

**Participant's ID number**

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**LISTENING**

**Time: 10 minutes (10 points)**

**Task 1**

*For items 1–10 listen to a talk on the radio about Welsh speakers in Patagonia, Argentina, and decide whether the statements (1–10) are **TRUE**, or **FALSE** according to the text you hear. You will hear the text **twice**.*

1. Argentina is well known for traditional Welsh teas.  
● True                      ● False
2. There are 600, 000 Welsh speakers in Patagonia.  
● True                      ● False
3. The first Welsh set up a colony in Argentina in the second half of the 19<sup>th</sup> century.  
● True                      ● False
4. The Welsh language assimilated into the American culture in the USA.  
● True                      ● False
5. The first 153 colonists were doctors and farmers.  
● True                      ● False
6. The early Welsh settlers survived a lot of hardships.  
● True                      ● False
7. Local tribes taught the settlers to gather crops.  
● True                      ● False
8. There are a lot of Welsh names in the south of Argentina.  
● True                      ● False
9. The Welsh language is regularly taught in Argentina.  
● True                      ● False
10. In the tea house, the speaker ate a delicious apple pie.  
● True                      ● False

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**Reading**

**Time: 30 minutes (10 points)**

**Task 1**

**Read an article about encouraging teenagers to keep fit. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.**

**Promoting a healthier lifestyle**

All over the world social networks and computer games rule teenagers' lives making them wear trainers to look cool rather than run in. As a result, at a time when they should be at their peak fitness, the UK's teenagers are lagging badly behind. A national survey recently found that many 16- to 20-year-olds had less aerobic capacity and muscle strength than healthy 60-year-olds. And not surprisingly this is giving cause for concern.

Roger Draper, chief executive of Sport England, agrees. 'If they want to give themselves a head start in staying healthy for life, teenagers need to get into the exercise habit now', he says. 'We want to see more teenagers channelling their natural energy into exercise in any shape or form.'

Many parents think that encouraging teenagers into sport is something schools should take responsibility for but Andrew Findley, a former PE teacher, points out that schools can only go so far. 'The majority of pupils only get two hours of PE a week so although it's better than nothing there's only so much teachers can do - parents have a major role to play too', he says. 'It always amazed me how many pupils would come with a note from home excusing them from PE without good reason. A lot of teenagers also feel it's not cool to do well at school and that goes for PE as much as other subjects.'

A recent survey of 11- to 14-year-olds revealed that sport is becoming a less popular way of spending leisure time while the number of children in that age range who say they love sport has dropped by 10 percent compared to previous years. Roger Draper puts this down to the number of other pursuits competing for teenagers' leisure hours, from playing on the computer to going out clubbing. 'That's why we're looking to support sports such as skateboarding and other street sports, which young people are increasingly interested in. We cannot just promote the old traditional sports of football, hockey and cricket – many teenagers still want to play these but many others don't and we need to broaden sport's appeal.'

Membership of sports clubs drops significantly in teenage years; 71 percent of 7- to 10-year-olds belong to a club compared to 43 percent of 15- to 19-year-olds. The danger is that those who have dropped out may not take up another activity to keep them fit and will enter adulthood with a sedentary lifestyle. While for teenagers who wouldn't even dream of joining a sports club in the first place, it's particularly important that they find alternative exercise they enjoy - or at least do regularly.

It's great if teenagers show an interest in competitive sport but if they don't, it's essential to realise that exercise and the health benefits it brings are more important than becoming brilliantly skilled in a particular discipline. It's all very well talking about the benefits of exercising but when you're faced with telling a sulky 16-year-old you're not driving them down the road because the walk will do them good, it's another matter. So is it really worth the effort? Bearing in mind the way a teenager's mind works can help parents to strike a balance between encouraging a more active lifestyle and what will be viewed as nagging. Dr Dawn Skelton points out that most teenagers find it hard to imagine themselves getting older and live for today not tomorrow, so the importance of keeping fit for the future may be lost on them.

'Parents need to focus on how a healthier lifestyle can help them now', she says. 'If they are studying for exams for instance, research shows that exercise can boost their concentration levels. Girls might be inspired by the fact that exercise can improve their looks in terms of their skin as well as their figures and teenage boys might like the idea of building up their muscle mass. Sport can also be useful social contact through which they can form relationships that last a lifetime.'

And of course, setting a good example helps too. It's no good telling your child to get up and be active if you are slouching in front of the TV. Family trips to the swimming pool, bowling alley or nearest country park will help you all to stay active - with family harmony as an extra bonus. If they try something they aren't keen on, encourage them to give it a good go but if they are still adamant it's not for them try and find an alternative rather than insisting they carry on or just give up. Many clubs provide taster sessions so you don't have to shell out for a whole course and risk your teenager dropping out after a few tries. Maybe the most important thing is to remember that whatever they choose to do, it can be challenging but it should be fun. That way they are more likely to stick at it and reap the rewards of a healthier lifestyle.

**1. What is suggested in the opening paragraph?**

- A. Teenagers don't want to get their clothes dirty.
- B. Teenagers are more interested in fashion than health.
- C. Older people are much healthier than they used to be.
- D. Teenagers won't take exercise if older people are around.

2. **According to Andrew Findley**
  - A. children write false notes to excuse them from PE at school.
  - B. parents need to be skillful at the sports that children like.
  - C. parents are unhappy with the sports facilities in schools.
  - D. parents sometimes aggravate the situation.
  
3. **Roger Draper believes that the situation could be improved by**
  - A. offering a wider choice of activities.
  - B. scrapping all traditional sports.
  - C. banning all team sports in schools.
  - D. introducing extreme sports to inspire teenagers.
  
4. **One of the problems with pushing a teenager to be more active is they may**
  - A. not appreciate the wider benefits of exercise.
  - B. become too tired to do their schoolwork.
  - C. insist on their parents taking up a sport too.
  - D. resent the fact that they can't do certain sports with their friends.
  
5. **In order to inspire a teenager, you**
  - A. should tell them about the sports you used to play when you were young.
  - B. should stress how lucky they are to have good sports facilities.
  - C. ought to practise what you preach.
  - D. should ban them from watching TV in the evening.
  
6. **When a teenager is willing to try something new, parents**
  - A. should never pay money upfront for them to take part in a sport.
  - B. shouldn't force the issue if things don't turn out as expected.
  - C. shouldn't risk them joining a club unless it has been recommended.
  - D. should be careful to avoid any sports that are expensive.

## Task 2

**Read four extracts from articles in which university professors give their views on choosing a degree subject. For questions 1-4, choose from extracts A – D. The professors may be chosen more than once.**

### **Choosing a degree subject: STEM (Science, Technology, Engineering and Maths) or the Arts?**

#### **A Professor J. Hopkins**

In recent years there has been a steady stream of industry bosses trying to persuade students to opt for STEM courses. This is presumably an attempt to suppress the wages of those already employed in the area as, in reality, there is no shortage of STEM graduates seeking employment. The biggest problem such graduates face is the fact that their qualifications point them exclusively in one direction. Many were no doubt attracted to their course by the promise of an enviable salary, despite the fact that a recent survey indicated that those who studied arts subjects make on average between one and two thousand pounds per annum more than their STEM counterparts. This is unsurprising, given that employees trained in the arts bring an alternative point of view in day-to-day decision making. The scientific way of looking at problems, with its emphasis on logic and reason, is valuable of course, but it can be limiting.

#### **B Professor P. Smith**

Traditionally, students were told that maths and the sciences were just for those who wanted to go into a mathematical or scientific profession. Of course, now we know that couldn't be further from the truth. These are the courses that can unlock the doors to all sorts of jobs, and equip graduates to win the top positions and potentially reap the financial rewards, particularly at a time when politicians are promoting STEM as an engine for innovation and national defence. However, when HR managers are asked what kind of skills they look for when recruiting, the majority list critical thinking, complex problem-solving and written and oral communication - in other words, the skills gained from an arts education. That's why I advise those who are in doubt to go with their heart. It's worse than useless to push a student into a subject in which they have little talent or pleasure on the basis of a lifetime's extra earnings.

#### **C Professor E. Hartwood**

The reason we've been hearing so much lately about the importance of STEM subjects is that our world is changing beyond recognition, and we need to ensure that our graduate workforce keeps up. The skills gained from these subjects come in useful in almost any area you care to name, from the creative industries to architecture, as well as the more obvious technical and scientific professions. I don't think it's an exaggeration to say that doing arts at university is a decision that will hold students back when it comes to seeking employment nowadays. It is pure indulgence to select a higher education course based simply on what you enjoy. Students need to acquire the skills and knowledge that will allow them to be competitive in the jobs market.

**D Professor K. Ethenrale**

Arts subjects train students to perform well in a world of subjectivity and ambiguity, a vital skill, since commercial decisions rarely involve a right or wrong answer. We've all heard stories about people who invest thousands in their arts-based education and then end up in a dead-end job, but when it comes to deciding on what to do at university, remember that those who are passionate about what they do are better placed to succeed in life. While it's true that a maths graduate may well take home extra over their working life compared to an English graduate, it's only about a thousand a year - little compensation if you're doing a job you loathe. In any case, it's becoming increasingly obvious that companies are looking for ways to avoid paying STEM professionals so much. An oversupply of such workers would be to their advantage, as it would push wages down, hence their constant call for more students with STEM degrees.

**Which professor A, B, C or D**

1. has the same opinion as B on which degrees can lead to higher earnings?
2. has a different opinion from the others on whether having studied for an arts degree is an advantage in the workplace?
3. has a different opinion from D on how a student should choose a degree subject?
4. has the same opinion as D on who or what is responsible for the current emphasis on STEM subjects?

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET
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**Use of English (30 minutes)**

*Maximum points – 25*

**Task 1. Items 1–10 (10 points)**

*Match the two columns in order to make sentences.*

1	America is the only country	A	the full benefits of their experience.
2	America had often been discovered before Columbus,	B	except, of course, language.
3	America has never quite forgiven Europe for	C	seems in a rush to catch a train.
4	In America the young are always ready to give to those who are older than themselves	D	but it had always been hushed up.
5	We have really everything in common with America nowadays	E	as an excuse for his crimes.
6	In America the President reigns for four years,	F	that went from barbarism to decadence without civilisation in between.
7	Everybody in America	G	it is a world.
8	I wonder that no criminal has ever pleaded the ugliness of your city	H	having been discovered somewhat earlier in history than itself.
9	America is not a country,	I	one is waked up in the morning, not by the singing of the nightingale, but by the steam whistle.
10	America is the noisiest country that ever existed,	J	and journalism governs for ever and ever.

**Task 2. Items 1–10 (10 points)**

*Match the two columns.*

1. a bed of roses	A. a tiny portion
2. jot or tittle	B. to go out for entertainment
3. jump the gun	C. to be anxious
4. on pins and needles	D. at full speed
5. on the same page	E. thinking in the same way
6. out on the town	F. a young person who has a lot of new ideas
7. pedal to the metal	G. when everything is easy
8. ring a bell	H. to remind one of something
9. young Turk	I. the highest pinnacle of a person's life
10. zenith of career	J. to do something before it should be done

**Task 3. Items 1–5 (5 points)**

*Some words are missing in the text. These words in a different word form are listed below. Derive new words from the given words to fill in the gaps 1-5.*

1	access, challenge, marry, nation, persecute
2	
3	
4	
5	

Elizabeth I faced more difficulties as a monarch than any other Tudor. Born the daughter of Henry VIII and Anne Boleyn on 7 September 1533, Elizabeth's right to rule as queen of England never went 1 \_\_\_\_\_. Protestants (notably John Knox) initially claimed female rule was unnatural or monstrous, while Roman Catholics judged Elizabeth a bastard since they refused to recognise her father's 2 \_\_\_\_\_ to her mother. Unlike her father and brother, whose legitimacy was never questioned, Elizabeth had to confront dynastic challenges at her 3 \_\_\_\_\_ which continued almost until her death.

Another difficulty for Elizabeth was that she inherited a realm ill at ease with itself. The religious 4 \_\_\_\_\_ under her sister, Mary, had divided communities and traumatised English Protestants and their sympathisers. The economic recession, dreadful harvests, and devastating epidemics of the mid-1550s created uncertainties and shattered the lives of many ordinary people. The humiliating French capture of Calais (England's last continental possession) in January 1558 punctured confidence in England's military



power and 5 \_\_\_\_\_ prestige. From these problems Elizabeth emerged triumphant. She confounded her Catholic enemies, imposed her will on the political scene, turned England into a strong Protestant state, presided over a glittering court culture, and died in her bed at the age of 69.

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**Writing (60 minutes)**  
**Maximum points – 20.**

Comment on the following quotation.

*“A journey of a thousand miles begins with a single step.”*

*Lao Tzu*

Write **200-250** words.

**Use the following plan:**

- make an introduction, explaining how you understand the author's point of view;
- express your personal opinion and give reasons to support it;
- give examples from literature or history to illustrate your reasons;
- make a conclusion restating your position.

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