

## LISTENING PAPER (Time 25 min. Points 25)

**Part 1** (5 points, 1 point per answer). You will hear a radio programme about business courses at Reading University, UK. For questions 1-5, decide whether the statements are true (T) or false (F) and mark your answers as shown in the example (0). **You will hear the recording twice.**

Reading University in the UK takes in foreign students to do various business courses.

<b>0</b>	<b>T</b>	<b>F</b>
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Reading University professors have been helping to establish a number of universities in Europe.

<b>1</b>	<b>T</b>	<b>F</b>
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East European students find it hard to interpret new concepts in the context of their native country.

<b>2</b>	<b>T</b>	<b>F</b>
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Polish students might need up to 12 years to start applying their new knowledge at home.

<b>3</b>	<b>T</b>	<b>F</b>
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British universities would not be able to take in all the interested applicants even if their academic skills were adequate.

<b>4</b>	<b>T</b>	<b>F</b>
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The new project is intended to promote business studies at Russian universities and schools.

<b>5</b>	<b>T</b>	<b>F</b>
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For markers' use  
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**Points**

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**Part 2** (9 points, 1 point per answer). You will hear an interview with Serena Holley of London Transport. For questions 1-4, complete the table as shown in the example (0). For questions 5-9, choose the correct option A, B or C and circle it. **You will hear the recording twice.**

The year when the Underground service was started

<b>0</b>	1863
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The length of the present-day Underground (in miles)

<b>1</b>	
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The year when the first electric trains were started to be used

<b>2</b>	
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The number of people using the Underground service

<b>3</b>	
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The number of trains operating during the rush hour

<b>4</b>	
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For markers' use  
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**5.** According to Serena Holley, passenger numbers on the London Underground

- A** have recently increased but should be decreasing.
- B** have decreased but could be increasing again.
- C** have been steadily decreasing.

**6.** Government funding is being used for

- A** replacement of the old tube trains.
- B** modernisation of the trains and the lines.
- C** refurbishment of the trains and the stations.

**7.** How does London compare with some other cities in terms of the underground service?

- A** London offers relatively good service considering the limited funds.
- B** London offers a slightly better service as it has higher funds.
- C** London Underground is as efficient as the Metro in Paris.

8. Serena’s attitude to the future developments of the Underground service is as follows:

- A she is enthusiastic about the prospect of privatisation.
- B she is loyal to the state-run service.
- C she is quite undecided about what would be best for the passengers.

For markers’ use	
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9. Visitors have a good impression of the London Underground because

- A it is cheaper and safer than in New York.
- B it is safe.
- C the staff are doing their best.

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**Part 3** (11 points, 1 point per answer). You will hear an interview with the Head Teacher of the Camden School for Girls in London. For questions 1-11, complete the sentences as shown in the example (0). You may use more than one word. **You will hear the recording twice.**

Eaton College is a school in the independent **0**  .

Camden School is a typical school in the **1**  sector.

Camden School is an old school working very **2**  .

Local Educational Authorities are responsible to the **3**  for Education.

Grammar schools are considered to be **4**  than Comprehensive schools.

Camden School has a staff-pupil ratio of **5**  .

In Britain, there are **6**  state schools for girls.

Single-sex schools are preferred for **7**  reasons.

Camden School students include immigrants, **8**  and asylum seekers.

Many immigrants have **9**  English.

A lot of social unrest is caused by the fact that many inner-city inhabitants are **10**  .

Extra teachers cannot be hired due to the **11**  .

For markers’ use	
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Points

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**LISTENING PAPER: Total**

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## READING PAPER (Time 55 min. Points 25)

**Part 1** (Total 5 points, 1 point per answer). You are going to read a magazine article about work-life balance. For questions 1-5, choose the answer (A, B or C) which you think best completes the sentence given according to the text. There is an example (0).

0. The author believes that a visitor from Jupiter would

- A** be a creature of the female gender.
- B** be eager to talk to humans about their problems.
- C** encourage the government to change legislation.

1. The results of an international survey on work-life balance show that

- A** British workers are less happy about the length of their family-time than Dutch workers.
- B** American workers spend very little time with their families.
- C** Spanish workers are relatively satisfied with the way they treat their families.

2. Research results suggest that

- A** levels of tiredness have been rising steadily among the US workers.
- B** the number of stress-related illnesses has been increasing in Britain.
- C** the US workers will be followed by the British workers in terms of health.

3. The author compares modern society to a children's roundabout because

- A** you can hurt yourself badly if you are not careful.
- B** people tend to compete with each other out of habit.
- C** it works on the principle of irrational competitiveness.

4. Job satisfaction surveys show that in Britain people

- A** are extremely unhappy about the tasks they have to carry out at work.
- B** are increasingly worried about their job security.
- C** are critical about the working hours of their managers.

5. The overall purpose of the article is

- A** to challenge the statistics of social sciences.
- B** to describe current social stereotypes.
- C** to tackle an important social issue.

*For markers' use*

**I      II**

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**Points**

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# Work–Life Balance

A visitor from Jupiter would rub her green head and wonder why such a wealthy planet tolerates its obsession with work. What would we tell the aliens about the problem of overwork? Britain is seeing legislation to try to encourage work-life balance. However, the first thing to ask is: do facts actually support the stereotype?

Mostly they do. In a recent survey, employees were asked about the amount of time they felt they were able to spend with their families. Remarkably, 46% of Americans wanted to have much more time at home with the family. For Britain, the figure was 36%. Other countries with a severe work-life imbalance included Sweden and Russia. Yet some parts of the world did much better. In Spain, only 8% of workers wished for much more time with their families. In the Netherlands, 18% said so.

The American example is paradoxical. The USA is the wealthiest part of the globe, this is the country that could easily afford to head for the beach at 3pm. There is other evidence. Research has shown that the 'intensification of work', as measured by levels of tiredness, grew through the 1990s, although it may recently have levelled off. Moreover, studies have shown that stress as measured by medical mental health scores worsened sharply among British workers over the last decade. Job satisfaction scores have dropped a little in the United States in each of the previous three decades. In the 1970s, 56% of Americans were extremely satisfied at work. In the 1980s, it was 52%. In the 1990s, 47% were.

Where America goes today, the Brits usually follow tomorrow. Getting to the intellectual bottom of the work-life balance problem is thus in everyone's interest.

First, there is not much evidence that the accumulation of wealth diminishes the desire for more. Making money does not make one slow down. Why is that?

Think of a children's roundabout. When the biggest boy in the playground starts to push faster, we all have to pick up speed, even though it hurts, if we actually want to stay in the game. And so we spin, faster and faster. Of course, we can drop off the roundabout, but the bump will make us bleed, and the later social disgrace will be hard to bear.

Modern society is a bit like that roundabout. Each person is rational; yet the group is not. The roundabout of modern living gradually speeds up until it is out of control. It is this competitive mechanism that is the key to thinking about our work-life imbalance.

Second, it is useful to probe the stress and job satisfaction statistics to discover which bits of life are going wrong. For Britain, we have information every year on things like satisfaction with your promotion prospects, satisfaction with pay, satisfaction with the boss, and so on. Where are the bad downward trends found? The strongest is in satisfaction with the nature of the work itself. The next-worst trend is in satisfaction with the boss. The third-worst is in satisfaction with 'my ability to work on my own initiative'. All three point to a deterioration in something subtle but important: feelings of autonomy and intrinsic worth.

Third, the data reveal that some common ideas are actually false. Dissatisfaction with one's hours of work has not, in Britain, grown over the last decade. Nor has there been a decline in satisfaction with Britons' job security, nor indeed has there been a general fall in satisfaction with pay.

Could we put all this together and solve the problem of over-work? Fixing the changing nature of the workplace will not be easy. But we could act. Abolishing Wednesdays might be the place to start.

**Part 2** (Total 10 points, 1 point per answer). You are going to read excerpts from a magazine article where people talk about donating money to universities. For questions 1-5, choose from sections A-E. There is an example (0). For questions 6-10, use the information given in A-E. There is an example (00).

**Which section gives the following:**

Description of the fund raising programme.

0	E
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Reasons for working for the calling campaign.

1	
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Reasons for having donated the money.

2	
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Views of a student reading for a Master's degree.

3	
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Ways of using the Annual Fund's support.

4	
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Opinion of a student who has benefited from the Annual Fund.

5	
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For markers' use  
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**Use the information in the text to complete the sentences:**

Students who are doing their Bachelor's degree are called

00	undergraduate	students.
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The first students to enroll in a new university are called

6		students.
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When we collect money for a charitable purpose we say that we

7		funds.
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A person who has donated money to a public fund is called a

8		.
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If a student meets the requirements to be able to apply for support, we say that he is

9		for support.
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A campaign which takes place every year is called an

10		campaign.
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For markers' use  
I II

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**Points**

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## *The Calling Campaign is Over*

<b>A</b>	<b>Rodney</b>
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Over thirty years ago, I remember looking at drawings of what the University of Warwick might look like in future years. The plans looked ambitious, and it was difficult to relate their images to the rolling farmland over which we founding students looked. But the fulfilment of those plans has made Warwick into a leading academic centre in Europe. I have benefited hugely, not only from my time as an undergraduate, but also from association with such a prestigious institution and from its facilities. Such experience should be available to as wide a range of people as possible, and the Annual Fund will help to achieve that. So I'm delighted to have contributed to the Fund to give some of today's students the same opportunities as I have had, particularly those who might have to struggle financially.

<b>B</b>	<b>Ronald</b>
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Warwick has come a long way and is now an internationally respected institution. No matter which year you came to study here, I trust that you have gained something positive from this institution. The work you do helps to raise funds to support the University. Without the help of people like you, we simply could not achieve this. A growing number of our graduates make an annual gift, ensuring that Warwick continues to impact the lives of future students.

<b>C</b>	<b>Carolyn</b>
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This money enables students who come from disadvantaged backgrounds to benefit from the same opportunities that we all do here at Warwick. I applied for the caller's job because I am one of many Annual Fund's recipients. It is rewarding to know I am helping other people to achieve their dreams. My job is enjoyable because it gives me the chance to talk to graduates who did the same or similar degrees. So they can tell me how they enjoyed studying here and what is available for me when I leave.

<b>D</b>	<b>Talal</b>
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I could not have completed my degree without financial help from the University's Hardship Fund, which went towards my fees and expenses. Luckily I was also able to supplement my finances by working most of the summer vacations.

I have been contributing on a monthly basis towards the Annual Fund for more than two years. After my graduation I have continued to maintain links with the University through my involvement with the Local Government Centre and I am currently doing a part-time postgraduate course, Master's in Public Administration. Learning is a continuing process and I am glad to be back at Warwick again! I do hope that more graduates will join me and many others by becoming benefactors.

<b>E</b>	<b>Ben</b>
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Since February 1997, the Annual Fund programme has gone from strength to strength. To date over 40,000 graduates have been contacted and over £1,200,000 worth of donations pledged. Each student who is awarded a scholarship receives £2,000 per year, which goes towards accommodation, course costs and general living expenses. Only students who are both academically talented and financially disadvantaged (family income of less than £15,000) are eligible to apply for a scholarship. Donations from graduates are currently helping to support 128 students at Warwick.

**Part 3** (Total 5 points, 1 point per answer). You are going to read a magazine article about a person working for the local government. Decide whether the statements (1-5) are true (T) or false (F) according to the text or whether there is no information (N) about the statements in the text. There is an example (0).

		For markers' use	
		I	II
0.	Bob Karlake lives in Sheffield.	T / F / (N)	
1.	The quality of services provided by the City Council is relatively lower than that of the private sector.	T / F / N	___ ___
2.	The dependence of City Councils on the central government at the end of the 20 <sup>th</sup> century was a cause of the poor performance and the overall demoralization of the local governments.	T / F / N	___ ___
3.	Local Council executives who perform badly will be replaced by better-qualified civil servants to ensure that the needs of the present-day communities are met.	T / F / N	___ ___
4.	Main political parties approve of the increase in the autonomy of the Local Councils.	T / F / N	___ ___
5.	Bob has mixed feelings about his career in the local government.	T / F / N	___ ___

**Points**

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## Working in Local Government

I didn't plan to go into local government. After a few months of inaction once I had left university, an advert came up for trainee financial managers at the London Council, and I applied. After the abolition of the LC, I went on to the Education Authority. I became Chief Executive of Sheffield City Council, my current post, in 1997.

The role of local government has changed fundamentally. Leadership of a local area is now done through partnership with others rather than by the Council alone. Culturally local government has also changed out of all recognition. My first experience was of bureaucratic organisations that resisted change unless it was forced on them. The best Councils now focus on innovation and change and compare well with anything that exists elsewhere in the public and private sector.

The 80s and early 90s were an exceptionally difficult time for local government. Severe financial pressures, increasing central government control, falling turn-outs at local elections and the introduction of the poll tax all contributed to a feeling that local government was in terminal decline.

My appointment as Chief Executive coincided with the new Labour Government

and, whilst not everything that local government would want has been achieved, there has been a change in attitudes. Local government is now seen as part of the solution rather than part of the problem. With this increased role though, come higher expectations and an increasing impatience with local authorities that perform poorly. Support for reducing the controls on local government and freeing it up is now shared by all three main parties, with both Conservatives and Liberal Democrats challenging the government to go further and faster in letting go.

Equally significant has been the growing importance of the regional agenda. The prospect of directly elected regional assemblies suggests that we may at last be seeing a turning of the tide in the growing centralisation of power around London.

For me, the opportunity to shape the future of a major city of half a million people, to improve the lives of disadvantaged people, to change a failing organisation into a good organisation has been exhilarating, demanding and hugely satisfying. Sheffield is a great city that is now definitely on the up. The chance to be part of leading that change is a privilege that I would not have missed.

**Part 4** (Total 5 points, 1 point per answer). You are going to read an introduction to a book. Five sentences have been removed from the text. Choose from the sentences A-G the one which best fits each gap (1-5). There is one extra sentence which you do not need to use. There is an example (0).

## *What to Listen for in Bethoven*

“Without music, life would be a mistake”, said Friedrich Nietzsche, summarizing a sentiment central to Western civilization since the Greeks. For thousands of years, people the world over have seen music as one of life’s treasures. Not if music – especially classical music – is a treasure, for many of us it is buried treasure. 

0	G
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It’s not that music is inaccessible. A flip through the radio dial of just about any city in the world will find you at least one station devoted to classical music. Even the smallest record store has its classical collection, some of them numbering in the thousands of CDs. 

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 But its appreciation remains a secret, guarded by silent overseers. If you want to find the musical treasure for yourself, it would help you if you had a map.

This book is intended to be your map. It hopes to lead you to some of the greatest music ever written and to provide you with the tools to “dig” it for yourself. 

2	
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 You just need to know a little bit about how it’s put together and how to pick out its distinctive characteristics.

Classical music is different from pop music, but the two are not rivals. 

3	
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 Your musical world can include both.

This book is also a record of one of the towering artistic personalities of all time. 

4	
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 He virtually invented the notion that music could and should be a record of a composer’s inner feelings and emotions.

Coming into contact with Bethoven’s music brings you face to face with his tortured and dramatic personality. 

5	
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 To understand one is to understand the other.

- A** Bethoven was the first musician who refused to separate his personal and musical lives.
- B** The music is hardly hidden.
- C** It is not a question of appreciating one or the other.
- D** Many TV channels broadcast classical and pop music concerts, whether recorded or live.
- E** Classical music isn’t that difficult to appreciate.
- F** The story of the man and the story of his music go hand in hand.
- G** *Buried in clear sight, one might add, the most insidious form of disguise.*

0	1	2	3	4	5
G					

**Points**

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**READING PAPER: Total**

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### USE OF ENGLISH PAPER (Time 30 min. Points 50:2 =25)

**Part 1** (Total 15 points, 1 point per answer). For questions 1-15, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0).

#### Toronto

Toronto is the largest (0) city of Canada with a population of 2.6 million, and it continues to grow due mainly to (1) \_\_\_\_\_ popularity with new immigrants (2) \_\_\_\_\_ arrive from an ever-increasing number of homelands.

Two of the first things you'll notice about Toronto (3) \_\_\_\_\_ the liveliness and the cleanliness of the downtown area. (4) \_\_\_\_\_ factors alone separate it from the (5) \_\_\_\_\_ large North American cities, and another great thing is (6) \_\_\_\_\_ Toronto is safe. The streets are busy at night, with restaurants open and subways used (7) \_\_\_\_\_ hesitation. Of course, (8) \_\_\_\_\_ wisdom is always welcome and women alone should (9) \_\_\_\_\_ care after dark. There are rougher parts of town, but these tend to be away from the centre and not (10) \_\_\_\_\_ most visitors are likely to be.

Toronto celebrated 150 years as a city in 1984 (11) \_\_\_\_\_ has only recently gained international attention. About 1970, the city scored points in its traditional rivalry with Montreal by surpassing it (12) \_\_\_\_\_ size. Since this largely symbolic achievement, Toronto has been growing in (13) \_\_\_\_\_ way. It is the busiest Canadian port on the Great Lakes and is (14) \_\_\_\_\_ major centre for banking, manufacturing and publishing. The Toronto Stock Exchange is (15) \_\_\_\_\_ of North America's most important, and the city is the capital of Ontario.

For markers' use  
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**Part 2** (10 points, 1 point per answer). For questions 1-10, read the text below and complete the gaps (1-10) by providing the appropriate form of the verb in brackets. There is an example (0).

Steve Gales (0) is (be) Compaq’s Product Manager. He says that probably in ten years’ time there (1) \_\_\_\_\_ (not be) any such thing as a simple desktop computer, they all (2) \_\_\_\_\_ (replace) by portable laptops. He admits he is a little biased in his views, just because he (3) \_\_\_\_\_ (be) in the portable computer business for a very long time.

Gales (4) \_\_\_\_\_ (work) for Compaq for the past eighteen months. He first (5) \_\_\_\_\_ (employ) by Dell for two-and-a-half years, then (6) \_\_\_\_\_ (become) Product Manager for Siemens for three years.

As a result, he (7) \_\_\_\_\_ (use) laptops for about seven years: each time he (8) \_\_\_\_\_ (change) his machine, it is smaller and lighter.

Nowadays more and more effort (9) \_\_\_\_\_ (put) into making laptops reliable, fast and solid. The future laptops, Gale thinks, will be just as reliable, but more stylish and interesting. The market for the new Compaq products is highly developed in the UK, Germany and Sweden, whereas France or Italy (10) \_\_\_\_\_ (consider) more price-sensitive.

For markers' use	
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**Points**

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**Part 3** (15 points, 1 point per answer). For questions 1-15, choose the correct answer and circle it. There is an example (0) at the beginning.

Example (0): In **(On)** Over April the 1<sup>st</sup>, we used to play tricks on our teachers.

1. Unfortunately, the new publications have received **a little / little / numerous** reader response.
2. You could **take / be taking / have taken** an earlier bus and arrived on time.
3. He **studies hardly / hardly studies / studied hard**, I'll be surprised if he passes the exam.
4. She was pale and seemed **to cry / to have cried / to have been crying**.
5. We **didn't have to / mustn't / shouldn't** study Religion, it was an optional subject in my school.
6. If only I **have / had / had had** his e-mail address, I'd have sent him a message.
7. I wish I **took / hadn't taken up / wouldn't take** that job, it's much too hard for me!
8. You mustn't remove these books, **unless / in case / without** the librarian allows you do to so.
9. You **must / could / mustn't** have told me you were going to be late for lunch. Why didn't you?
10. "Thank you very much indeed!" "**There you are**" / "**Please**" / "**It's a pleasure**".
11. She looked very pretty as she **has just cut her hair / had just had her hair cut / has been cutting her hair**.
12. The hijackers are said **to have armed / to be armed / to arm**.
13. The **economical / economic / economy** situation in Lithuania is improving, isn't it?
14. I couldn't get used to **wake up / be waking up / being woken up** at 5 a.m. It was much too early.
15. Mother always made me **to do / do / make** my homework.

For markers' use	
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**Points**

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**Part 4** (Total 10 points, 1 point per answer). For questions 1-10, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0).

The word "dictionary" is a (0) ... from the Latin word <i>dictionarium</i> , a (1) ... of words. It is a generic name for a kind of (2) ... book, usually a work devoted to the definition of words (3) ... in alphabetic order, such as the <i>Collins English Dictionary</i> , and also works of an (4) ... nature, such as <i>The Oxford Dictionary of (5) ... History</i> .  Nowadays electronic methods become (6) ... important as a means of storing and making (7) ... huge amounts of information, (8) ... illustrations, (9) ... and systematic advice on usage intended for foreign (10) ... as well as for native-speaker users.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;"><b>DERIVE</b></td><td style="padding: 2px;"><i>derivative</i></td></tr> <tr><td style="padding: 2px;"><b>COLLECT</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>REFER</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>ENTER</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>ENCYCLOPEDIA</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>NATURE</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>INCREASE</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>ACCESS</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>INCLUDE</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>QUOTE</b></td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"><b>LEARN</b></td><td style="padding: 2px;"></td></tr> </table>	<b>DERIVE</b>	<i>derivative</i>	<b>COLLECT</b>		<b>REFER</b>		<b>ENTER</b>		<b>ENCYCLOPEDIA</b>		<b>NATURE</b>		<b>INCREASE</b>		<b>ACCESS</b>		<b>INCLUDE</b>		<b>QUOTE</b>		<b>LEARN</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">For markers' use</th> </tr> <tr> <th>I</th> <th>II</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	For markers' use		I	II	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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**Points**

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**WRITING PAPER (Time 90 min. Points 25)**

**You must do both Part 1 and Part 2 of the Writing Paper.**

**Part 1 (10 points).** Read the task given in Lithuanian and carry it out in English.

Jūs esate užsienyje ir mokotės tarptautinėje vasaros mokykloje. Jūs susirgote, todėl negalite dalyvauti pamokose.

Parašykite elektroninę žinutę (60–80 žodžių) savo auklėtojui p. Peter Parker. Žinutėje turite:

- pranešti apie situaciją (nurodykite bent du ligos simptomus),
- paklausti patarimo, kaip išsikviesti gydytoją,
- pasiūlyti bent du būdus, kaip atsiskaitysite už praleistas pamokas.

Pasirašykite žinutę *Jonė Jonaitytė* arba *Jonas Jonaitis*.

Please count the number of words in your Message and write it down at the bottom of page 15 in the space provided. All words, including articles and prepositions, should be counted.

**Notes and Draft of the Message**



**Part 2** (15 points). You are a student at an international summer school. You have been asked to express your opinion on various educational and social issues. Write a short composition of 170-190 words on ONE of the following topics.

**1. How Could Secondary Schools Become More Democratic?**

**2. How Could Teenage Crime be Prevented?**

Please count the number of words in your Composition and write it down at the bottom of page 18 in the space provided. All words, including articles and prepositions, should be counted.

**Notes and Draft of the Composition**