

**Read the instruction carefully!**

**Switch off your mobile phone and any other electronic devices.** You will be asked to place these with other personal belongings at the teacher's desk. In case you use any electronic devices, any references or dictionaries you will be asked to leave the room.

The Reading, Use of English, Listening and Writing tests take **2 hours** and there are no breaks between each part of the test. When the test time is over, you have to submit your paper. No additional time is given.

You will only be allowed to have **a pen or pencil, an eraser** and your ID on your desk. **Use a pen** to write in your answer sheet otherwise it is not checked.

Tell the test supervisor or invigilator at once:

- if you think you have not been given the correct question paper.
- if the question paper is incomplete or illegible.

Raise your hand to attract attention if you are in doubt about what you should do. An invigilator will come to your assistance. Candidates may not ask for, and will not be given, any explanation of the test questions.

**Follow instructions carefully during the test.** In case you do not follow the task instructions by any reason, you lose points.

Remember that the Writing part of the test have specific **word length requirements**.

**Spelling mistakes** in any section of the test are counted as **errors**.

If you need to go to the bathroom during the test, put your hand up to attract the attention of the invigilator. Do not disturb other candidates.

When you take the Listening test, check that you can hear the test properly. Raise your hand straightaway and let the invigilator know if you cannot hear the recording. You are not allowed to leave the room during the Listening Test.

Please remember that **you will not have time after the test**, so please make sure that you write your answers on your answer sheet as you complete each section.

Allow enough time for each question. Stay aware of the time during the test so that you can complete all the questions. **You will not be given additional time in case you do not complete some tasks.**

**Make your writing legible!**

## 10 Grade

Maximum score – 100 points

Total time - 120 minutes

**NB! Make your handwriting neat and legible. If examiners cannot read what a candidate has written no marks can be awarded.**

## II. Use of English

Maximum score – 20 points

**Recommended Time – 30 minutes**

### Task 1. Write one word only which can be used appropriately in all three sentences.

1. He was the first to discover a new type of lily, which he ... after his daughter.  
Mark was ... as the successor to the team's previous coach.  
The authorities have not yet ... those responsible for the accident.
2. The Prime Minister has been fully ... by the opposition on this issue.  
Since it ... onto a disused factory, I was reluctant to buy the house.  
Simon put the car into reverse by mistake and ... into the car behind.
3. The government was not able to ... details of its plans for new road construction.  
They had to ... for a possible emergency by stocking up with food and other supplies.  
The new bill attempted to ... consumers with the means to fight back against unscrupulous retailers.
4. All households will need to ... water from the well in the neighbouring village.  
A member of the audience was chosen to ... the winning ticket  
It's not a clear-cut question. You will have to ... your own conclusions from the debate.
5. After the dust had ... they were able to see how much damage had been done.  
They travelled for many years and eventually ... in Italy.  
Tim ... the bill for the meal at the end of the evening.

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### Task 2. Choose the correct option.

6. It gets on my nerves that way that Carol ... about her job.  
A. forever boasts                      B. is forever boasting                      C. never boasts                      D. is never boasting
7. Since I ... you, I have never seen you cry.  
A. have known                      B. know                      C. am knowing                      D. knew
8. Given the chance, many children ... TV uninterruptedly for hours.  
A. are watching                      B. will have                      C. will be watching                      D. will watch
9. He begged ... him.  
A. that she forgive                      B. that she should forgive                      C. for her forgiving                      D. her to forgive
10. I don't think it's my fault; ... I did was touch that key there, and the whole computer crashed!  
A. all                      B. when                      C. that                      D. the only
11. Only after a dozen attempts ... her driving test.  
A. did she pass                      B. she passed                      C. passed she                      D. was she passed
12. The girl said she went up the tree because her brother ... climb it.  
A. had dared her                      B. had dared her to                      C. was dared                      D. had dared
13. Oh no! It looks like my rucksack ... behind in the scramble to get on the bus.  
A. has left                      B. has got left                      C. had left                      D. had been left
14. The book was banned in Britain because it was seen ... offensive to racial minorities.  
A. be                      B. to be                      C. being                      D. having been
15. I'd rather ... all those stories about me as a child to my new boyfriend, Mum. I was awfully embarrassed.  
A. not have told                      B. you didn't tell                      C. you wouldn't tell                      D. you hadn't told

16. My teacher says it's a pity I didn't start lessons when I was younger, because she thinks I ... have become a professional musician.

- A. must                                      B. would                                      C. may                                      D. could

17. ... nocturnal creature(s).

- A. The owl is a                                      B. An owl is a                                      C. Owl is a                                      D. A owl is a

18. He ... be famous, but that doesn't necessarily mean he's interesting to talk to.

- A. must                                      B. could                                      C. should                                      D. may

19. She prefers an evening at the cinema ... to bars or clubs:

- A. to going out                                      B. rather than go out                                      C. than going out                                      D. to go out

20. My brother has ... in the personnel department who might be able to help you.

- A. the contacts                                      B. contact                                      C. the contact                                      D. a contact

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**1 point for each correct answer / Total maximum score for this section - 20**

### III. Reading

Maximum score -20 points

Recommended Time – 30 minutes

**Task 1. Read the article and complete the tasks that follow.**

#### Studying in New Zealand

**A)** A relatively small island with a population of less than a quarter of that of Tokyo, New Zealand has a huge overseas student population. With over half a million fee-paying foreign students, an ever-increasing range of academic, professional and vocational courses and English language services are being created or expanded. But why do so many people come from overseas to study in New Zealand? Primarily, there is the fact that it has an excellent education system, especially in English language teaching. With its many British connections as well as the adoption of language from America, New Zealand offers a very international language. Language students are also enticed to New Zealand as they can fully immerse themselves in the language. This is only possible in a country where English is the spoken language.

**B)** There are also strict government controls and standards on the quality of education offered. The government controls the education system, and it has appointed the New Zealand Qualifications Authority, a Ministry of Education and an Education Review Office, to license and control schools. These government bodies ensure that standards are as high in New Zealand as anywhere in the world. In addition, they decide whether or not language schools have the credentials and quality to operate. This allows students to have some peace of mind when choosing a school, but there are other reasons to choose New Zealand first. Independent reports have proven New Zealand to be the most cost-effective country in the western world for study fees, accommodation, cost of living and recreation. It also has a reputation for safety and security, perhaps the best amongst western countries. Auckland City offers a multicultural and cosmopolitan place to shop, eat and be entertained. Less than an hour out of the city and you find yourself on beaches or mountains famous for their cleanliness and lack of pollution.

**C)** Although a majority of international students spend some time in a language school, for those aged 13 to 18 New Zealand secondary schools provide a broad education. Other students take advantage of one of the many tertiary education institutions which form the New Zealand polytechnic system. These institutions are state-funded and provide education and training at many levels, from introductory studies to full degree programmes. University education was established in New Zealand in 1870 and has a similar tradition to the British university system. There are eight state-funded universities in New Zealand, all of them internationally respected for their academic and research performance. In addition to a centrally coordinated system of quality assurance audits at both institution and programme level, each university undertakes internal quality checks.

**D)** All New Zealand universities offer a broad range of subjects in arts, commerce and science, but they have also specialised in narrower fields of study such as computer studies, medicine or environmental studies. Bachelor's, Master's and Doctorate degrees are offered by all New Zealand universities. A range of undergraduate and postgraduate diplomas are also available, along with Honours programmes (usually requiring an additional year of study). The first degree a student is able to gain in New Zealand is, as elsewhere, a Bachelor's degree. With a completed Bachelor's degree, a graduate may be able to go on to a number of other options. There are Postgraduate Diploma courses, Master's degrees, Doctorates and even research positions available.

**E)** The Postgraduate Diploma course takes one year on a full-time programme and is designed for graduates building on the academic field of their previous degree. The Master's degree, like the Postgraduate Diploma, builds on a Bachelor's degree but can take up to two years, by which time a thesis must be completed. The Master's is the conventional pathway to the next level of education - the Doctorate. For this course, graduates are required to produce a research-based thesis as part of a course that takes a minimum of two years, and is by far the most challenging.

**F)** Finally there is the possibility of research in New Zealand universities. Research is the main characteristic that distinguishes a university as opposed to a polytechnic or other tertiary education institution. New

Zealand remains justifiably proud of the quality of its research as a large number of awards are presented to researchers from New Zealand universities

**Question 1-5. Choose the most suitable headings for sections A-F from the list below.**

i Why New Zealand?	Section A – 1 ... Section B – vi Section C – 2 ... Section D – 3 ... Section E – 4 ... Section F – 5 ...
ii Course requirements	
iii Government funding	
iv Cost of further education	
v Further education options	
vi Overseeing authorities	
vii Specialisation	
viii Prestigious contribution	
ix Postgraduate choices	

**Question 6. Answer the following, question using NO MORE THAN THREE WORDS from the text**

6. In what field of study does New Zealand excel? ...

7. What is also available with undergraduate and postgraduate diplomas in New Zealand Universities?

**Question 8 – 9. Complete the sentences below using NO MORE THAN THREE WORDS.**

8. Full immersion learning can only happen in an ...

9. Educational standards are monitored by three ...

**Question 10-12. Decide if the statements are True, False or Not Given according to the text**

10. Most international students start their studies in a secondary school

11. Postgraduate students undertaking a diploma course extend what they have learned during their Bachelor's degree.

12. All quality control at a tertiary level is done by the universities themselves.

**Question 13-16. Complete the flow chart below using NO MORE THAN ONE WORD from the text.**

Bachelor		
13 ... (1 year)		14 ... (1 to 2 years)
		15 ...
		16 ...

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**Task 2. You are going to read extracts from an article about boredom. For questions 17-20, choose from the sections (A–C). The sections may be chosen more than once.**

In which section does the writer

17. say that there is no remedy for some causes of boredom?

18. mention the frustration people feel at the limited role they play in a wider process?

19. illustrate his own lack of imagination?

20. clarify what boredom means to him?

**Rhodri Marsden: The Lost Art of Boredom**

*It seems everyone's fed up. We're uninspired at work, and listless at home.*

*Perhaps it's time to learn to love being bored.*

**A )** More erudite and poetic writers than me are probably able to wax lyrical about the glorious summer holidays of their youth; how the days slipped past in a sun-dappled haze while they constructed from nothing, endlessly entertaining games involving kings and queens, cats and dogs or fantasy worlds. I don't really remember mine like that. I remember, at the age of 10, looking at my friend Alan in disbelief as he replayed some pop song or other for the fifteenth time as we sat on the floor, audibly wondering what on earth we could do.

**B )** We're reluctant to admit to being bored, mainly because of the fallacy – at least, I hope it's a fallacy – that only boring people get bored. But boredom, that almost indefinable absence of something-or-other, hangs as a backdrop to modern life – and not even a very interesting one at that. We spend huge amounts of time as passive bystanders, bemoaning our boredom and accusing pretty much everything of being boring. There have never been so many opportunities to express this, and a brief dip into the pool of social media on a Friday afternoon reveals that over the course of a single minute, some 200 people confess to being bored senseless.

**C )** Plenty of boredom is situative, stemming from us being obliged by circumstances to do things we'd rather not. For those of us in employment, the world of work can make us feel fairly worthless, too. We sometimes find ourselves obliged to do some incredibly unextraordinary things in return for cash. (I heard one touching story about a man who was employed as a labourer to stand on a pipe to balance it while it was set level. For two days.) Increasingly, even in supposedly cushy office jobs, here's often so much distance between our actions and the end result that it's not surprising we yearn for satisfaction. No amount of perks can distract us from this – we get bored because we'd much rather be doing something else.

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**1 point for each correct answer / Total maximum score for this section - 20**

#### IV. Writing

Maximum score – 40 points

Recommended Time – 30 minutes

**Write an answer to ONE of questions A-I. Write your answer in 180-200 words in an appropriate style. Mark the topic you choose on your answer sheet.**

**NB! Make your handwriting neat and legible. If examiners cannot read what a candidate has written no marks can be awarded. The following four-point holistic rubrics will be used to score the Writing Test. The rubrics include general criteria related to Task Achievement (Communicative Achievement), Coherence and Cohesion (Organization), Lexical Resource, Grammatical Range and Accuracy.**

A) You are having problems with one of your flatmates/roommates and recently you mentioned it to your online English-speaking friend. Here is part of a letter your friend sent you: “So what exactly has your flatmate been doing – or not doing? Have you tried speaking to them? Why do you think they are behaving like that? I’ve got lots of experience of flat sharing, so is there anything I could give you a few tips on?”

B) You see this notice in a local newspaper of the town where you are studying English.  
“The Government has promised own town a grant to invest in new sports facilities. The Planning Director invites you, as a resident or visitor, to send a proposal saying which sports should receive the money, how it should be spent and why it would benefit people in the town”

C) You see this notice on a film review website.  
“In every imaginable category there are so many great films to watch, both old and new. The trouble is, there just isn’t time to see all of them. So to help film lovers make informed choices, we regularly post reviews comparing and contrasting movies. Send us your review of two films of a similar type of any age, together with your recommendations, and we may well post it on our site.”

D) Your company has a number of vacancies for students who wish to do two weeks’ work experience during the next summer term. You have been asked by your manager to write a letter to a local college. Your letter should explain:

- what your company does
- what kind of work the students would do
- how they would benefit from working for the company.

E) Your school wants to increase the percentage of its students studying science subjects to advanced level. The head teacher has asked you to write a report on attitudes towards science among the students. Your report should evaluate the appeal of science at the school, explain why comparatively few students want to become scientists, and suggest ways of encouraging more of them to consider a future career in science.

F) You have read an online article about changes in the types of subject taught at secondary schools. The article says that some traditional subjects may no longer be taught at school. Which subjects may no longer be taught at secondary school? You should explain why you think these subjects should continue to be taught at secondary schools, giving reasons to support your answer.

G) You recently read an article in an English newspaper asking for money-saving tips for young people who are just starting college. Write a letter to the newspaper, outlining ways that students can look after their money.