

**2025-2026-OQIW JILINDA
QÁNIGELESTIRILGEN MEKTEPLERDİŇ**

**11-KLASS
OQÍWSHÍLARÍ USHÍN
INGLIS TILI**

**PÁNINEN JUWMAQLAW ATTESTACIYASIN
ÓTKERIW BOYINSHA METODIKALIQ
USINISLAR HÁM MATERIALLAR.**

SPECIFICATION OF CONTROL AND MEASUREMENT MATERIALS FOR THE 2025-2026 FINAL EXAMINATION IN ENGLISH LANGUAGE FOR 11th GRADE

The final examination in English language for 11th 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

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.

The current curriculum for English for Grades 5 - 11.

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 5th to 11th 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
WITTEN COMPONENT		
Listening	Students listen to one or more recordings played centrally. Text types may include conversations, short talks, interviews, or announcements. Tasks include MCQs, gap-fill, and table completion. The Listening section assesses a student's ability to: – understand and interpret main ideas and information in an aural text. – understand and interpret supporting details in an aural text.	10

Reading	<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"> –understand and interpret main ideas and information in a written text. –understand and interpret supporting details, ideas and information in a written text. <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
Language forms	<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"> –recognize and apply correct grammatical structures in context; –select appropriate vocabulary in context; –understand the relationship between sentence elements; –demonstrate knowledge of tense, agreement, and sentence construction. 	10
Writing	<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"> –Write a text that is coherent, well-structured, and fit to purpose; –choose and use lexical forms appropriately and with some flexibility; –choose and use grammatical forms appropriately and with some flexibility; and –use spelling, punctuation, and capitalisation appropriately. <p>Assessed with a 20-point rubric (see below).</p>	1
SPOKEN COMPONENT		
Speaking	<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"> –use lexical forms appropriately and with some flexibility; –use grammatical forms appropriately and with some flexibility; –speak intelligibly, and with some appropriate use of suprasegmental pronunciation features; –speak fluently, with minimal pausing and hesitation. 	1
Total		32

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

The 32 tasks are divided based on what mental skill or ability they measure:

Category	Definition	# of questions
Knowing / understanding	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
Applying	Productive tasks requiring students to apply learned laws and principles. This involves selecting appropriate methods for solving problems, analyzing, comparing, and summarizing information.	21
Analyzing	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

The distribution of test tasks by type is presented in the table below:

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
0-211%	insufficient

Writing rubric

Points	Task achievement	Lexis	Grammar	Technical elements
5	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.
4	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.
3	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.
2	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.
1	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.

0	No attempt or irrelevant response.	No meaningful lexical content.	No meaningful grammatical content.	Not readable.
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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
Stage 1				
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
Stage 2				
32.	Speaking	O3	analyzing	20 points
Total		100 points		

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. Inclusion and Accommodation of the final examination in English language for 11th grade

Candidates with special educational needs shall be granted an additional 15% of examination time. In addition, the format and type of tasks shall be adapted and presented in a manner that is appropriate and accessible to them.

Candidates with visual impairments are permitted to attend the examination with a special technical assistant to read the questions aloud; however, the assistant is strictly prohibited from indicating or suggesting the correct answer.

X. 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

1. What do recent studies often say about the “Me Generation”?

- A. They only care about themselves and money.
- B. They are very hard-working and helpful.
- C. They prefer living in small communities.
- D. They do not like using modern technology.

2. What is the main goal of the charity “We Day”?

- A. To give prizes to the best students in the country.
- B. To teach teenagers how to start their own businesses.
- C. To provide free internet access to schools in London.
- D. To help young people support causes they care about.

3. Who started the charity called “Free The Children”?

- A. A youth worker from the city of London.
- B. A twelve-year-old boy named Craig.
- C. A famous journalist from a newspaper.
- D. A man who used to work in a carpet factory.

4. Why was the boy named Iqbal sold into forced labour?

- A. Because he had no other family to stay with.
- B. Because he wanted to learn how to make carpets.
- C. Because his parents needed the money.
- D. Because the government made him work there.

5. How many hours a day did Iqbal work when he was a small child?

- A. Ten hours.
- B. Eight hours.
- C. Six hours.
- D. Twelve hours.

6. What happened to Iqbal when he was twelve years old?

- A. He was killed.
- B. He moved to Canada.
- C. He met Craig Kielburger.

D. He started his own school.

7. How long are the “We Day” events or parties?

A. Three hours

B. Twelve hours.

C. Six hours.

D. A full weekend.

8. How do children get tickets to attend a “We Day” event?

A. By buying them online with their own money.

B. By working on local and global projects.

C. By winning a competition at their school.

D. By being invited by a famous celebrity.

9. How many followers does the charity have on Facebook?

A. 1995 people.

B. 6 million.

C. 11 million.

D. 3.3 million.

10. How much food have school children collected for food banks?

A. Exactly 12 million pounds worth.

B. About 6 million pounds worth.

C. More than 3 million pounds worth.

D. Over 10 million pounds worth.

VARIANT - 2

SECTION 1. Listening

1. According to the speaker, how have neighborhoods changed since the 1940s?

- A. People are more interested in local government projects.
- B. People are less likely to visit neighbors to offer help.
- C. Neighbors meet more often to discuss social issues.
- D. Families stay in the same area for much longer.

2. What is the main purpose of the “Neighborland” website?

- A. To allow residents to report crimes to the police.
- B. To help people find jobs in the Manhattan area.
- C. To let people share ways to make their cities better.
- D. To sell local products to people living in the neighborhood.

3. How can a user show they agree with someone else's idea on the website?

- A. By clicking a button that says “Me too”.
- B. By writing a long comment about the proposal.
- C. By sending a private message to the person.
- D. By donating a small amount of money to the project.

4. What is one practical suggestion mentioned for the park on 57th Street?

- A. Cleaning the water in the canal.
- B. Building a new area for children to play.
- C. Planting more trees and flowers.
- D. Providing free Wi-Fi for everyone.

5. Why do some residents want to put parts of a story on city stairs?

- A. To help children practice their reading while outside.
- B. To make people want to walk instead of using the elevator.
- C. To make the steps look more colorful and artistic.
- D. To advertise books written by local authors.

6. How could music and dance performances help neglected plazas in Manhattan?

- A. By helping local businesses and improving the area.

- B. By making the plazas quieter and more peaceful.
- C. By providing jobs for professional musicians.
- D. By teaching young people how to dance.

7.What other facility was suggested for the local park?

- A. A small shop that sells healthy food.
- B. A large screen for watching movies.
- C. A place for people to park their bicycles.
- D. Equipment for playing table tennis.

8.When does Neighborland contact local government agencies about an idea?

- A. Once the resident has collected enough money.
- B. Immediately after a resident posts the idea.
- C. After a large number of people support it.
- D. Only if a local celebrity supports the project.

9.Why is the website considered a good way to talk to local authorities?

- A. It allows officials to save money on city projects.
- B. It puts pressure on them to listen to the people.
- C. It provides a list of people who can do the work.
- D. It replaces the need for local government meetings.

10.By the near future, what percentage of the world's population will live in urban areas?

- A. 70 percent.
- B. 50 percent.
- C. 40 percent.
- D. 90 percent.

SECTION 1. Listening

1. What did a recent survey show about people's dreams?

- A. Teenagers are more realistic about their future than adults.
- B. Most people want to work for a big charity.
- C. People are becoming less interested in celebrities.
- D. Many adults and teenagers want to be famous.

2. According to Dr. David Sharp, why do some people want fame?

- A. They hope to move to a different country for work.
- B. They want to prove that they were the best students at school.
- C. They want other people to notice and approve of them.
- D. They were very popular when they were children.

3. How does Tom Baker explain the human need for approval?

- A. It helps people learn how to live alone in the wild.
- B. It is a new behavior caused by watching too much television.
- C. It is an old instinct that helped humans stay alive in groups.
- D. It is a way for people to show they are stronger than others.

4. What does Ginny Jacobs say about people on reality TV shows?

- A. They will act differently just to make their fans happy.
- B. They usually have very strong and honest personalities.
- C. They are mostly interested in learning new professional skills.
- D. They find it very easy to be themselves in front of cameras.

5. What physical change happens to a person's body when they are famous?

- A. They start to feel more relaxed and calm in public.
- B. Their body produces a chemical called adrenaline.
- C. Their heart rate slows down when they see a camera.
- D. They stop feeling any pain or physical tiredness.

6. Why might some celebrities become “addicted” to fame?

- A. They hope to spend more time alone with their families.
- B. They like the quiet life that comes with being well-known.
- C. They want to avoid taking any risks in their daily lives.

D. They enjoy the physical rush of being the center of attention.

7. Why is fame more “accessible” to ordinary people today?

A. Because of reality TV and websites like YouTube.

B. Because schools are now teaching children how to be famous.

C. Because it is much cheaper to travel to Hollywood now.

D. Because the government is giving money to talented people.

8. What does the data suggest about the lives of famous people?

A. They are usually much happier than the average person.

B. They often have shorter lives than people who are not famous.

C. They live longer because they have access to better doctors.

D. They have more free time to enjoy their favorite hobbies.

9. What is a negative side of fame mentioned by the speakers?

A. Having to learn many different languages for work.

B. Having too much money to spend on things you don't need.

C. Being forced to travel to many different countries.

D. Feeling lonely even when many people are around you.

10. What is Dr. David Sharp's final thought on why people seek fame?

A. They hope to change the world by becoming political leaders.

B. They want to make sure their children become very wealthy.

C. They want their achievements to be remembered after they die.

D. They want to travel into space and become famous explorers.

SECTION 1. Listening

1. Why did Vanilla Chamu first decide to have plastic surgery?

- A. She wanted to look like a specific character from a movie.
- B. She wanted to become a famous pop star in Tokyo.
- C. Her father told her she was the most beautiful girl in school.
- D. Her classmates were mean and called her ugly.

2. What was the father's reaction when Vanilla complained about her schoolmates?

- A. He agreed with the other students that she was ugly.
- B. He told her to be patient and focus on her studies.
- C. He offered to pay for her first surgery immediately.
- D. He told her she should be proud of her natural looks.

3. What does the psychologist say about Vanilla's appearance before her operations?

- A. She had very serious physical problems with her face.
- B. She already looked like a professional model.
- C. She looked like a normal, slightly shy teenager.
- D. She looked much older than the other students.

4. How many medical procedures has Vanilla Chamu had so far?

- A. Exactly one hundred.
- B. More than thirty.
- C. Only ten.
- D. Nearly fifty.

5. What name was used to describe Vanilla during a recent television appearance?

- A. A cyborg.
- B. A princess.
- C. A teacher.
- D. A statue.

6. What was the main reason Justin Jedlica was unhappy as a young man?

- A. He lived in a very poor area of New York

- B. He was unable to get good grades at school.
- C. He felt that his nose was too large.
- D. He wanted to be a famous psychologist like Dr. Luton.

7. How did Justin eventually get his first operation?

- A. He worked as a model to save enough money for the surgery.
- B. His parents changed their minds and paid for it.
- C. He used money he won from a school academic prize.
- D. He waited until he was eighteen and did it without his parents.

8. What is Justin Jedlica's famous nickname today?

- A. The human Ken doll.
- B. The New York prince.
- C. The plastic athlete.
- D. The modern Picasso.

9. How does Justin Jedlica get his muscular appearance?

- A. He spends several hours every day at the gym
- B. He has silicone implants put into his body.
- C. He follows a very strict diet and health plan.
- D. He takes special vitamins prescribed by his doctor.

10. According to the interview, what is the only way to find real happiness?

- A. By becoming famous and successful on television.
- B. By reaching the perfect physical appearance.
- C. By accepting yourself even with your flaws.
- D. By ignoring what other people say about your looks.

SECTION 1. Listening

1. What materials did H.A. Schult use to make the bodies of his “Trash People”?

- A. Rusty aluminum cans
- B. Old plastic keyboards
- C. Clear glass car headlights
- D. Tangles of copper wire

2. How many figures are included in the “Trash People” exhibition?

- A. 1,000
- B. 30
- C. 726
- D. 12,000

3. How long did it take Schult and his team to create the sculptures?

- A. Twenty years
- B. Ten years
- C. One year
- D. Six months

4. Which of these famous locations was NOT mentioned as a place where the army was displayed?

- A. Red Square in Moscow
- B. The Great Wall of China
- C. The Eiffel Tower in Paris
- D. The Arctic

5. According to the interview, what is the main goal of the “Trash People” exhibition?

- A. To make people think about how much waste they produce
- B. To show that trash can be sold for a high price
- C. To create a new army for Germany
- D. To clean up all the litter in New York

6. What did Schult use to create a “winding river” in New York?

- A. Pieces of broken glass

- B. Smelly trash from beaches
- C. sOld copies of a newspaper
- D. Used plastic bottles

7. Where is the experimental hotel “Save the Beach” located?

- A. Moscow
- B. Venice
- C. New York
- D. Rome

8. Which famous artist used newspapers and old objects in his paintings in the early 1900s?

- A. Jackson Pollock
- B. Pablo Picasso
- C. H.A. Schult
- D. James, the editor

9. According to the speaker, how much garbage does a person in the West produce every week?

- A. 13.4 kilograms
- B. 2 kilograms
- C. 726 kilograms
- D. 10 kilograms

10. What does the speaker believe is the “point” of environmental art?

- A. To make the streets look more beautiful
- B. To remind us of the results of our actions
- C. To help artists become famous and rich
- D. To replace traditional museums

VARIANT - 1

SECTION 2. Reading

Interpersonal Relationships

Growing up, Liam and Sarah rarely saw eye to eye. Their childhood was characterized by constant bickering over shared spaces and parental attention. Liam, the elder, felt pressured to be the responsible trailblazer, while Sarah often perceived his guidance as bossy interference. Consequently, they spent their teenage years operating in entirely separate social spheres. However, transitioning into adulthood brought an unexpected shift. When Sarah moved to a different city for university, the physical distance ironically bridged their emotional gap. Stripped of the daily frictions of cohabitation, their occasional phone calls evolved from obligatory check-ins to genuine conversations. Liam realized his sister possessed a sharp, cynical wit he actually enjoyed, while Sarah began to appreciate her brother's pragmatic advice without feeling patronized. Today, while they still occasionally disagree on fundamental life choices, their bond is rooted in mutual respect rather than mere genetic obligation.

1. What was the defining feature of Liam and Sarah's early relationship?

- A. Frequent arguments over resources and focus.
- B. A shared desire to please their parents.
- C. Mutual agreement on how to share their living space.
- D. A tendency to support each other socially.

2. How did Liam and Sarah interact during their adolescence?

- A. They competed to be the leader of their social circle.
- B. They relied heavily on one another for guidance.
- C. They spent most of their free time arguing at home.
- D. They maintained completely distinct friendship groups.

3. What effect did Sarah's relocation have on their dynamic?

- A. They only spoke when their parents forced them to check in.
- B. It caused them to stop communicating entirely for a while.
- C. Living apart helped them connect on a deeper emotional level.
- D. It made Sarah resent Liam's attempts to give her advice.

4. What new realization did Liam have about his sister?

- A. He recognized that she was much smarter than him.

- B. He found her sense of humor highly entertaining.
- C. He discovered she had been secretly taking his advice.
- D. He realized she was struggling with living independently.

5. How can their current relationship be best described?

- A. They value each other despite having different perspectives.
- B. They never argue because they live far apart.
- C. They are only close because they are family members.
- D. They agree on everything regarding their life choices.

Global Exploration and Tourism

The concept of 'slow travel' is steadily gaining traction among modern wanderers seeking more than just a passport stamp. Unlike traditional package holidays, which often involve racing through multiple landmarks in a matter of days, this new approach prioritizes immersion over itinerary. Slow travelers prefer to rent apartments in residential neighborhoods, buy groceries from local markets, and utilize public transportation instead of tourist coaches. The primary motivation is to forge a deeper connection with the host culture and understand the daily rhythms of the destination. Furthermore, this method significantly reduces the carbon footprint associated with frequent short-haul flights. While it requires more planning and a willingness to embrace the unpredictable, advocates argue that the memories created are far more profound than those captured in rushed photographs in front of famous monuments.

6. How does slow travel fundamentally differ from conventional trips?

- A. It is solely designed for people who want to collect passport stamps.
- B. It relies heavily on organized group activities and tour guides.
- C. It focuses on deeply experiencing a single location rather than many.
- D. It requires tourists to visit as many landmarks as possible in a short time.

7. Where do advocates of this travel style typically choose to stay?

- A. In large hotels located near major tourist attractions.
- B. In housing located within everyday community areas.
- C. In rural areas far away from city centers.
- D. In accommodations provided by traditional holiday packages.

8. What is the main goal of individuals who adopt this travel approach?

- A. To try different types of public transportation globally.

- B. To save money by avoiding expensive tourist traps.
- C. To learn a new language as quickly as possible.
- D. To authentically engage with the local way of life.

9. What is an additional benefit of this type of tourism?

- A. It is less harmful to the environment due to reduced flying.
- B. It eliminates the need for any advanced trip planning.
- C. It guarantees a completely predictable and safe experience.
- D. It allows travelers to take better photographs of monuments.

10. How do proponents view the overall experience of slow travel?

- A. It is superior because it requires taking fewer photographs.
- B. It generates more meaningful personal experiences than standard tourism.
- C. It is too unpredictable for most average vacationers.
- D. It is primarily valuable for the planning skills it teaches.

VARIANT - 2

SECTION 2. Reading

Technological Innovation

The integration of smart devices into domestic spaces has fundamentally altered how we interact with our homes. From refrigerators that compile shopping lists to thermostats that learn our daily routines, automation promises unparalleled convenience. Initially, these gadgets were viewed as luxury novelties, but they are increasingly becoming standard fixtures in modern construction. The appeal lies primarily in efficiency; automated systems can optimize energy consumption by turning off heating in empty rooms, potentially lowering utility bills. However, this domestic digital revolution is not without its critics. Cybersecurity experts frequently highlight the vulnerabilities of connected devices, noting that hackers could potentially access personal data or even physical security systems through a compromised coffee maker. Therefore, homeowners are forced to weigh the undeniable ease of voice-activated living against the hidden risks of constant surveillance.

1. How has the public perception of smart home technology shifted over time?

- A. They were once considered essential but are now viewed as passing trends.
- B. They moved from being seen as unnecessary luxuries to common household features.
- C. People initially feared them but now view them as status symbols.
- D. They began as energy-saving tools but are now used mainly for entertainment.

2. What is a key practical advantage of installing these automated systems?

- A. They can reduce living costs by intelligently managing power usage.
- B. They eliminate the need for humans to clean their houses.
- C. They ensure that rooms are always kept at a very high temperature.
- D. They allow utility companies to monitor neighborhood power grids.

3. Why are technology specialists concerned about these domestic gadgets?

- A. They interfere with traditional home security alarm systems.
- B. They frequently break down and require expensive professional repairs.
- C. They create weak points that criminals could exploit to steal information.

D. They consume too much electricity when left on standby mode.

4. What specific scenario is provided as an example of a security threat?

A. Refrigerators ordering unwanted items using the owner's credit card.

B. Hackers listening to private conversations through the thermostat.

C. Voice-activated systems unlocking doors without permission.

D. Using a kitchen appliance to breach a household's wider network.

5. What dilemma do modern residents face regarding smart homes?

A. Balancing incredible lifestyle convenience with potential privacy threats.

B. Choosing between lower utility bills and expensive initial installation costs.

C. Deciding whether the technology is worth the complex learning curve.

D. Weighing the benefits of automation against the loss of physical activity.

Economic Systems and Personal Finance

The global transition towards a cashless society has accelerated significantly in recent years, driven largely by consumer convenience and merchant preference. Physical currency is increasingly being replaced by contactless cards and mobile payment applications. For individuals, the benefits are clear: there is no longer a need to carry bulky wallets or worry about having exact change. Retailers also favor digital transactions, as they expedite the checkout process and reduce the risk of theft from physical registers. Nevertheless, economists warn that this shift may inadvertently marginalize vulnerable populations. Elderly citizens and individuals in lower-income brackets often lack reliable access to smartphones or traditional banking services, making digital participation difficult. If cash is entirely phased out, these demographics could face severe challenges in purchasing essential goods, creating a new form of financial exclusion.

6. What are the primary factors causing the decline of physical money?

A. The increasing unreliability of traditional banking systems.

B. Government mandates aimed at modernizing the economy.

C. A global shortage of the materials used to print banknotes.

D. The preference for ease among both buyers and sellers.

7. Why do shop owners generally prefer electronic payments?

A. They speed up customer service and lower the chance of robbery.

B. They allow businesses to charge higher prices for goods.

C. They eliminate the need to hire staff for the checkout counter.

D. They prevent customers from requesting refunds on purchases.

8. Who is most likely to be negatively affected by the disappearance of cash?

A. Retailers who operate in areas with poor internet connection.

B. Older generations and people with limited financial resources.

C. Young people who prefer using mobile payment applications.

D. Economists who study traditional financial systems.

9. What barrier prevents certain groups from participating in a cashless economy?

A. A deliberate refusal to learn how new applications function.

B. A lack of necessary technology or formal financial accounts.

C. Strict laws that prevent them from owning digital devices.

D. The high fees associated with maintaining a bank account.

10. What is the potential ultimate consequence if paper money disappears completely?

A. Theft will be completely eradicated from the retail sector.

B. Mobile phone companies will control the entire economic system.

C. Certain groups of people may become unable to buy basic necessities.

D. Everyone will be forced to rely on credit cards instead of debit.

VARIANT - 3

SECTION 2. Reading

Environmental Awareness

In an effort to combat the loss of biodiversity, city planners are increasingly adopting the concept of 'urban rewilding.' This initiative involves moving away from highly manicured parks and allowing nature to reclaim specific urban spaces. By planting native flora and leaving certain areas untended, cities can create crucial habitats for local wildlife, particularly essential pollinators like bees and butterflies. This approach not only supports ecological networks but also improves urban air quality and helps mitigate the 'heat island' effect caused by extensive concrete. However, rewilding projects often face resistance from local residents. Many people associate untidy greenery with neglect and worry that these naturalized zones might attract pests or look unsightly. Overcoming this mindset requires extensive public education to shift the aesthetic appreciation from pristine lawns to thriving, natural ecosystems.

1. What does the practice of 'urban rewilding' involve?

- A. Employing more gardeners to carefully maintain green spaces.
- B. Replacing all concrete buildings with large public parks.
- C. Capturing wild animals and releasing them into city centers.
- D. Permitting natural growth to take over designated city areas.

2. Which creatures specifically benefit from these new urban habitats?

- A. Pests that thrive in untended environments.
- B. Large mammals that have lost their natural forests.
- C. Domesticated pets that need more space to exercise.
- D. Insects responsible for plant fertilization.

3. What is an additional environmental benefit of rewilding?

- A. It prevents concrete structures from crumbling over time.
- B. It completely eliminates pollution from vehicle emissions.
- C. It helps cool down cities and purifies the atmosphere.
- D. It stops urban areas from expanding into the countryside.

4. Why do some citizens object to these environmental projects?

- A. They view the wilder landscape as ugly and poorly maintained.

- B. They believe the projects are a waste of the city's financial budget.
- C. They are allergic to the native flora being planted.
- D. They prefer concrete spaces for walking and cycling.

5. What is necessary for these initiatives to gain broader public support?

- A. Fining residents who refuse to plant native flowers in their gardens.
- B. Teaching people to see the beauty and value in wild ecosystems.
- C. Hiding the rewilded areas behind walls so people cannot see them.
- D. Ensuring that the wild areas are regularly trimmed and shaped.

Athleticism and Sporting Life

The physical prowess of elite athletes is universally celebrated, but the intense psychological demands placed upon them are frequently overlooked. Competing at the highest level requires more than just rigorous physical training; it necessitates an extraordinary degree of mental resilience. Athletes must constantly manage the pressure of public expectations, the fear of career-ending injuries, and the intense scrutiny of the media. The pursuit of perfection can be isolating, often leading to significant anxiety and burnout. Recently, several high-profile sports figures have spoken openly about prioritizing their mental wellbeing over competition, sparking a necessary conversation within the sporting community. Sports psychologists are now considered as vital as physical therapists, working with competitors to develop coping strategies and maintain focus. This shift acknowledges that true athletic success relies equally on a healthy mind and a conditioned body.

6. What aspect of professional sports is generally underappreciated by the public?

- A. The amount of money athletes spend on training.
- B. The natural physical talent required to win.
- C. The severe mental strain that competitors endure.
- D. The strategic planning involved in team sports.

7. What contributes significantly to the stress experienced by athletes?

- A. The lack of support from their coaches and teammates.
- B. The constant judgment from the press and the fans.
- C. The requirement to travel extensively for competitions.
- D. The physical pain of daily exercise routines.

8. How has the dialogue around sports recently evolved?

- A. Famous competitors have publicly prioritized their emotional health.
- B. Athletes have started demanding less rigorous physical training.
- C. The media has agreed to stop criticizing underperforming players.
- D. Fans have stopped expecting perfection from their favorite stars.

9. How has the role of sports psychologists changed in recent times?

- A. They have replaced coaches in guiding an athlete's overall career.
- B. They are now seen as just as important as physical medical staff.
- C. They are primarily used to treat athletes after they have retired.
- D. They are only consulted when an athlete is facing a media scandal.

10. What is the current consensus on achieving success in elite sports?

- A. Success is solely dependent on avoiding career-ending injuries.
- B. Mental toughness can completely compensate for physical weakness.
- C. It requires a balance of psychological stability and physical fitness.
- D. It is impossible to achieve without experiencing severe burnout.

VARIANT - 4

SECTION 2. Reading

The Media and Communication

The way individuals consume news has been fundamentally reshaped by social media algorithms. Instead of relying on traditional editorial judgment, modern platforms use complex codes to curate personalized information feeds based on a user's previous clicks and engagement. While this ensures that people see content tailored to their specific interests, it inadvertently creates 'echo chambers.' In these digital environments, users are rarely exposed to dissenting opinions or alternative perspectives, which can reinforce existing biases and polarize public discourse. Furthermore, algorithms prioritize emotional engagement over factual accuracy, meaning sensationalized or misleading stories often spread faster than nuanced journalism. Consequently, media literacy—the ability to critically evaluate the source and intent of information—has become an essential skill in the digital age, necessary for navigating a landscape designed to hold attention rather than inform.

1. How do social media platforms currently select news for their users?

- A. By randomizing the articles to ensure a wide variety of topics.
- B. By employing journalists to identify the most important global events.
- C. By tracking past online behavior to predict what they will interact with.
- D. By only showing content created by professional news organizations.

2. What is a negative consequence of personalized news feeds?

- A. Users become isolated from viewpoints that challenge their own.
- B. Users are forced to read articles they find completely uninteresting.
- C. Users spend less time on social media than they used to.
- D. Users are frequently exposed to too many differing opinions.

3. Why do misleading stories often perform well on social media?

- A. The system favors content that triggers strong emotional reactions.
- B. Algorithms are designed to deliberately hide factual information.
- C. People naturally prefer to read news that they know is fake.
- D. Nuanced journalism is usually hidden behind expensive paywalls.

4. What does the text suggest is the primary goal of modern digital landscapes?

- A. To educate the public on complex social and political issues.
- B. To keep users engaged on the platform for as long as possible.
- C. To provide a balanced view of current events from multiple angles.
- D. To encourage users to interact directly with news editors.

5. Why has 'media literacy' become so crucial today?

- A. It helps individuals avoid emotional distress when reading the news.
- B. It is required to understand the complex computer codes running the platforms.
- C. Users must learn how to write their own news articles for social media.
- D. People need the skills to judge the reliability and motive of what they read online.

Employment and the Workplace

The traditional concept of a lifelong career with a single employer is rapidly giving way to the 'gig economy.' This labor market is characterized by short-term contracts, freelance work, and flexible hours, often facilitated by digital platforms. For many professionals, this shift offers unprecedented autonomy. Workers can choose their projects, set their own schedules, and theoretically achieve a better work-life balance. However, this flexibility comes with significant trade-offs. Gig workers generally lack the security associated with traditional employment, such as paid sick leave, health insurance, and retirement contributions. Furthermore, the income can be highly unpredictable, fluctuating dramatically from month to month. As this sector continues to expand, policymakers face the complex challenge of drafting new labor laws that protect the rights of independent contractors without stifling the innovation that drives this new economic model.

6. What distinguishes the gig economy from traditional employment paths?

- A. It guarantees a set number of hours and a fixed weekly schedule.
- B. It requires workers to commit to one company for their entire career.
- C. It relies on temporary arrangements and independent freelancing.
- D. It is only available to people who do not use digital technology.

7. What is a major appeal of gig work for professionals?

- A. The freedom to control their own time and choose their tasks.
- B. The guarantee of a steady, predictable salary every month.

- C. The opportunity to eventually become a permanent employee.
- D. The ability to work without relying on digital platforms.

8. What is a significant disadvantage faced by independent contractors?

- A. They are heavily restricted by their clients on how to complete their work.
- B. They are forced to work much longer hours than traditional employees.
- C. They have too many projects to choose from, causing decision fatigue.
- D. They do not receive standard employment benefits or financial safety nets.

9. What specific issue regarding income is mentioned in the text?

- A. Gig workers are generally paid much less than minimum wage.
- B. Earnings can be very unstable and vary greatly over time.
- C. Clients frequently refuse to pay for completed freelance projects.
- D. Income is heavily taxed by the digital platforms facilitating the work.

10. What is the current dilemma for government authorities regarding this trend?

- A. Finding ways to tax digital platforms more heavily to fund public services.
- B. Forcing all gig workers to return to traditional, long-term employment.
- C. Creating regulations that offer security without destroying the flexible system.
- D. Encouraging more people to quit their jobs and join the gig economy.

VARIANT - 5

SECTION 2. Reading

Health and Medical Science

The proliferation of wearable health technology, such as fitness trackers and smartwatches, has empowered individuals to take proactive control of their physical wellbeing. These devices continuously monitor vital metrics, including heart rate, sleep patterns, and daily steps, providing users with immediate, personalized data. This constant feedback loop often motivates people to adopt healthier habits, such as increasing physical activity or improving their sleep hygiene. However, medical professionals caution against over-reliance on consumer-grade gadgets. While they offer useful baseline information, they are not diagnostic tools and can sometimes produce inaccurate readings. Furthermore, the constant tracking can lead to health anxiety for some users, who become overly fixated on achieving daily targets. Doctors advise using these devices as motivational aids rather than definitive medical instruments, emphasizing that they cannot replace professional medical consultations.

1. What positive impact do wearable health devices generally have on users?

- A. They automatically cure minor ailments without medical intervention.
- B. They allow users to completely bypass the need for visiting a doctor.
- C. They encourage individuals to make better choices regarding their daily routines.
- D. They force people to adhere to incredibly strict exercise regimes.

2. What type of information do these devices primarily provide?

- A. Customized, real-time statistics about the user's bodily functions.
- B. Official medical diagnoses of underlying health conditions.
- C. Generic health advice applicable to the general population.
- D. Data regarding the user's mental health and stress levels.

3. What is a major concern that doctors have regarding this technology?

- A. The gadgets can display incorrect data and are not meant for clinical diagnosis.
- B. The devices are too complex for the average person to understand.

- C. The technology discourages people from getting enough physical exercise.
- D. The data is often shared without the user's permission to insurance companies.

4. How can the psychological wellbeing of some users be negatively affected?

- A. They may feel depressed if they cannot afford the latest health technology.
- B. They can develop stress and obsess over meeting the device's numerical goals.
- C. They become arrogant and ignore the advice of their friends and family.
- D. They lose interest in their health altogether due to information overload.

5. How do medical experts recommend people utilize fitness trackers?

- A. As entertaining toys with no real value to physical health.
- B. As primary indicators of when to seek emergency medical treatment.
- C. As strict rulebooks that dictate every aspect of daily physical activity.
- D. As tools for encouragement rather than replacements for professional advice.

Crime and the Justice System

Restorative justice is an approach to crime that focuses on repairing the harm caused rather than merely punishing the offender. Unlike the traditional penal system, which primarily views crime as a violation of state law, this method treats it as a breakdown of human relationships. A central component of restorative justice is a facilitated dialogue between the victim and the perpetrator. This process allows victims to express the emotional and financial impact of the crime, while requiring offenders to take direct accountability for their actions. Proponents argue that this method leads to higher satisfaction rates for victims and significantly reduces the likelihood of repeat offenses, as criminals gain a profound understanding of the consequences of their behavior. However, critics maintain that it may not be suitable for severe violent crimes and worry it could be perceived as a lenient alternative to prison.

6. What is the core philosophy behind the restorative justice model?

- A. Prioritizing the financial compensation of the state over the victim.
- B. Ensuring that offenders serve the maximum possible prison sentence.
- C. Viewing all criminal acts strictly as offenses against the government.
- D. Mending the damage inflicted on individuals and communities.

7. How does this system actively involve the person who committed the crime?

- A. It forces them to pay a fine directly to the local police department.
- B. It allows them to argue their innocence outside of a courtroom.
- C. It demands they directly face their victim and accept responsibility.
- D. It requires them to write a public letter of apology in the newspaper.

8. Why do supporters believe this approach prevents future criminal behavior?

- A. Offenders develop a deep realization of how their actions hurt others.
- B. The punishment inflicted is much harsher than standard prison time.
- C. Offenders are closely monitored by the community after the dialogue.
- D. It completely removes the offender's desire to commit any further crimes.

9. What is a key benefit for the victims participating in this process?

- A. They are allowed to decide the legal sentence the offender will receive.
- B. They are given a platform to communicate how they were personally affected.
- C. They receive a guaranteed financial settlement from the government.
- D. They can completely bypass the emotional stress of a legal trial.

10. What is the primary reservation critics have about this method?

- A. They worry that victims will use the opportunity to seek physical revenge.
- B. They believe it is too expensive to organize meetings between parties.
- C. They fear it is too soft a punishment, especially for serious offenses.
- D. They argue that it takes away jobs from traditional judges and lawyers.

VARIANT 1

SECTION 3. Language forms

1. Choose the correct answer.

After ten years of marriage, they hit a few _____, but they managed to save their relationship.

- A. rough patches
- B. hurtful paths
- C. key points
- D. typical gaps

2. I really _____ my father; everyone says we have the same personality and sense of humor.

- A. take after
- B. grow up
- C. look after
- D. bring up

3. The travel agent suggested a _____ hotel, but we preferred something more affordable in the city center.

- A. five-star
- B. five-stars
- C. fifth-star
- D. five-starred

4. My mother is very _____; she always manages the household budget carefully to avoid any waste.

- A. economical
- B. economic
- C. economy
- D. economics

5. When we went camping, we forgot to bring the _____, so we were bitten by bugs all night.

- A. mosquito repellent
- B. first-aid kit

C. sleeping bag

D. gas cooker

6. By the time we reach the airport tomorrow morning, the plane _____.

A. will have landed

B. is landing

C. lands

D. will land

7. If I _____ you, I would invest that money in a reliable savings account rather than spending it all.

A. were

B. am

C. would be

D. had been

8. You _____ talk during the exam; otherwise, your paper will be confiscated immediately.

A. mustn't

B. don't have to

C. shouldn't to

D. needn't

9. Scientists are trying to _____ a way to reduce the energy consumption of large domestic appliances.

A. come up with

B. cut off

C. look into

D. get through

10. This new software is much more _____ than the previous version we used last year.

A. efficient

B. efficiently

C. more efficient

D. most efficient

VARIANT 2

SECTION 3. Language forms

1. Choose the correct answer.

The local council decided to _____ the old trees to make room for the new shopping center.

- A. cut down
- B. give off
- C. die out
- D. bring out

2. He is considered the _____ to win the marathon, as he has finished first in every race this season.

- A. favourite
- B. runner-up
- C. opponent
- D. umpire

3. The _____ explained that the patient would need a few weeks of rest to recover from the surgery.

- A. specialist
- B. ward
- C. theatre
- D. check-up

4. The jury took three days to deliberate before they finally reached a _____ of “not guilty”.

- A. verdict
- B. trial
- C. proof
- D. sentence

5. Sarah is very _____; she always helps her friends whenever they have a problem.

- A. helpful
- B. helpless

C. helping

D. helplessly

6. The witness _____ that she had seen the defendant near the jewelry store on the night of the robbery.

A. claimed

B. denied

C. suggested

D. apologised

7. I need to have my car _____ because the engine has been making a strange noise lately.

A. serviced

B. service

C. to service

D. servicing

8. If I _____ harder for the entrance exams last month, I would be a university student now.

A. had studied

B. studied

C. would study

D. have studied

9. Rarely _____ such a beautiful sunset as the one we saw during our cruise in the Mediterranean.

A. have I seen

B. I have seen

C. I saw

D. did I saw

10. I wish I _____ how to play the guitar when I was younger; it would be a great hobby to have now.

A. had learned

B. learned

C. would learn

D. have learned

VARIANT 3

SECTION 3. Language forms

1. Choose the correct answer.

My brother and I used to _____ a lot when we were children, but now we are very close.

- A. argue
- B. argument
- C. argumentative
- D. arguably

2. The flight was _____ for three hours due to heavy fog, so we had to wait in the departure lounge.

- A. delayed
- B. sailed
- C. tracked
- D. landed

3. Modern _____ like dishwashers and vacuum cleaners have made housework much easier than it used to be.

- A. appliances
- B. tools
- C. engines
- D. equipment

4. The football _____ blew his whistle to signal the end of the match after five minutes of injury time.

- A. referee
- B. coach
- C. leader
- D. champion

5. My father was made _____ after the company he worked for went bankrupt last year.

- A. redundant
- B. voluntary

C. self-employed

D. amateur

6. We are really looking forward to _____ our relatives in Tashkent during the spring holidays.

A. visiting

B. visit

C. to visit

D. visited

7. It was _____ a cold day that we decided to stay indoors and watch documentaries all afternoon.

A. such

B. so

C. enough

D. too

8. Many animal species are at risk of _____ if we do not take immediate action to protect their habitats.

A. dying out

B. running out

C. clear up

D. throwing away

9. She _____ stealing the money, even though the security camera clearly showed her taking it.

A. denied

B. suggested

C. promised

D. admitted to

10. You should _____ the meaning of that word in the dictionary if you are not sure how to use it.

A. look up

B. go over

C. work out

D. cross out

VARIANT 4

SECTION 3. Language forms

1. Choose the correct answer.

The invention of the _____ has allowed people to communicate instantly across the globe.

- A. internet
- B. engine
- C. machine
- D. appliance

2. The news _____ announced that there would be a significant change in the weather starting tomorrow.

- A. presenter
- B. editor
- C. viewer
- D. studio

3. Our teacher always _____ that we check our work carefully before submitting it.

- A. insists
- B. approves
- C. believes
- D. prevents

4. The thief was _____ to three years in prison for the armed robbery he committed last summer.

- A. sentenced
- B. warned
- C. fined
- D. charged

5. He managed to _____ the exam despite the fact that he hadn't studied as much as he should have.

- A. pass
- B. succeeding

C. capable

D. able to

6. I don't have _____ money in my wallet, so I will have to borrow some from my sister to buy lunch.

A. much

B. many

C. a few

D. a little

7. It's high time you _____ for a part-time job if you want to save up for a new laptop.

A. applied

B. apply

C. would apply

D. have applied

8. I _____ my old school friends for dinner tonight, so I won't be home until late.

A. am meeting

B. meet

C. will have met

D. would meet

9. If you _____ to the instructions carefully, you wouldn't have made so many mistakes in the test.

A. had listened

B. listened

C. would listen

D. listen

10. When the fire alarm went off, everyone was told to leave the building as _____ as possible.

A. quickly

B. quick

C. quickest

D. more quickly

VARIANT 5

SECTION 3. Language forms

1. Choose the correct answer.

I really _____ having to wake up early on Monday mornings, but I know it's necessary for school.

- A. dislike
- B. am disliking
- C. have disliked
- D. was disliking

2. The _____ of the mountain was so steep that the hikers had to be extremely careful.

- A. sheer
- B. secluded
- C. tracked
- D. handy

3. The athlete was disqualified because he was _____ of using banned substances to improve his performance.

- A. accused
- B. informed
- C. referred
- D. reacted

4. In many countries, _____ service is an alternative punishment for people who commit minor crimes.

- A. community
- B. capital
- C. suspended
- D. prison

5. My cousin, _____ is a very talented artist, is going to hold an exhibition of her paintings next month.

- A. who
- B. which

C. whose

D. whom

6. By this time next year, my sister _____ from university with a degree in Economics.

A. will have graduated

B. graduates

C. is graduating

D. will graduate

7. I have _____ friends who live in the UK, and I hope to visit them one day.

A. a few

B. a little

C. much

D. any

8. We had to _____ the meeting because the manager was suddenly called away on a business trip.

A. put off

B. catch up

C. join in

D. drop out

9. I'll give you a call as soon as I _____ at the train station this afternoon.

A. arrive

B. will arrive

C. am arriving

D. have arrived

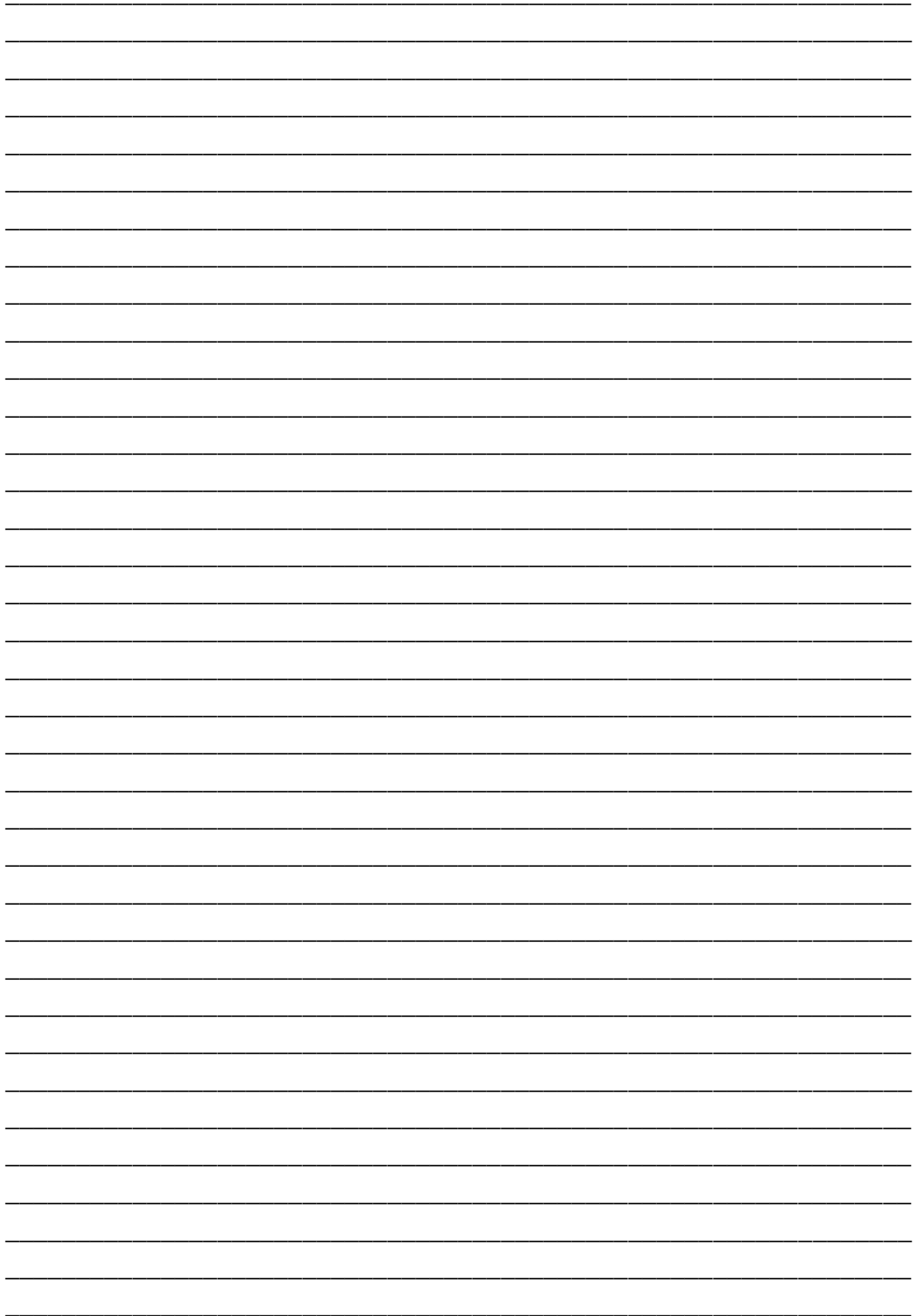
10. You aren't going to the party tonight, _____?

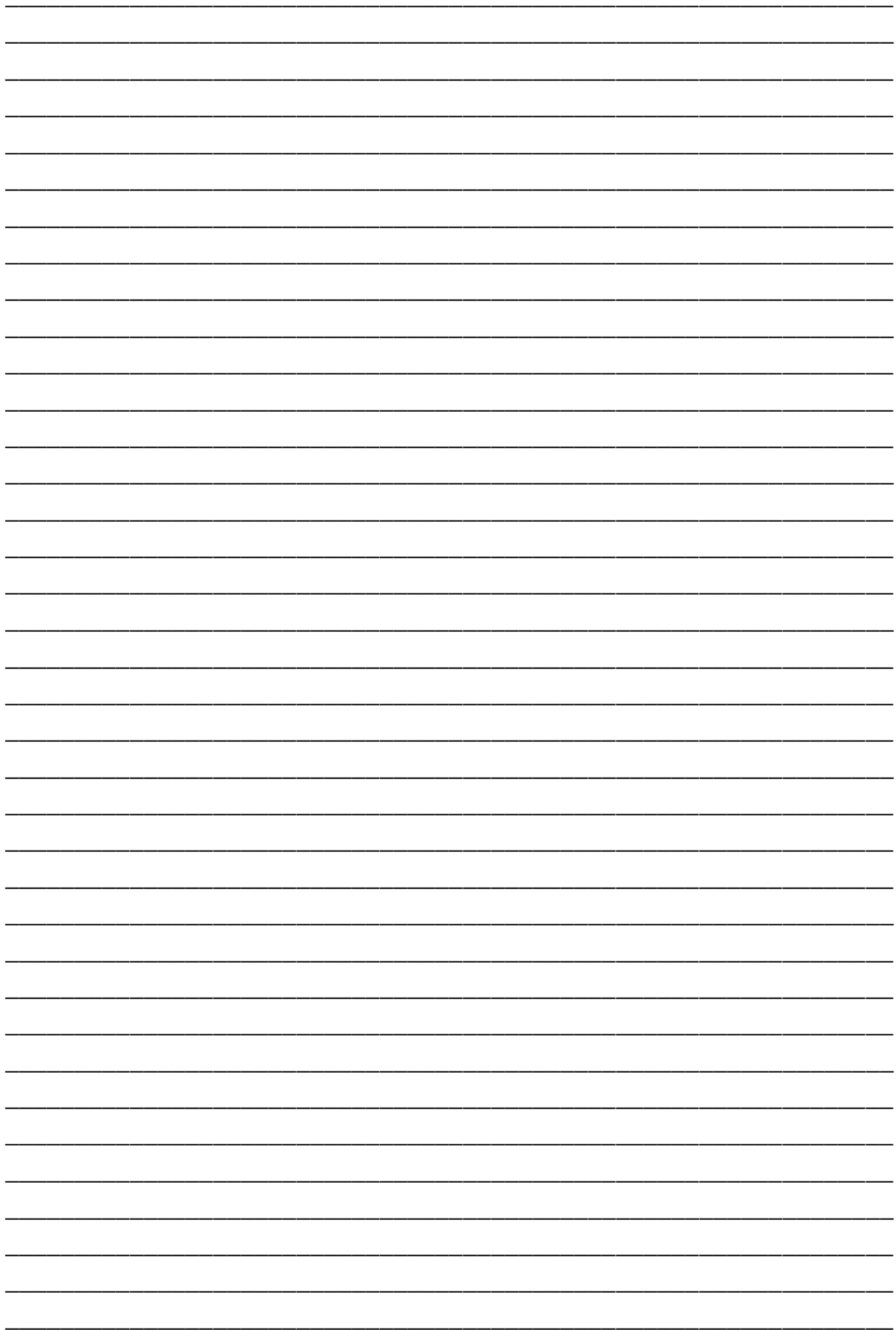
A. are you

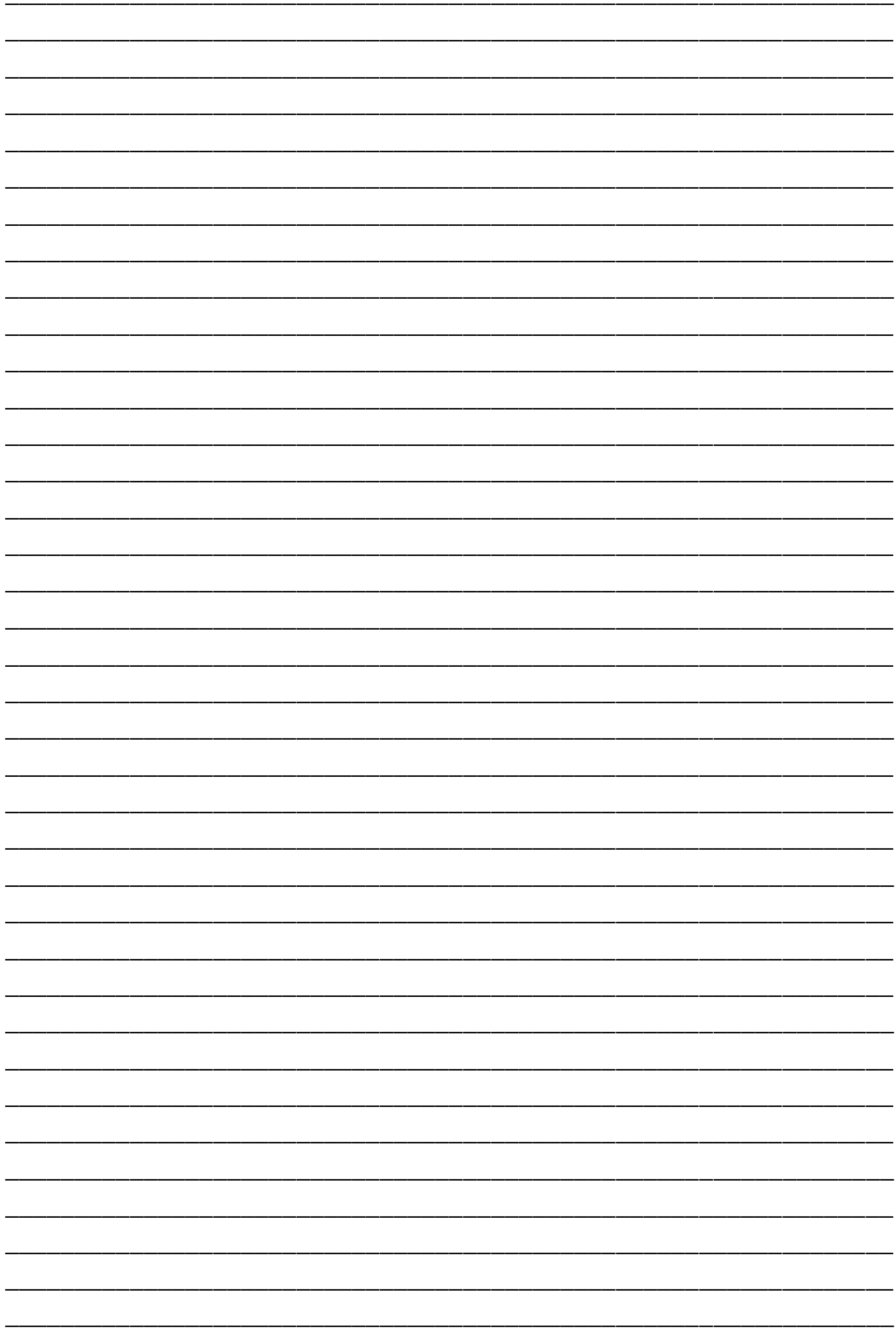
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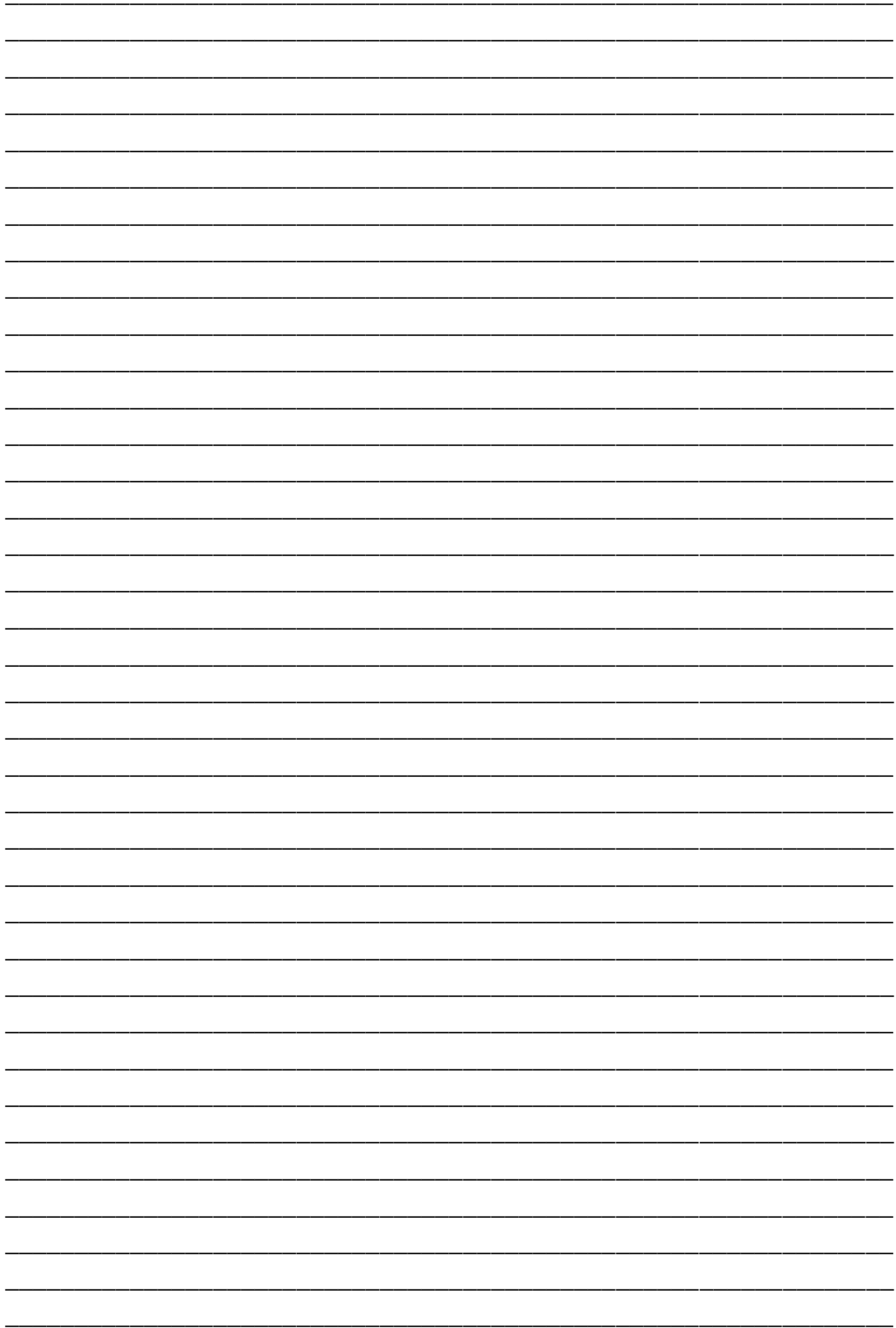
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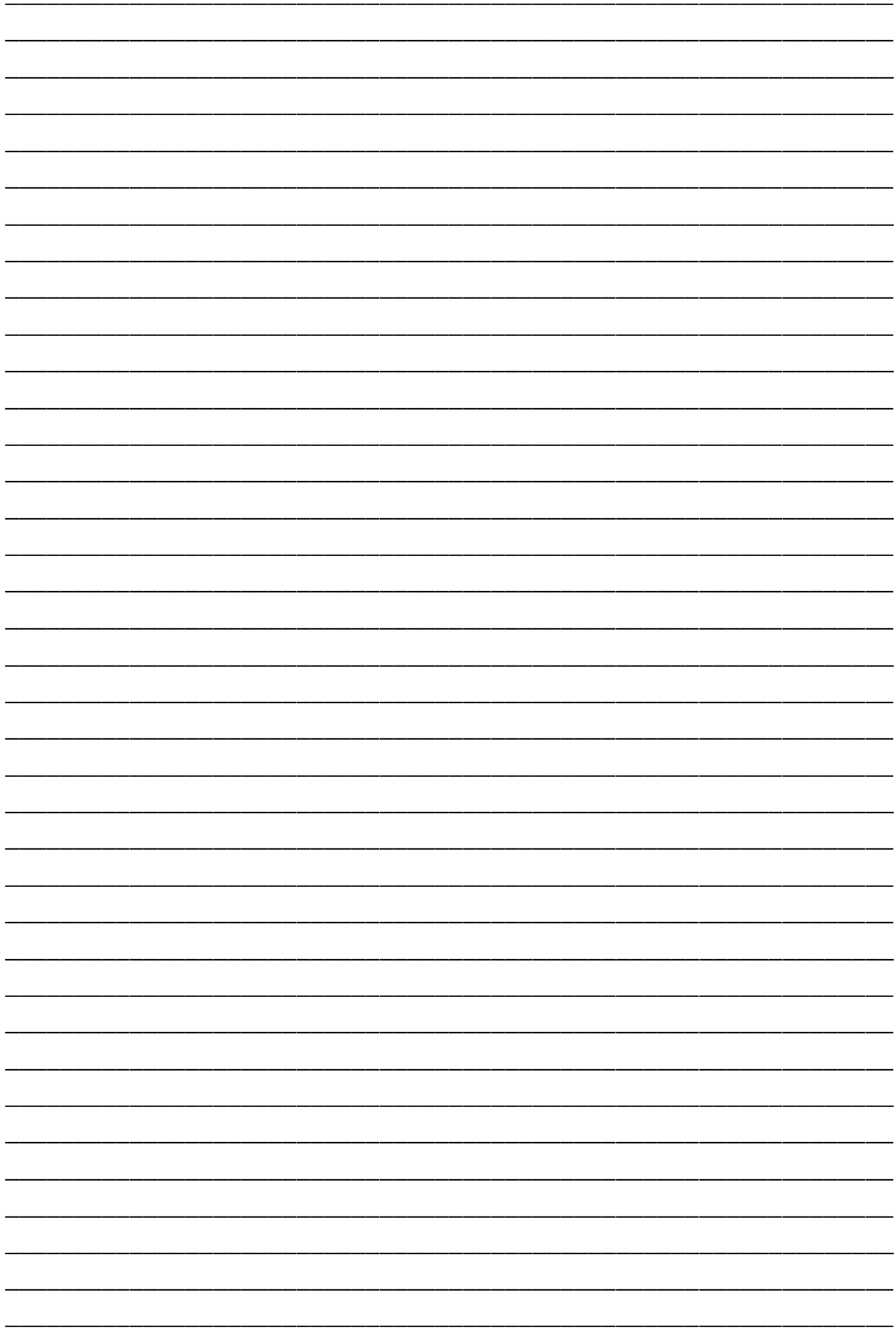
D. don't you

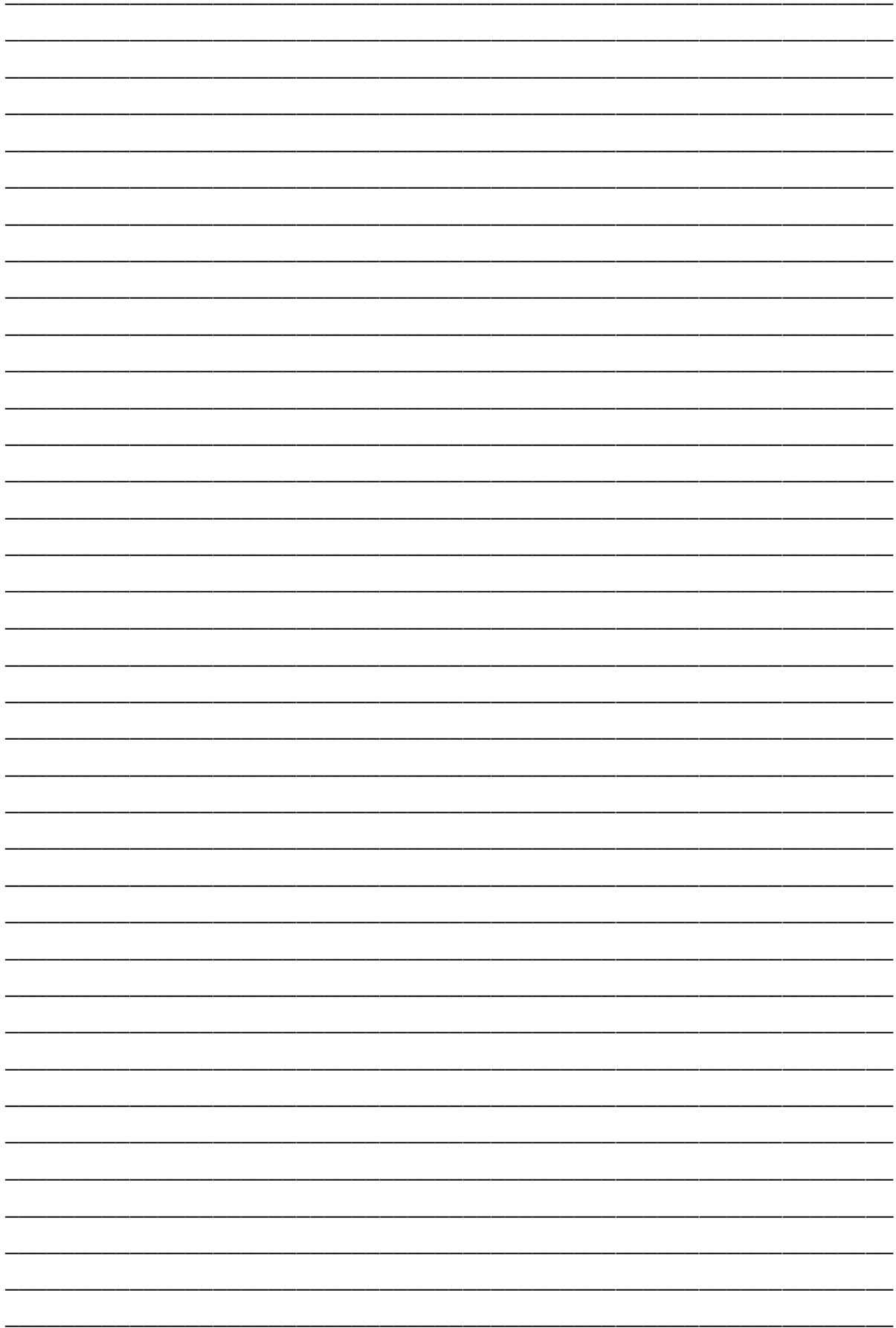












SECTION 5. Speaking

Interpersonal Relationships

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

1. Who in your family do you find it easiest to talk to? Why?
2. What are the three most important qualities a good friend should have?
3. Tell me about a time you had a disagreement with a friend. How did you solve it?
4. Do you think it is easier to make friends online or in person? Explain your choice.
5. How important is it to follow social rules and have good manners when meeting new people?

SECTION 5. Speaking

Global Exploration and Tourism

I'm going to ask you some questions about global exploration and tourism. Let's begin.

1. What kind of holiday do you prefer: a relaxing beach trip or an active city adventure?
2. Which method of transport do you like best for long journeys (plane, train, or car)? Why?
3. Tell me about a place you have visited that felt very different from your home.
4. If you could travel anywhere in the world next summer, where would you go and why?
5. Do you think tourism is always good for a country, or can it cause problems?

SECTION 5. Speaking

Technological Innovation

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

1. What is the most useful piece of technology or gadget in your home?
2. How do digital tools like tablets or apps help you with your schoolwork?
3. Can you imagine life without the internet? What do you think would be the hardest part?
4. How has the way we communicate with friends changed because of modern technology?
5. What is one invention from the last ten years that you think has changed the world the most?

SECTION 5. Speaking

Economic Systems and Personal Finance

I'm going to ask you some questions about economic systems and personal finance. Let's begin.

1. Do you receive pocket money, or do you have to earn it? How do you feel about it?
2. What do you think is the best way to save money for something expensive?
3. When you go shopping, do you usually buy things you need or things you want?
4. Do you think young people are influenced too much by advertisements and brands?
5. In your opinion, does having a lot of money make a person's life easier or just more complicated?

SECTION 5. Speaking

Environmental Awareness

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

1. What does your family do at home to help the environment, such as recycling or saving energy?
2. Tell me about a type of wildlife or a natural place in your country that needs protection.
3. How often do you think about the environment when you are buying new products?
4. What is the biggest environmental problem facing the world today, in your opinion?
5. Do you think individuals can really make a difference in saving the planet? Why or why not?

SECTION 5. Speaking

Athleticism and Sporting Life

I'm going to ask you some questions about athleticism and sporting life. Let's begin.

1. Do you prefer team sports like football or individual sports like swimming? Why?
2. Who is a sportsperson you admire? What makes them a good role model?
3. Tell me about a sports event you attended or watched on TV. What was the atmosphere like?
4. How important is the role of a coach or a physical education teacher in a student's life?
5. Do you think playing sports is more about winning or more about having fun?

SECTION 5. Speaking

The Media and Communication

I'm going to ask you some questions about the media and communication. Let's begin.

1. Where do you usually get your news from—social media, television, or websites?
2. How much do you trust the information you read on the internet? Explain why.
3. Tell me about a news story or a media trend that has interested you recently.
4. Do you think journalists have a difficult job? What are the challenges they face?
5. How has the way people share information changed since your parents were teenagers?

SECTION 5. Speaking

Employment and the Workplace

I'm going to ask you some questions about employment and the workplace. Let's begin.

1. What kind of career or profession are you interested in for the future?
2. What do you think are the most important skills to have in the modern workplace?
3. Would you prefer to work in a busy office with many people or work from home? Why?
4. Do you think it is difficult for young people to find a good job these days?
5. How do you think technology will change the way people work in the next twenty years?

SECTION 5. Speaking

Health and Medical Science

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

1. What are some simple things you do every day to stay healthy and fit?
2. Have you ever thought about becoming a doctor, nurse, or scientist? Why or why not?
3. Tell me about a time you had to visit a clinic or hospital. What was the experience like?
4. How has medical science improved the lives of people in your country?
5. Do you think schools should teach more about physical and mental wellbeing?

SECTION 5. Speaking

Crime and the Justice System

I'm going to ask you some questions about crime and the justice system. Let's begin.

1. Why is it important for a society to have clear laws and rules for everyone to follow?
2. What do you think is the best way to prevent minor crimes, like littering or graffiti?
3. Do you think the police in your community are helpful? Why or why not?
4. If someone commits a small crime, do you think they should be punished or helped to change?
5. How do TV shows and movies influence the way we think about the legal system?