SECTION I. THE ASSESSMENT OF COMMUNICATIVE COMPETENCE (30 points)

Read the text and do the tasks below the text.

Going Green and Staying Green

Nowadays, many people feel guilty about contributing to the environmental problems that our planet is facing. However, although we feel guilty, we do not necessarily do anything about it! We all have excuses as to why we cannot recycle, why we have to use our car and why we buy environmentally harmful products. Perhaps, people do little or nothing to protect the environment because they do not know how to deal with this problem. But that can be changed. If you introduce a few basic environmentally friendly practices into your life, you will soon be doing your bit to help.

Let's start with water, which most people use wastefully. They do not *realise* how much water they can save by doing a few simple things at home. For example, you can turn off the tap while brushing your teeth. Also, you can make sure that the washing machine is full so as not to waste much water when doing laundry. These are easy ways to save water.

Another way to help the environment is to avoid buying an artificial fertiliser to feed your plants. It is not only expensive, but it may also be full of chemicals that could harm your health and the health of bees, birds, butterflies and other garden wildlife.

You should also recycle whatever you can! Bottles, boxes and plastic containers can be washed and put into the appropriate recycling bins. It is also good to buy drinks whose manufacturers give refunds on returned bottles, and to buy products that use recycled materials. And, if possible, get rid of batteries and electrical goods in the correct way. Remember, if they are thrown away with the normal household rubbish, they can harm the environment. If unwanted electrical goods are still in working order, give them to somebody who will use them. Finally, if you use your imagination, you can find different uses for many other things you may want to throw away.

Of course, lots of us are quite busy and feel that we do not have time to save the planet. Actually, if we simply reduce what we buy and use, we make the first step towards a greener life. If we choose better quality, well-designed products, we will use them longer. So we will throw fewer things away. Also, it is a good idea to buy products with simple or no packaging. Finally, if you become informed about the environmental issues and learn how you can participate in protecting the environment, you can be sure that you are doing your part.

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No	Item	Sco	ore
1.	Answer the following questions according to the text. (Total: 6 points) a) According to the text, why do most people do little or nothing to protect the environment?	A 0 1 2	A 0 1 2
	b) According to the author, what are the two easy ways to save water?	A 0 1 2	A 0 1 2
	c) According to the text, why do we have to throw batteries away in the correct way?	A 0 1 2	A 0 1 2
2.	Circle the correct answer according to the text. (Total: 4 points) 1. According to the writer, people should	A 0 2	A 0 2
	2. The word <i>realise</i> in line 8 is closest in meaning to a. understand. b. do. c. sell. d. achieve.	A 0 2	A 0 2
3.	Based on the text, write if the sentences are <i>True</i> or <i>False</i> . Justify your choice. (Total: 6 points) a) According to the author, it is a good idea to buy an artificial fertilizer to feed your plants because	A 0 1 3	A 0 1 3
	b) Buying better quality, well-designed products helps to save the environment. because	A 0 1 3	A 0 1 3
4.	Find in the text the synonyms for the words given below. (Total: 4 points) a) to decrease b) various	A 0 2 4	A 0 2 4
5.	Give another title to the text. (Total: 2 points)	A 0 1 2	A 0 1 2

6.	Explain the message of the text in 30-40 words. (Total: 8 points)	A	A
		0	0
		2	2
		4	4
		6	6
		A	A
		0	0
		1	1
		2	2

SECTION II. THE ASSESSMENT OF LINGUISTIC COMPETENCE (20 points) Fill in the gaps with the correct form of the word or with the correct form of the verb in brackets.

0	Item	Score	
•	It was a trip I'll never forget. We (were feeling/was feeling/had feeling)	A	A
)	very excited as we climbed into our bus. With forty noisy children and three nervous teachers, it was very crowded. I was at (a/the/-)	0	0
	primary school and our teachers had decided to	2	2
	organize an excursion to a wildlife park. We found the tour round the park (fascinated/fascinating/fascinate)	4	4
	animals that we had only read about in books before, such as zebras and elephants. We	6	6
	were delighted to see (their/them/they) in real life.	8	8
	Anyway, just after we had entered (in/-/into) the part where the monkeys lived, the bus had a puncture. We (should/must/had)	10	10
	to stop. While the wheel (had been changed/was being changed/was changing) a whole	12	12
	group of monkeys ran to the bus and started (to climbing/climb/to climb)	14	14
	all over it. We had never felt so excited and we were shouting for joy. I think that we (wouldn't enjoy/wouldn't have enjoyed/hadn't	16	16
	enjoyed) our trip so much if the bus hadn't	18	18
	had a puncture. Finally, the driver managed to change the wheel and our teachers felt much happier when we (continued/were continued/would continue)	20	20
	the tour.		

SECTION III. THE ASSESSMENT OF CULTURAL AND PRAGMATIC COMPETENCES (20 points)

Write a 70-80 word coherent text responding to the situation below.

No	Item	Sc	ore
	Item A travel magazine is running a competition and has asked its readers to describe a place in an English-speaking country they think is ideal for holidays. Write the description of the place and explain why you have chosen this place.	0 1 0 1 2 0 1 0 1 2 3 0 1 2	0 1 0 1 2 0 1 2 3 0 1 2 0 1
		0 1 2 3 0 1 2 3 0 1 2 3 4 5	

SECTION IV. THE ASSESSMENT OF PRAGMATIC AND CIVIC COMPETENCES (30 points)

Write a 180-200-word coherent text expressing your attitude on the given topic.

1.	Some people think that you can achieve success through teamwork. Others think that it	0	0
	is better to work on your own. Which do you think is better? Justify your opinion.	1	1
	Present two examples. Use the following plan:	2	2
	· introduction;		
	· body;	0	0
	· conclusion.	1	1
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