

USE OF ENGLISH

Time: 20 minutes

Read the text below and choose the correct word for each gap. For questions 1-15 mark the correct letter A, B, C or D on your Answer Sheet.

Quality of Communication

The internet is like a huge city, full 0) *of* many different kinds of places and people. As in a real city, there are certain places which are suitable for youngsters and others which 1) to be avoided.

The internet neither belongs to either is controlled by any one person, organization or government. It gives 2) of us the opportunity to create material for others to see. On the other hand, as in ordinary life, there are those who 3) use it for illegal purposes. The freedom of the Net 4) exciting opportunities for youngsters and, 5)..... being aware of the possible dangers and making steps to avoid them, they can happily explore that online world 6)safety.

Common sense will certainly help children 7) the Internet safety. It is preferable, for example, for parents 8) to know whom their children are meeting online and make 9) they never give out personal information about themselves. Although it is an excellent tool for learning, playing and communicating with others, youngsters should not be allowed to become 10) involved that they forget other activities 11)..... to their development. Obviously surfing as a family activity is the best solution, so that any problems that are found can be 12) together. Parents need to think about safety issues and agree on a 13) of rules. Just as youngsters are 14) instructions on road 15), they also need to be instructed on how to travel safely along that superhighway.

- | | | | | |
|----|--------------|------------|------------|----------|
| 0 | A with | B of | C in | D from |
| 1 | A need | B must | C can | D might |
| 2 | A all | B every | C other | D lot |
| 3 | A need | B have | C might | D must |
| 4 | A proposes | B offers | C faces | D finds |
| 5 | A with | B by | C for | D as |
| 6 | A is | B in | C for | D be |
| 7 | A to use | B to using | C used | D using |
| 8 | A to believe | B to have | C to get | D to be |
| 9 | A positive | B sure | C definite | D real |
| 10 | A very | B so | C much | D such |
| 11 | A important | B based | C required | D needed |

- | | | | | |
|-----------|--------------------|------------------|--------------------|---------------------|
| 12 | A discussed | B chatted | C talked | D spoken |
| 13 | A group | B choice | C set | D collection |
| 14 | A to give | B gave | C given | D giving |
| 15 | A security | B safety | C knowledge | D care |

Transfer your answers to the answer sheet!

WRITING

Time: 30 minutes

The school Internet forum invites its participants to express their opinion on the topic “Chess in the school programme”. Write your entry into the forum. Write 100 -120 words. Remember to:

- state your point of view in a clear way;
- give reasons explaining your opinion;
- try to be original and use your own style.

Transfer your forum entry to the answer sheet!

SPEAKING

Student 1

TASK 1

You have 1 minute to study the task

Imagine that you have recently got acquainted with a work of literature. Tell your partner how you did this **(picture 1)**.

1. (Monologue, time: 2-3 minutes)

Include information on:

- how you prefer to get acquainted with world literature
- which ways you consider the most effective
- what you would like to change in the way literature is studied at school

Don't forget

- to share your impressions with the partner
- to say if you recommend this work of literature to your partner

Your speech should last for **2-3 minutes**.

2. (Dialogue; time: 2 minutes)

After that answer **2 QUESTIONS** from your **partner**, who wants to get **ADDITIONAL FACTS** and **INFORMATION** not mentioned in your presentation.

TASK 2

(Dialogue; time: 2 minutes)

Now listen to the presentation of your partner who speaks about different forms of classroom work. Ask your partner **2 QUESTIONS** to get **ADDITIONAL INFORMATION**.

(picture 2)

YOUR ANSWERS WILL BE RECORDED

SPEAKING

Student 2

TASK 1

You have 1 minute to study the task

Tell your partner what forms of classroom interaction take place at your school at different lessons. (picture 2).

1. (Monologue, time: 2-3 minutes)

Make your presentation

Include information on:

- which form of classroom interaction you prefer
- which form of classroom work you find most effective
- what you would like to change in your classroom routine

Don't forget

- to invite your partner to open days to your school
- to say how you feel about working individually and in a team

Your speech should last for **2-3 minutes**.

2. (Dialogue; time: 2 minutes)

After that answer **2 QUESTIONS** from your **partner**, who wants to get **ADDITIONAL FACTS** and **INFORMATION** not mentioned in your presentation.

TASK 2

(Dialogue; time: 2 minutes)

Now listen to the presentation of your partner who has recently got acquainted with a new work of literature; ask your partner **2 QUESTIONS** to get **ADDITIONAL INFORMATION**.

(picture 1)

YOUR ANSWERS WILL BE RECORDED

Picture 1



Picture 2



LISTENING

Time: 15 minutes

Task 1. You will hear Tom and Jess talk about expensive cities they have resided before. For each question (1-5) choose the correct answer a, b or c. You will hear the text twice.

- 1) Tom has lived in _____ .
 - a) Osaka
 - b) Kyoto
 - c) Tokyo

- 2) Tom talks about buying food _____ .
 - a) in a supermarket
 - b) on the street
 - c) by credit card

- 3) Tom says _____ were expensive in Japan.
 - a) shirts
 - b) food
 - c) haircuts

- 4) Jess says _____ was the most expensive city.
 - a) London
 - b) Paris
 - c) Madrid

- 5) Jess says _____ was expensive.
 - a) wine
 - b) everything
 - c) most stuff

Task 2. You will hear a conversation between Monica and Todd who are discussing whether students should be forced to take P.E. classes. For each items (6- 10) decide if each sentence is correct or incorrect. If it is correct, write T (True). If it is not correct, write F (False). You will hear the text twice.

6. Monica is a trainer at a sport club.
7. In New Zealand PE curriculum runs contrary to health curriculum.
8. Prime Minister's position is to increase the number of PE lessons at schools.
9. Monica supports the position of Prime Minister.
10. The more PE lessons pupils have at school the more sport-motivated they become.

Transfer your answers to the answer sheet!

READING

Time: 30 minutes

Task 1. Look at the sentences below about the pupils taking exams. Read the text and decide if each sentence is true or false according to the text. If it is true, write T on your Answer Sheet. If it is false, write F on your Answer Sheet.

1. Mo and Terry were friends.
2. Mo was well prepared for the exam in physics.
3. She always passed exams in physics.
4. Terry was noticed using a telephone.
5. Mo reported what she saw to the teacher.
6. Terry was punished immediately after the teacher learnt the truth.
7. Terry explained the situation to the teacher.

CHEAT! Friends or exams? Which are more important?

Mo was waiting outside her class. She was feeling sick. She always felt sick in exam week. She had two exams that day. Physics was first and she hated physics, it was her worst subject. But this was the last day of exams! Terry looked back at her from the front of the line, then looked away quickly. Mo thought she looked guilty. She didn't have a problem with physics. She didn't have a problem with anything!

"Hi, Mo, it's your favourite exam today" said Nima as she arrived. Terry looked back again. "What's wrong with her?" said Nima. "I thought you were friends." "Yes, so did I," said Mo, "but she hasn't spoken to me for two weeks." She promised to help me revise for the physics exam, but then she ignored all my calls and texts. And when I rang her house, her mum told me she was busy. She doesn't remember who her friends are!" said Mo angrily. "Are you listening Maureen Quinn?" Mr Reed was talking to the class and the other students were going into the exam room. Mo gave Nima a worried look and followed them.

Mo couldn't answer question number five, it was too difficult. She looked up and saw Terry sitting in the next row. Mo was surprised. Terry was holding her phone under the table and she was reading from it. Mo didn't know what to think. Is that how Terry always got good grades? She felt really angry at Terry but didn't know what to do. She thought about telling the teacher, but what would everyone else think of her? It wasn't fair! Mo never cheated and she failed lots of exams. Terry had already put her phone away when Mo looked up again. She looked back at Mo and smiled sadly. "Stop writing and put your pens down" said Mr Reed as he started to collect the exam papers. Oh no, Mo hadn't answered two of the questions. She was going to fail again!

Mo wanted to talk to Terry at lunch time, but she couldn't find her in the dining hall. The next exam was history. That was Mo's favourite subject but she

didn't feel good. She was angry with Terry. Nima went home for lunch every day, so she couldn't talk to her either. Mo went to the library to study. She didn't know what to do about Terry. She thought about telling a teacher, but everyone would hate her if she did that. "It wasn't fair!" she thought. "Terry was getting good grades by cheating all that time. And I thought we were friends!" Just then, Mr Reed walked past her table. "Mr Reed..."

Mo was sitting behind Terry again in the history exam that afternoon, but Terry didn't take her phone out. Maybe she didn't need to cheat at history. Mo was feeling bad again, but she had no problems with the exam. Why did she tell Mr Reed? But it was too late now. He wanted her to look at him and nod if she saw that Terry had her phone in the exam. She was on the last question, when she saw that Terry had her phone under the table. Without thinking, Mo looked up and nodded to Mr Reed. Terry was looking at her phone and didn't hear him as he walked silently up to her table. He didn't say anything. Terry looked, surprised. He picked up her exam paper and pointed to the door, to tell Terry to go outside. Terry started crying as she walked to the door. Everyone was staring at her and Mo felt really sorry now.

She was leaving school, when she heard footsteps behind her. It was Terry. "Mo, wait!" she called. "I want to talk to you." Mo could see Terry had been crying, her face was pale and her eyes were red. Mo couldn't speak. "Listen, I'm really sorry I didn't answer your calls, but we're having a terrible time.

My dad had a heart attack and he's in hospital. He had a big operation today and I was very worried. I know it was stupid, but I was reading texts from my mum to see how it was going, but Mr Reed caught me. He thought I was cheating. But he believes me now. I'm sorry I didn't tell you what was happening. I know you're a good friend. Will you forgive me?"

Task 2. In the text find the words that have the following meanings:

8. to do something dishonest in an exam, like use your mobile to get the information;
9. after doing exams, students receive these;
10. excuse someone for something bad they did;
11. people waiting next to each other;
12. have the feeling you are going to vomit;
13. series of objects, often chairs, put next to each other;
14. not speak or respond to someone answers;
15. not pass an exam.

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- | | | | | |
|----|--------------|------------|-------------|--------------|
| 1 | A need | B must | C can | D might |
| 2 | A all | B every | C other | D lot |
| 3 | A need | B have | C might | D must |
| 4 | A proposes | B offers | C faces | D finds |
| 5 | A with | B by | C for | D as |
| 6 | A is | B in | C for | D be |
| 7 | A to use | B to using | C used | D using |
| 8 | A to believe | B to have | C to get | D to be |
| 9 | A positive | B sure | C definite | D real |
| 10 | A very | B so | C much | D such |
| 11 | A important | B based | C required | D needed |
| 12 | A discussed | B chatted | C talked | D spoken |
| 13 | A group | B choice | C set | D collection |
| 14 | A to give | B gave | C given | D giving |
| 15 | A security | B safety | C knowledge | D care |

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Audio Script 1. Pricey Places

Jess: So, Tom, I was reading in the newspaper this morning, and I noticed a story which said that Tokyo and Osaka are now the most expensive cities to live in. I remember you told me you used to live in Tokyo. Was that your experience of living there?

Tom: That's right. Tokyo was really expensive. I am so pleased that now I live in Bangkok. Living here is fantastic. My apartment - I have this lovely beautiful big apartment and the rent is a good deal. Thai food is famous all over the world and actually when you come to Thailand, you realize how cheap the food is and how available it is. You can buy food - every kind of food from any shop or restaurant - even on the street. They have street stalls where people cooking. They have people walking up and down the street pushing carts full of food and it's all really cheap and delicious. I like to go shopping in Bangkok. There's a lot of clothes and shoes and bags. The prices are really low and it's this lovely feeling being able to walk around and afford things. Did you know in Tokyo the most surprising expensive thing was getting a hair cut. I don't go much for expensive hair cuts and it used to kill me how much I had to pay just to get someone to chop off my scruffy locks. I know you've lived in Europe mostly. What was your experience? What was the most expensive place in Europe?

Jess: Well, I've lived in three European cities: Budapest, Madrid and Paris and of the three Paris was definitely the most expensive. The things that stands out in my mind as being the most expensive were beauty services. Things like hair cuts, hair coloring, facials, waxing. I actually had to save and budget every month to make sure I was able to afford in Paris the the things I was used to getting without thinking about back home in Britain, but not every thing was expensive there. Beauty services were and rent was but the wine, brilliant French wine, was really cheap and there was a huge variety, so in that way, I guess it balanced itself out.

Audio Script 2. Physical Education

Todd: So, Monica, you are actually a trained physical education teacher.

Monica: Yes, that's right.

Todd: So, we often hear about how kids today are not fit, and they don't exercise enough. Do you think that's true?

Monica: I think it is true, yes. I think kids these days spend a lot more time on the computer than they used to, so of course that means less time outside and getting fit.

Todd: Now, in some countries there's a big debate about how much fitness kids actually do in school, so in your country, in New Zealand, do kids still do a lot of fitness actually in school?

Monica: Well, recently the P.E. curriculum got amalgamated with the health curriculum, so P.E. and health were considered to be important in school, and the health side of the curriculum is often taught in the classroom, and of course the P.E. side often taught outside the classroom, and there's always debate about how

much kids should be doing inside school. In fact very recently, now that it has become quite a big problem in New Zealand for teenagers, there has been talk about increasing the number of P.E. lessons that students have, but the current Prime Minister I think believes that the emphasis should be put on out-of-school activities like clubs and encouraging students to become more involved in that side of things.

Todd: What do you feel? Do you think it should be?

Monica: I actually agree to be honest, because I think if you increase the number of P.E. lessons that students have in a week, it doesn't actually necessarily increase their motivation to be involved in physical activity, but if like he's suggesting, you increase the opportunities outside of school, students maybe become involved in a sport that they choose, that they'd like to do and they hopefully can take it on as a lifetime sport. Yeah, which is important.

Todd: But wouldn't the counter argument be that only kids that have a natural inclination to play sports would want to join those clubs and if the kids that are more sedentary or don't enjoy physical activity won't join a club, so you need to actually make them do fitness at school?

Monica: Yeah, that's true. That is a counter argument, and a very good one ... to argue on some other occasion. Of course I can talk about that side of the argument as well if you want me to.

Todd: No, it's Okay. Basically, you saw there's ... both sides make a good point.