

**2025-2026-O'QUV YILIDA  
UMUMTA'LIM MAKTABLARINING  
11-SINF  
O'QUVCHILARI UCHUN  
INGLIZ TILI**

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

**TANLOV  
FANLAR**

# SPECIFICATION OF CONTROL AND MEASUREMENT MATERIALS FOR THE 2025-2026 FINAL EXAMINATION IN ENGLISH LANGUAGE FOR 11<sup>th</sup> GRADE

The final examination in English language for 11<sup>th</sup> grade students of general secondary schools is conducted to assess listening, reading, language forms, writing, and speaking skills.

## I. General Principles

The aim of the assessment is to conduct a comprehensive evaluation of Grade 11 students' knowledge, skills, and competencies in English in accordance with the learning objectives specified in the existing curriculum. To guarantee that the decisions taken in the final state attestation for Grade 11 are valid and justified, the assessment is conducted in compliance with the principles of validity, reliability, fairness, and transparency.

## II. Regulatory Framework

1. The Regulation on the Final State Attestation of Learners in General Secondary Education, approved by Order No. 56 of the Minister of Public Education of the Republic of Uzbekistan dated March 4, 2008.

2. The current curriculum for English for Grades 5 - 11.

3. Order No. 102 of the Minister of Preschool and School Education of the Republic of Uzbekistan, dated March 16, 2026, "On the Organization and Conduct of Final State Certification for Students in General Secondary Educational Institutions for the 2025–2026 Academic Year."

## III. Structure of the final examination in English language for 11th grade

The final examination consists of **32 tasks** assessing four language skills alongside grammar and vocabulary knowledge that cover topics from the 5<sup>th</sup> to 11<sup>th</sup> grade English curriculum. Tasks vary by format and difficulty level.

*3.1. Written Component.* Students complete one exam variant including listening, reading, language forms, and writing sections during 90 minutes.

*3.2. Spoken Component.* The speaking section is held separately and includes 10 minutes of active speaking.

The total duration of the exam is 1 hour and 30 minutes (100 minutes).

Knowledge area	Construct	# of tasks
<b>WITTEN COMPONENT</b>		
<b>Listening</b>	Students listen to one or more recordings played centrally. Text types may include conversations, short talks, interviews, or announcements. Tasks include MCQs, gap-	10

	<p>fill, and table completion. The Listening section assesses a student's ability to:</p> <ul style="list-style-type: none"> <li>–understand and interpret main ideas and information in an aural text.</li> <li>–understand and interpret supporting details in an aural text.</li> </ul>	
<b>Reading</b>	<p>Students read two texts on familiar topics (e.g., food, holidays, school, entertainment, technology, health). The Reading section evaluates a student's ability to:</p> <ul style="list-style-type: none"> <li>–understand and interpret main ideas and information in a written text.</li> <li>–understand and interpret supporting details, ideas and information in a written text.</li> </ul> <p>The section includes questions in a mix of MCQ, True/False, and short-answer formats. Short answers are limited to 1–2 words and scored strictly.</p>	10
<b>Language forms</b>	<p>This section contains 4-option MCQs testing grammar and vocabulary (e.g., present perfect, past simple, first conditional, relative pronouns, everyday vocabulary sets). Language Forms tasks evaluate a student's ability to:</p> <ul style="list-style-type: none"> <li>–recognize and apply correct grammatical structures in context;</li> <li>–select appropriate vocabulary in context;</li> <li>–understand the relationship between sentence elements;</li> <li>–demonstrate knowledge of tense, agreement, and sentence construction.</li> </ul>	10
<b>Writing</b>	<p>One extended writing task: an email to a friend. The Writing section evaluates a student's ability to:</p> <ul style="list-style-type: none"> <li>–Write a text that is coherent, well-structured, and fit to purpose;</li> <li>–choose and use lexical forms appropriately and with some flexibility;</li> <li>–choose and use grammatical forms appropriately and with some flexibility; and</li> <li>–use spelling, punctuation, and capitalisation appropriately.</li> </ul> <p>Assessed with a 20-point rubric (see below).</p>	1
<b>SPOKEN COMPONENT</b>		
<b>Speaking</b>	<p>A continuous interview with the teacher (about 10 minutes). Assessed with a 20-point rubric (see below). The Speaking section evaluates a student's ability to:</p> <ul style="list-style-type: none"> <li>–use lexical forms appropriately and with some flexibility;</li> <li>–use grammatical forms appropriately and with some flexibility;</li> <li>–speak intelligibly, and with some appropriate use of suprasegmental pronunciation features;</li> <li>–speak fluently, with minimal pausing and hesitation.</li> </ul>	1
<b>Total</b>		<b>32</b>

#### IV. Assessed cognitive skills of the final examination in English language for 11th grade

Category	Definition	# of questions
<b>Knowing / understanding</b>	Reproductive-level tasks where students must memorize and reproduce information without modifying the material. This includes knowledge of concepts, laws, and their application in standard situations.	5
<b>Applying</b>	Productive tasks requiring students to apply learned laws and principles. This involves selecting appropriate methods for solving problems, analyzing, comparing, and summarizing information.	21
<b>Analyzing</b>	Intellectual-level tasks that require the application of acquired knowledge in new situations. This includes analysis, synthesis, and comparison.	6

#### V. Distribution of task types

Task types	Definition	# of questions
Short Answer Questions (O1)	Written tasks that require short answers.	5 ta
Matching Questions (O2)	Written tasks that require matching answers to the question.	2 ta
Multiple-Choice Questions (Y1)	Closed test tasks that require choosing the correct answers from given options.	23 ta
Long Answer Questions (O3)	Spoken tasks that require detailed answers.	1 ta
Practical Task (A1)	Written tasks that require extended answers.	1 ta

#### VI. Assessment criteria and performance interpretation of the final examination in English language for 11th grade

Students' written and spoken work in the final state attestation examinations is assessed with a maximum score of 100 points. Tasks are awarded different point values based on their content and level of difficulty. The assessment criteria for each task are specified in the assessment format. The table below presents the score-to-grade conversion scale. Student results are interpreted using standard percentage bands:

Percentage Score	Performance Level
86–100%	excellent
66–85%	good
30–65%	satisfactory
0–21%	insufficient

*Writing rubric*

<b>Points</b>	<b>Task achievement</b>	<b>Lexis</b>	<b>Grammar</b>	<b>Technical elements</b>
<b>5</b>	Fully addresses all parts of the prompt; ideas are relevant, clear, and suitably developed; format is consistently appropriate; register is consistently suitable; no unnecessary or off-task content.	Good control of vocabulary needed for this task; appropriate and accurate word choice; some variety in expressions and simple chunks; errors do not impede meaning.	Accurate use of simple structures with some attempts at longer or more varied sentences; errors occur but rarely affect meaning.	Spelling, punctuation, and capitalisation are mostly accurate; any errors are minor and not distracting.
<b>4</b>	Addresses the main parts of the prompt; development may be uneven but the purpose is clear; format mostly appropriate; register generally suitable with only minor lapses; little irrelevant detail.	Adequate range for the task; occasional inaccurate or repetitive word choice but meaning remains clear; limited but correct use of common chunks.	Mostly accurate simple forms; attempts at longer or connected sentences may contain errors; mistakes fairly frequent but the message remains clear.	Technical errors present but do not impede reading; some inconsistency in punctuation or capitalisation; overall readable.
<b>3</b>	Addresses the task only partially; required points may be missing or weakly developed; occasional irrelevant information; format or register may be inconsistent.	Limited range; frequent inaccuracies; heavy reliance on basic vocabulary; some errors obscure meaning; little chunk use beyond fixed phrases.	Frequent errors in simple grammar; limited control of longer sentences; meaning sometimes unclear; sentence patterns may be repetitive.	Frequent technical errors; the reader must make an effort to interpret meaning.
<b>2</b>	Covers only parts of the task; major required elements missing; irrelevant detail common; format or register may be inappropriate or difficult to recognize format.	Very limited control of vocabulary; frequent errors impede meaning; struggles to express ideas without incorrect or repeated wording.	Persistent errors that often obscure meaning; little control even of simple structures; attempts at variety generally unsuccessful.	Technical errors frequent and sometimes severely affect readability.
<b>1</b>	Barely addresses the prompt; most required points missing; content irrelevant or undeveloped; format or register inappropriate.	Minimal meaningful lexical control; incorrect or inappropriate vocabulary prevents communication.	Grammar errors pervasive; meaning mostly unclear; minimal control of basic forms.	Technical errors are severe and impede understanding of most of the text.
<b>0</b>	No attempt or irrelevant response.	No meaningful lexical content.	No meaningful grammatical content.	Not readable.

*Speaking rubric*

Points	Lexis	Grammar	Pronunciation	Fluency
5	Uses an adequate range of vocabulary to discuss familiar topics; generally accurate and appropriate word choice; occasional use of less common expressions or chunks; errors do not impede communication.	Mostly accurate use of simple forms and some correct attempts at more complex ones; errors rarely occur but never affect meaning; can vary sentence patterns.	Clear and easy to understand; occasional mispronunciation but it does not interfere; generally appropriate stress and rhythm.	Speaks in connected stretches with only brief pauses; maintains conversation without losing the thread; hesitation present but not disruptive.
4	Adequate vocabulary for most everyday topics; some inaccurate choices but meaning remains clear; some repetition; chunk use evident but limited.	Simple forms mostly accurate; attempts at more complex grammar often faulty but meaning usually clear; errors fairly frequent.	Pronunciation is generally understandable; some inaccuracies with sounds or stress; listener occasionally needs extra effort.	Sometimes hesitant but can usually continue; pauses noticeable but do not seriously disrupt communication; relies on short sentences.
3	Limited vocabulary range; frequent inaccurate choices; meaning sometimes unclear.	Frequent errors in simple grammar; limited control of more complex structures; meaning occasionally obscured; sentences may be repetitive.	Pronunciation problems are noticeable; listener must often adjust to understand; intelligible overall with effort.	Speech is slow and uneven; frequent pauses; loses track of ideas but can respond to direct questions; communication requires support.
2	Very limited vocabulary; frequent errors that often obscure meaning; difficulty conveying even familiar ideas.	Persistent errors that often block meaning; little control of simple forms; attempts at complexity largely unsuccessful.	Pronunciation problems frequently interfere with understanding; many words are unclear.	Very slow and halting speech; long pauses; unable to maintain communication without extensive prompting.
1	Minimal usable vocabulary; meaning often lost; cannot express basic ideas.	Grammar errors pervasive; meaning largely unclear; minimal control of basic structures.	Speech largely unintelligible.	No sustained speech; severe breakdowns; cannot communicate without full support.
0	No meaningful lexical content.	No meaningful grammatical content.	Not intelligible.	No attempt.

## VII. Assessment framework style of the final examination in English language for 11th grade

The assessment stage of the learner's knowledge, skills, and competencies, the assessed content domain, task type, cognitive process, and assessment criteria are presented in the table below.

#	Section	Task type	Cognitive skills	Scoring
<b>Stage 1</b>				
1.	Listening	Y1	applying	2 points
2.		Y1	applying	2 points
3.		Y1	applying	2 points
4.		Y1	knowing	2 points
5.		Y1	applying	2 points
6.		O1	applying	2 points
7.		O1	applying	2 points
8.		O1	applying	2 points
9.		O2	applying	2 points
10.		O2	analyzing	2 points
11.	Reading	Y1	knowing	2 points
12.		O1	applying	2 points
13.		Y1	applying	2 points
14.		Y1	applying	2 points
15.		Y1	applying	2 points
16.		Y1	applying	2 points
17.		O1	applying	2 points
18.		Y1	applying	2 points
19.		Y1	analyzing	2 points
20.		Y1	applying	2 points
21.	Language forms	Y1	applying	2 points
22.		Y1	applying	2 points
23.		Y1	applying	2 points
24.		Y1	applying	2 points
25.		Y1	analyzing	2 points
26.		Y1	knowing	2 points

27.		Y1	knowing	2 points
28.		Y1	knowing	2 points
29.		Y1	applying	2 points
30.		Y1	analyzing	2 points
31.	Writing	A1	analyzing	20 points
<b>Stage 2</b>				
32.	Speaking	O3	analyzing	20 points
<b>Total</b>		<b>100 points</b>		

### **VIII. Examination Procedures of the final examination in English language for 11th grade**

*Prohibited items:* The use of mobile phones, smart watches, tablets, or notes during the examination is strictly prohibited.

*Ethics and discipline:* Cheating, asking for or providing assistance, talking during the examination, or leaving the examination room without permission is prohibited.

If the invigilator detects a violation, an official report shall be prepared, the candidate shall be removed from the examination, and the examination results shall be annulled.

### **IX. Reference of the final examination in English language for 11th grade**

1. Kosta, J., & Williams, M. (2021). *Prepare! Grade 7*. Cambridge University Press.
2. Kosta, J., & Williams, M. (2021). *Prepare! Grade 8*. Cambridge University Press.
3. Kosta, J., & Williams, M. (2021). *Prepare! Grade 9*. Cambridge University Press.
4. Reed, S., & Bentley, K. (2021). *Guess What? Student's Book 5*. Cambridge University Press.
5. Reed, S., & Bentley, K. (2021). *Guess What? Student's Book 6*. Cambridge University Press.1.
6. Joseph, N., & Chilton, H. (2021). *Prepare! Grade 11*. Cambridge University Press.
7. Styring, J., & Tims, N. (2021). *Prepare! Grade 10*. Cambridge University Press.

## VARIANT - 1

### *SECTION 1. Listening*

#### **Shannen Koostachin**

**1. Why does Kate think Shannen is inspirational?**

- A. She defended her people's rights.
- B. She is a very famous author.
- C. She lived in Ontario, Canada.
- D. She was a First Nation member.

**2. What was the main problem with the old school?**

- A. The location was unhealthy.
- B. The teachers were not local.
- C. The building was too small.
- D. The lighting was too bright.

**3. What was Shannen's personal view on education?**

- A. It readies kids for adulthood.
- B. It should be free for everyone.
- C. It must include many sports.
- D. It needs to be more traditional.

**4. How did Shannen reach out to people across Canada?**

- A. She used the internet.
- B. She wrote letters by hand.
- C. She visited many cities.
- D. She spoke on the radio.

**5. Why did the government refuse the request in 2008?**

- A. They lacked the funds.
- B. They didn't like the videos.
- C. They had no building plans.
- D. They forgot about the promise.

**6. How did the community pay for the trip to Ottawa?**

- A. By giving up a holiday.

- B. By selling some local land.
- C. By asking for donations.
- D. By using government grants.

7. What was Shannen's message at the press conference?

- A. Every student needs a fair chance.
- B. Every student needs a new car.
- C. Every student needs a graduation.
- D. Every student needs to live in Ottawa.

**8. Why did Shannen leave her home community in 2009?**

- A. To find a better building.
- B. To start a new campaign.
- C. To work for the government.
- D. To visit the Niagara Falls.

**9. What is the current goal of "Shannen's Dream"?**

- A. To improve schools for others.
- B. To train new young authors.
- C. To build roads in Ontario.
- D. To help children learn to drive.

**10. What is included in the new school design?**

- A. A place for playing music.
- B. A large outdoor stadium.
- C. A swimming pool for kids.
- D. A home for the teachers.

## VARIANT - 2

### *SECTION 1. Listening*

#### **Team and Individual Sports**

**1. According to Georgina, what is a benefit of team sports?**

- A. Learning to work with others.
- B. Getting better grades at school.
- C. Earning money from football.
- D. Finding a job more quickly.

**2. What does Georgina say about scoring a goal?**

- A. It is a group achievement.
- B. She deserves the most praise.
- C. It is the hardest part of the game.
- D. She prefers to play as a striker.

**3. What is a sign of “commitment” according to Georgina?**

- A. Attending practice in bad weather.
- B. Winning every match you play.
- C. Inviting friends to watch games.
- D. Moving house to be near a club.

**4. What does Georgina value most about her team?**

- A. The close social connections.
- B. The opportunity to travel.
- C. The high quality of the equipment.
- D. The chance to become famous.

**5. What is the main difficulty Georgina mentions?**

- A. Needing a local organization.
- B. Finding enough time to study.
- C. Buying expensive sports gear.
- D. Learning the rules of football.

**6. What does Carl say is an advantage of tennis?**

- A. Learning to trust yourself.

- B. Making many new friends.
- C. Having a professional coach.
- D. Avoiding difficult obstacles.

**7. How does Carl feel when he wins a match?**

- A. More confident in himself.
- B. Worried about the next game.
- C. Thankful for his opponent's help.
- D. Like he is the best in the world.

**8. What negative behavior does Carl mention in individual sports?**

- A. Focusing too much on winning.
- B. Ignoring the referee's decisions.
- C. Arriving late to tournaments.
- D. Refusing to play for fun.

**9. Why do some tennis players throw their rackets?**

- A. They are annoyed with themselves.
- B. They want to scare the opponent.
- C. They are showing bad sportsmanship.
- D. They need better mental stamina.

**10. What is a drawback of competitive tennis for Carl?**

- A. Feeling lonely during events.
- B. Losing to the same rivals.
- C. Having to play every day.
- D. Travelling to different countries.

## VARIANT - 3

### *SECTION 1. Listening*

#### **Forming Impressions**

**1. How quickly do most people form a first impression?**

- A. Under thirty seconds.
- B. About half an hour.
- C. Exactly one minute.
- D. Nearly ten seconds.

**2. Why was quick judgment important for our ancestors?**

- A. For staying alive.
- B. For finding food.
- C. For building tribes.
- D. For choosing leaders.

**3. What does Francis say about body language?**

- A. It is extremely powerful.
- B. It uses many words.
- C. It is hard to see.
- D. It is often wrong.

**4. What facial expression helps create a good impression?**

- A. A friendly smile.
- B. A serious look.
- C. A surprised face.
- D. A sleepy expression.

**5. What do we often assume about tall, tanned people?**

- A. They feel very sure.
- B. They are very shy.
- C. They have fair hair.
- D. They are quite sensitive.

**6. What is a common assumption about pale, slim people?**

- A. They are quite timid.

- B. They are very fit.
- C. They look very healthy.
- D. They have broad shoulders.

**7. Which personality trait creates the best impression?**

- A. Being very cheerful.
- B. Being quite stubborn.
- C. Being very handsome.
- D. Being very attractive.

**8. How might someone in designer clothes appear to others?**

- A. Thinking they are superior.
- B. Looking very aggressive.
- C. Feeling very relaxed.
- D. Seeming very stubborn.

**9. Who might think a person with a piercing looks aggressive?**

- A. Senior citizens.
- B. Young designers.
- C. Famous psychologists.
- D. Healthy athletes.

**10. Why is it difficult to change a negative first impression?**

- A. Not meeting again.
- B. Getting new information.
- C. Changing your clothes.
- D. Using hand gestures.

## VARIANT - 4

### *SECTION 1. Listening*

#### **Art Therapy**

**1. What is the main goal of art therapy?**

- A. using creativity for healing.
- B. training professional painters.
- C. fixing mental health problems.
- D. selling pictures and doodles.

**2. Where does Frank perform his work?**

- A. various different public buildings.
- B. only in primary schools.
- C. just in large hospitals.
- D. mainly in local prisons.

**3. Why are small details in drawings useful?**

- A. They reveal inner feelings.
- B. They show the time.
- C. They indicate hunger levels.
- D. They demonstrate artistic talent.

**4. Why does Frank ask children about their art?**

- A. to discover hidden meanings.
- B. to check their memory.
- C. to see who lives there.
- D. to learn their address.

**5. Why is art good for expressing difficult emotions?**

- A. It connects with feelings.
- B. It uses scary images.
- C. It trains the brain.
- D. It is very analytical.

**6. How does Frank view “mistakes” in art?**

- A. He avoids judging them.

- B. He corrects every error.
- C. He helps students improve.
- D. He tells people they're wrong.

**7. What art forms can a patient choose?**

- A. several different creative methods.
- B. only drawing and painting.
- C. making professional sculptures.
- D. practicing their collage work.

**8. What is the therapist's priority during a session?**

- A. helping people feel relaxed.
- B. making the art look good.
- C. checking if art is correct.
- D. finding a new career.

**9. What might thick, dark lines in a doodle represent?**

- A. being unhappy or stuck.
- B. drawing at high speed.
- C. having very dark hair.
- D. using too much ink.

**10. What helps a person understand their own doodle?**

- A. remembering their physical location.
- B. counting all the lines.
- C. checking the paper's size.
- D. buying a new book.

## VARIANT - 5

### *SECTION 1. Listening*

#### **Different Types of Travellers**

**1. How does Luca prefer to see the world?**

- A. by staying in his house.
- B. by visiting local markets.
- C. by trying different foods.
- D. by flying to other countries.

**2. Why does Luca avoid actual travel?**

- A. It requires too much work.
- B. He dislikes documentaries.
- C. He wants to escape reality.
- D. He prefers to sit on a sofa.

**3. What kind of activities does Noah enjoy?**

- A. doing something active.
- B. resting on the beach.
- C. reading a long book.
- D. getting a deep suntan.

**4. Which trip did Noah take recently?**

- A. a boat journey to see animals.
- B. a trek through Morocco.
- C. a flight to the Alps.
- D. an expedition to the North Pole.

**5. Why does Katrina choose to travel locally?**

- A. Her own country is fascinating.
- B. She wants to go abroad.
- C. She enjoys long plane trips.
- D. She needs to save some money.

**6. What is Katrina's concern about flying?**

- A. It harms the planet.

- B. It takes too much time.
- C. It is more expensive than cars.
- D. It produces too little CO2.

**7. How does Jed describe his lifestyle?**

- A. He is a long-term traveler.
- B. He is on a short holiday.
- C. He is a typical tourist.
- D. He is a globetrotting host.

**8. According to Jed, what do travelers do before arriving?**

- A. learn about the destination.
- B. buy many new souvenirs.
- C. book a popular coach tour.
- D. plan a visit to a museum.

**9. How does Jed view most tourists?**

- A. They are always in a hurry.
- B. They avoid the beaten track.
- C. They use useful phrasebooks.
- D. They ask too many questions.

**10. What does a “traveler” do differently than a “tourist”?**

- A. talks to the residents.
- B. hides behind a camera.
- C. joins a planned excursion.
- D. views people as objects.

## VARIANT - 6

### *SECTION 1. Listening*

#### **Street Art and Graffiti**

**1. What is Ron's view on the history of graffiti?**

- A. It began a long time ago.
- B. It started in the 1970s.
- C. It is a very modern idea.
- D. It will soon be forgotten.

**2. How does Ron compare graffiti to folk music?**

- A. It belongs to the people.
- B. It is becoming less popular.
- C. It is an official movement.
- D. It is usually quite quiet.

**3. Why did Ron paint on walls when he was a teenager?**

- A. to annoy his parents.
- B. to become a rich artist.
- C. to express important ideas.
- D. to follow the local laws.

**4. What is Ron's main goal as an artist today?**

- A. sharing his own thoughts.
- B. worrying about the police.
- C. making his parents proud.
- D. finding walls to paint on.

**5. What was the council's original policy on graffiti?**

- A. removing it immediately.
- B. leaving it on the walls.
- C. asking the artist for help.
- D. charging people to see it.

**6. Why did the council change their clean-up policy?**

- A. It cost too much money.

- B. The artists were too fast.
- C. The paint was very good.
- D. The public didn't like it.

**7. What is the council's current rule for removal?**

- A. only if a person complains.
- B. if the art looks ugly.
- C. only during the weekend.
- D. if the artist is caught.

**8. How does Dennis feel about artists breaking the law?**

- A. It is a matter for officers.
- B. It is a council problem.
- C. It is a serious crime.
- D. It is for the building owner.

**9. What is an important legal issue Dennis mentions**

- A. having the owner's consent.
- B. using the right type of paint.
- C. painting during the daytime.
- D. choosing a famous building.

**10. What is the police's current attitude toward graffiti?**

- A. They are being practical.
- B. They want more court cases.
- C. They spend all day in court.
- D. They are very angry about it.

## VARIANT - 7

### *SECTION 1. Listening*

#### **Apologizing**

**1. According to Dr. Lynn, what is the simplest reason people don't apologize?**

- A. They dislike being incorrect.
- B. They want to be perfect.
- C. They enjoy making mistakes.
- D. They like having arguments.

**2. Why are some people afraid to say sorry to others?**

- A. They fear being turned down.
- B. They want to stay friends.
- C. They are happy with the situation.
- D. They think it's a right choice.

**3. How do some people view the act of apologizing?**

- A. as a lack of strength.
- B. as a gift for a friend.
- C. as a sign of intelligence.
- D. as a family tradition.

**4. Why do "power-seekers" avoid saying they are sorry?**

- A. to keep their authority.
- B. to make others feel safe.
- C. to start a new project.
- D. to help their coworkers.

**5. How might childhood criticism affect an adult's behavior?**

- A. They try to avoid apologies.
- B. They expect more from parents.
- C. They become very successful.
- D. They apologize too frequently.

**6. Why is avoiding all "sorry" situations a bad strategy?**

- A. It is not possible in real life.
- B. It is a very simple approach.
- C. It helps you grow up faster.
- D. It makes parents very happy.

**7. What is the main purpose of an apology in a relationship?**

- A. to keep the bond strong.
- B. to prove who is correct.
- C. to end a long friendship.
- D. to avoid talking about feelings.

**8. What is the most difficult thing for people to admit?**

- A. causing someone sadness.
- B. making a small mistake.
- C. taking responsibility.
- D. finding enough time.

**9. What would happen if nobody took responsibility for their actions?**

- A. People would doubt each other.
- B. People would have more friends.
- C. Life would be much easier.
- D. Mistakes would stop happening.

**10. What does an apology prove to the people we love?**

- A. That we value their feelings.
- B. That we are always right.
- C. That we like to be in a mess.
- D. That we have no mistakes.

## VARIANT - 8

### *SECTION 1. Listening*

#### **Making Mistakes**

**1. What is the speaker's main goal for the talk?**

- A. discussing why errors are helpful.
- B. listing famous scientific facts.
- C. teaching a new foreign language.
- D. explaining how to avoid failing.

**2. What does the quote from Einstein suggest?**

- A. Errors show you are learning.
- B. New things are always easy.
- C. Nobody should ever fail.
- D. Smart people avoid mistakes.

**3. Why are people often scared of being wrong?**

- A. They keep thinking about it.
- B. They have very poor memories.
- C. They forget the good parts.
- D. They dislike giving presentations.

**4. What is one benefit of remembering a mistake?**

- A. It stops us repeating it.
- B. It makes us feel afraid.
- C. It helps us feel the same.
- D. It changes who we are.

**5. What advice does the speaker give to language learners?**

- A. do not fear speaking out.
- B. never let others correct you.
- C. only speak when you are sure.
- D. avoid making any errors.

**6. How does the speaker suggest we deal with language errors?**

- A. find the humor in them.

- B. draw pictures of the teacher.
- C. stop trying to use the words.
- D. study more grammar books.

**7. What was Thomas Edison's attitude toward failure?**

- A. It was a step toward success.
- B. It was a sign to give up.
- C. It was a waste of his time.
- D. It was 1,000 bad ideas.

**8. What do penicillin and crisps have in common?**

- A. They were discovered by accident.
- B. They are both types of food.
- C. They were made by Edison.
- D. They are very healthy things.

**9. Which invention does the speaker joke is the most important?**

- A. a type of sweet biscuit.
- B. a way to see through bodies.
- C. a medicine for infections.
- D. a salty potato snack.

**10. What is the speaker's final message?**

- A. being wrong is just human.
- B. learning is always very easy.
- C. try to never get things wrong.
- D. always listen to the teacher.

## VARIANT - 9

### *SECTION 1. Listening*

#### **Changing the World**

**1. Who first thought of the idea for Alice to volunteer?**

- A. A member of staff.
- B. Alice herself.
- C. Warwick University.
- D. A charity worker.

**2. Why did Alice choose to go before starting university?**

- A. to improve her career chances.
- B. to study science in Tanzania.
- C. to take a long holiday.
- D. to learn how to teach.

**3. Who did Alice give sports lessons to?**

- A. both children and staff.
- B. only underdeveloped schools.
- C. just the local pupils.
- D. professional sports fans.

**4. What does Alice hope the teachers will gain?**

- A. a passion for physical activity.
- B. a way to travel abroad.
- C. better grades for students.
- D. free equipment for schools.

**5. What is the “most important” benefit of sport for Alice?**

- A. building character traits.
- B. simply having a good time.
- C. improving physical fitness.
- D. finding a new hobby.

**6. Why do some people dislike sport according to Alice?**

- A. They dislike winning and losing.

B. They don't have enough time.

C. They think it is a hobby.

D. They are not fit enough.

**7. Which activity was successful for the charity last year?**

A. fighting-based sports.

B. organized bike rides.

C. walking in the mountains.

D. professional football.

**8. What are they planning to introduce next year?**

A. trips for cycling and hiking.

B. classes for martial arts.

C. free lessons for teachers.

D. sports science courses.

**9. What is the easiest way for listeners to help immediately?**

A. giving some money online.

B. flying to Tanzania.

C. teaching a sports club.

D. listening to the radio.

**10. What is required if you want to teach sport abroad?**

A. previous skill in the area.

B. a place at a university.

C. experience in international travel.

D. a website for volunteers.

## VARIANT - 10

### *SECTION 1. Listening*

#### **Teens with Disabilities**

**1. How do people sometimes react when they realize Emily is deaf?**

- A. They avoid speaking to her.
- B. They repeat words many times.
- C. They give her a bad impression.
- D. They ask her many questions.

**2. What is Nick's opinion of strangers who try to help him?**

- A. He finds it unnecessary.
- B. He thinks they are rude.
- C. He complains to them directly.
- D. He is very thankful for it.

**3. What do friends often forget to do when talking to Emily?**

- A. face her directly.
- B. use their voices.
- C. write things down.
- D. stand near a board.

**4. What is "irritating" for Nick during class presentations?**

- A. not hearing descriptions of pictures.
- B. the speed of the slides.
- C. the way teachers stand.
- D. reading the words too slowly.

**5. How does Emily understand feelings in a big group?**

- A. by observing facial expressions.
- B. by listening for loud noises.
- C. by following every word.
- D. by using her other senses.

**6. Why does Nick find it easier to learn new languages?**

- A. He has more sensitive hearing.

B. He practices the piano daily.

C. He uses touch to read books.

D. He wants to be a musician.

**7. How does Emily experience music at festivals?**

A. She feels the vibrations.

B. She watches a video of it.

C. She listens to the lyrics.

D. She plays the saxophone.

**8. Why does Emily feel insulted at music events?**

A. People doubt she should be there.

B. People refuse to dance with her.

C. People ignore the musicians.

D. People perform very badly.

**9. What did Nick enjoy about the sunset at the beach?**

A. the sense of peace.

B. the beauty of the view.

C. the light of the sun.

D. the sight of the waves.

**10. What is the main point Emily makes at the end?**

A. deaf people are very capable.

B. hearing people are lucky.

C. learning to hear is possible.

D. blind people have more fun.

## VARIANT - 1

### SECTION 2. Reading

#### **Shopping Online: How to Spot a Great Deal**

Online shopping is like a digital treasure hunt. You can find almost anything from your phone, but how do you know if a “discount” is actually a bargain? For teenagers on a budget, mastering a few simple tricks can save a lot of money.

First, never buy the first thing you see. Prices change constantly across different websites. Use price comparison tools or browser extensions that track the history of a product's cost. Sometimes, a shop raises the price one week just to “lower” it the next, making it look like a sale when it isn't.

Second, check the reviews carefully. A low price is not a deal if the product is poor quality. Look for reviews with photos and read the three-star ratings; they are often the most honest. Also, make sure the website is secure by looking for the small padlock icon in the address bar.

Finally, don't be afraid to leave items in your cart for a day. Many stores will send you a discount code to encourage you to finish the purchase. By being patient and doing your research, you can find the best items without breaking the bank. Happy hunting!

#### **1. What is the primary message the author wants to convey to young shoppers?**

- A. Using specific strategies can help individuals manage their spending while shopping on the internet.
- B. Digital treasure hunts are the most exciting way to find high-quality products on your phone.
- C. Teenagers should avoid using browser extensions because they make shopping more expensive.
- D. Buying the first item you see is the best way to ensure you don't miss out on a bargain.

#### **2. According to the passage, why might a “sale” price be misleading?**

- A. Some retailers temporarily increase costs so that future reductions appear more significant.
- B. Price comparison tools often fail to track the history of products on different websites.

C. Browser extensions are frequently used by shops to hide the real cost of a product.

D. Most “discounts” are actually rewards for customers who have been patient for a long time.

**3. What does the writer suggest about people who write three-star reviews?**

A. They are likely to provide a balanced and realistic perspective on the item's value.

B. They are usually unhappy because the product they received was of very poor quality.

C. They only post feedback because they want to share photos of their new purchases.

D. They are more interested in the low price of the product than its actual function.

**4. Why does the author mention the “small padlock icon” in the second paragraph?**

A. To emphasize the importance of verifying that a digital shop is safe to use.

B. To explain how teenagers can find a bargain by clicking on different address bars.

C. To show that secure websites always offer the best three-star ratings for users.

D. To encourage readers to check the history of a product’s cost before they buy it.

**5. In the final paragraph, what does the phrase “breaking the bank” refer to?**

A. Spending more money than one can realistically afford.

B. Forgetting to use a discount code sent by an online store.

C. Failing to leave items in a digital cart for at least twenty-four hours.

D. Researching different websites to find the most honest reviews.

**My First Part-Time Job: Lessons I Learned**

Getting my first part-time job as a waiter was a huge step toward independence. At first, I was only interested in the extra pocket money, but I quickly realized that working is about much more than just a paycheck. It taught me essential life skills that a classroom cannot provide.

The most important lesson I learned was responsibility. When you have a shift, people depend on you. I had to learn how to manage my time carefully to balance schoolwork and my job. Being late might not seem like a big deal at school, but at work, it affects everyone. I also learned how to stay calm when dealing with difficult customers. It takes a lot of patience to keep smiling when things get busy or stressful.

Furthermore, working with older colleagues helped me improve my communication skills. I learned how to ask for help when I was confused and how to work efficiently as part of a group. Even though the work was tiring, the feeling of accomplishment at the end of the day was worth it. If you are thinking about finding work, go for it! The confidence you gain is the best reward.

**6. What is the writer’s main point regarding their experience with employment?**

- A. Having a professional role offers personal growth and practical knowledge beyond financial gain.
- B. Students should focus on earning extra pocket money to achieve complete independence.
- C. Working in a restaurant is the most effective way to improve your grades in the classroom.
- D. Finding a part-time job is a huge step because it allows you to stop attending school.

**7. What can be understood about the difference between school and work according to the text?**

- A. Negative behaviors like lack of punctuality have more immediate consequences in a professional environment.
- B. Managing your time carefully is only necessary when you have a shift at a busy restaurant.
- C. Teachers are generally more difficult than customers when things get busy or stressful.
- D. Students are not expected to be responsible or show patience while they are in a classroom.

**8. Why does the author mention their “older colleagues”?**

- A. To show that interacting with more experienced people helped them develop better social abilities.

- B. To explain why they were often confused and had to ask for help during their first week.
- C. To highlight that working as part of a group is only possible if you work with older people.
- D. To suggest that communication skills are more important than being efficient at work.

**9. According to the writer, what is necessary when facing a challenging situation with a patron?**

- A. Maintaining a composed and polite attitude despite the pressure of the environment.
- B. Telling the customer that you are tired so they understand the feeling of accomplishment.
- C. Asking for a paycheck immediately to compensate for the stress of the job.
- D. Smiling only when you are not confused about your specific responsibilities.

**10. In the final paragraph, what does the phrase “go for it” refer to?**

- A. The recommendation to pursue a job opportunity.
- B. The act of gaining more confidence at school.
- C. The process of asking colleagues for help.
- D. The feeling of finishing a tiring day.

## VARIANT - 2

### SECTION 2. Reading

#### Why We Wear School Uniforms: Pros and Cons

School uniforms are a common part of student life worldwide. While some students love the simplicity they bring, others find them quite frustrating. There are several important arguments on both sides of this fashion debate, and understanding them helps us see why schools make these choices.

One major advantage of wearing a uniform is equality. When everyone wears the same clothes, there is much less pressure to own expensive designer brands. This can reduce bullying and help students focus on their studies instead of their appearance. Uniforms also make your morning routine much faster. You do not have to spend twenty minutes deciding what to wear, which often means you can sleep a little longer! Furthermore, wearing a specific color or badge helps create a strong sense of community and school pride.

On the other hand, many teenagers feel that uniforms stop them from expressing their unique personality. Clothing is a way to show who you are, and wearing the same outfit as everyone else can feel a bit boring or restrictive. Additionally, uniforms can be expensive for parents, especially since students grow so quickly. Some people also find the traditional fabrics uncomfortable or impractical for daily activities. Ultimately, while uniforms promote fairness, they sometimes come at the cost of individual creativity.

#### 1. What is the writer's primary objective in this passage?

- A. To provide a balanced overview of the different perspectives on standardized school dress.
- B. To argue that teenagers should spend twenty minutes choosing clothes to show their personality.
- C. To explain how expensive designer brands can reduce bullying and help students focus.
- D. To prove that wearing a specific color or badge is the best way to create school pride.

#### 2. According to the text, how does a uniform policy help students save time?

- A. It simplifies the process of getting ready by removing the need to select an outfit.

- B. It ensures that students can sleep a little longer because they do not have to study.
- C. It allows teenagers to spend more time on their morning routine to look like their friends.
- D. It teaches students how to make choices about fashion debates in only twenty minutes.

**3. In the second paragraph, what does the word “This” (in the phrase “This can reduce bullying”) refer to?**

- A. The environment where every learner is dressed in identical clothing.
- B. The pressure to own expensive designer brands at school.
- C. The fact that students often focus more on their appearance than studies.
- D. The feeling of community that is created by wearing a school badge.

**4. What does the writer imply about students who are forced to wear uniforms?**

- A. They might feel that their ability to display their personal identity is limited.
- B. They find it boring and restrictive to wear expensive clothes that they grow out of.
- C. They prefer traditional fabrics because they are impractical for daily activities.
- D. They use clothing as a way to show who they are by wearing the same outfit as others.

**5. Why does the author mention “traditional fabrics” in the third paragraph?**

- A. To suggest that the materials used for uniforms might not be suitable for everyday use.
- B. To explain why uniforms are expensive for parents when teenagers grow so quickly.
- C. To show that clothing is a way to express a unique personality and feel less boring.
- D. To highlight that individual creativity is more important than promoting fairness.

## **Living in a Big City: Dealing with Noise and Traffic**

Living in a large city is an exciting experience full of bright lights, tall buildings, and endless entertainment. However, for many teenagers, the constant noise and heavy traffic can become quite overwhelming. Learning how to manage these urban challenges is essential for maintaining a happy and healthy lifestyle.

The sound of car horns, sirens, and construction is a normal part of city life. To find some peace, many people use noise-canceling headphones while traveling or listen to calming music at home. Creating a “quiet zone” in your bedroom with heavy curtains can also help block out the sounds of the street. It is important to give your ears a break from the constant buzz of the city whenever possible.

Traffic is another major issue that requires careful planning. Instead of sitting in a bus stuck in a jam, many urban residents prefer using the subway or cycling. Walking is also a great way to explore hidden corners of the city while avoiding the stress of crowded roads. Although the fast pace of a big city can be tiring, the energy and opportunities it offers are often worth the noise. With a little patience, you can enjoy the best of city life.

### **6. What is the primary purpose of this text?**

- A. To provide suggestions on how to handle the difficulties of residing in an urban environment.
- B. To argue that teenagers should avoid bright lights and tall buildings to stay healthy.
- C. To explain why heavy traffic and constant noise are the most exciting parts of city life.
- D. To prove that noise-canceling headphones are the only way to find endless entertainment.

### **7. According to the passage, how can residents create a more peaceful environment inside their homes?**

- A. By using thick window coverings to minimize the volume of external sounds.
- B. By listening to car horns and construction sounds as a normal part of their lifestyle.
- C. By using the buzz of the city as a way to give their ears a break whenever possible.
- D. By installing sirens in their quiet zone to block out the sounds of the street.

**8. What does the author suggest about road-based public transport in the city?**

- A. It is often less efficient than other methods because of the high volume of vehicles.
- B. It is the best way to explore hidden corners while avoiding crowded roads.
- C. Many urban residents prefer it because it allows them to sit down during a jam.
- D. It is much less stressful than cycling or using the subway during the morning.

**9. What is the writer's overall perspective on living in a major city?**

- A. They believe that the positive opportunities and energy justify the various stresses.
- B. They feel that teenagers should find the fast pace overwhelming and exhausting.
- C. They think the constant buzz makes it impossible to maintain a happy lifestyle.
- D. They are convinced that the only way to enjoy city life is to remain in a bedroom.

**10. In the second paragraph, what does the phrase "the sounds of the street" refer to?**

- A. The various auditory disturbances caused by vehicles and building work.
- B. The calming music that many people listen to while they are at home.
- C. The bright lights and tall buildings that make a city an exciting experience.
- D. The hidden corners that people find when they are walking through the city.

## VARIANT - 3

### SECTION 2. Reading

#### How to Make Friends in a New School

Moving to a new school can feel like a scary adventure. You are in a strange building with people you don't know, and it is natural to feel nervous. However, a new school is also a fantastic opportunity to meet different people and start fresh. Here are some simple ways to build new connections.

The easiest way to start is by being approachable. A simple smile or saying "hello" to the person sitting next to you in class can go a long way. Don't wait for others to talk to you; try asking a question about a homework assignment or a teacher. Joining after-school clubs, sports teams, or music groups is also a brilliant idea. These activities allow you to meet people who share your interests, making it much easier to find things to talk about.

It is also important to be yourself. You might feel tempted to change your personality to fit in with a specific group, but true friends will like you for who you really are. Remember that building deep friendships takes time, so do not feel discouraged if you don't find a "best friend" on the first day. Stay patient, be kind, and soon enough, you will feel right at home.

#### 1. What is the main goal of the writer in this article?

- A. To give useful advice to students who are trying to make friends in a completely new place.
- B. To show the mental difficulties and confusion students often feel in unknown school buildings.
- C. To argue that trying to make new friends will always lead to very strong feelings of worry and fear.
- D. To show that completely changing who you are is the best way to become part of a new school.

#### 2. According to the writer, what is a simple way to start a conversation with a classmate?

- A. Waiting quietly for the students sitting next to you to take the first step in starting a chat.
- B. Asking about school work or about how a teacher does their job in the classroom.

C. Bringing your finished homework to after-school clubs to show others how hard you work.

D. Relying only on body language, like smiling, so you can avoid speaking to unknown teachers.

**3. Why does the writer suggest that joining after-school activities is a good idea?**

A. They promise that students will quickly find best friends without needing to start any difficult chats.

B. They are the only possible way to get over the normal worry of walking into a new school building.

C. They let students take on new personalities that perfectly match what their chosen group expects.

D. These groups give you shared interests that make it easier to have normal conversations with others.

**4. Why does the writer advise readers to stay true to who they really are?**

A. To avoid the tiring process of constantly changing your behavior to please different groups of students.

B. To make sure that the friendships you build are based on who you really are, not a fake image.

C. Because trying to act like other people will stop you from finding out what your actual interests are.

D. To increase your chances of immediately finding a perfect, lifelong best friend during your first week.

**5. In the second paragraph, what does the phrase “These activities” mean?**

A. The different simple phrases and friendly greetings that the writer suggests for starting conversations.

B. The specific homework assignments and classroom tasks that teachers give to check how you are doing.

C. Organized social groups and hobby clubs that take place after the normal school day finishes.

D. The long mental process of building and keeping real, meaningful friendships over a long period of time.

**A Guide to Packing Light for Your First Solo Trip**

Setting off on your first solo adventure is incredibly exciting, but carrying a heavy suitcase can quickly ruin the fun. Learning to pack light is a vital skill for any young traveler. It makes moving between hostels, buses, and trains much easier and saves you from paying expensive baggage fees at the airport.

The golden rule is to choose versatile clothing. Instead of packing a different outfit for every day, pick items that you can easily mix and match. Stick to a simple color scheme so that every top goes with every pair of trousers. Layers are also your best friend; a light jacket or a hoodie is better than a bulky coat. Remember, most cities have laundry facilities, so you really only need enough clothes for one week, even if you are traveling for longer.

When it comes to toiletries, leave the giant bottles at home. Buy small, travel-sized containers or use solid shampoo bars to save space and avoid leaks in your bag. Finally, always leave a little bit of extra room for souvenirs. If your bag is already bursting when you leave home, you will have nowhere to put those special gifts. Pack smart, stay mobile, and enjoy the freedom!

**6. What is the primary message the author wants to communicate to travelers?**

- A. Organizing your luggage efficiently allows for a more enjoyable and mobile journey.
- B. Solo adventures are incredibly exciting because you can carry a heavy suitcase.
- C. Young travelers should prioritize paying baggage fees to ensure they have every outfit.
- D. The best way to enjoy freedom is to stay in hostels near airports and train stations.

**7. According to the text, how can a traveler reduce the amount of clothing they carry?**

- A. By selecting garments with a limited palette that can be combined in various ways.
- B. By packing a different outfit for every day to make sure they follow the golden rule.
- C. By bringing a bulky coat and a heavy jacket to prepare for every pair of trousers.
- D. By avoiding laundry facilities so they can travel for much longer than a week.

**8. Why does the author suggest using “layers” rather than a single thick piece of clothing?**

- A. To provide a practical solution for staying warm without taking up too much room.
- B. To help the traveler find a best friend while they are moving between buses and trains.
- C. To ensure that every top goes with a hoodie even if the traveler is in a different city.
- D. To explain why a light jacket is more expensive than a bulky coat at the airport.

**9. What can be concluded about the author’s advice regarding toiletries?**

- A. Minimizing the size and state of hygiene products helps prevent accidental spills and saves weight.
- B. Travelers should leave their home with giant bottles because travel-sized containers are too small.
- C. Solid shampoo bars are only necessary if your bag is already bursting with souvenirs.
- D. Using small containers is the only way to find special gifts in most modern cities.

**10. In the final paragraph, what does the phrase “those special gifts” refer to?**

- A. Objects bought during the journey to remember the experience.
- B. The travel-sized containers and solid shampoo bars in the bag.
- C. The expensive baggage fees that travelers pay at the airport.
- D. The different outfits and versatile clothing chosen for the trip.

## VARIANT - 4

### SECTION 2. Reading

#### **Is Junk Food Really Cheaper Than Healthy Food?**

Many people believe that eating healthy is a luxury only rich people can afford. When you walk into a supermarket, a bag of frozen chips or a burger often seems much cheaper than a fresh salad or organic fruit. However, is junk food really the best deal for your wallet?

When we look at the price per meal, the answer is often “no”. While a fast-food meal might seem cheap, buying basic ingredients in bulk is usually much more economical. For example, a large bag of rice, beans, or lentils costs very little and can provide several nutritious dinners. Seasonal vegetables and frozen fruits are also great ways to eat well without spending a fortune. In contrast, junk food is full of “empty calories”, meaning you feel hungry again very quickly, leading you to spend more money on snacks later.

Furthermore, we must consider the long-term “cost” of our choices. Junk food is high in sugar and salt, which can lead to health problems in the future. Investing in fresh ingredients now is like saving money for your future self. By learning to cook simple meals at home, you can save money, stay healthy, and discover that good food doesn’t have to be expensive.

#### **1. What is the primary message the author wants to convey regarding food choices?**

- A. Nutritious eating is financially accessible if one chooses ingredients wisely and prepares them at home.
- B. Eating healthy is a luxury that only rich people can afford when they walk into a supermarket.
- C. A bag of frozen chips or a burger is the best deal for your wallet because it seems much cheaper.
- D. Buying organic fruit and fresh salads is the only way to avoid the long-term cost of health problems.

#### **2. According to the writer, why is purchasing items like lentils or rice a smart financial move?**

- A. Acquiring large quantities of staple goods reduces the overall expense of daily nutrition.

B. These basic ingredients are usually full of empty calories and make you feel hungry very quickly.

C. They are much cheaper than buying a bag of frozen chips or a burger at the supermarket.

D. Investing in fresh ingredients is like saving money for your future self and health problems.

**3. What does the author imply about the relationship between junk food and spending habits?**

A. Consuming processed snacks often results in a cycle of frequent purchasing because they lack staying power.

B. Buying junk food allows people to spend more money on snacks later because it is a luxury.

C. Choosing cheap fast-food is more economical than buying seasonal vegetables in bulk.

D. People who eat sugar and salt discover that good food does not have to be expensive.

**4. Why does the writer compare fresh ingredients to “saving money for your future self”?**

A. To highlight that spending on quality food now prevents expensive medical issues in the years to come.

B. To explain why junk food is high in sugar and salt and leads to health problems in the future.

C. To encourage people to walk into a supermarket and look for the best deal for their wallet.

D. To show that cooking simple meals at home is only a luxury for rich people.

**5. In the second paragraph, what does the phrase “the answer” refer to?**

A. The determination of whether unhealthy snacks truly offer the most financial value.

B. The price per meal when buying basic ingredients in bulk at the supermarket.

C. The question of whether eating healthy is a luxury only rich people can afford.

D. The fact that seasonal vegetables and frozen fruits are great ways to eat well.

## **Training for Your First 5K Run**

Completing your first 5K run is a fantastic goal for any teenager. It is a distance of five kilometers, which is long enough to be a challenge but short enough for a beginner to achieve. You do not need to be a professional athlete to start; you just need a plan and some determination.

The best way to begin is with a “couch to 5K” approach. This means you should not try to run the whole distance on your first day. Instead, start by mixing short periods of running with walking. For example, run for one minute and walk for two. As the weeks go by, gradually increase your running time and decrease the walking. This helps your body get stronger without causing injuries. Consistency is more important than speed, so try to go out three times a week.

Having the right equipment is also helpful. You do not need expensive gear, but a good pair of running shoes will protect your feet and knees. Don’t forget to listen to your favorite music or a podcast to keep your motivation high. Crossing the finish line for the first time is an amazing feeling of accomplishment. Just take it one step at a time!

### **6. What is the primary objective of this passage?**

- A. To provide a structured and encouraging guide for young novices aiming to finish a middle-distance run.
- B. To explain why professional athletes must use a couch to 5K approach to avoid serious injuries.
- C. To prove that a distance of five kilometers is short enough for any teenager to achieve on their first day.
- D. To describe how having a plan is less important than having the determination to buy expensive gear.

### **7. According to the writer, what is the most effective way for a beginner to start their training?**

- A. By alternating between brief intervals of jogging and periods of recovery on foot.
- B. By trying to run the whole distance immediately so that the body gets stronger quickly.
- C. By running for one minute and walking for two to see if they are a professional athlete.

D. By decreasing the amount of running time and increasing the walking as the weeks go by.

**8. In the second paragraph, what does the word “this” (in the phrase “this helps your body get stronger”) refer to?**

A. The method of gradually increasing physical effort while reducing rest periods over time.

B. The act of mixing short periods of running with walking during the very first day.

C. The feeling of accomplishment that a teenager gets when crossing the finish line.

D. The challenge of running five kilometers which is a fantastic goal for any beginner.

**9. Why does the author suggest that being regular is more important than being fast?**

A. Steady participation is more beneficial for building physical endurance and preventing health setbacks.

B. Speed is not a vital skill if you listen to your favorite music or a podcast to keep motivation high.

C. Because going out three times a week is the only way to become a professional athlete.

D. Professional athletes do not need determination if they take their training one step at a time.

**10. Why does the author mention a “good pair of running shoes” in the final paragraph?**

A. To emphasize that appropriate footwear is a necessary investment to prevent physical strain.

B. To argue that expensive professional gear is the only way to avoid injuries.

C. To show that having the right equipment is more helpful than listening to a podcast.

D. To suggest that crossing the finish line is an amazing feeling of accomplishment for your feet.

## VARIANT - 5

### SECTION 2. Reading

#### Simple Ways to Stay Healthy During Exam Season

Exam season is often the most stressful time of the school year. When you are busy studying, it is very easy to forget about your physical and mental health. However, taking care of your body is actually the best way to improve your grades and keep your brain sharp.

First, prioritize sleep. It might be tempting to stay up all night “cramming”, but your brain needs rest to process and store the information you have learned. Aim for at least eight hours of sleep to ensure you wake up feeling refreshed and focused. Second, watch what you eat and drink. While energy drinks and sugary snacks give you a quick “buzz”, they usually lead to a tired “crash” later. Instead, drink plenty of water and eat healthy snacks like nuts, fruit, or yogurt to keep your energy levels stable.

Finally, remember to take regular breaks. Sitting at a desk for hours without moving can make you feel frustrated and exhausted. Every hour, stand up, stretch, or go for a short walk outside. Fresh air and physical movement can reduce stress and help you return to your books with a clear mind. Stay healthy, and good luck with your exams!

#### 1. What is the writer’s primary advice for students during their test periods?

- A. Maintaining physical well-being is a key factor in achieving academic success.
- B. Exam season is the most stressful time of the school year because of physical health.
- C. Students should return to their books only after they have improved their grades.
- D. The best way to keep your brain sharp is to forget about your mental health while studying.

#### 2. According to the passage, why is a full night's rest beneficial for a student's memory?

- A. It provides the necessary time for the mind to organize and retain new knowledge.

- B. It prevents students from staying up all night cramming information they have learned.
- C. It ensures that you wake up feeling refreshed instead of studying for eight hours.
- D. It is more tempting than staying up all night to process the information in your brain.

**3. What does the author imply about the effects of consuming high-sugar products?**

- A. The initial boost in alertness is temporary and followed by a significant drop in energy.
- B. Sugary snacks are better than energy drinks if you want to avoid a tired crash later.
- C. Healthy snacks like nuts, fruit, or yogurt provide a quick buzz for your energy levels.
- D. Students should watch what they eat and drink to ensure they feel tired and exhausted.

**4. Why does the author suggest leaving your desk at regular intervals?**

- A. To show that a change of environment and physical activity can improve mental clarity.
- B. To explain why sitting at a desk for hours without moving makes you feel refreshed.
- C. To encourage students to go for a short walk outside instead of returning to their books.
- D. To remind students that fresh air is the only way to reduce the stress of the school year.

**5. In the second paragraph, what does the word “they” (in the phrase “they usually lead to a tired crash”) refer to?**

- A. Specific types of food and beverages that provide a sudden increase in energy.
- B. The healthy snacks like nuts, fruit, or yogurt that keep energy levels stable.
- C. The eight hours of sleep that students need to ensure they stay focused.
- D. The information and lessons that the brain needs to process and store.

**The Secret Life of Household Pets**

Have you ever wondered what your dog or cat does when you leave the house? Many of us imagine our pets sleeping all day, waiting patiently for our return. However, if we could see through their eyes, we might discover that their lives are much more active and social than we think.

For many pets, the house becomes a private playground the moment the front door closes. Dogs might spend their time guarding the windows, watching every bird or squirrel that passes by with intense curiosity. Some more adventurous pups might even try to find hidden treats or explore rooms they are usually not allowed to enter. On the other hand, cats are famous for their “zoomies”, where they suddenly run across the furniture at high speeds to burn off energy.

Recent studies suggest that pets also experience complex emotions while we are away. They might listen to the sounds of the neighborhood or find comfort in the scent of our clothes. Some pets even interact with technology, like watching videos of birds on a tablet or “talking” to other animals through the window. Understanding this secret world helps us realize that our pets aren't just animals living in our homes; they are family members with their own unique personalities and daily routines.

**6. What is the primary message the author wants to convey about animal behavior at home?**

- A. Domestic animals lead rich, active lives and show emotional depth even when their owners are absent.
- B. Most pets spend the whole day sleeping and waiting patiently for the front door to open.
- C. Dogs and cats only find the house to be a private playground when they are allowed to enter rooms.
- D. Animals are mostly interested in finding hidden treats or running across furniture at high speeds.

**7. According to the text, how do some dogs pass the time while they are alone?**

- A. They stay alert by the window to observe the behavior of small creatures outside.
- B. They suddenly run across the furniture to burn off energy during their zoomies.
- C. They listen to the sounds of the neighborhood to find comfort in the scent of clothes.

D. They use a tablet to watch videos of birds or talk to animals through the window.

**8. What can be understood about the emotional lives of pets from the passage?**

A. They feel a connection to their owners by focusing on familiar smells and noises.

B. They are adventurous pups who feel intense curiosity when they explore forbidden rooms.

C. They only experience complex emotions when they are watching videos of birds on a tablet.

D. Their lives are much more active and social because they are family members with personalities.

**9. Why does the author mention pets interacting with electronic devices like tablets?**

A. To provide examples of how animals use modern tools to stay occupied.

B. To explain why cats are famous for running across furniture at high speeds.

C. To encourage people to leave videos of birds playing when they leave the house.

D. To show that guarding the windows is the most intense curiosity for a dog or cat.

**10. In the final paragraph, what does the phrase “this secret world” refer to?**

A. The hidden behaviors and feelings of pets while their owners are away.

B. The rooms that adventurous pups are usually not allowed to enter.

C. The private playground where pets watch every bird or squirrel pass by.

D. The neighborhood where animals listen to sounds and watch through the window.

## VARIANT - 6

### SECTION 2. Reading

#### Why It's Okay to Feel Stressed Sometimes

In today's fast-paced world, we are often told that we should always feel happy and relaxed. Because of this, feeling stressed can sometimes make us feel like we are failing. However, it is important to understand that stress is a natural human reaction, and experiencing it occasionally is actually quite normal.

In small amounts, stress can even be helpful. It is your body's way of preparing you for a challenge, like a difficult exam or an important sports match. This "positive stress" gives you a burst of energy and helps you stay focused on your goals. It shows that you care about what you are doing. Without any stress at all, we might find it hard to stay motivated or meet our deadlines.

The key is learning how to manage it so it does not become overwhelming. When you feel the pressure building up, talk to a friend, exercise, or take a break from social media. Remember that nobody has a perfect life, even if their photos online look that way. Accepting that it is okay to feel stressed sometimes is the first step toward feeling better. You don't have to be perfect; you just have to be you.

#### 1. What is the central theme of the text regarding the experience of tension?

- A. It is an inherent biological response that can be advantageous if managed properly.
- B. Feeling stressed is a clear sign that a person is failing in today's fast-paced world.
- C. Individuals should always feel happy and relaxed to be successful in school.
- D. Stress is a harmful emotion that prevents teenagers from meeting their deadlines.

#### 2. According to the writer, how can "positive stress" assist an individual?

- A. It triggers a surge of vitality that helps one remain concentrated on specific aims.
- B. It makes a difficult exam or an important sports match feel easy and relaxed.
- C. It allows people to care about what they are doing without feeling any pressure.

D. It ensures that a beginner can achieve a fantastic goal without any determination.

**3. In the second paragraph, what does the phrase This 'positive stress' refer to?**

- A. The physical and mental state of being ready to face a difficult task.
- B. The burst of energy that makes it hard to stay motivated.
- C. The difficult exam or important sports match that happens occasionally.
- D. The feeling that you are failing because you do not feel happy and relaxed.

**4. What does the author suggest about how we should view our own struggles compared to others?**

- A. We should recognize that the flawless appearances seen on digital platforms are often misleading.
- B. People who have a perfect life are the only ones who can meet their deadlines.
- C. If your photos online look good, you have successfully taken the first step toward feeling better.
- D. We should try to be perfect like the people we see on social media to avoid failing.

**5. Why does the writer list activities such as exercising or taking a break from the internet?**

- A. To provide examples of constructive methods for regulating internal pressure.
- B. To prove that social media is the primary reason why teenagers feel overwhelmed.
- C. To explain why a natural human reaction is actually quite normal for everyone.
- D. To show that nobody has a perfect life when they are busy with a sports match.

### **How Cinema Special Effects Are Made**

When we watch a superhero fly or a dragon breathe fire, it feels incredibly real. These amazing moments are created using special effects, which combine art, science, and powerful technology. While early filmmakers used simple tricks, today's movies use a mix of physical and digital magic to entertain us.

There are two main types of effects. First, there are practical effects, which happen live on the movie set. These include real explosions, mechanical puppets, or clever makeup. For example, if an actor looks like an alien, it might be because they spent hours in a makeup chair. Many directors prefer practical effects because they look more natural and help the actors react more realistically to their surroundings.

The second type is CGI, or Computer-Generated Imagery. After the filming is finished, digital artists use computers to add things that are impossible to build in real life. They often use “green screens” during filming, which allow them to replace a plain background with a futuristic city or a distant planet later. By blending these two techniques together, filmmakers can bring our wildest dreams to life on the big screen. The next time you see a monster in a movie, remember the hundreds of artists who worked hard to create it!

**6. What is the main idea of the text?**

- A. Modern cinema relies on a combination of physical techniques and computer technology to produce believable scenes.
- B. Early filmmakers used simple tricks like mechanical puppets and real explosions to create amazing moments.
- C. Most actors spend hours in a makeup chair to help them react more realistically to their surroundings.
- D. Digital artists use green screens to replace futuristic cities with a plain background on the movie set.

**7. According to the writer, what is one reason many directors choose to use practical effects?**

- A. They provide a more authentic appearance and improve the performances of the people on camera.
- B. They allow digital artists to use computers to add things that are impossible to build in real life.
- C. They use green screens to replace a plain background with a distant planet or a futuristic city.
- D. They allow hundreds of artists to work hard on creating a monster after the filming is finished.

**8. What can be inferred about the use of “green screens” in filmmaking?**

- A. They serve as a temporary background for environments that are designed later by computer specialists.

B. They are used by mechanical puppets to create physical and digital magic live on the movie set.

C. They make a superhero fly or a dragon breathe fire without the need for science or technology.

D. They are a type of clever makeup that helps actors look like an alien in the makeup chair.

**9. Why does the author mention CGI in the final paragraph?**

A. To explain how digital tools enable creators to visualize concepts that cannot exist physically.

B. To show that early filmmakers used simple tricks to bring our wildest dreams to life on the big screen.

C. To argue that movies should only use computers to entertain us instead of physical magic.

D. To describe how actors react more realistically when they are in a futuristic city or a distant planet.

**10. In the third paragraph, what does the word “it” (in the phrase “create it”) refer to?**

A. A fictional creature seen in a motion picture.

B. A plain background replaced by a digital artist.

C. The green screen used during the filming process.

D. The makeup chair where an actor spends hours.

## VARIANT - 7

### SECTION 2. Reading

#### **Is Your Smartphone Making You Less Productive?**

Smartphones are incredible tools that keep us connected to the world. We use them for everything from checking the weather to finishing school projects. However, many teenagers find that their phones are actually a major distraction, making it much harder to get things done.

The biggest problem is “notifications”. Every time your phone buzzes with a new message or a social media like, your brain loses its focus. Research shows that it can take several minutes to get back into a “deep work” state after checking a notification. Even if you only look at your screen for five seconds, the interruption has already damaged your productivity. Furthermore, the endless “scroll” on apps like TikTok or Instagram is designed to keep you watching, often turning a five-minute break into an hour of wasted time.

To take back control, try setting specific “phone-free” times during your study sessions. Putting your phone in another room or using “Do Not Disturb” mode can make a massive difference. You might also try deleting apps that take up too much of your time. By using your phone as a tool rather than a toy, you can finish your work faster and have more real free time to enjoy.

#### **1. What is the primary message the author wants to convey in this text?**

- A. Adopting specific habits can help individuals reduce digital interruptions and improve their productivity.
- B. Smartphones are incredible tools that teenagers should use for finishing school projects and checking the weather.
- C. Social media apps like TikTok and Instagram are the most major distraction for people in today’s world.
- D. Setting specific phone-free times is the only way to stay connected to the world and be happy.

#### **2. According to the second paragraph, what is the negative impact of checking a digital alert?**

- A. It disrupts the mental state required for focused tasks and requires significant time to recover.
- B. It takes several minutes for a new message or a social media like to appear on the screen.

- C. It allows the brain to get back into deep work after only five seconds of interruption.
- D. It damages your productivity by making the phone buzz every time you look at the screen.

**3. What does the writer suggest about the way certain mobile applications are built?**

- A. Their features are intentionally created to encourage users to spend more time on them than planned.
- B. They are designed to turn an hour of wasted time into a productive five-minute break.
- C. Using an endless scroll is a helpful tool for finishing school projects faster.
- D. Apps like TikTok or Instagram help teenagers take back control during their study sessions.

**4. Why does the author suggest moving the phone to a different location during study periods?**

- A. To create a physical barrier that helps maintain concentration on academic work.
- B. To make a massive difference by using Do Not Disturb mode in another room.
- C. To encourage users to delete apps that take up too much of their time during the day.
- D. To ensure the phone is used as a toy rather than a tool for finishing work.

**5. In the final paragraph, what does the phrase “taking back control” refer to?**

- A. Successfully managing one’s own habits to ensure the device does not dominate one’s time.
- B. Setting specific phone-free times to watch an endless scroll on social media.
- C. Using the phone as a tool to check the weather and finish school projects.
- D. Putting the phone in another room so that you can have more real free time.

**Amazing Discoveries: Life Under the Ocean**

The ocean covers more than seventy percent of our planet, yet we have explored only a small fraction of it. Deep below the waves lies a mysterious world filled

with strange creatures and breathtaking landscapes. For scientists and explorers, the deep sea is the final frontier on Earth, offering new discoveries every year.

In the darkest parts of the ocean, where sunlight cannot reach, animals have evolved incredible ways to survive. Many creatures, like the glowing lanternfish, use bioluminescence to create their own light. This helps them find food and communicate in the total darkness. Explorers have also found giant underwater volcanoes and mountain ranges that are much larger than any on land. These areas are home to unique ecosystems that do not depend on the sun for energy, but instead use chemicals from the Earth's crust.

Technology is the key to these discoveries. Using remote-controlled robots and advanced submarines, humans can now reach depths that were once impossible. Every time a new vehicle goes down, we find species that look like they belong in a science-fiction movie. Protecting this hidden world is vital for the health of our entire planet. The more we learn about life under the ocean, the more we realize how connected we all are.

**6. What is the primary message the author wants to convey regarding the deep sea?**

- A. Investigating and safeguarding the largely unknown parts of the ocean is crucial for our environment.
- B. The ocean covers more than seventy percent of our planet and contains strange creatures and landscapes.
- C. For scientists and explorers, the deep sea is the final frontier that offers new discoveries every year.
- D. Sunlight cannot reach the darkest parts of the ocean where animals have evolved incredible ways to survive.

**7. According to the passage, how do some deep-sea creatures manage to interact in an environment without light?**

- A. They possess the biological ability to produce their own glow to share information or hunt.
- B. Many creatures, like the glowing lanternfish, use bioluminescence to create unique sounds.
- C. They rely on the total darkness to find food and communicate with the Earth's crust.
- D. Sunlight cannot reach the darkest parts, so they must find breathtaking landscapes to survive.

**8. What does the text suggest about the ecosystems found near underwater mountain ranges?**

- A. These biological communities are able to function without needing any contact with the atmosphere or solar rays.
- B. They are unique ecosystems that do not depend on the sun because they use chemicals from the Earth's crust.
- C. Giant underwater volcanoes and mountain ranges are much larger than any mountain ranges found on land.
- D. Explorers have found that these areas are home to creatures that belong in a science-fiction movie.

**9. Why does the author mention “remote-controlled robots and advanced submarines”?**

- A. To emphasize how modern machinery has enabled researchers to visit areas that were previously inaccessible.
- B. To show that technology makes it more difficult for humans to make important discoveries in the natural world.
- C. To explain why every time a new vehicle goes down, we find species that look like they belong in a movie.
- D. To argue that using robots is the only way to protect the hidden world and the health of our entire planet.

**10. In the final paragraph, what does the phrase “this hidden world” refer to?**

- A. The vast and largely unmapped regions located far beneath the surface of the sea.
- B. The complicated, scientific thinking which is done by researchers and engineers.
- C. The final frontier on Earth where scientists and explorers go to find new discoveries every year.
- D. The darkest parts of the ocean where sunlight cannot reach and creatures use bioluminescence.

## VARIANT - 8

### *SECTION 2. Reading*

#### **The Importance of Reading for Fun, Not Just for School**

In school, we often read because we have to. We analyze poems, study heavy textbooks, and prepare for exams. However, reading for pleasure - choosing a book because you want to - is one of the most beneficial things you can do for yourself. It is not just about collecting facts; it is about expanding your imagination and discovering new worlds.

When you read a story you enjoy, your brain enters a state of deep focus. This helps reduce stress and improves your mental health after a long day of classes. Reading fiction also helps you develop empathy. By stepping into the shoes of different characters, you learn to understand perspectives and cultures that are different from your own. It is like traveling the world without ever leaving your bedroom.

Furthermore, reading for fun naturally improves your vocabulary and writing skills. You pick up new words and grammar structures without even realizing it. This eventually makes your schoolwork much easier, even though you are not “studying”. Whether it is a graphic novel, a fantasy series, or a biography, the most important thing is that you enjoy the journey. So, put away your textbooks for a while and get lost in a great book!

#### **1. What is the writer’s main argument regarding reading?**

- A. Engaging with literature voluntarily provides significant personal and academic advantages.
- B. Students should only read textbooks because analyzing poems helps them prepare for exams.
- C. Collecting facts from heavy textbooks is more beneficial than expanding your imagination.
- D. The only way to improve mental health is to stop reading for school and travel the world instead.

#### **2. What does the author imply about the relationship between fiction and social understanding?**

- A. Consuming stories allows individuals to better appreciate the experiences and feelings of others.

- B. Stepping into the shoes of different characters is a requirement for understanding your own culture.
- C. People who read graphic novels are more likely to travel the world than those who read biographies.
- D. Reading about different perspectives is a task that should only be done in a classroom setting.

**3. Why does the writer mention that reading for fun helps with schoolwork?**

- A. To show that enjoyable reading leads to an effortless improvement in language and expression.
- B. To explain why students should use a fantasy series instead of a textbook to study for exams.
- C. To encourage readers to pick up new words and grammar structures by studying more during their free time.
- D. To argue that writing skills can only be developed if you stop reading for pleasure and focus on facts.

**4. According to the passage, how does a person's mental state change when they are absorbed in a good book?**

- A. They reach a level of intense concentration that can lead to a decrease in tension.
- B. They enter a state of deep focus that makes their schoolwork much more difficult to finish.
- C. Their brain starts to process a long day of classes by analyzing poems and heavy textbooks.
- D. They realize that choosing a book because you want to is a stressful way to spend time in a bedroom.

**5. In the third paragraph, what does the phrase "the journey" refer to?**

- A. The experience of being entertained and engaged by a piece of writing.
- B. The process of traveling the world without ever leaving your bedroom.
- C. The act of putting away your textbooks to prepare for a long day of classes.
- D. The physical trip taken to discover new worlds and different cultures.

## **How to Stay Safe in a Heatwave**

A heatwave is more than just a few sunny days; it is a period of unusually hot weather that can be dangerous if you are not prepared. For teenagers who love being outdoors, it is important to know how to protect your body when the temperature rises. Staying safe does not mean you have to stay inside all day, but it does require some smart choices.

First, hydration is your number one priority. Do not wait until you feel thirsty to drink water. Carry a reusable bottle and take small sips throughout the day. Avoid sugary or caffeinated drinks, as they can actually make you more dehydrated. Eating light meals with lots of water-rich fruits, like watermelon or cucumber, also helps.

Second, think about your environment. Try to stay indoors during the hottest part of the day, usually between 11 a.m. and 4 p.m. If you must go out, wear lightweight, light-colored clothing and a wide hat. Always apply sunscreen to prevent painful burns. Finally, keep an eye on how you feel. If you start to feel dizzy or get a headache, find a cool, shaded spot immediately and rest. By being careful, you can enjoy the summer safely!

### **6. What is the primary message the author wants to convey regarding extreme heat?**

- A. Adopting specific preventative habits can help individuals manage the risks of high temperatures.
- B. Teenagers who love being outdoors should stay inside all day during a few sunny days.
- C. Unusually hot weather is only a danger to your body if you do not have a reusable bottle.
- D. The best way to enjoy the summer safely is to ignore when you feel thirsty while outside.

### **7. According to the writer, what is a key rule for maintaining proper hydration?**

- A. You should consume fluids at regular intervals even before you perceive a physical need for them.
- B. You must wait until you feel thirsty to take small sips from a reusable bottle throughout the day.
- C. It is better to choose sugary or caffeinated drinks because they make you feel less thirsty.

D. Water-rich fruits like watermelon or cucumber should be avoided when eating light meals.

**8. What does the text suggest about the period between 11 a.m. and 4 p.m.?**

A. Environmental conditions are most likely to cause physical strain during these specific hours.

B. Wearing lightweight, light-colored clothing is the only way to stay safe between these times.

C. A wide hat and sunscreen are only necessary if you are outdoors during the hottest part of the day.

D. The temperature rises so quickly that finding a cool, shaded spot is impossible for teenagers.

**9. Why does the author mention symptoms like “dizzy” or “headache” in the final paragraph?**

A. To highlight the importance of identifying the early physical indicators of heat exhaustion.

B. To explain why a painful burn is a more serious problem than a simple headache.

C. To show that resting in a shaded spot is a smart choice for people who enjoy being outdoors.

D. To argue that teenagers should stay indoors until they feel better and the temperature drops.

**10. In the second paragraph, what does the word “they” (in the phrase “they can actually make you more dehydrated”) refer to?**

A. Refreshments that contain high amounts of energy-boosters or sweeteners.

B. The reusable bottles that people use to carry water throughout the day.

C. Different types of water-rich fruits such as watermelon or cucumber.

D. Smart choices that teenagers make to protect their bodies in the sun.

## VARIANT - 9

### SECTION 2. Reading

#### **Famous Landmarks: The Story of the Eiffel Tower**

The Eiffel Tower is perhaps the most famous landmark in the world, but did you know that many people in Paris originally hated it? When it was built for the 1889 World's Fair, local artists called it a "giant metal eyesore". They thought the iron structure was ugly and wanted it to be torn down after only twenty years.

Designed by Gustave Eiffel, the tower was a masterpiece of modern engineering. Standing at 330 meters, it was the tallest building in the world for over forty years. It was saved from destruction because its height made it perfect for radio antennas. During the world wars, the tower played a vital role in capturing enemy messages and broadcasting signals.

Today, the Eiffel Tower is a symbol of romance and innovation. Every year, millions of tourists climb its stairs or take the lift to see the breathtaking views of Paris. At night, the tower sparkles with thousands of golden lights, creating a magical atmosphere. It reminds us that sometimes, the things we criticize at first can become the most beloved symbols of our culture. Whether you see it in a movie or visit it in person, the "Iron Lady" remains an unforgettable sight.

#### **1. What is the primary theme of the article regarding the history of the Eiffel Tower?**

- A. A structure that was once widely condemned has evolved into a highly valued cultural icon.
- B. Paris originally hated the giant metal eyesore that stood at 330 meters for forty years.
- C. Modern engineering and iron structures are always more important than art and science.
- D. Tourists should take the lift to see the breathtaking views and thousands of golden lights.

#### **2. Based on the first paragraph, what can be inferred about the local artists' perspective in 1889?**

- A. They believed the new monument lacked aesthetic value and did not belong in the city.
- B. They were excited to celebrate the World's Fair by tearing down the ugly iron structure.

C. They wanted Gustave Eiffel to build the tallest building in the world out of metal.

D. They thought the tower would only be a masterpiece if it stayed for more than twenty years.

**3. According to the text, what was the primary reason the structure was not demolished?**

A. Its significant altitude made it a highly effective tool for transmitting and receiving data.

B. Gustave Eiffel proved it was a masterpiece of modern engineering and iron construction.

C. Millions of tourists wanted to climb the stairs and see the breathtaking views of Paris.

D. The tower played a vital role in capturing enemy messages during the World's Fair.

**4. Why does the author mention the tower's role during the world wars?**

A. To illustrate the practical utility that justified the monument's continued existence.

B. To explain why radio antennas are the most famous landmarks in the modern world.

C. To show that broadcasting signals is more romantic than thousands of golden lights.

D. To remind us that capturing enemy messages is the most important part of our culture.

**5. In the final paragraph, what does the phrase the 'Iron Lady' refer to?**

A. The famous Parisian landmark made of metal.

B. A woman who visits the tower in a movie.

C. The breathtaking views seen from the stairs.

D. The magical atmosphere created by golden lights.

**Social Media: How Much Sharing Is Too Much?**

In the age of Instagram and TikTok, sharing our daily lives has become second nature. We post photos of our lunch, videos of our friends, and updates about our every move. While staying connected is great, it is important to ask: how much information is too much? Finding the right balance is essential for protecting your privacy and mental health.

The biggest concern is oversharing personal details. Posting your exact location in real-time or sharing photos of your school uniform can be risky, as it allows strangers to know where you are. It is much safer to wait until you have left a location before posting about it. Furthermore, once something is online, it is nearly impossible to delete it forever. A post made in a moment of anger or a silly photo could stay on the internet for years, potentially affecting your future university applications or job opportunities.

Beyond safety, oversharing can also impact your happiness. If you spend every moment trying to capture the “perfect” photo for your followers, you might forget to actually enjoy the experience. Sometimes, the best memories are the ones that stay private. By being mindful of what you post, you can enjoy the benefits of social media without losing your sense of security.

**6. What is the primary message the author wants to convey regarding digital habits?**

- A. Maintaining a cautious approach to digital sharing is necessary for personal security and emotional health.
- B. Sharing every move on Instagram and TikTok is a great way to stay connected with friends and family.
- C. It is second nature to post photos of your lunch and updates about your friends on social media.
- D. People must ask how much information is too much to protect their school uniform and privacy.

**7. According to the passage, what is a recommended method for improving safety on social media?**

- A. To increase security, it is advised to delay sharing updates until after you have moved away from a place.
- B. Posting your exact location in real-time is a risky way to let strangers know where you are.
- C. It is nearly impossible to delete silly photos or posts made in a moment of anger from the internet.
- D. Sharing photos of your school uniform allows strangers to follow your every move and stay connected.

**8. What does the text suggest about the long-term impact of a person’s online activity?**

- A. Information shared online can persist indefinitely and may harm a person's future career or educational goals.
- B. Strangers are the biggest concern for students who want to apply to a university or get a job.
- C. A post made in a moment of anger will stay on the internet for years and make you lose your security.
- D. Photos of your school uniform are risky because they might stay online forever and affect your happiness.

**9. Why does the author mention the “perfect photo” in the final paragraph?**

- A. To illustrate how prioritizing digital images can reduce the quality of a person's real-life experiences.
- B. To explain why capturing the perfect photo for your followers is the best way to enjoy an experience.
- C. To show that sometimes the best memories are the ones that are shared with friends and strangers online.
- D. To encourage users to be mindful of what they post so they can enjoy the benefits of TikTok.

**10. In the final paragraph, what does the phrase “the ones” (in the phrase “the ones that stay private”) refer to?**

- A. Personal experiences that are kept for oneself rather than being uploaded to the web.
- B. The followers who spend every moment trying to capture a photo of their lunch.
- C. The silly photos and posts made in a moment of anger that stay on the internet.
- D. The benefits of social media that help people stay connected to their daily lives.

## VARIANT - 10

### SECTION 2. Reading

#### **Cooking on a Budget: Easy Meals for Students**

Starting university or moving away from home often means learning to cook for yourself for the first time. While it is tempting to order a takeaway, cooking at home is much cheaper and healthier. With a few simple tricks, you can prepare delicious meals without spending a fortune.

The secret to budget cooking is planning. Before you go to the supermarket, write a list of exactly what you need for the week. This prevents you from buying expensive snacks that you do not really need. Focus on buying “versatile” ingredients like rice, pasta, eggs, and frozen vegetables. These items are inexpensive and can be used in many different recipes. For example, you can turn eggs into an omelet one night and use them for fried rice the next.

Another great tip is “batch cooking”. This means cooking a large amount of a meal, like a big pot of lentil soup or vegetable curry, and saving the extra portions for later. This saves you both time and money. Don’t be afraid to experiment with different spices to make simple ingredients taste amazing. By learning these basic skills, you can eat like a king while keeping your bank account happy!

#### **1. What is the primary message the author wants to convey regarding food preparation for students?**

- A. Adopting fundamental culinary habits can lead to significant financial savings and improved nutrition.
- B. Moving away from home means learning to cook because ordering a takeaway is usually much cheaper.
- C. You should eat like a king by spending a fortune on fried rice and omelets at the local supermarket.
- D. Budget cooking is a secret that requires you to buy a big pot of lentil soup or curry every single night.

#### **2. According to the passage, why is creating a grocery list beneficial?**

- A. It assists individuals in avoiding impulsive and costly purchases of food items that are not essential.
- B. It prevents you from buying versatile ingredients like rice, pasta, and eggs for the week.

C. It allows you to exactly need delicious meals without using simple tricks to save your bank account.

D. It is a budget cooking secret that helps you order a takeaway instead of spending a fortune on snacks.

**3. In the second paragraph, what does the word “These” (in the phrase “These items are inexpensive”) refer to?**

A. Specific food staples that can be easily incorporated into a wide variety of different dishes.

B. The expensive snacks that you do not really need when you go to the supermarket.

C. The simple tricks you use to prepare delicious meals without spending a fortune.

D. The takeaways that are much cheaper and healthier than cooking for yourself at home.

**4. What does the author suggest about the process of “batch cooking”?**

A. Preparing food in large quantities is an efficient way to manage both time and financial resources.

B. You should not be afraid to save extra portions of lentil soup or vegetable curry for later.

C. It is the best way to experiment with different spices to make simple ingredients taste amazing.

D. It is much cheaper and healthier than learning to cook for yourself for the first time at university.

**5. Why does the author encourage readers to “experiment with different spices”?**

A. To demonstrate that basic food items can be made highly flavorful with minimal effort.

B. To explain why simple ingredients taste amazing like a big pot of lentil soup or curry.

C. To show that you can eat like a king while keeping your bank account happy and healthy.

D. To encourage you to write a list of exactly what you need before you go to the supermarket.

## **Traditional Festivals: What People Wear in Scotland**

Scotland is a country with a very rich history, and its traditional clothing is famous all over the world. If you visit a Scottish festival or a wedding, you will likely see many men wearing a kilt. A kilt is a knee-length skirt made of wool, but in Scotland, it is much more than just a piece of clothing; it is a symbol of national identity.

The most important part of the kilt is the tartan. This is a special pattern of colorful stripes and squares. In the past, different patterns represented different families or “clans”. Today, there are thousands of tartans to choose from. To complete the outfit, men often wear a sporran, which is a small leather bag worn around the waist because kilts do not have pockets. They also wear long wool socks and sometimes a traditional jacket.

Women also participate in these traditions by wearing tartan skirts or elegant sashes over their shoulders. While people in Scotland do not wear these clothes every day, they are very proud to wear them for special celebrations like the Highland Games. These festivals are a wonderful way to see Scottish culture in action and understand the deep pride people have for their heritage.

### **6. What is the primary theme of the passage regarding Scottish attire?**

- A. Traditional ethnic garments serve as significant markers of cultural pride and communal history.
- B. Men in Scotland wear knee-length skirts made of wool every day to celebrate weddings.
- C. Highland Games are festivals where people learn how to make small leather bags called sporrans.
- D. Traditional clothing is famous all over the world because tartans have thousands of patterns.

### **7. According to the text, how were the different arrangements of lines and squares utilized in the past?**

- A. They functioned as visual indicators to distinguish various ancestral groups from one another.
- B. Different tartans were used to help people choose between thousands of colorful stripes.
- C. Patterns represented the number of leather pockets a man had on his special sporran.

D. Colorful squares were worn by men so they could participate in festivals like the Highland Games.

**8. Why is the “sporrán” considered a necessary addition to the traditional Scottish outfit for men?**

A. It provides a practical solution for carrying items since the main garment lacks storage space.

B. It is a symbol of national identity that helps men feel more comfortable in long wool socks.

C. A small leather bag is the only way to show that a man belongs to a specific family or clan.

D. Wearing a sporran around the waist is required for men to wear a traditional jacket at a wedding.

**9. Why does the author mention the “Highland Games”?**

A. To provide an instance of an event where people actively demonstrate their respect for their ancestry.

B. To explain why women wear elegant sashes over their shoulders during Scottish festivals.

C. To show that people are very proud to wear wool socks and traditional jackets every day.

D. To argue that festivals are the only way to see thousands of tartans and colorful patterns.

**10. In the final paragraph, what does the phrase “these traditions” refer to?**

A. The practice of wearing historically significant clothing during important cultural events.

B. The Highland Games festivals where people understand the deep pride of their heritage.

C. The colorful stripes and squares found on different tartans and woolen kilts.

D. The acts of visiting a Scottish wedding or a festival with family members.

## VARIANT - 1

### SECTION 3. Language forms

#### Choose the correct answer.

- The man \_\_\_ helped me find my bag was very kind.  
A. which  
B. who  
C. where  
D. when
- If I \_\_\_ more time, I would join the club.  
A. had  
B. have  
C. will have  
D. am having
- Yesterday, Anna told me that she \_\_\_ finish her assignment by the end of the day.  
A. must  
B. can  
C. will  
D. could
- When we arrived, the film \_\_\_\_\_.  
A. was already started  
B. already started  
C. had already started  
D. had already starting
- I don't drink \_\_\_ coffee at all.  
A. (no article)  
B. a  
C. an  
D. the
- My legs feel tired, and I've had \_\_\_ for a few days.  
A. coughs  
B. ankles  
C. aches  
D. cut
- Can you look \_\_\_ the train times online for me?  
A. in  
B. up  
C. on  
D. out
- This building is \_\_\_\_; it was built more than 2,000 years ago.  
A. brand new  
B. ancient  
C. exhausted  
D. freezing
- Please book the tickets in \_\_\_\_, because they sell out quickly.  
A. end  
B. detail  
C. fact  
D. advance
- I forgot to reply to her email, so I need to \_\_\_ to her.  
A. disagree  
B. complain  
C. apologise  
D. warn

## VARIANT - 2

### SECTION 3. Language forms

#### Choose the correct answer.

1. The book \_\_\_ I borrowed from you was really interesting.  
A. when  
B. who  
C. where  
D. that
2. If she \_\_\_ the bus earlier, she would get to class on time.  
A. caught  
B. catches  
C. will catch  
D. is catching
3. He told me that he \_\_\_ busy the next day.  
A. will be  
B. is  
C. would be  
D. was being
4. When I got to the station, the train \_\_\_\_\_.  
A. left  
B. had left  
C. has left  
D. had leaving
5. \_\_\_ Nile is one of the longest rivers in the world.  
A. The  
B. A  
C. An  
D. (no article)
6. I fell down the stairs and hurt my \_\_\_\_\_. Now it hurts to walk.  
A. chin  
B. cheek  
C. ankle  
D. throat
7. Please plug the charger \_\_\_ before you use the laptop.  
A. down  
B. up  
C. off  
D. in
8. I bought a \_\_\_ phone yesterday, so it still has the stickers on it.  
A. brand new  
B. ancient  
C. enormous  
D. terrible
9. She explained the plan in \_\_\_\_, so everyone understood each step.  
A. advance  
B. detail  
C. general  
D. future
10. People often \_\_\_ about the traffic in this area.  
A. wonder  
B. promise  
C. remind  
D. complain

## VARIANT - 3

### SECTION 3. Language forms

#### Choose the correct answer.

- The café \_\_\_ we met last week has closed.  
A. where  
B. who  
C. which  
D. when
- If they \_\_\_ more careful, they wouldn't make so many mistakes.  
A. being  
B. are  
C. will be  
D. were
- Sara said that she \_\_\_ seen that film before.  
A. has  
B. had  
C. have  
D. will have
- I was tired because I \_\_\_ very little the night before.  
A. slept  
B. have slept  
C. had slept  
D. was sleeping
- I need to buy \_\_\_ umbrella because it's raining.  
A. a  
B. an  
C. the  
D. (no article)
- I can't lift this bag because my \_\_\_ really hurts today.  
A. shoulder  
B. organism  
C. forehead  
D. toe
- I always shut my computer \_\_\_ before I go to bed.  
A. out  
B. on  
C. up  
D. down
- The hall was \_\_\_, so we needed a microphone to be heard clearly.  
A. ancient  
B. freezing  
C. enormous  
D. exhausted
- I thought the test was difficult, but in \_\_\_ it was quite easy.  
A. fact  
B. detail  
C. advance  
D. particular
- I respect your opinion, but I \_\_\_ with you on this point.  
A. disagree  
B. complain  
C. joke  
D. promise

## VARIANT - 4

### SECTION 3. Language forms

#### Choose the correct answer.

1. The students \_\_\_ answers were correct got extra points.  
A. whose  
B. who  
C. which  
D. where
2. If we \_\_\_ a car, we could drive to the mountains.  
A. are having  
B. have  
C. will have  
D. had
3. Last year, our teacher said that we \_\_\_ to bring our notebooks every day.  
A. have  
B. had  
C. will have  
D. are having
4. By the time I called her, she \_\_\_ to bed.  
A. has gone  
B. went  
C. had gone  
D. had going
5. I'm looking for \_\_\_ information about this course online.  
A. (no article)  
B. a  
C. an  
D. thus
6. He has a high temperature and feels hot and weak. I think he has \_\_\_\_.  
A. flu  
B. grip  
C. earache  
D. toothache
7. Can you switch the TV \_\_\_? I'd like to watch the game.  
A. up  
B. on  
C. in  
D. down
8. After the long flight, I felt absolutely \_\_\_\_.  
A. ancient  
B. spectacular  
C. brand new  
D. exhausted
9. In \_\_\_\_, I'm going to check my work more carefully.  
A. detail  
B. end  
C. future  
D. fact
10. Don't worry—he was just \_\_\_\_.  
A. complaining  
B. joking  
C. promising  
D. warning

## VARIANT - 5

### SECTION 3. Language forms

#### Choose the correct answer.

1. That's the woman \_\_\_ brother plays in our team.  
A. where  
B. who  
C. which  
D. whose
2. If I \_\_\_ the answer, I would tell you.  
A. will know  
B. know  
C. knew  
D. am knowing
3. They said they \_\_\_ the meeting the next day.  
A. have  
B. would have  
C. will have  
D. had
4. By 2019, I \_\_\_ to three different countries.  
A. was travelling  
B. travelled  
C. have travelled  
D. had travelled
5. She works as \_\_\_ engineer in a big company.  
A. an  
B. a  
C. the  
D. (no article)
6. I ate too much at lunch, and now I've got a \_\_\_\_.  
A. earache  
B. stomach ache  
C. toothache  
D. ankle
7. It's too bright in here. Could you switch the light \_\_\_?  
A. off  
B. down  
C. out  
D. up
8. The water in the lake was \_\_\_\_, so I didn't go swimming.  
A. brand new  
B. enormous  
C. freezing  
D. spectacular
9. In \_\_\_\_, this app works well, but it sometimes crashes.  
A. advance  
B. particular  
C. detail  
D. general
10. I \_\_\_ I'll send you the file tonight.  
A. promise  
B. apologise  
C. complain  
D. wonder

## VARIANT - 6

### SECTION 3. Language forms

#### Choose the correct answer.

1. This is the house \_\_\_\_ I grew up.  
A. whose  
B. which  
C. who  
D. where
2. If he \_\_\_\_ more polite, people would listen to him.  
A. were  
B. to be  
C. is  
D. will be
3. Tom said that he \_\_\_\_ call me later.  
A. can  
B. will  
C. would  
D. is
4. When I arrived at the party, everyone \_\_\_\_.  
A. already left  
B. had already left  
C. has already left  
D. was already left
5. \_\_\_\_ students in my class usually study in the library.  
A. There  
B. A  
C. An  
D. The
6. Her face feels hot and she has a high temperature. She has a \_\_\_\_.  
A. cough  
B. cut  
C. fever  
D. cold
7. Take your phone \_\_\_\_ of your bag and show me the message.  
A. out  
B. up  
C. off  
D. in
8. The view from the mountain was absolutely \_\_\_\_ - just so beautiful.  
A. spectacular  
B. terrible  
C. ancient  
D. exhausted
9. I enjoyed the whole trip, but in \_\_\_\_ the food was the best part.  
A. interest  
B. particular  
C. advance  
D. detail
10. Can you \_\_\_\_ me to bring my passport tomorrow?  
A. joke  
B. complain  
C. promise  
D. remind

## VARIANT - 7

### SECTION 3. Language forms

#### Choose the correct answer.

1. The woman \_\_\_ works at reception is very helpful.  
A. who  
B. which  
C. where  
D. when
2. If we \_\_\_ closer to the centre, we would walk to work.  
A. are living  
B. live  
C. will live  
D. lived
3. Mira said that she \_\_\_ tired after the exam.  
A. is  
B. was  
C. will be  
D. has been
4. We got there late because we \_\_\_ the wrong bus.  
A. have taken  
B. will have taken  
C. had taken  
D. were taking
5. I take the bus because \_\_\_ cars can be expensive to repair.  
A. (no article)  
B. a  
C. an  
D. the
6. I'm sneezing a lot and my nose is running. I've got a \_\_\_\_\_.  
A. cut  
B. earache  
C. cold  
D. fever
7. The music is too loud. Please turn it \_\_\_\_\_.  
A. up  
B. down  
C. on  
D. out
8. The café was \_\_\_\_; the food was cold and the tables were dirty.  
A. enormous  
B. spectacular  
C. brand new  
D. terrible
9. We argued about it for a long time, but in \_\_\_ we agreed.  
A. future  
B. advance  
C. fact  
D. the end
10. The teacher \_\_\_ us not to share our passwords online.  
A. promised  
B. complained  
C. warned  
D. joked

## VARIANT - 8

### SECTION 3. Language forms

#### Choose the correct answer.

1. I met a guy \_\_\_ sister studies at my university.  
A. who  
B. whose  
C. which  
D. where
2. If I \_\_\_ you, I would talk to the teacher.  
A. am  
B. be  
C. were  
D. will be
3. They said they \_\_\_ the homework by last Friday.  
A. would finish  
B. will finish  
C. finish  
D. are finishing
4. After she \_\_\_ her homework, she went out.  
A. was finishing  
B. was finished  
C. has finished  
D. had finished
5. He plays \_\_\_ piano really well.  
A. the  
B. a  
C. an  
D. with
6. I fell and twisted my \_\_\_. Now it hurts to walk.  
A. elbow  
B. wrist  
C. ankle  
D. neck
7. It's late, so I turned the lights \_\_\_ and went to sleep.  
A. up  
B. off  
C. in  
D. down
8. Their apartment is small, but their living room is \_\_\_\_\_.  
A. terrible  
B. ancient  
C. absolutely  
D. enormous
9. Could you tell me in \_\_\_ what happened after the meeting? I want to know everything.  
A. advance  
B. detail  
C. fact  
D. future
10. I \_\_\_ why she didn't answer my message.  
A. promise  
B. complain  
C. remind  
D. wonder

## VARIANT - 9

### SECTION 3. Language forms

#### Choose the correct answer.

1. That's the shop \_\_\_ you can buy cheap notebooks.  
A. whose  
B. who  
C. which  
D. where
2. If she \_\_\_ a little more confident, she would speak more in class.  
A. is  
B. were  
C. will be  
D. has been
3. He said that he \_\_\_ help me with the project last week.  
A. can  
B. will  
C. would  
D. is
4. By the time the lesson started, we \_\_\_ all the books.  
A. were opened  
B. opened  
C. have opened  
D. had opened
5. I watched \_\_\_ film you recommended last night.  
A. an  
B. a  
C. the  
D. (no article)
6. I can't bend my arm without pain. My \_\_\_ hurts.  
A. cheek  
B. chin  
C. elbow  
D. toe
7. When I got home, I turned the heater \_\_\_ because the room was cold.  
A. on  
B. off  
C. down  
D. out
8. We saw \_\_\_ artworks in the museum from the 3rd century.  
A. spectacular  
B. brand new  
C. exhausted  
D. ancient
9. I didn't think I liked coffee, but in \_\_\_ I drink it every day now.  
A. general  
B. fact  
C. detail  
D. advance
10. I tried to \_\_\_ him that the road was dangerous at night.  
A. warn  
B. promise  
C. joke  
D. disagree

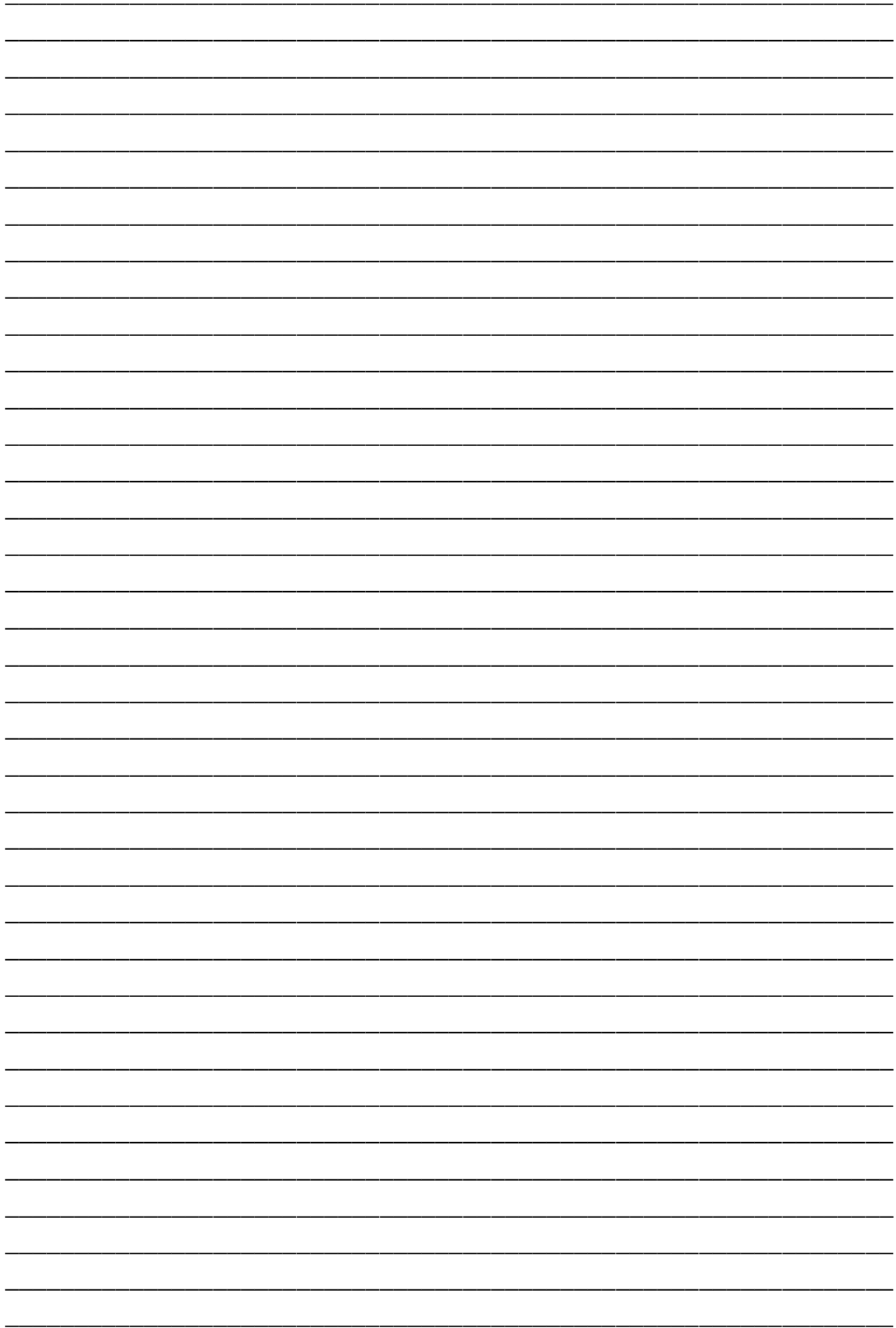
## VARIANT - 10

### SECTION 3. Language forms

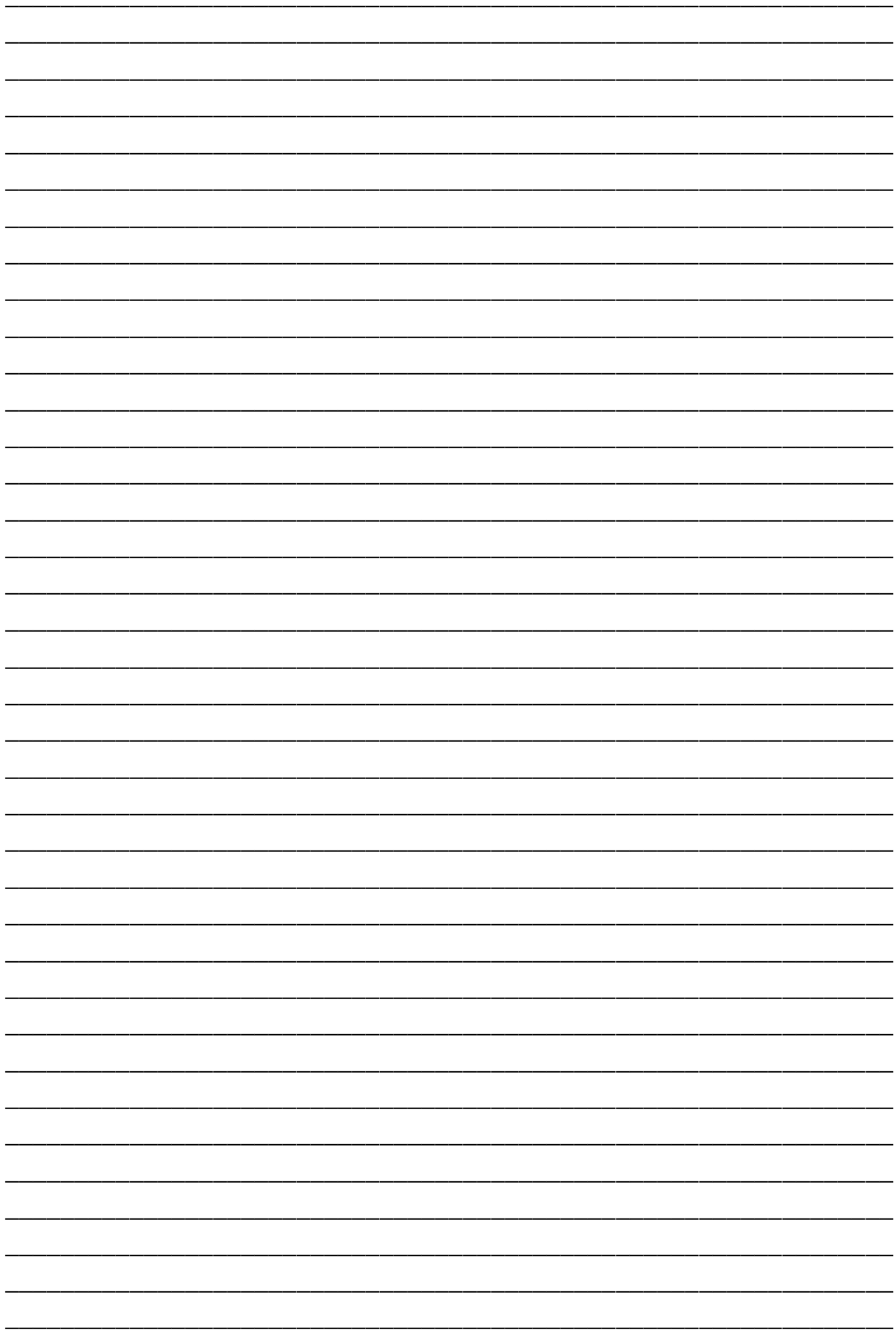
#### Choose the correct answer.

1. This is the app \_\_\_ I use to track my spending.  
A. that  
B. who  
C. where  
D. when
2. If they \_\_\_ better prepared, they would feel less stressed.  
A. have been  
B. are  
C. will be  
D. were
3. She told me that she \_\_\_ at the library at that time.  
A. will study  
B. is studying  
C. was studying  
D. studied
4. He got really annoyed because he \_\_\_ for an hour.  
A. waited  
B. had been waiting  
C. has waited  
D. has been waiting
5. I'd like \_\_\_ advice about my timetable.  
A. the  
B. a  
C. an  
D. (no article)
6. I can't open this bottle because my \_\_\_ hurts.  
A. forehead  
B. thumb  
C. chest  
D. throat
7. I can't hear the video. Turn it \_\_\_ a little, please.  
A. up  
B. down  
C. off  
D. out
8. After the hike, I was so tired that I felt completely \_\_\_\_\_.  
A. brand new  
B. freezing  
C. exhausted  
D. terrible
9. Please let us know in \_\_\_ if you can't come to the class.  
A. detail  
B. future  
C. advance  
D. particular
10. Please \_\_\_ me again on Friday if I don't reply.  
A. remind  
B. complain  
C. apologise  
D. disagree

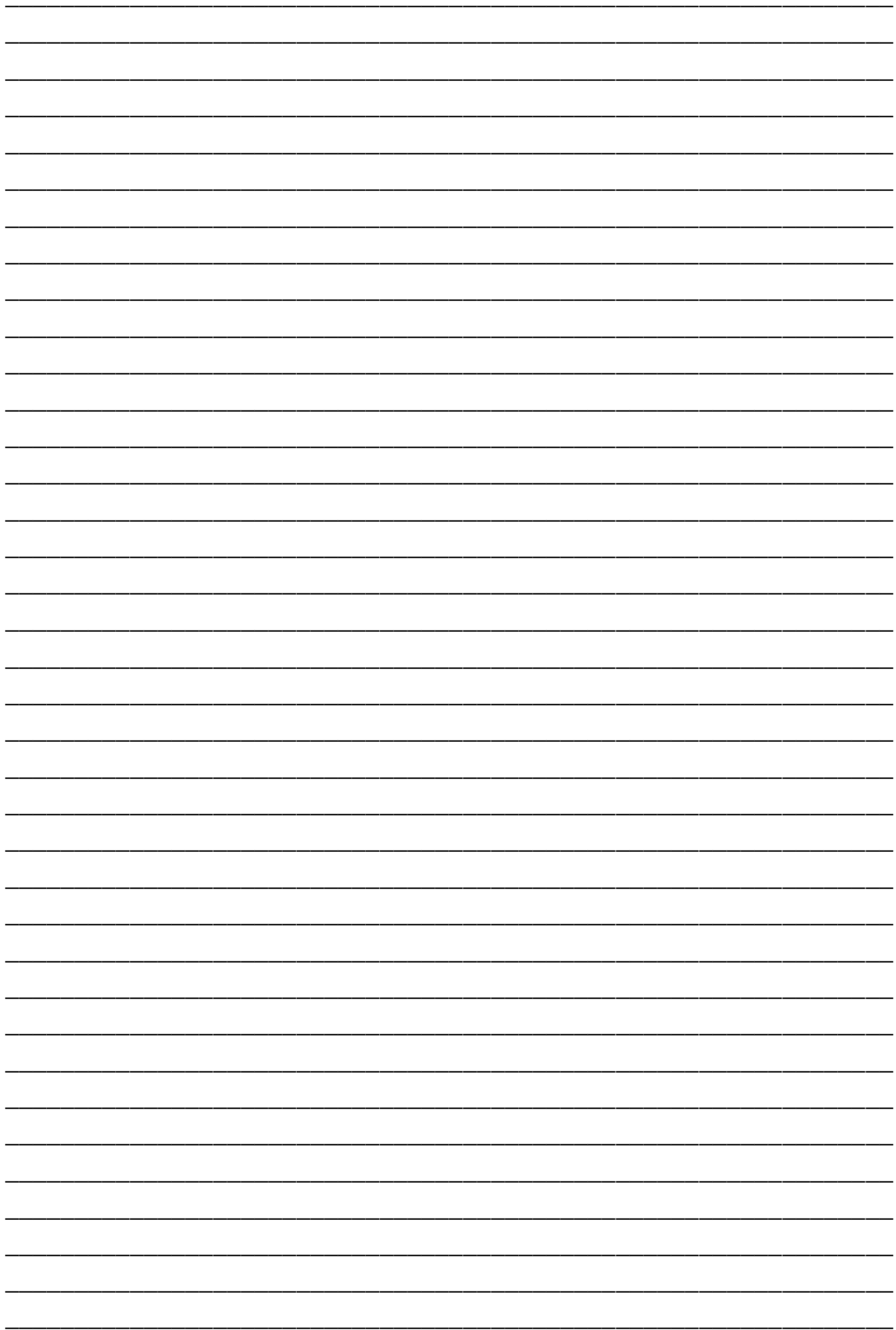




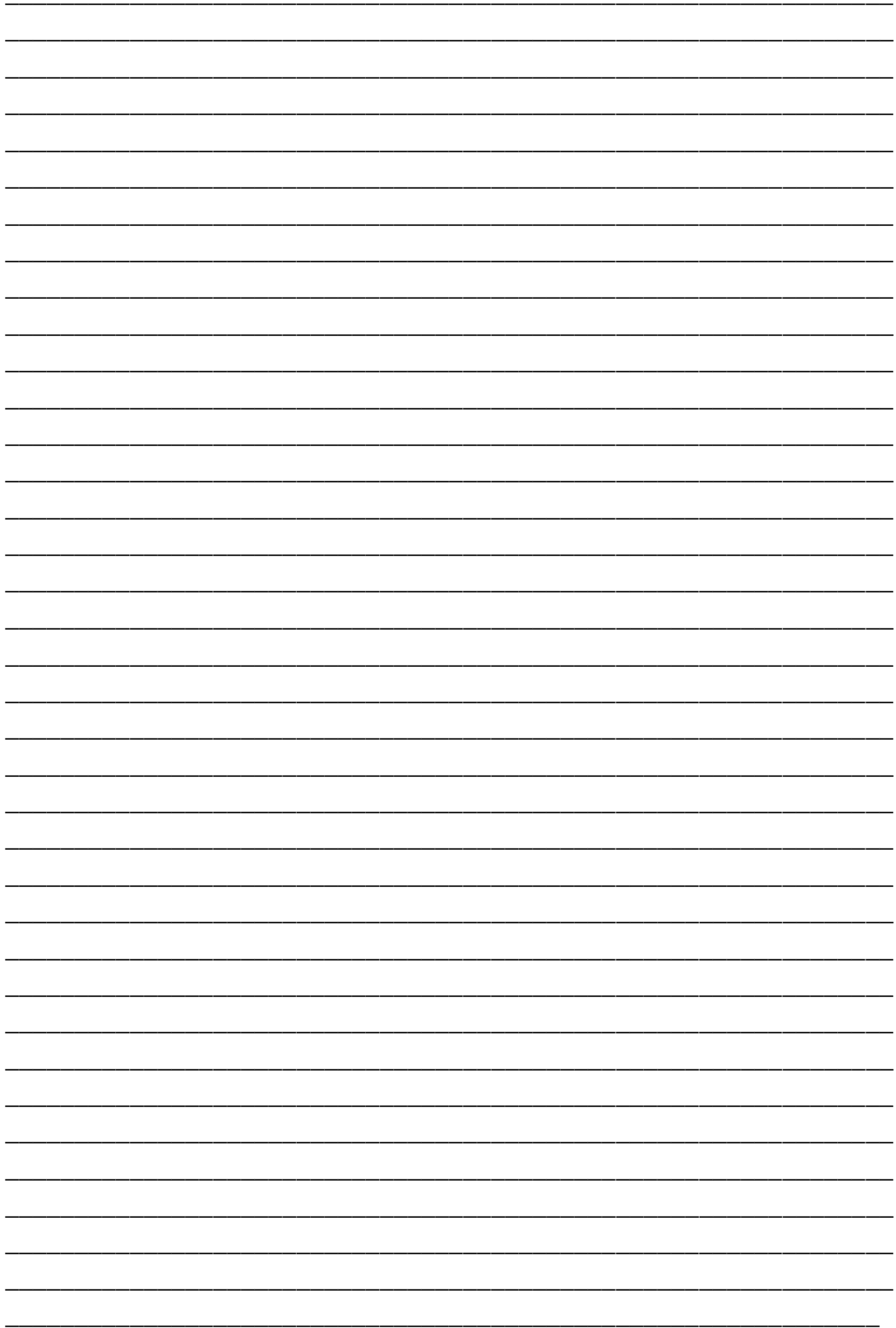




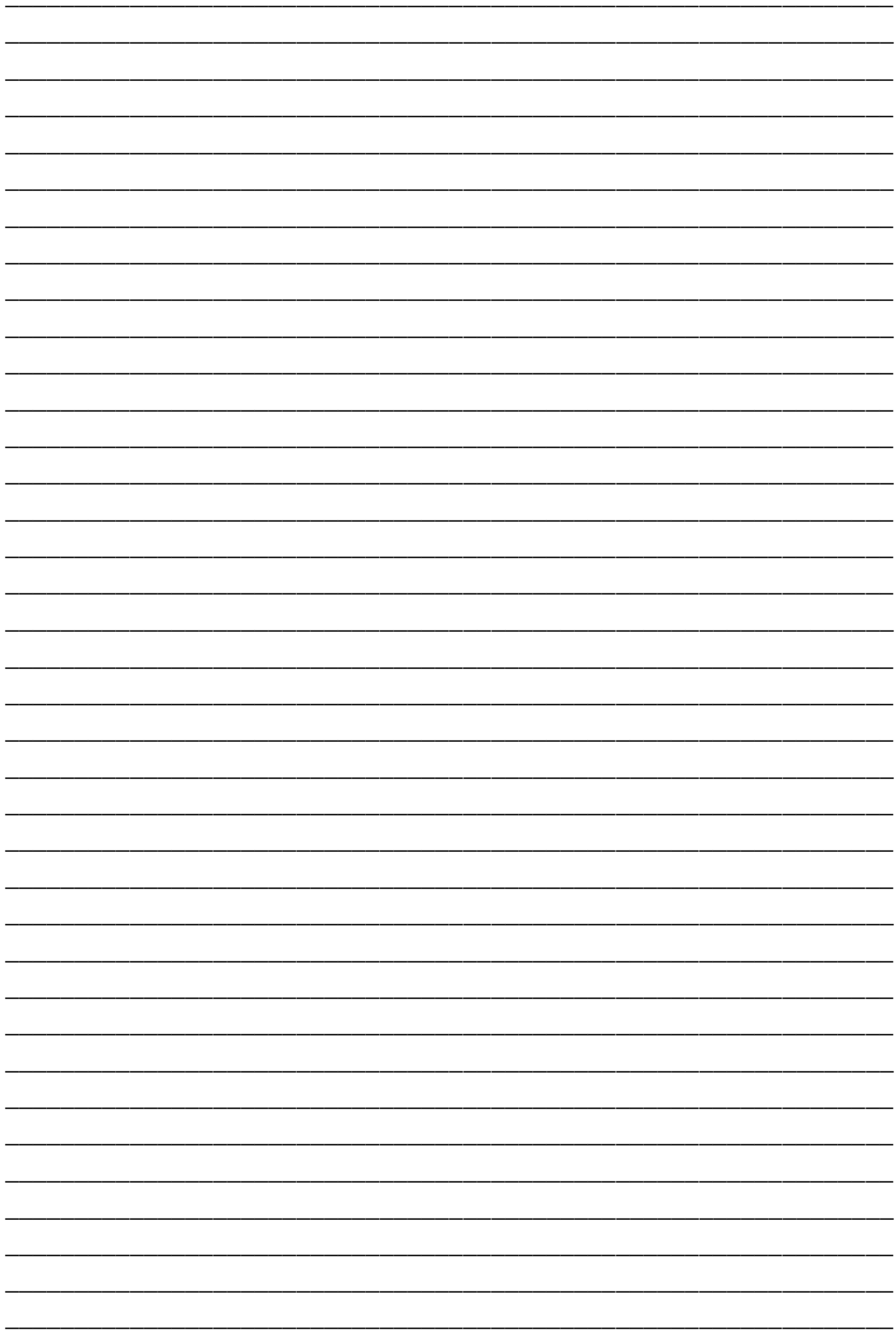




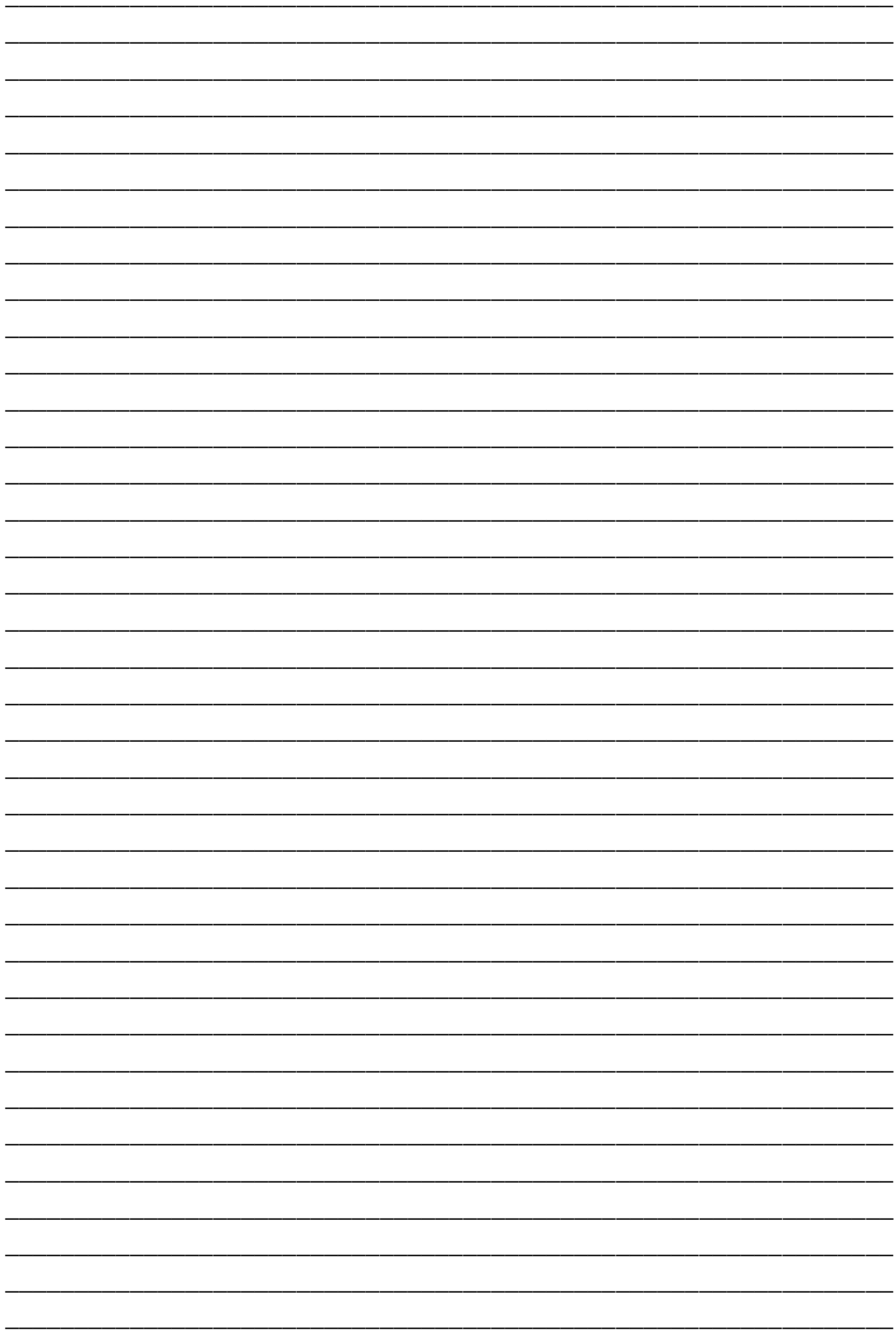




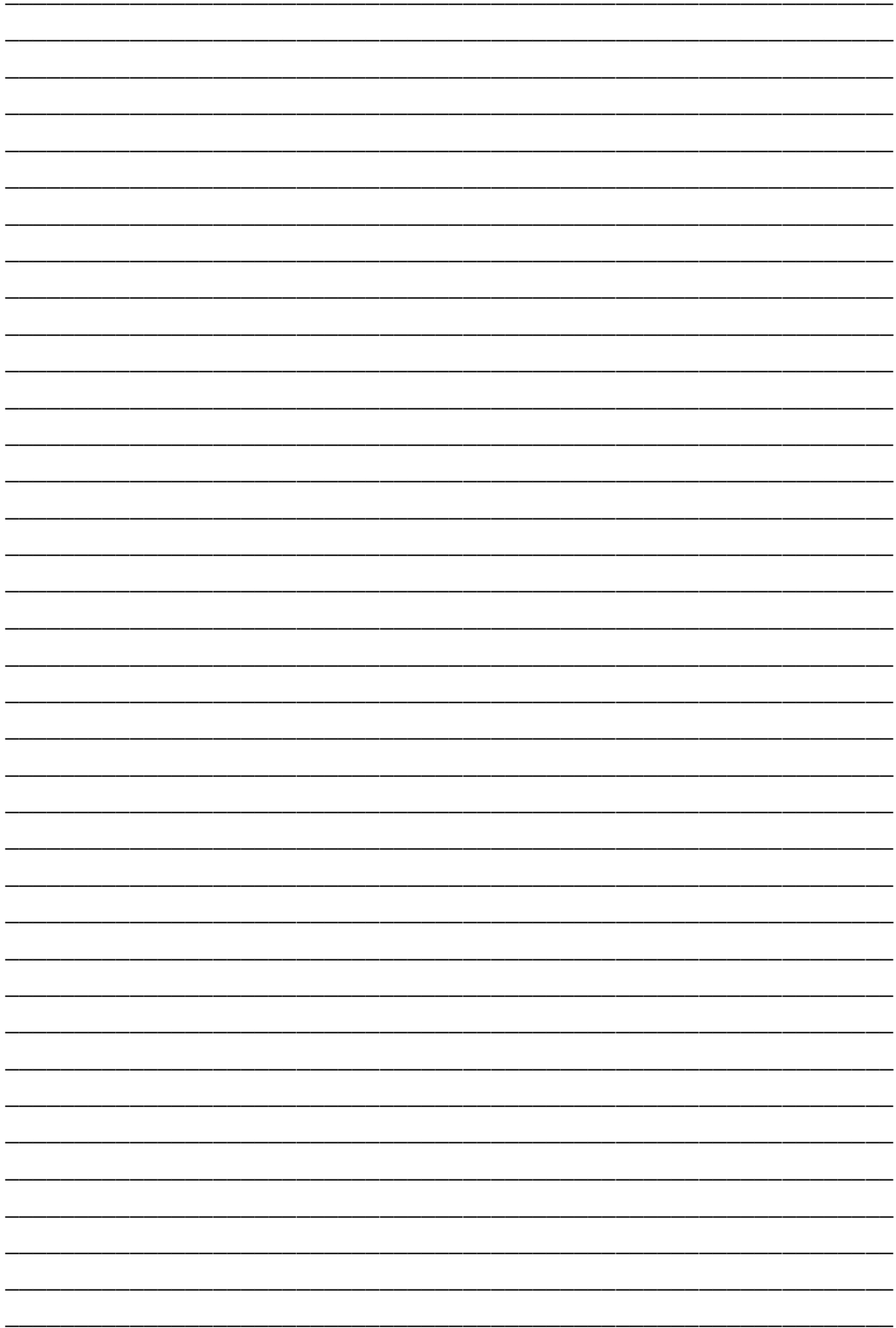




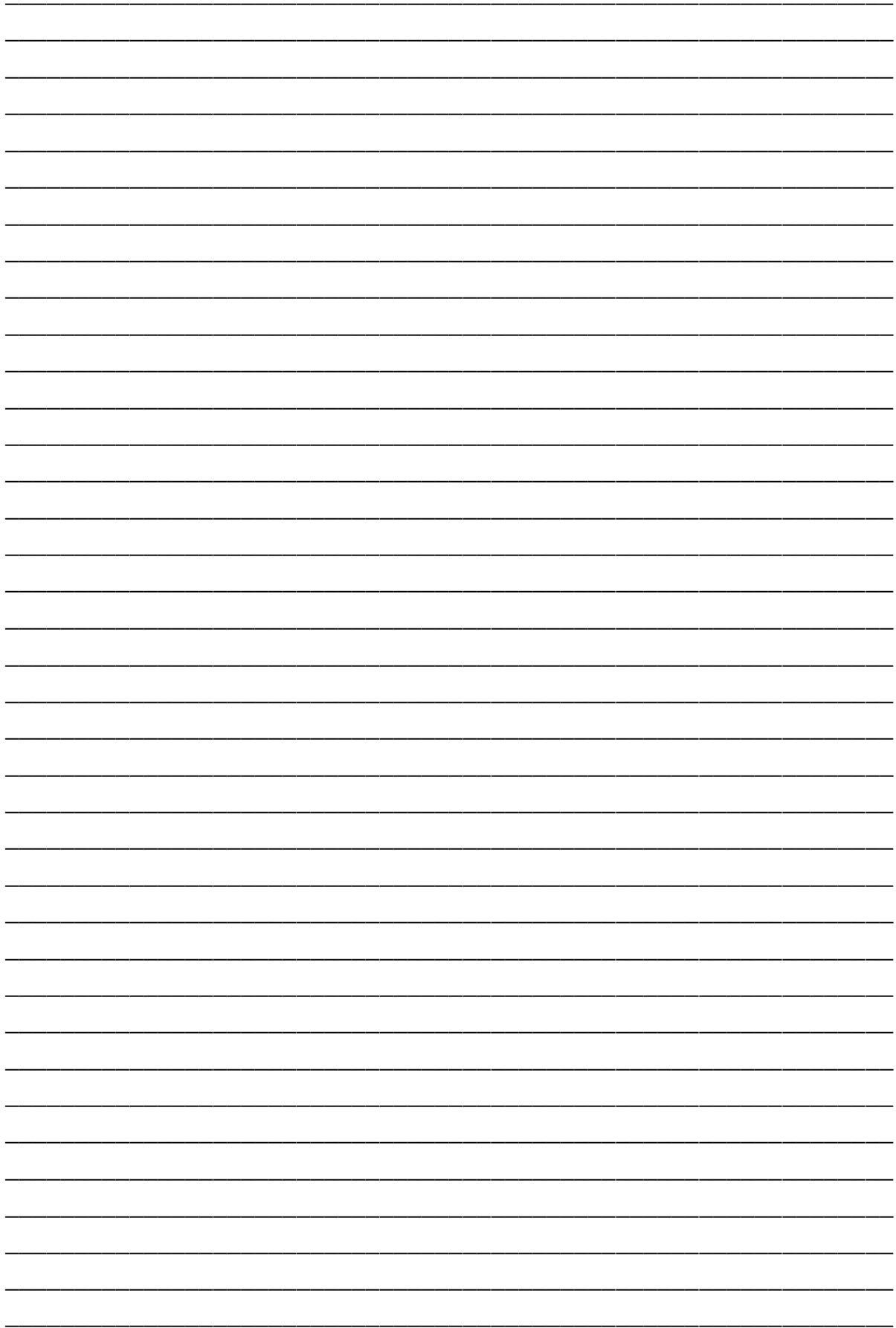




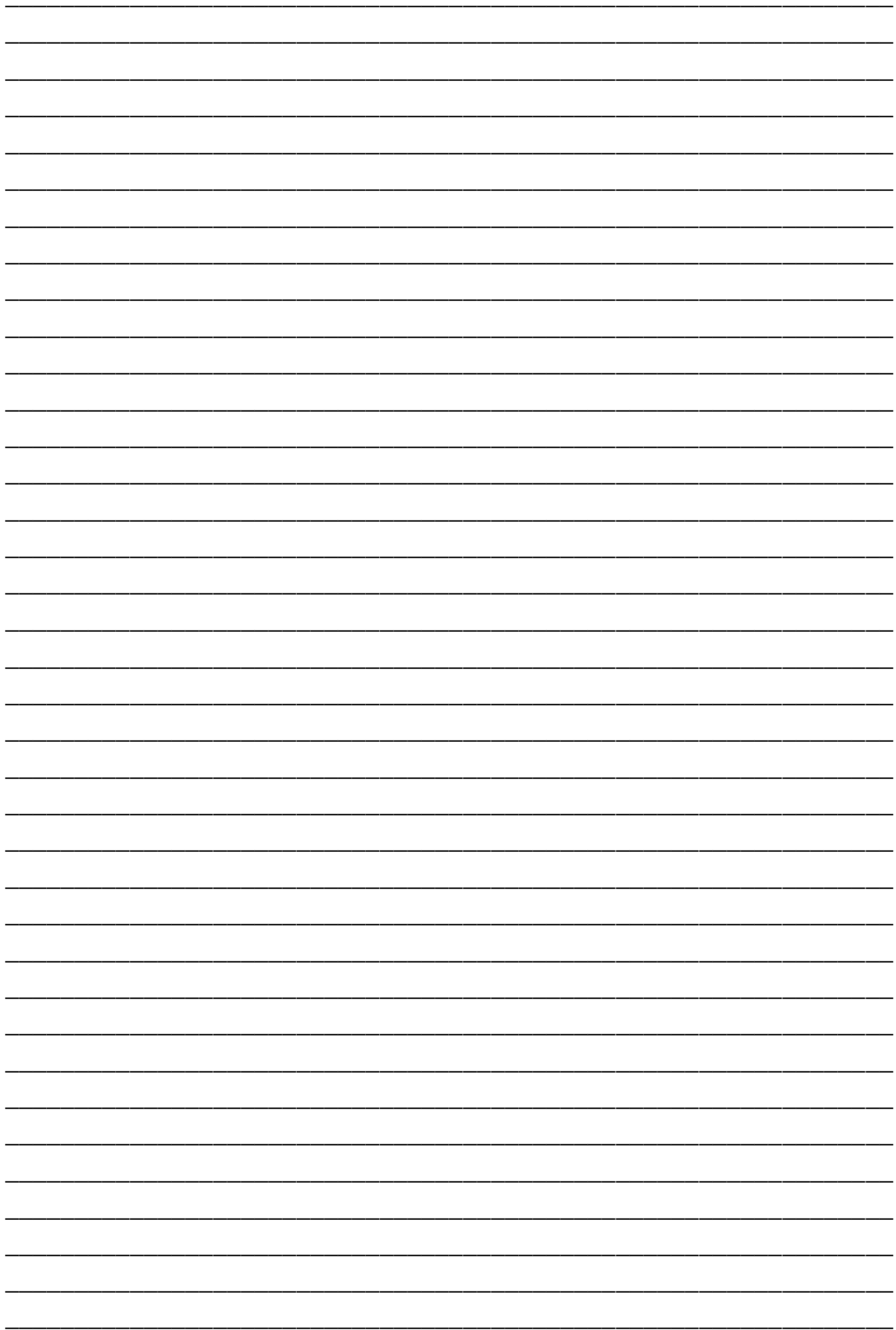




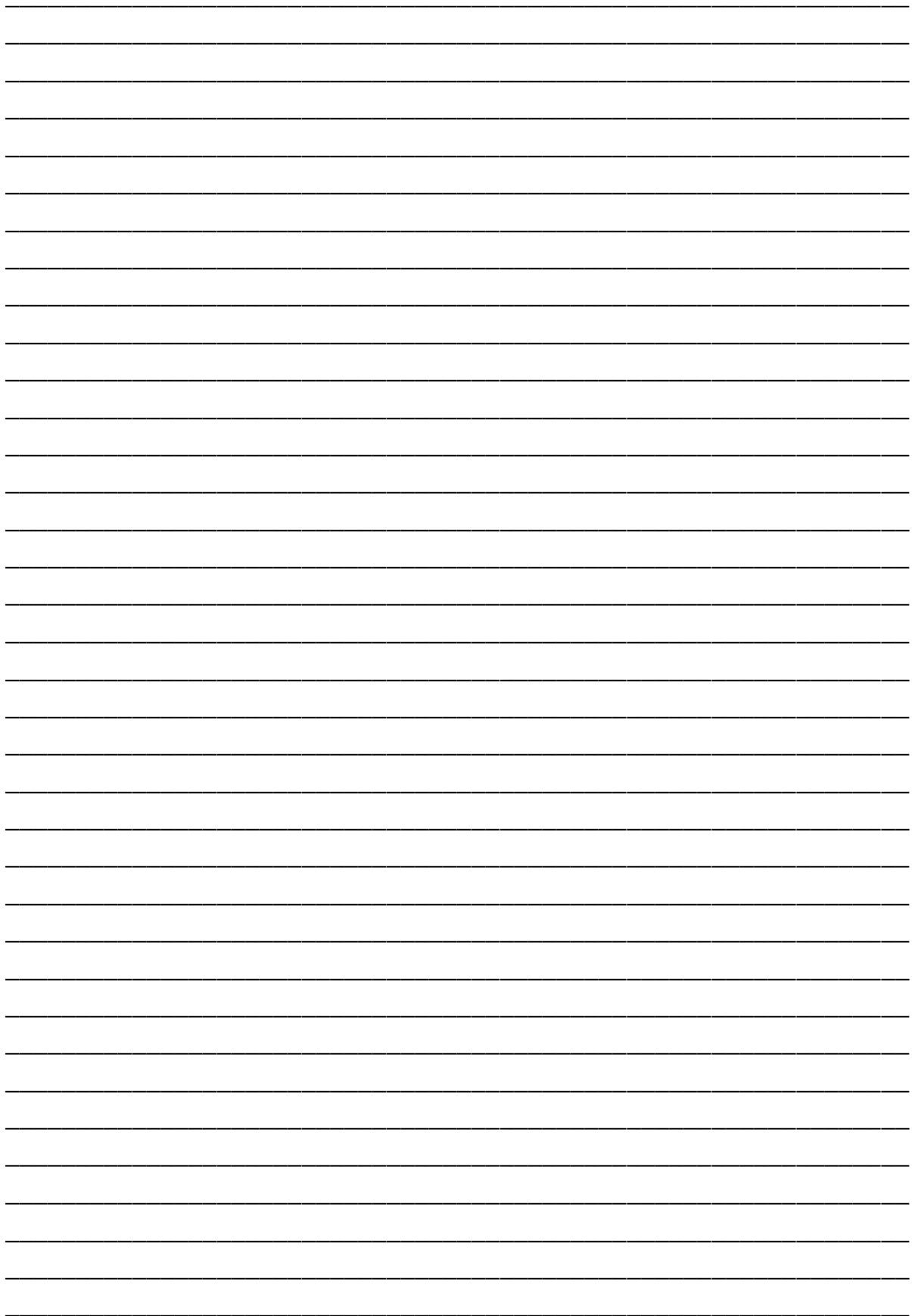












## *SECTION 5. Speaking*

### **Money and shopping**

I'm going to ask you some questions about money and shopping. Let's begin.

1. Are you good at saving money, or do you spend it quickly? Give an example.
2. What things do you usually spend your money on?
3. Do you prefer shopping in markets, small shops or big malls? Why?
4. Have you ever bought something you regretted later? What happened?
5. Do you think teenagers should have their own money to manage? Why or why not?

## *SECTION 5. Speaking*

### **Food and drink**

I'm going to ask you some questions about food and drink. Let's begin.

1. What kind of food do you usually eat on a normal school day?
2. Tell me about a café or restaurant you like. What do you usually order there?
3. Do you prefer cooking at home or eating out? Why?
4. How has your taste in food changed since you were a child?
5. Is there any food or drink that you know is unhealthy but you still enjoy?

## *SECTION 5. Speaking*

### **Body and health**

I'm going to ask you some questions about body and health. Let's begin.

1. What do you do to keep your body healthy during the school year?
2. Have you ever had a serious injury or operation? Tell me about it.
3. How does too much sitting or screen time affect your body?
4. When you feel stressed, what happens in your body, and how do you deal with it?

5. Do you think young people here take their health seriously enough? Why or why not?

### *SECTION 5. Speaking*

#### **Animals**

I'm going to ask you some questions about animals. Let's begin.

1. Do you prefer pets or wild animals? Explain your choice.
2. Tell me about an animal that you find especially interesting.
3. How do you feel about keeping animals in zoos?
4. Are there any animals you are afraid of? Why?
5. How should people treat street animals, in your opinion?

### *SECTION 5. Speaking*

#### **Moods and feelings**

I'm going to ask you some questions about moods and feelings. Let's begin.

1. What usually puts you in a good mood after a difficult day?
2. What situations make you feel stressed or anxious?
3. Tell me about a time when you felt really proud of yourself. What did you do?
4. How easy is it for you to talk about your feelings with someone else?
5. Do you think teenagers today are under a lot of emotional pressure? Why?

### *SECTION 5. Speaking*

#### **TV and film**

I'm going to ask you some questions about TV and film. Let's begin.

1. What types of TV programmes or films do you enjoy most, and why?

2. Tell me about a film or series you watched recently. What did you like or dislike about it?
3. Do you prefer watching things on TV, on your phone, or in the cinema? Explain.
4. How important are films and series for learning about other cultures, in your opinion?
5. Do you think violent films and series have an effect on young people? How?

### *SECTION 5. Speaking*

#### **Computers and technology**

I'm going to ask you some questions about computers and technology. Let's begin.

1. How has technology changed your daily life in the last five years?
2. What is one device or app you use a lot? Why is it so important for you?
3. Do you think technology makes people closer or more distant from each other? Explain.
4. How do you feel when you cannot use your phone or the Internet for a day?
5. What new technology would you like to see in the future?

### *SECTION 5. Speaking*

#### **Science**

I'm going to ask you some questions about science. Let's begin.

1. How interested are you in science subjects at school? Why?
2. Which area of science do you find most interesting (for example, space, medicine, the environment)?
3. How has science improved life for people in the last 100 years?
4. Do you think scientists have too much power, or not enough? Explain your opinion.

5. If you could work on a scientific problem, what would you like to help solve?

### *SECTION 5. Speaking*

#### **Arts and entertainment**

I'm going to ask you some questions about arts and entertainment. Let's begin.

1. Which forms of art do you like most (for example, music, painting, dance, theatre)? Why?
2. Tell me about a concert, exhibition or performance you have been to, or would like to go to.
3. How important is art in young people's lives, in your opinion?
4. Do you think schools should spend more time on art subjects or less? Explain.
5. How do you usually relax or entertain yourself after a busy week?

### *SECTION 5. Speaking*

#### **Jobs and work**

I'm going to ask you some questions about jobs and work. Let's begin.

1. What job would you like to have in the future, and why?
2. Which jobs do you think are the most difficult or stressful?
3. Do you think it is better to have a job you love or a job that pays very well? Explain.
4. Have you ever done any kind of volunteering? Tell me about it.
5. How do your parents' jobs influence the way you think about your own future work?

### *SECTION 5. Speaking*

#### **Reading**

I'm going to ask you some questions about reading. Let's begin.

1. What do you usually read: books, articles, posts, or something else?
2. Tell me about a book or story that made a strong impression on you.
3. Do you prefer reading in your first language or in English? Why?
4. How has your attitude to reading changed since you were a child?
5. Do you think reading will still be important in 20 years? Why or why not?

### *SECTION 5. Speaking*

#### **Personality**

I'm going to ask you some questions about personality. Let's begin.

1. How would you describe your own personality in three words?
2. What kind of people do you find it easy to get along with?
3. Do you think people can really change their personality, or not? Explain.
4. How does your personality at school differ from your personality at home, if at all?
5. Which personality qualities do you want to develop more in yourself?

### *SECTION 5. Speaking*

#### **Extreme weather**

I'm going to ask you some questions about extreme weather. Let's begin.

1. What is the most extreme weather you remember experiencing?
2. How does very hot or very cold weather affect your daily life?
3. Do you think extreme weather is becoming more common? Why or why not?
4. How well do you think people here are prepared for extreme weather?
5. Would you like to live in a place with a very different climate? Why?

### *SECTION 5. Speaking*

#### **Music**

I'm going to ask you some questions about music. Let's begin.

1. What kind of music do you usually listen to, and where do you listen to it?
2. Tell me about a singer, band or composer you admire.
3. How does music affect your mood? Give an example.
4. Do you prefer live concerts or listening to music at home? Why?
5. How important is music in your friendships and social life?

### *SECTION 5. Speaking*

#### **Buildings**

I'm going to ask you some questions about buildings. Let's begin.

1. Is there a building in your village, town, or city that you like very much? Describe it.
2. Do you prefer old, historical buildings or new, modern ones? Why?
3. How do you think good building design can improve people's lives?
4. What kind of building would you like to live or work in one day?
5. Are there parts of your village, town, or city where you think the buildings should be improved? How?

### *SECTION 5. Speaking*

#### **Nature and wildlife**

I'm going to ask you some questions about nature and wildlife. Let's begin.

1. How often do you spend time in nature, for example in parks or in the countryside?
2. Tell me about a place in nature that you find especially beautiful or relaxing.
3. What environmental problems worry you most?
4. What can young people do to protect nature and wildlife?
5. Would you like to live closer to nature in the future? Why or why not?

## *SECTION 5. Speaking*

### **School**

I'm going to ask you some questions about school. Let's begin.

1. What do you like most about your school life at the moment?
2. What would you change about your school if you could?
3. How has your attitude to school changed since you were younger?
4. Which school subject do you think will be most useful for your future, and why?
5. Do you think school prepares students well for adult life? Explain your opinion.

## *SECTION 5. Speaking*

### **Social media**

I'm going to ask you some questions about social media. Let's begin.

1. Which social media platforms or apps do you use most, and why?
2. How does social media help you in your daily life?
3. What are some problems or dangers of social media for teenagers?
4. Have you ever taken a break from social media? Why or why not?
5. Do you think people show their real life on social media, or something different? Explain.

## *SECTION 5. Speaking*

### **Cooking**

I'm going to ask you some questions about cooking. Let's begin.

1. How well can you cook, and what dishes can you make?
2. Who taught you the most about cooking?

3. Do you think teenagers should learn to cook before they leave school? Why?
4. What do you enjoy more: cooking alone or cooking with someone else?
5. If you had your own small restaurant, what kind of food would you serve?

### *SECTION 5. Speaking*

#### **Artificial and natural world**

I'm going to ask you some questions about the artificial and the natural world. Let's begin.

1. What places do you prefer: natural places like mountains and lakes, or towns and cities? Why?
2. How do you feel when you are surrounded by nature compared with being in a busy city?
3. What are some advantages of living in a very modern, artificial environment?
4. Do you think people are spending less time in nature than before? Why?
5. How can cities be designed to include more natural spaces for people?

### *SECTION 5. Speaking*

#### **Personal feelings and qualities**

I'm going to ask you some questions about personal feelings and qualities. Let's begin.

1. What personal qualities are you most proud of?
2. What kind of situations make you feel confident, and which situations make you feel unsure?
3. Tell me about a time when you had to be brave or responsible.
4. Is it easy for you to talk about your weaknesses? Why or why not?
5. Which qualities would you most like other people to notice about you?

### *SECTION 5. Speaking*

## **Hopes and dreams**

I'm going to ask you some questions about your hopes and dreams. Let's begin.

1. What are your main plans for the next five years?
2. Is there a place you dream of visiting one day? Tell me about it.
3. What kind of life do you hope to have when you are 30 years old?
4. What is one big dream that seems difficult, but you would still like to try for?
5. Who supports you most in your hopes and dreams, and how do they help you?