifting weights *needs some / doesn't need any* other equipment.
2. *Dumbbells / Barbells* can make the legs stronger.
3. The key to aerobics is *slow / fast* movement.
4. Swimming is good for people with *leg / arm* injuries.
5. It is really football *training / matches* that will make you fit.









## Variant 10.

### SECTION 1. Listening (15 minutes)

#### Work

Listen and decide if the following statements are true (T) or false (F).

1. Normal office hours are strictly from 9 to 5, and no flexibility is allowed.  
\_\_\_\_\_
2. The security people open the office no earlier than 8:00 AM.  
\_\_\_\_\_
3. Staff members wanting evening hours is preferred to ensure someone is available to answer the phones.  
\_\_\_\_\_
4. Overtime is a common expectation at this company.  
\_\_\_\_\_
5. Promotions opportunities are available after the first 6 months of employment.  
\_\_\_\_\_

### ANSWERS FOR THE LISTENING

1.	
2.	
3.	
4.	
5.	

### SECTION 2. Reading (30 minutes)

#### Part 1.

Read the text and write True, False or Not Given to the given statements.

#### How leisure time developed

The beginning of what we now know as tourism – travelling as a leisure activity – didn't exist for the majority of people before the 1900s. Although people had been participating in travel activities for centuries beforehand, it had been something that only those fortunate people who had a lot of money and free time could enjoy. Either

that, or people would travel on pilgrimages to visit sacred shrines, cathedrals or other places with spiritual or holy significance.

For ordinary people, however, the experience of having ‘time off’ only really began after the period of history in which people started using machines and tools to manufacture goods on a mass scale. Once this began in Europe in the 1700s, the idea of a ‘working day’ independent of the seasons or weather emerged. However, most factory workers had no realistic chance of a vacation. Many had to work continuous ten-hour days in monotonous jobs. Even our modern idea of the ‘weekend’ is a relatively recent phenomenon, having been created by an American factory owner in 1908 to give his workers a little leisure time. The ruling classes might have noticed that this allowance of free time made their workers more efficient during the week.

Still, the idea of an ordinary working-class person leaving their hometown for a holiday did not become a reality until the mid-1800s in Europe. Perhaps the most influential development was that of the railways. In particular, train routes were extended to connect large industrial towns with what had previously been tiny settlements on the coast, such as the town of Blackpool in the UK, where people could enjoy the fresh air, beaches and exciting new delicacies such as fish and chips. This led to the spectacular growth of holiday resorts. By the end of the 1800s, there were over 100 growing towns along the English coastline.

1. Factory workers in the 1700s often had the opportunity for vacations.\_\_\_\_\_
2. The concept of the 'weekend' was established by a European factory owner in 1908.\_\_\_\_\_
3. The ruling classes initially opposed the idea of granting workers leisure time.\_\_\_\_\_
4. The growth of holiday resorts along the English coastline occurred primarily in the 1700s.\_\_\_\_\_
5. By the end of the 1800s, there were numerous towns along the English coastline that had experienced significant growth due to tourism.\_\_\_\_\_

## **Part 2.**

### **Read the text and answer to the questions.**

#### Olive production in Greece

The olive tree typically grows in areas with hot, dry summers and wet winters, often near the sea. Greece is an ideal location for cultivating olive trees, and indeed olives have been an integral part of life there for thousands of years. The fruit from these trees has long been eaten as a food, but around 90% of olives are actually used to make oil after they have been picked. Not only is this used as a healthy alternative to cooking fat, but it can also be used in the production of cosmetic products such as soap and shampoo. In addition, the wood from the olive trees can

be used to make high-quality furniture and kitchen equipment like bowls or chopping boards.

On Corfu alone, there are an estimated three million olive trees. As a result, olives have long been an important part of this island's economy. Despite modern technology, some people there still collect olives in a very traditional way. For instance, nets are laid under each olive tree during the winter months. The grass and weeds on the ground beneath each one are cleared by hand. By April, the olives drop naturally into the nets, where they wait to be collected. They are then loaded into sacks, and transported long distances over mountainous terrain. Because of this, donkeys are often used. One benefit of using these methods to harvest olives, even though machines are available, is that the fruit is not bruised. Consequently, the quality is often higher.

One problem affecting these trees is the olive fly. This creature thrives in cool and wet summers, and, in large numbers, it can consume vast quantities of olives. Moreover, with enough food to eat, the flies multiply quickly. Therefore, in one summer, several generations of these insects can cause severe damage to olive crops. Attempts have been made using modern solutions to reduce the number of flies. For example, poisonous chemicals were once sprayed on the olive trees, but these have now been banned.

1. According to the text, why is Greece an ideal location for cultivating olive trees?
  - A) Because of its cold and dry climate
  - B) Because of its hot, dry summers and wet winters
  - C) Because of its mountainous terrain
  - D) Because of its proximity to large cities
2. What is the primary use of olives after they are harvested?
  - A) They are eaten as a food
  - B) They are exported to other countries
  - C) They are used to make cosmetic products
  - D) They are used to make oil
3. According to the text, what is one benefit of using traditional methods to harvest olives on Corfu?
  - A) It is faster than using machines
  - B) It requires fewer workers
  - C) The quality of the fruit is often higher

D) It is more environmentally friendly

4. What problem affects olive trees in Greece, as mentioned in the text?

A) Olive blight

B) Olive drought

C) Olive fly infestation

D) Olive root rot

5. According to the text, what solution was once used to reduce the number of olive flies?

A) Poisonous chemicals sprayed on the olive trees

B) Increasing the number of olive trees

C) Introducing natural predators of the olive fly

D) Pruning the olive trees

### ANSWERS FOR THE READING

Part 1		Part 2	
1		1	
2		2	
3		3	
4		4	
5		5	

### SECTION 3. Writing (40 minutes)

You should spend about 40 minutes on this task.

Write about the following topic







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**SECTION 4. Speaking (10 minutes)**

**Environment**

**Part 1**

(Any three of these questions can be asked)

1. Is there a place of natural beauty in your country?
2. Do people in your country worry about the environment?
3. What can we do to protect the environment?
4. Is there much pollution where you live?
5. Do you take an interest in nature?
6. Are residents in your town good at recycling waste?

**Part 2**

Describe a beautiful city.

You should say:

What city it is

How you know it

What it is famous for

Why you think it is beautiful.

