

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

2023  
2024

O'QUV YILIDA  
UMUMTA'LIM  
MAKTABLARINING 11-SINF  
O'QUVCHILARI UCHUN

# INGLIZ TILI

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



**2023-2024-O'QUV YILIDA UMUMTA'LIM  
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

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

Yakuniy nazorat imtihonini o'tkazishdan maqsad o'quvchilarning chet til ta'limi bo'yicha olgan bilim, ko'nikma va malakalarini aniqlashdan iborat. Imtixon savollari Reading, Listening, Writing va Speaking ko'nikmalarini baxolashga doir 10 xil variantda savollardan tashkil topgan. Imtixon gibridda tashkil etiladi. Imtihonning birinchi qismida o'quvchi variant tanlaydi va tinglab tushunish, o'qib tushunish va yozuv topshiriqlarini bajaradi. Birinchi qism uchun umumiy 105 minut vaqt ajratiladi. Og'zaki imtixon 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.

| Imtixon | 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 / Task achievement   |    | Coherency  |   |
|--|----|--|---|
| Contextually correct<br>Almost error-free<br>Genuine effort to write like a native speaker | 10 | Smooth flow<br>Very good transition<br>Appropriate punctuation | 5 |

|   |   |  |   |
|---|---|--|---|
| Comprehensible, generally correct<br>Occasional error   | 8 | Good use of transition, flow<br>Each clause fits within context                                    | 4 |
| Frequent errors that confuse reader and<br>require guessing at meaning<br>Obvious translation from English that is<br>difficult to follow | 6 | Choppy<br>Visibly translated<br>Comprehensible   | 3 |
| Errors interfere with comprehensibility   | 4 | Many restatements of same information<br>Uses language significantly below<br>expected level       | 2 |
| Most clauses contain errors<br>Many phrases are incomprehensible<br>Fails to communicate main ideas                                       | 2 | Inappropriate phrases, isolated words<br>Uses unrelated vocabulary                                 | 1 |
| No response<br>Does not fit topic   | 0 | Incomprehensible<br>No response  | 0 |
| <b>Syntax</b>   |   | <b>Vocabulary</b>  |   |
| No grammatical errors   | 5 | Very good; wide range<br>Uses appropriate and new words and<br>expressions<br>Interesting response | 5 |
| Few syntax errors<br>Minor errors that do not impede<br>communication   | 4 | Good, appropriate vocabulary<br>Generally good response  | 4 |
| Frequent errors   | 3 | Vocabulary is just adequate to respond<br>No attempt to vary expressions<br>Basic                  | 3 |
| Many errors (agreement, verb forms)<br>Errors in basic structures<br>Errors impede communication  | 2 | Inadequate vocabulary or incorrect use<br>of lexical items<br>Communication difficult              | 2 |
| Most structures incorrect<br>Constant use of infinitive; no conjugation<br>Reader understands only because of past<br>experience          | 1 | Incomplete sentences or fragments<br>Vocabulary repeated<br>Inappropriate vocabulary               | 1 |
| No attempt<br>Indecipherable or illegible response  | 0 | No attempt<br>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<br>Almost error-free<br>Awareness of accent<br>Genuine effort to sound like native speaker | 5 | Smooth flow<br>Quick, continuous flow<br>Natural pauses   | 5 |
| Comprehensible, generally correct<br>Occasional error   | 4 | Occasional hesitation, searching for words<br>Speaker can self-correct and respond to cues  | 4 |
| Frequent errors that confuse listener and require guessing at meaning   | 3 | Halting, hesitating<br>Visibly translating before responding<br>Can rephrase and respond  | 3 |
| Many errors that interfere with comprehensibility   | 2 | Frequent hesitations, searches for words<br>Overly translates questions before response<br>Repeats question word before response<br>Eventually responds | 2 |
| Most utterances contain errors<br>Many utterances are incomprehensible<br>Little communication                  | 1 | Constant searching for vocabulary, verb tense<br>Does not complete utterances   | 1 |
| No attempt  | 0 | No attempt<br>May repeat cue  | 0 |
| Syntax  |   | Vocabulary  |   |
| No grammatical errors<br>Speaker self-corrects without hesitation   | 5 | Very good; wide range<br>Uses appropriate and new words and expressions   | 5 |

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

### **Examination Specification Level B1 (Grade 11)**

The examination specification for level B1 provides teachers, Candidates, and other stakeholders with comprehensive information about the content of the examinations.

#### **Examinations Overview**

Final examination for Level B1 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<br><br>describing | 20           | Up to 10 minutes per 1 Candidate |
| Listening   | 1            | 5 x multiple choice questions (ABC) / gap filling / matching / | x   | 25           | Approximately 15 minutes         |

|         |   |   |  |    |            |
|---------|---|---|--|----|------------|
|         |   | sentence completion/short answer  |  |    |            |
| 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 an email / / letter on a given topic email or letter (minimum 120 words)   | x  | 25 | 40 minutes |

## B1 Language Specification

| Functions   | Grammar  | Discourse markers  | Topics  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Describing experience &amp; events in the indefinite &amp; recent past</li> <li>Describing the future, informing &amp; predicting, expressing intention</li> <li>Expressing certainty &amp; uncertainty, obligation &amp; necessity</li> <li>Expressing opinions</li> <li>Expressing preferences</li> <li>Expressing purpose &amp; giving reasons</li> <li>Expressing feelings &amp; emotions</li> </ul> | <ul style="list-style-type: none"> <li>determiners</li> <li>-ing forms</li> <li>present tenses</li> <li>past simple used to</li> <li>past simple and continuous</li> <li>modals, i.e., obligation, necessity, and advice</li> <li>present perfect and past simple</li> <li>comparative and superlative adjectives</li> <li>future forms: future continuous</li> <li>conditional sentences: second conditional</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> | <ul style="list-style-type: none"> <li>Relationship</li> <li>Shopping</li> <li>Sport</li> <li>Weather</li> <li>Health</li> <li>Music</li> <li>Technology</li> <li>Nature</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>● past perfect</li> <li>● the passive: modal passives</li> <li>● defining relative clauses and non-defining relative clauses</li> <li>● articles: a/an, the, and zero article</li> <li>● reported speech</li> <li>● reported questions</li> <li>● have something done</li> <li>● different types of clause</li> <li>● verbs with two objects</li> </ul> |  | <p>At school</p> <p>Travelling</p> <p>Social media</p> <p>Cooking</p> <p>Films</p> <p>Communication</p> <p>Work</p> <p>Hopes and dreams</p> |
|--|--|--|---|

## Overview of the B1 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 B1 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<br>Almost error-free<br>Awareness of accent<br>Genuine effort to sound like native speaker                 | 5 | Smooth flow<br>Quick, continuous flow<br>Natural pauses   | 5 |
| Comprehensible, generally correct<br>Occasional error   | 4 | Occasional hesitation, searching for words<br>Speaker can self-correct and respond to cues  | 4 |
| Frequent errors that confuse listener and require guessing at meaning   | 3 | Halting, hesitating<br>Visibly translating before responding<br>Can rephrase and respond  | 3 |
| Many errors that interfere with comprehensibility   | 2 | Frequent hesitations, searches for words<br>Overly translates questions before response<br>Repeats question word before response<br>Eventually responds | 2 |
| Most utterances contain errors<br>Many utterances are incomprehensible<br>Little communication                                  | 1 | Constant searching for vocabulary, verb tense<br>Does not complete utterances   | 1 |
| No attempt  | 0 | No attempt<br>May repeat cue  | 0 |
| Syntax  |   | Vocabulary  |   |
| No grammatical errors<br>Speaker self-corrects without hesitation   | 5 | Very good; wide range<br>Uses appropriate and new words and expressions<br>Interesting response   | 5 |
| Few syntax errors<br>Minor errors that do not impede communication  | 4 | Good, appropriate vocabulary<br>Generally good response   | 4 |
| Frequent errors<br>Self-corrects on some  | 3 | Vocabulary is just adequate to respond<br>No attempt to vary expressions<br>Basic   | 3 |
| Many errors (agreement, verb forms)<br>Errors in basic structures<br>Errors impede communication                                | 2 | Inadequate vocabulary or incorrect use of lexical items<br>Communication difficult  | 2 |
| Most structures incorrect<br>Constant use of infinitive; no conjugation<br>Listener understands only because of past experience | 1 | Incomplete sentences or fragments<br>Vocabulary repeated<br>Inappropriate vocabulary  | 1 |

|                           |   |   |   |
|---------------------------|---|---|---|
| No attempt or repeats cue | 0 | No attempt<br>Totally irrelevant answer | 0 |
|---------------------------|---|---|---|

## Content of the B1 Speaking Examination

| B1 Speaking Examination (total time: up to 10 minutes) |  |           |
|--|--|-----------|
| Task   | Summary  | Timings   |
| Task 1:<br>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:<br>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 |
| Total Marks Available in the Speaking Examination: 20  |  |           |

## Overview of the B1 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 B1 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 B1 Listening Examination

| B1 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 B1 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 B1 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>B1 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 B1 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 B1 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<br>Almost error-free<br>Genuine effort to write like a native speaker  | 10 | Smooth flow<br>Very good transition<br>Appropriate punctuation                                  | 5 |
| Comprehensible, generally correct<br>Occasional error   | 8  | Good use of transition, flow<br>Each clause fits within context                                 | 4 |
| Frequent errors that confuse reader and require guessing at meaning<br>Obvious translation from English that is difficult to follow | 6  | Choppy<br>Visibly translated<br>Comprehensible  | 3 |
| Errors interfere with comprehensibility   | 4  | Many restatements of same information<br>Uses language significantly below expected level       | 2 |
| Most clauses contain errors<br>Many phrases are incomprehensible<br>Fails to communicate main ideas                                 | 2  | Inappropriate phrases, isolated words<br>Uses unrelated vocabulary                              | 1 |
| No response<br>Does not fit topic   | 0  | Incomprehensible<br>No response   | 0 |
| Syntax  |    | Vocabulary  |   |
| No grammatical errors   | 5  | Very good; wide range<br>Uses appropriate and new words and expressions<br>Interesting response | 5 |
| Few syntax errors<br>Minor errors that do not impede communication  | 4  | Good, appropriate vocabulary<br>Generally good response   | 4 |
| Frequent errors   | 3  | Vocabulary is just adequate to respond<br>No attempt to vary expressions<br>Basic               | 3 |
| Many errors (agreement, verb forms)<br>Errors in basic structures<br>Errors impede communication                                    | 2  | Inadequate vocabulary or incorrect use of lexical items<br>Communication difficult              | 2 |

|   |   |  |   |
|---|---|--|---|
| Most structures incorrect<br>Constant use of infinitive; no conjugation<br>Reader understands only because of past experience | 1 | Incomplete sentences or fragments<br>Vocabulary repeated<br>Inappropriate vocabulary | 1 |
| No attempt<br>Indecipherable or illegible response  | 0 | No attempt<br>Totally irrelevant answer  | 0 |

### Content of the B1 Writing Examination

| B1 Writing Examination (time allowed: 40 minutes)                    |   |
|--|---|
| Task   | Summary   |
| <b>Task 1:</b><br>e-mail<br>letter<br>report<br>short story<br>essay | <p>Candidates are expected to produce either a letter or an email 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 120 words in this task. Example:</p> <ul style="list-style-type: none"> <li>• An international magazine has asked students from all over the world to write about jobs that are popular in their country (eg: electrician, doctor, teacher, etc). Write about two or three jobs that you know about in your country, mentioning the advantages and disadvantages of each one. Write a report. Write between 120 and 180 words.</li> <li>• A friend has written to you and told you that he or she has some money to spend but can't decide between getting a home computer, a laptop, a tablet or a smartphone. You have some ideas about these things. Write an email to your friend suggesting what to buy and why. Write an email. Write between 120 and 180 words.</li> </ul> |
| Total Marks Available in the Writing Examination: 25                 |   |

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

### FINAL EXAMINATION FOR THE STUDENTS OF THE 11TH GRADE OF GENERAL 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)**

---

(Candidate's full name)

---

(class)

Please sign here:

---

(Signature)

## **Variant 1.**

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

**Listen to five people talking about social media. Choose from the list what each speaker says about it.**

1. \_\_\_\_\_ a. I'm sometimes bored by all the photos on it.
2. \_\_\_\_\_ b. It's the main way I keep in touch with my friends.
3. \_\_\_\_\_ c. I use it to find out what my friends think about films.
4. \_\_\_\_\_ d. It won't be fashionable for much longer.
5. \_\_\_\_\_ e. I'd like a job related to social networking sites in the future.

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

## SECTION 2. Reading (30 minutes)

### Part 1.

**Read the article about teenager called Tina who tries to live without throwing things away. For each question, choose the best answer, a, b or c.**

#### **Zero-waste teenager**

Tina Garratt is, in many ways, an ordinary teenager. She goes to school, enjoys hanging out with friends, and does a bit of sport. There's one thing, however, that makes Tina unusual: she tries never to put anything in the waste bin. Some parents might say that a lot of teenagers live like that anyway, but Tina is doing it for a reason.

According to Tina, who writes a blog about 'zero waste' (living without throwing



things away unless they can be recycled), quite a lot of people are interested in what she's doing and read her blog regularly. Her parents are encouraging, too. However, although a few of her friends believe in helping the environment and had often discussed different things they could do before Tina started her zero-waste lifestyle, she was the only person in the group to make this choice. She's also certain that she'll live this way for the rest of her life.

Tina says that her family have always been careful not to produce too much rubbish, taking their own bags with them when they went shopping rather than using the plastic ones provided, and only very occasionally eating takeaway food. They've always enjoyed plenty of fresh fruit and vegetables, avoiding anything covered in plastic, and that hasn't changed since they've started trying to help Tina with her waste-free lifestyle.

Tina admits it's sometimes hard to live this way, but her family have really helped her. Her mum has given her a special cup which she takes with her everywhere, so she doesn't have to use paper ones when she's out. She doesn't mind when people she's never met before ask her why she's using her own cup in a caffè. 'It's an opportunity to let people know what I'm trying to do,' she says. 'Takeaway cups are often covered in a thin layer of plastic so can't be easily recycled like ordinary paper that's used in magazines, or cardboard. The thing that's most of a challenge is finding ways of re-using the materials in T-shirts and jeans I no longer wear.'

Tina says that since she started waste-free living a year ago, lots of new websites have been set up about it, on which people share their experiences and give each other tips. 'It's not always easy, but it's definitely worth it – I feel I'm doing something useful and important. A lot of people save money this way too, though as my parents still pay for most things for me, it's not something I've managed to do yet,' says Tina.

1. What does Tina say about her decision to live waste free? \_\_\_\_\_

- a) Her friends agreed to do it with her.
- b) She got the idea for it from her parents.
- c) It has attracted a lot of attention.

2. What does Tina say about her family's previous shopping habits? \_\_\_\_\_

- a) They used plastic bags more than once.
- b) They often had takeaway meals.
- c) They always asked for plastic bags in shops.

3. What does Tina say is difficult about waste-free living? \_\_\_\_\_

- a) thinking of what to do with old clothes

- b) having to explain it to strangers
- c) avoiding using paper cups in caf  s

4. How does Tina feel about her lifestyle now? \_\_\_\_\_

- a) pleased that it has saved her so much money
- b) proud that she has managed to keep doing it
- c) disappointed that so few other people live waste-free

5. What would Tina say in her blog? \_\_\_\_\_

- a) I really wish I could buy a magazine or a notebook sometimes!
- b) When I leave home, it'll be impossible for me to live waste-free!
- c) I'm so grateful to my parents for all the support they've given me!

## **Part 2.**

Sabina's holiday blog

Hi everybody! I'm Sabina and I live in Finland. My summer holidays have started at last, and this year I've decided not to spend them in front of the TV. So here's what I do every day! It's not a strict timetable of course, but it helps me organise my time well.

I don't get up very early – around nine o'clock. Not like when I had school and had to get up at half past seven. I have a good breakfast. When I go to school, I don't usually have time to sit down and have breakfast, so this is a luxury for me! Then I help my mum a bit around the house, tidy my room and then I spend an hour on the laptop chatting to my friends. I don't spend a lot of time on that because my parents aren't too happy when I'm on the computer for hours on end. So ...

Around half past eleven, I usually go out to meet my best friend, Marianne. We live close by and we meet every day. Sometimes we go to the shopping centre and other times we go to the youth club.

There we meet other friends from school or from the sports team. We are both very fond of ice-skating and are members of the school team. Marianne is much better than me at figure skating, but I'm faster so we're both happy! Sometimes we hang out with the other kids there, but sometimes we have a lesson! I know, I know ... 'a lesson in the holidays?', you ask. Well, let me explain. It isn't a lesson on a school subject, although I believe it'll be very useful for my future. Marianne and I are doing a course on computer programming! We both enjoy using computers but we also want to be able to make computers do what we want them to do!

After I get back home in the afternoon, I relax a bit and then I usually go to the

swimming pool or the tennis courts. Now in the summer, I believe tennis is the perfect sport for me. In the evenings, I don't go out much, but on Saturday I go to the cinema with Marianne or my brother and his friends or sometimes we go to the youth club when they organise a dance night. I always look forward to these evenings because they're great fun!

So, what about you? Write to me and tell me how you spend your summer holidays. Do you have a programme like mine or not?

**Circle the correct words or numbers.**

1. In the summer, Sabina gets up at 7.30 / 9.00.
2. She spends *hours* / *an hour* on the computer.
3. She goes out *with Marianne* / *alone*.
4. Marianne and Sabina are having *ice-skating* / *computer* lessons.
5. On Saturdays, Sabina goes to the *cinema* / *tennis court*.

**ANSWERS FOR THE READING**

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

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

**Read part of an email from an English-speaking friend.**

*I've suffered from lots of colds recently and am feeling quite unhealthy. How do you stay healthy? What do you do to keep fit? Do you play any sports? What do you think I should do to feel better?*

**Now write an email to your friend answering the questions. Write about 100-120 words.**



You should say:

where the mall is located

what stores are in the mall

what you like about the mall

and explain why you would or wouldn't recommend this mall to others.

## Variant 2.

### SECTION 1. Listening (15 minutes)

**Listen to five people talking about social media. Answer to the questions.**

1. What is Amy's main reason for using social media?

- |                                |                            |
|--------------------------------|----------------------------|
| a) To waste time               | c) To avoid doing homework |
| b) To communicate with friends | d) To explore new hobbies  |

2. According to Brian, what is a downside of social media?

- |                            |                           |
|----------------------------|---------------------------|
| a) Lack of communication   | c) Limited fun activities |
| b) Overloading with photos | d) Irrelevant updates     |

3. What is Carol's perspective on the future of social media?

- a) It will remain the dominant mode of communication indefinitely.
- b) People will eventually move on to other communication platforms.
- c) Social media will become less popular due to boredom.
- d) Carol has no opinion on the future of social media.

4. How does David use social media in relation to his career aspirations?

- a) He shares personal stories with his friends.
- b) He engages in political debates.
- c) He posts reviews of cultural events.
- d) He avoids social media for professional reasons.

5. What does Emma primarily use social media for?

- a) Keeping up with current events
- b) Sharing photos and videos of sports events
- c) Connecting with friends who live abroad
- d) Promoting her school work

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

## SECTION 2. Reading (30 minutes)

### Part 1.

Read the text. For each question, choose the correct answer a, b or c.

Ray: I went somewhere amazing last week – a recording studio! Not somewhere I’d ever thought I’d go, to be honest, and it was great. As you know, I’m interested in going into the music industry when I’m older. I love playing the guitar. I’d need to be much better at it to be a professional guitarist, though. I used to think that being a DJ would be great – getting paid to play records and listen to them – but what really interests me now is the idea of being a sound technician – and I’ll tell you why.

Last week – you know it was the school holidays – well I was staying at my cousin’s – he lives on the coast, so it’s really cool at his place and I often go and stay during the holidays. Well that’s when I was invited to go to the recording studio! We were having dinner, and my cousin and I were talking about music and things like that. My aunt was listening, and she works in advertising. She said she was doing

something for a recording studio, and asked me if I'd like to go there for the day! She said she had a good friend who worked there, called Kate, and she'd ask her if I could spend some time with her while they were actually doing a recording. I was just so excited!

The studio's quite far from where I live – it's near the main train station in the next town. So the morning after I got back home, I got up really early to catch the bus there. I was standing at the bus stop when I saw my best friend's dad driving past. He stopped and gave me a lift because he works in the next town near the station. So that was a good start to the day!

I had a great time there, seeing how they do stuff like recording the voices and the instruments separately – I must say, there were plenty of retakes! And they showed me how they do mastering to even out the sound after the recording, that sort of thing. It was really interesting. Kate, who took me round, was just so nice, and she gave me some advice. She said she was sure I already know loads about music and watch plenty of bands online – but if I really wanted to achieve my goals, I ought to work hard at school, that was the most important thing. She said people in the entertainment industry don't just go to lots of concerts and go to parties with celebrities, it's about more than that and you need to be good at what you do.

I haven't stopped talking about it since, and it's given me so much to think about. It's one of the most exciting things that's ever happened to me! They said I could send them a video of me playing the guitar, they'd like to see it – but I know they were just being kind. I've made one, but haven't sent it yet. I started to write an email to them to thank them, but then I thought a postcard would be nicer, so I got one, wrote a couple of things on it and posted it to them yesterday.

1. What job would Ray like to do when he's older? \_\_\_\_  
a) guitarist    b) sound technician    c) DJ
  
2. Who invited Ray to visit the recording studio? \_\_\_\_  
a) his aunt    b) his friend    c) his cousin
  
3. How did Ray get to the recording studio? \_\_\_\_  
a) by bus    b) by car    c) by train
  
4. What did the woman at the recording studio say Ray should do? \_\_\_\_  
a) watch bands online    b) go to lots of concerts    c) work hard at school \_\_\_\_
  
5. What did Ray send the people at the recording studio after his visit? \_\_\_\_  
a) a postcard    b) an email    c) a video

## Part 2.

### Read the text and circle the correct words or numbers.

#### Sabina's holiday blog

Hi everybody! I'm Sabina and I live in Finland. My summer holidays have started at last, and this year I've decided not to spend them in front of the TV. So here's what I do every day! It's not a strict timetable of course, but it helps me organise my time well.

I don't get up very early – around nine o'clock. Not like when I had school and had to get up at half past seven. I have a good breakfast. When I go to school, I don't usually have time to sit down and have breakfast, so this is a luxury for me! Then I help my mum a bit around the house, tidy my room and then I spend an hour on the laptop chatting to my friends. I don't spend a lot of time on that because my parents aren't too happy when I'm on the computer for hours on end. So ...

Around half past eleven, I usually go out to meet my best friend, Marianne. We live close by and we meet every day. Sometimes we go to the shopping centre and other times we go to the youth club.

There we meet other friends from school or from the sports team. We are both very fond of ice-skating and are members of the school team. Marianne is much better than me at figure skating, but I'm faster so we're both happy! Sometimes we hang out with the other kids there, but sometimes we have a lesson! I know, I know ... 'a lesson in the holidays?', you ask. Well, let me explain. It isn't a lesson on a school subject, although I believe it'll be very useful for my future. Marianne and I are doing a course on computer programming! We both enjoy using computers but we also want to be able to make computers do what we want them to do!

After I get back home in the afternoon, I relax a bit and then I usually go to the swimming pool or the tennis courts. Now in the summer, I believe tennis is the perfect sport for me. In the evenings, I don't go out much, but on Saturday I go to the cinema with Marianne or my brother and his friends or sometimes we go to the youth club when they organise a dance night. I always look forward to these evenings because they're great fun!

So, what about you? Write to me and tell me how you spend your summer holidays. Do you have a programme like mine or not?

1. In the summer, Sabina gets up at 7.30 / 9.00.
2. She spends *hours* / *an hour* on the computer.
3. She goes out with *Marianne* / *alone*.
4. Marianne and Sabina are having *ice-skating* / *computer lessons*.
5. On Saturdays, Sabina goes to the *cinema* / *tennis court*.

## ANSWERS FOR THE READING



| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

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

**Your teacher has asked you to write a story. Your story must begin with this sentence:**

*When I saw the photograph, I knew I had to do something.*

**Write about 100-120 words.**

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**Listen to five people talking about social media. Listen and write T for true, F for false or NG for not given.**

1. Amy spends most of her time on social networking sites. \_\_\_\_\_
2. Brian believes that uploading too many pictures on social media is reasonable.  
\_\_\_\_\_
3. Carol predicts that social media will remain the dominant mode of communication indefinitely. \_\_\_\_\_
4. David believes that social networking will not be relevant to his future career as a journalist. \_\_\_\_\_
5. Emma primarily uses social media to share her academic achievements with friends. \_\_\_\_\_

### **ANSWERS FOR THE LISTENING**

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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

### **Part 1.**

**Read the text. For each question, choose the correct answer a, b or c.**

Ray: I went somewhere amazing last week – a recording studio! Not somewhere I'd ever thought I'd go, to be honest, and it was great. As you know, I'm interested in going into the music industry when I'm older. I love playing the guitar. I'd need to be much better at it to be a professional guitarist, though. I used to think that being a DJ would be great – getting paid to play records and listen to them – but what really interests me now is the idea of being a sound technician – and I'll tell you why.

Last week – you know it was the school holidays – well I was staying at my cousin's – he lives on the coast, so it's really cool at his place and I often go and stay during the holidays. Well that's when I was invited to go to the recording studio! We were having dinner, and my cousin and I were talking about music and things like that.

My aunt was listening, and she works in advertising. She said she was doing something for a recording studio, and asked me if I'd like to go there for the day! She said she had a good friend who worked there, called Kate, and she'd ask her if I could spend some time with her while they were actually doing a recording. I was just so excited!

The studio's quite far from where I live – it's near the main train station in the next town. So the morning after I got back home, I got up really early to catch the bus there. I was standing at the bus stop when I saw my best friend's dad driving past. He stopped and gave me a lift because he works in the next town near the station.

So that was a good start to the day!

I had a great time there, seeing how they do stuff like recording the voices and the instruments separately – I must say, there were plenty of retakes! And they showed me how they do mastering to even out the sound after the recording, that sort of thing. It was really interesting. Kate, who took me round, was just so nice, and she gave me some advice. She said she was sure I already know loads about music and watch plenty of bands online – but if I really wanted to achieve my goals, I ought to work hard at school, that was the most important thing. She said people in the entertainment industry don't just go to lots of concerts and go to parties with celebrities, it's about more than that and you need to be good at what you do.

I haven't stopped talking about it since, and it's given me so much to think about. It's one of the most exciting things that's ever happened to me! They said I could send them a video of me playing the guitar, they'd like to see it – but I know they were just being kind. I've made one, but haven't sent it yet. I started to write an email to them to thank them, but then I thought a postcard would be nicer, so I got one, wrote a couple of things on it and posted it to them yesterday.

1. What job would Ray like to do when he's older?

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2. Who invited Ray to visit the recording studio?

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3. How did Ray get to the recording studio?

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4. What did the woman at the recording studio say Ray should do?

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5. What did Ray send the people at the recording studio after his visit?

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## Part 2.

**Read the text. Write 'R' for Right, 'W' for Wrong or 'DS' for Doesn't Say.**

[www.my-blog.com/Jerry's\\_blog](http://www.my-blog.com/Jerry's_blog)

Hi! I'm Jerry. I'm fourteen and I live in Kingston. Welcome to my blog!

4th April

Yesterday I went to the cinema to watch Maleficent, the new film starring Angelina Jolie. She's my favourite actress! I think she's great! Have you seen the film yet? I've seen all her Lara Croft films and the Kung Fu Panda films! She's so funny and active and adventurous! I've been her fan for four years now and I've got posters and photographs. I've also tried to get her autograph twice but I haven't been lucky so far. Maybe next time, she comes to England for a premiere, I'll be able to ask her. What about you? Have you got a favourite film star? Do you belong to a fan club? Do write and tell me!

Hi Jerry! I've been reading your blog for six months now and I really love it! To answer your question, my favourite star is Ben Stiller. I find him hilarious! He's such a good comedian! Have you seen Madagascar? It's my favourite animated film! And Meet the Fockers and A Night at the Museum! They're so funny! I haven't met him or got his autograph but my best friend has! He was there at the premiere of Madagascar 3 and he asked Ben to sign his name on his t-shirt! Lucky guy!

Samantha K., Los Angeles

Great blog, Jerry! I haven't got a favourite film star, but my favourite pop star is Adele. She's got an amazing voice, hasn't she? I've collected all her CDs and I've put up her posters on the walls of my bedroom. I've been listening to her music for three years now (I'm fifteen) and I can't wait to listen to her new album when it comes out!

Josie Brown

Hey, Jerry! I'm a huge fan of Owen Wilson and I've actually met him once! I told him I wanted to be like him and he asked me for my name, signed his name on a poster and gave me his photograph! I've been a member of his fan club ever since that day!

Martin, Nebraska

1. Jerry's favourite actress has played in Kung Fu Panda. \_\_\_\_\_
2. Jerry has managed to get Angelina Jolie's autograph. \_\_\_\_\_
3. Samantha has been to the premiere of all the Madagascar films. \_\_\_\_\_
4. Josie has been listening to Adele's music since she was twelve. \_\_\_\_\_

5. Martin talks to Owen Wilson regularly. \_\_\_\_\_

**ANSWERS FOR THE READING**

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

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

**Your teacher has asked you to write a review of an adventure film you have seen.**

**Write about 100-120 words.**

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## Variant 4.

### SECTION 1. Listening (15 minutes)

**Listen to five people talking about social media. Listen and write T for true, F for false or NG for not given.**

1. Amy: Social media is an essential part of everyone's life. \_\_\_\_\_
2. Brian: Brian believes that putting too many pictures online is sensible. \_\_\_\_\_
3. Carol: Carol believes that social media will remain the main form of communication due to its current popularity. \_\_\_\_\_
4. David: David thinks people are more truthful about their opinions on social media than in person. \_\_\_\_\_
5. Emma: Emma uses social media primarily to connect with her friends for sport-related activities. \_\_\_\_\_

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

### SECTION 2. Reading (30 minutes)

#### Part 1.

**Read the conversation between two friends, Maria and Ben, about being famous. Decide if the sentences are true (T) or false (F).**

Maria: Hi Ben, did you hear about that actor yesterday who went...

Ben: No, Maria:, I didn't, and to be honest, I don't want to.

Maria: OK, OK. But why not? It's only natural to be interested in other people's lives.



Ben: Maybe, but I don't understand why everybody wants to talk about people they don't even know. I think that's strange!

Maria: I really don't agree. In my opinion, famous people are just like everybody else. I mean, a lot of the difficulties they have in life are different, but they're still humans. They need to eat, sleep, they get bored sometimes, they need friends...

Ben: Yeah, but that still doesn't explain why some people seem to be as interested in celebrities they've never met as they are in their own friends!

Maria: Well yes, maybe you're right, it is a bit strange. But I suppose you can find out lots of things about them on the internet, so you can begin to feel that you actually know them.

Ben: Yes, but all that information about them online doesn't mean you know what they're really like. It's just an image.

Maria: That's true, but on social media you can find lots of conversations between stars and their fans. The stars answer questions and are often very honest, I think.

Ben: I'm not sure... I think they're very careful about what they say.

Maria: But don't you think that when we see all the great things they've done, it makes us want to do better ourselves? I really believe it makes people aim higher in life! Or even just do things they wouldn't think of trying if they didn't see celebrities doing them.

Ben: Perhaps some people feel like that, but I think your friends, your family, your teachers are the people who should help you decide what to do in life, don't you?

Maria: Of course! But celebrities have an effect too. They need to behave well in public – I mean they have responsibilities because so many people watch what they do, especially young kids. They always need to think about that.

Ben: Well if you have a lot of fans, yes, you do need to remember that there will always be someone watching you, wherever you are. That must be difficult. I'd hate not to be able to go out without people taking my photograph, or wanting to talk to me.

Maria: But it's not all bad, is it? I wouldn't mind people knowing about me because I'd done something really special, or was really good at something. I'd feel proud. And I'd enjoy the good things about it, like meeting interesting people, travelling all over the world. It would be great to have so many opportunities.

Ben: Yeah, I'm sure you're right. But I still don't understand why people are so interested in them. I love watching films, but I don't need to know all about the actors' personal lives...

1. Maria says that celebrities' problems are the same as everybody else's. T / F

2. Ben believes that there is too much information about celebrities online. T / F

3. Maria thinks that knowing about celebrities encourages people to achieve more.  
T / F
4. Ben says that celebrities should behave in a more professional way. T / F
5. Maria believes that there are advantages to being famous. T / F

## Part 2.

### Read the text and circle correct words.

[www.my-blog.com/Jerry's\\_blog](http://www.my-blog.com/Jerry's_blog)

Hi! I'm Jerry. I'm fourteen and I live in Kingston. Welcome to my blog!

4th April

Yesterday I went to the cinema to watch *Maleficent*, the new film starring Angelina Jolie. She's my favourite actress! I think she's great! Have you seen the film yet? I've seen all her Lara Croft films and the Kung Fu Panda films! She's so funny and active and adventurous! I've been her fan for four years now and I've got posters and photographs. I've also tried to get her autograph twice but I haven't been lucky so far. Maybe next time, she comes to England for a premiere, I'll be able to ask her. What about you? Have you got a favourite film star? Do you belong to a fan club? Do write and tell me!

Hi Jerry! I've been reading your blog for six months now and I really love it! To answer your question, my favourite star is Ben Stiller. I find him hilarious! He's such a good comedian! Have you seen *Madagascar*? It's my favourite animated film! And *Meet the Fockers* and *A Night at the Museum*! They're so funny! I haven't met him or got his autograph but my best friend has! He was there at the premiere of *Madagascar 3* and he asked Ben to sign his name on his t-shirt! Lucky guy!

Samantha K., Los Angeles

Great blog, Jerry! I haven't got a favourite film star, but my favourite pop star is Adele. She's got an amazing voice, hasn't she? I've collected all her CDs and I've put up her posters on the walls of my bedroom. I've been listening to her music for three years now (I'm fifteen) and I can't wait to listen to her new album when it comes out!

Josie Brown

Hey, Jerry! I'm a huge fan of Owen Wilson and I've actually met him once! I told him I wanted to be like him and he asked me for my name, signed his name on a poster and gave me his photograph! I've been a member of his fan club ever since that day!

Martin, Nebraska

1. Angelina Jolie is a *fan* / *film* star.
2. Jerry has watched *Maleficent* / *Madagascar*.

3. Ben Stiller is very *funny* / *has* a good voice.
4. Josie has got all Adele's *music* / *films*.
5. Martin has a signed *poster* / *signed* photograph of Owen Wilson.

**ANSWERS FOR THE READING**

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

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

**This is part of a letter you receive from an English-speaking friend.**

*My parents want me to learn to cook, but I don't think it's necessary. Do you like cooking? Do you think teenagers need to learn to prepare meals? Is it better to learn to cook at school or at home?*

**Write about 100-120 words.**

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and explain the necessity of listening music.

## Variant 5.

### SECTION 1. Listening (15 minutes)

**Listen to five people talking about social media. Listen and write T for true, F for false or NG for not given.**

1. Amy spends most of her time on social networking sites. \_\_\_\_\_
2. Brian believes that putting too many pictures on social networking sites is a waste of time. \_\_\_\_\_
3. Carol thinks that social media will eventually be replaced by a more exciting form of communication. \_\_\_\_\_
4. David believes that people are more honest about things on social media. \_\_\_\_\_
5. Emma uses social media primarily to keep in touch with her cousins who live abroad. \_\_\_\_\_

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

### SECTION 2. Reading (30 minutes)

#### Part 1.

**Read the blog. Are these sentences true (T) or false (F)?**

Lara's blog: Recycled art competition

A group of us in my class recently entered an art competition for teenagers. We had to create a sculpture, but the thing that made it unusual was that we could only use recycled materials to create our artwork. The organisers said we mustn't buy anything new, or use anything in our design that we had at home but still needed,

like plates, books, or stuff like that. They also said we ought to check with our parents whether we were taking something broken that they planned to fix. We couldn't stick things together with glue or new tape, either, just old bits of ribbon or string that had already been used for something else. They said that we mustn't use anything sharp, like glass or nails, in case we hurt ourselves, and that we should be sensible and avoid taking anything we found in bins in public places.

We spent several days collecting lots of bits, without knowing what our sculpture would actually be or look like. Finally, we decided to make a horse pulling a cart – it was a photograph on the internet that gave us the idea. We followed all the competition instructions carefully, in case the organisers sent back our sculpture saying we'd broken the rules! We used cardboard from cereal packets and some old pieces of wood, all tied together with old bits of string, balloons and old (clean) socks.

We decorated the cart with sweet wrappers and coloured paper from old magazines. Though you could only just about see it was a horse and cart, we thought it was the best thing ever. We didn't win a prize, but we had a lot of fun doing it!

1. The teenagers could use both new and recycled materials in their sculpture. T / F
2. The teenagers took some things they needed from bins in the street. T / F
3. The group decided what to make after seeing a picture online. T / F
4. The competition organisers sent the sculpture back. T / F
5. It was hard to see that the sculpture was a horse and cart. T / F

## **Part 2**

**Read the text. Complete each sentence with one word from the text.**

We all use computers, smartphones and tablets in our everyday life. The time when these things were considered luxury items for the elite few is well in the past. But how is technological progress going to affect our lives in the future?

Many think that as computers are becoming smarter and smarter, they will soon take over several tasks which until now have required human intelligence. Computers or AI (artificial intelligence) will most probably regulate traffic in the future, control production in factories, operate delicate machines and drive boats and trains. Some of these things are no longer part of science fiction, but have been happening for the last thirty years or so. But what will happen as computers evolve further?

For those of us who have watched the Matrix trilogy, the evolution of computers to such a degree feels like a nightmare. Are computers going to take over from man? Are we going to become their slaves sometime in the distant future? Are they going to turn evil and destroy the Earth?

Other science fiction works foresee a more favourable future for the human race. Computers and robots become very intelligent, but they have in-built laws that don't allow them to harm people. These intelligent machines are (according to some writers) going to help mankind conquer space travel and protect it from yet unknown enemy life forms.

What does the future hold for computers, robots and us? Are we going to continue developing computers, robots and the software that runs them to the point where we, humans, become completely unnecessary for their survival? We'll just have to wait and see.

1. Technological \_\_\_\_\_ is going to change our lives.
2. Computers have already taken \_\_\_\_\_ some tasks from people.
3. In the \_\_\_\_\_ future, people may become the slaves of computers.
4. There will be some kind of software programs that won't \_\_\_\_\_ computers to harm people.
5. In the future, computers may not be dependent on humans for their \_\_\_\_\_.

### ANSWERS FOR THE READING

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

### SECTION 3. Writing (40 minutes)





5. Is there any technology you don't like?

## Part 2

**Describe your favourite gadget. You should say:**

What is it

When did you get it

How often do you use it

and say why is it so important to you

## Variant 6.

### SECTION 1. Listening (15 minutes)

**Listen to five people talking about social media. Answer to the questions.**

1. How does Amy primarily use social media?

- A) To do homework
- B) To communicate with friends
- C) To watch sports events
- D) To explore new technologies

2. What does Brian find unnecessary about social media posts?

- A) Chatting with friends
- B) Uploading too many pictures
- C) Communicating online
- D) Checking for updates

3. According to Carol, what might replace social media in the future?

- A) Traditional communication methods
- B) New technological developments
- C) Face-to-face interactions
- D) Social networking industry growth

4. How does David use social media in relation to his career aspirations?

- A) To watch concerts online
- B) To read reviews of theatre shows
- C) To communicate with friends
- D) To post his own reviews

5. Why does Emma use social media?

- A) To avoid school work
- B) To communicate with cousins
- C) To watch sports events live
- D) To focus on farm life

abroad

## ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

## SECTION 2. Reading (30 minutes)

### Part 1.

**Read the blog. Are these sentences true (T) or false (F)?**

Lara's blog: Recycled art competition

A group of us in my class recently entered an art competition for teenagers. We had to create a sculpture, but the thing that made it unusual was that we could only use recycled materials to create our artwork. The organisers said we mustn't buy anything new, or use anything in our design that we had at home but still needed, like plates, books, or stuff like that. They also said we ought to check with our parents whether we were taking something broken that they planned to fix. We couldn't stick things together with glue or new tape, either, just old bits of ribbon or string that had already been used for something else. They said that we mustn't use anything sharp, like glass or nails, in case we hurt ourselves, and that we should be sensible and avoid taking anything we found in bins in public places.

We spent several days collecting lots of bits, without knowing what our sculpture would actually be or look like. Finally, we decided to make a horse pulling a cart – it was a photograph on the internet that gave us the idea. We followed all the competition instructions carefully, in case the organisers sent back our sculpture saying we'd broken the rules! We used cardboard from cereal packets and some old pieces of wood, all tied together with old bits of string, balloons and old (clean) socks.

We decorated the cart with sweet wrappers and coloured paper from old magazines. Though you could only just about see it was a horse and cart, we thought it was the best thing ever. We didn't win a prize, but we had a lot of fun doing it!

1. Maria says that celebrities' lives are often boring. T / F
2. Ben says that people can get to know celebrities online. T / F

3. Maria thinks that people are more likely to try new things because of celebrities. T / F
4. Ben says that celebrities behave badly. T / F
5. Maria says she'd like to be famous. T / F

## **Part 2.**

**Read the text. Complete each sentence with one word from the text.**

### Opera

My uncle used to love this kind of music. He would listen to it for hours at home and I loved going with him to watch performances. The singers, the clothes and the settings are amazing when you watch live performances! It's not ballet but there's choreography and the singers aren't actors, but they have to be able to express their feelings. It's a great show, really! I've learnt to enjoy this type of music because of my uncle.

### Circus

When I was little, my parents used to take me and my brother and sister to watch the acrobats, the jugglers and the wild animals performing. Now, of course, they aren't allowed to use animals, and in my opinion that's a good thing. Animals don't belong in places like that. They should be free. However, I still consider this to be a top form of entertainment, so now I take my own kids to look at the acrobats.

### Gallery

I always look forward to visiting this place when there's a new exhibition. I'm very good at drawing and I want to see how other artists may have dealt with a subject that I have painted as well. Next week I intend to visit a new exhibition of impressionist painters. Some of their works have come to my country for the first time.

### Theatre

When I was younger, I was too shy and I didn't want to perform in front of audiences. However, my drama teacher has convinced me that I'm very good at acting and that I should take part in the next school performance. He encouraged me to study the part of Othello and try to take it. I'm actually looking forward now to appearing on stage!

### Ballet

The first time my mum took me to see a performance, I was left speechless! The dancers seemed to float on air! They were flying like birds! And their costumes, it was like a fairy tale. The music, too, was full of feelings. I loved every minute of the performance and I decided there and then that I would become a dancer, too!

1. Live \_\_\_\_\_ of opera are an amazing sight!
2. When you go to the circus, you can see \_\_\_\_\_ doing dangerous acts.
3. There's a new art \_\_\_\_\_ in Tucker's Gallery.
4. If you want to take part in the school play, talk to the \_\_\_\_\_ teacher.
5. Becoming a ballet \_\_\_\_\_ involves practising very hard for hours every day.

### ANSWERS FOR THE READING

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

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

##### **Read part of an email from an English-speaking friend.**

*I've suffered from lots of colds recently and am feeling quite unhealthy. How do you stay healthy? What do you do to keep fit? Do you play any sports? What do you think I should do to feel better?*

**Now write an email to your friend answering the questions. Write about 100-120 words.**

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where the country is  
when you will go there  
why you would like to go there  
and explain why this is a good country to visit.

## Variant 7.

### SECTION 1. Listening (15 minutes)

Listen to five people talking about social media. Answer to the questions.

1. What is Amy's view of social media in her life?  
A) Essential  
B) Time-consuming  
C) Unnecessary  
D) Irrelevant
2. How many social networking sites does Brian use daily?  
A) One  
B) Three  
C) Two  
D) Four
3. What is Carol's opinion about the future of social media?  
A) It will remain the main form of communication  
B) It is already outdated  
C) People will move on to newer communication methods  
D) It will become less popular
4. What career path is David interested in pursuing?  
A) Musician  
B) Teacher  
C) Journalist  
D) Scientist
5. How does Emma primarily use social media?  
A) Stay updated with friends  
B) Share schoolwork  
C) Connect with family abroad  
D) Watch sports events

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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

### **Part 1.**

**Read the article from a school magazine about holidays.**

What I did during the summer holidays

A Harry

I spent two weeks on a cruise ship with my family last year. We landed at lots of different places and were given a few hours to visit shops, markets and all the touristy places on foot. I wanted to buy presents for my friends back home, but I didn't have enough money! We always had to make sure we were back at the ship on time! But of course most of the time we were at sea. It was fun exploring the cruise ship, and there were some other teenagers I met on board. We had a good time together and it would be great if I could see them again one day.

B Maya

I did a tennis course for a week during the summer holidays. The teacher was really good and showed me how to stand in the right position when I hit the ball. I think I've really improved my technique. I'll never be an amazing player – if I wanted to be, I'd have to play a lot more often than I do! But I've already had better results when I've played matches for fun with my friends. I enjoyed doing the course, but I also like spending time relaxing during the holidays – without having to use up too much energy!

C Tim

My main interest is cooking, so during my last summer holidays, that's what I did nearly every day! My aunt's a very good cook, so she helped me choose recipes that I could manage. She also went shopping with me to buy all the ingredients for the dishes I wanted to prepare. We had a lot of fun going to local markets and choosing from all the lovely vegetables on display. A lot of the things we needed were also on sale at the supermarket. I even made a special meal for my friend's birthday.

D Louise

I went on a science course last summer with some friends. It wasn't at all like our science classes at school, because we had a lot more time to do experiments. They gave us a list of all the ones we could try every day, and we decided which ones we each wanted to do. We also learned about new inventions, and a bit about satellites. If I can, I'd like to be a scientist in the future. I'd like to work on cars which use electricity as fuel, and developing ways of charging all sorts of devices using the sun.



### **Which person...**

1. says they don't practise enough to do something very well? \_\_\_\_\_
2. is interested in various types of energy? \_\_\_\_\_
3. bought things from different places? \_\_\_\_\_
4. made some new friends? \_\_\_\_\_
5. did something nice for someone? \_\_\_\_\_

### **Part 2.**

**Read the text. Write 'R' for Right, 'W' for Wrong or 'DS' for Doesn't Say.**

#### **Opera**

My uncle used to love this kind of music. He would listen to it for hours at home and I loved going with him to watch performances. The singers, the clothes and the settings are amazing when you watch live performances! It's not ballet but there's choreography and the singers aren't actors, but they have to be able to express their feelings. It's a great show, really! I've learnt to enjoy this type of music because of my uncle.

#### **Circus**

When I was little, my parents used to take me and my brother and sister to watch the acrobats, the jugglers and the wild animals performing. Now, of course, they aren't allowed to use animals, and in my opinion that's a good thing. Animals don't belong in places like that. They should be free. However, I still consider this to be a top form of entertainment, so now I take my own kids to look at the acrobats.

#### **Gallery**

I always look forward to visiting this place when there's a new exhibition. I'm very good at drawing and I want to see how other artists may have dealt with a subject that I have painted as well. Next week I intend to visit a new exhibition of impressionist painters. Some of their works have come to my country for the first time.

#### **Theatre**

When I was younger, I was too shy and I didn't want to perform in front of audiences. However, my drama teacher has convinced me that I'm very good at acting and that I should take part in the next school performance. He encouraged me to study the part of Othello and try to take it. I'm actually looking forward now to appearing on stage!

## Ballet

The first time my mum took me to see a performance, I was left speechless! The dancers seemed to float on air! They were flying like birds! And their costumes, it was like a fairy tale. The music, too, was full of feelings. I loved every minute of the performance and I decided there and then that I would become a dancer, too!

1. The writer in paragraph 1 went to the opera for the first time with his uncle. \_\_\_\_\_
2. The writer in paragraph 2 goes to the circus with his children. \_\_\_\_\_
3. The writer in paragraph 3 is looking forward to a new art exhibition. \_\_\_\_\_
4. The writer in paragraph 4 has performed in many school plays. \_\_\_\_\_
5. The writer in paragraph 5 wants to learn to fly like a bird. \_\_\_\_\_

### ANSWERS FOR THE READING

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

### SECTION 3. Writing (40 minutes)

**Your teacher has asked you to write a story. Your story must begin with this sentence:**

*When I saw the photograph, I knew I had to do something.*

**Write about 100-120 words.**

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When was it?

Where did you see it?

What did you see?

And explain why you think it was interesting?

## Variant 8.

### SECTION 1. Listening (15 minutes)

**Listen to five people talking about social media. Complete the sentences with one word.**

1. Amy spends quite a lot of time every day on social networking sites, checking what all her friends are doing, \_\_\_\_\_, and looking at their photos – they take a lot when they're bored!

2. Brian uses two social networking sites for about three hours a day in total. It's normal and even \_\_\_\_\_ to communicate online, and he's always up to date with what's going on.

3. Carol believes that because there are so many new developments in technology all the time, it won't be \_\_\_\_\_ before people move on to another way of communicating with each other.

4. David likes to write reviews of things he's seen at the theatre, cinema, or concerts and post them on different sites. He also enjoys reading what his friends say about them \_\_\_\_\_.

5. Emma uses social media as a good way to keep in touch with her cousins who live abroad. She also \_\_\_\_\_ looking at photos and videos of sports events that her friends have filmed and uploaded.

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

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

### **Part 1.**

**Read the article from a school magazine about holidays.**

What I did during the summer holidays

A Harry

I spent two weeks on a cruise ship with my family last year. We landed at lots of different places and were given a few hours to visit shops, markets and all the touristy places on foot. I wanted to buy presents for my friends back home, but I didn't have enough money! We always had to make sure we were back at the ship on time! But of course most of the time we were at sea. It was fun exploring the cruise ship, and there were some other teenagers I met on board. We had a good time together and it would be great if I could see them again one day.

B Maya

I did a tennis course for a week during the summer holidays. The teacher was really good and showed me how to stand in the right position when I hit the ball. I think I've really improved my technique. I'll never be an amazing player – if I wanted to be, I'd have to play a lot more often than I do! But I've already had better results when I've played matches for fun with my friends. I enjoyed doing the course, but I also like spending time relaxing during the holidays – without having to use up too much energy!

C Tim

My main interest is cooking, so during my last summer holidays, that's what I did nearly every day! My aunt's a very good cook, so she helped me choose recipes that I could manage. She also went shopping with me to buy all the ingredients for the dishes I wanted to prepare. We had a lot of fun going to local markets and choosing from all the lovely vegetables on display. A lot of the things we needed were also on sale at the supermarket. I even made a special meal for my friend's birthday.

D Louise

I went on a science course last summer with some friends. It wasn't at all like our science classes at school, because we had a lot more time to do experiments. They gave us a list of all the ones we could try every day, and we decided which ones we each wanted to do. We also learned about new inventions, and a bit about satellites. If I can, I'd like to be a scientist in the future. I'd like to work on cars which use electricity as fuel, and developing ways of charging all sorts of devices using the sun.

**Which person...**

1. says they aren't as good at something as they could be? \_\_\_\_\_
2. was glad to be able to choose the activities they preferred? \_\_\_\_\_
3. spent less money than he/she expected? \_\_\_\_\_
4. made new friends? \_\_\_\_\_
5. says they are better at something than they used to be? \_\_\_\_\_

**Part 2.**

**Read the text. Write 'R' for Right, 'W' for Wrong or 'DS' for Doesn't Say.**

How many pairs of jeans have you got? Five? Ten? Which one is your favourite? How many pairs of jeans or denim shorts are there in the world? Denim must be the most popular type of clothing material there is in the western world. It's made of cotton and it can be worn in practically any circumstances. So jeans and denim are innocent, environmentally friendly clothes, right? Wrong!

As it turns out, what most people don't know is that denim jeans are truly environmentally unfriendly! To start with, vast quantities of water are needed for the cotton plants – in fact, 1,600 gallons of water are needed for just one pair of jeans. Then, a large amount of oil is also required to move the machines that spray cotton plants with chemicals so they aren't destroyed by insects or other pests! To make matters worse, to give denim its blue colour many harmful chemicals are used, which are afterwards released into the environment, poisoning and polluting the ground water, killing all life there. They also poison drinking water, making it unsuitable for human consumption.

Had enough? Sorry, there's more! After a pair of jeans has been made, it is washed countless times to give it the trendy faded look that it needs if it's to be sold in fashionable shops. So, a lot more water is wasted like that. Finally, jeans also contribute to global warming – for each pair of jeans 32 kg of CO<sub>2</sub> is released into the atmosphere!

Should we then give up our beloved jeans? Is there a solution? Happily, yes, there is. Some companies are now having research done into producing environmentally friendly jeans and denim clothes. They're using recycled materials such as plastic and even glass, which helps the environment by removing harmful substances, as well!







## Variant 9.

### SECTION 1. Listening (15 minutes)

Listen to five people talking about social media. Complete the sentences with one word.

1. Amy admits that she probably \_\_\_\_\_ quite a lot of time every day on social networking sites.
2. Brian mentions that it's \_\_\_\_\_ to communicate online.
3. Carol believes that people will soon move on to another way of \_\_\_\_\_ with each other.
4. David writes reviews of things he has seen at the \_\_\_\_\_ or the cinema or concerts.
5. Emma uses social media to keep in touch with her cousins who live \_\_\_\_\_

### ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

### SECTION 2. Reading (30 minutes)

#### Part 1.

Read a teenager called Jim's blog about moving away from the city to live in the countryside. For each question, choose the best answer, a or b.

A year ago, just before the summer holidays, my parents announced that they were planning to move out of the city to live in the countryside. They said they were tired of their stressful lives in the city, and the high prices. My mother's a writer, so if there's an internet connection, she can work wherever she is. My father's a musician, so it isn't that simple for him, but he explained that he hoped he could find work locally, teaching children to play the piano and the guitar.

Well, the news was completely unexpected, and of course my sister and I weren't interested in hearing about all the advantages of being out of the city – the open

spaces, the wildlife, enjoying the changing seasons, no pollution, all that sort of thing. We didn't want to leave our friends, or all the facilities available to us. My sister's mad about skateboarding, and we both suddenly realised that our school wasn't too bad, despite all the homework!

Instead of listening to us and changing their minds, my parents insisted that it was a great idea. According to them, we were young enough to handle such a big change in our lives fairly easily, and they said they had dreamed of doing this for years. Even worse, they told us they had found a big house in a small village, and that they were selling the flat we lived in so they could buy it. My sister and I imagined it must be a ruin. After all, how could we possibly afford a big house? But actually, we could, because houses are reasonably cheap in the countryside compared to those in the city, and when they showed us pictures of it online, we saw that, in fact, it looked pretty nice.

A month later, here we all are, in a tiny village thirty kilometres from the nearest town. We'll have to get up early to catch a bus to school when the new term starts, which I'm definitely not looking forward to. My sister's taken up mountain biking with some of the local kids, so she's happy. I still miss my friends, but some of them are coming to stay next week, and I've made some new ones, too. One of them's into making animated films, and I've discovered that's really interesting. Who knows, maybe I'll be a famous film-maker one day!

1. Why had Jim's parents decided to leave the city?
  - a) They wanted to feel less worried and more relaxed.
  - b) They couldn't afford to live there any longer.
  - c) The jobs they did had changed.
2. How did Jim feel about moving?
  - a) surprised his parents hadn't asked him what he thought about it
  - b) worried about the way his life would change
  - c) grateful for the chance to go to a different school
3. Jim's parents said that Jim and his sister were
  - a) able to deal with the move.
  - b) right to be excited about the future.
  - c) lucky to have this opportunity.
4. What does Jim say about their new house?

- a) It was older than their flat in the city.
- b) It was better than he had expected.
- c) It was extremely expensive.

5. What is Jim pleased about now?

- a) He has found a new hobby.
- b) He lives fairly near his new school.
- c) He is going to visit his old friends soon.

## Part 2.

### Read the text and circle the correct words.

How many pairs of jeans have you got? Five? Ten? Which one is your favourite? How many pairs of jeans or denim shorts are there in the world? Denim must be the most popular type of clothing material there is in the western world. It's made of cotton and it can be worn in practically any circumstances. So jeans and denim are innocent, environmentally friendly clothes, right? Wrong!

As it turns out, what most people don't know is that denim jeans are truly environmentally unfriendly! To start with, vast quantities of water are needed for the cotton plants – in fact, 1,600 gallons of water are needed for just one pair of jeans. Then, a large amount of oil is also required to move the machines that spray cotton plants with chemicals so they aren't destroyed by insects or other pests! To make matters worse, to give denim its blue colour many harmful chemicals are used, which are afterwards released into the environment, poisoning and polluting the ground water, killing all life there. They also poison drinking water, making it unsuitable for human consumption.

Had enough? Sorry, there's more! After a pair of jeans has been made, it is washed countless times to give it the trendy faded look that it needs if it's to be sold in fashionable shops. So, a lot more water is wasted like that. Finally, jeans also contribute to global warming – for each pair of jeans 32 kg of CO<sub>2</sub> is released into the atmosphere!

Should we then give up our beloved jeans? Is there a solution? Happily, yes, there is. Some companies are now having research done into producing environmentally friendly jeans and denim clothes. They're using recycled materials such as plastic and even glass, which helps the environment by removing harmful substances, as well!

1. Denim clothes can be *worn* / *bought* anywhere.

2. A lot of *water / oil* is needed for the cotton plants.
3. *Dangerous / Environmentally friendly* chemicals are used to colour denim material.
4. A pair of jeans must be washed *just once / many times* before it is sold.
5. New techniques are being researched to make jeans *cheaper / greener*.

### ANSWERS FOR THE READING

| Part 1 |  | Part 2 |  |
|--------|--|--------|--|
| 1      |  | 1      |  |
| 2      |  | 2      |  |
| 3      |  | 3      |  |
| 4      |  | 4      |  |
| 5      |  | 5      |  |

### SECTION 3. Writing (40 minutes)

**This is part of a letter you receive from an English-speaking friend.**

*My parents want me to learn to cook, but I don't think it's necessary. Do you like cooking? Do you think teenagers need to learn to prepare meals? Is it better to learn to cook at school or at home?*

**Write about 100-120 words.**

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# Variant 10.

## SECTION 1. Listening (15 minutes)

Listen to five people talking about social media. Complete the sentences with one word.

1. Amy mentions that social media is how she \_\_\_\_\_ with her friends.
2. Brian thinks that it's a bit silly to keep on \_\_\_\_\_ more and more pictures on social media.
3. Carol expresses uncertainty about \_\_\_\_\_ will replace social media.
4. David loves reading what his friends say about the \_\_\_\_\_ online.
5. Emma enjoys looking at photos and videos of \_\_\_\_\_ events that her friends have filmed and uploaded.

## ANSWERS FOR THE LISTENING

|    |  |
|----|--|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

## SECTION 2. Reading (30 minutes)

### Part 1.

Read a teenager called Jim's blog about moving away from the city to live in the countryside. Write 'T' for True, and 'F' for False.

A year ago, just before the summer holidays, my parents announced that they were planning to move out of the city to live in the countryside. They said they were tired of their stressful lives in the city, and the high prices. My mother's a writer, so if there's an internet connection, she can work wherever she is. My father's a musician, so it isn't that simple for him, but he explained that he hoped he could find work locally, teaching children to play the piano and the guitar.

Well, the news was completely unexpected, and of course my sister and I weren't interested in hearing about all the advantages of being out of the city – the open spaces, the wildlife, enjoying the changing seasons, no pollution, all that sort of thing. We didn't want to leave our friends, or all the facilities available to us. My

sister's mad about skateboarding, and we both suddenly realised that our school wasn't too bad, despite all the homework!

Instead of listening to us and changing their minds, my parents insisted that it was a great idea. According to them, we were young enough to handle such a big change in our lives fairly easily, and they said they had dreamed of doing this for years. Even worse, they told us they had found a big house in a small village, and that they were selling the flat we lived in so they could buy it. My sister and I imagined it must be a ruin. After all, how could we possibly afford a big house? But actually, we could, because houses are reasonably cheap in the countryside compared to those in the city, and when they showed us pictures of it online, we saw that, in fact, it looked pretty nice.

A month later, here we all are, in a tiny village thirty kilometres from the nearest town. We'll have to get up early to catch a bus to school when the new term starts, which I'm definitely not looking forward to. My sister's taken up mountain biking with some of the local kids, so she's happy. I still miss my friends, but some of them are coming to stay next week, and I've made some new ones, too. One of them's into making animated films, and I've discovered that's really interesting. Who knows, maybe I'll be a famous film-maker one day!

1. The narrator's parents decided to move to the countryside due to the low cost of living and their desire for a less stressful life. \_\_\_\_
2. Both of the narrator's parents work remotely, which makes it easier for them to relocate. \_\_\_\_
3. Houses in the countryside are generally more expensive compared to those in the city. \_\_\_\_
4. The narrator's sister has started mountain biking with some local kids and is enjoying it. \_\_\_\_
5. The narrator's friends are not interested in visiting them in the countryside. \_\_\_\_

## **Part 2.**

**Read the text and complete each sentence with a word or phrase from the text.**

Ann, 13

I don't buy expensive things. Some of my classmates love wearing brand names, but I think it's silly to spend so much money on clothes, especially since I'm still young and next year my clothes won't even fit me. I usually go shopping with my mum, because she's got great taste and she knows what suits me and what doesn't, but it's

always me who makes the final decision. I spend my pocket money on computer games, but again, I don't spend much. I prefer to exchange used games with my friends. That way I get to enjoy more games than I would ever be able to afford.

Tanya, 16

I love clothes and I love shopping – you could say I'm addicted! I hang out at the shopping centre with my friends and I always buy something new every week. My parents are a bit worried and tell me I should spend less, but I don't want to. I have the nicest clothes at school and great style and everybody asks me where I buy clothes from! I don't have my own credit card yet, but when I get a job in a few years, I'm definitely going to get one. My favourite sites on the internet are fashion sites of course and I've also got my own blog where I talk about – what else? – clothes and fashion!

Mark, 15

I never go shopping. It's so boring! My mum gets me my clothes and I just wear them. I spend most of my time on the basketball court. I hang out with my friends there and we have fun. I think that consumers should be more aware of what they buy. We live in a period where people don't buy what they need, but what they want and that means we spend time and money on useless things. I believe we should be more aware of what consumerism does to the environment, too.

Carl, 17

I usually spend a little money on clothes and stuff, but not very often. I like to be in fashion but I also believe that we should think about whether we need something before we buy it. Take my sister for example – she's got a room full of clothes she doesn't wear and things she doesn't use! I don't want to be like that. I usually do my shopping in the sales because then I can find good bargains. And I sometimes buy stuff over the internet, because it's fun and fast.

1. Ann spends her \_\_\_\_\_ money on computer games.
2. Tanya wants to get a \_\_\_\_\_ when she's older.
3. Tanya's favourite internet \_\_\_\_\_ are about fashion.
4. Mark likes to \_\_\_\_\_ out at the basketball court.
5. Carl doesn't spend a lot but he enjoys being in \_\_\_\_\_.





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

**Hopes and dreams**

**Part 1**

1. What was your dream when you were a child?
2. What's your main ambition in life now?
3. What's your dream job?
4. Are you the kind of person who never gives up on your dreams?
5. What was your dream job when you were at a young age?
6. What are you planning to do in the next five years?
7. What plans do you have for your future?
8. Do you want to learn a skill that you do not have?
9. Why should we plan for our future?
10. What are some plans you had a few years ago but you did not fulfil them?  
Why?

**Part 2**

**Describe a future plan which is not related to work or study. You should say**

what the plan is

when you thought of the plan

who is involved in the plan

and say how you think you will achieve the plan.