

АЯ-11-17-1

Listening & Reading

ANSWER SHEET

ID NUMBER

--	--	--	--	--	--

Item #	A	B	C	D	E	F	G	H
1	(A)	B						
2	A	(B)						
3	A	(B)						
4	(A)	B						
5	(A)	B						
6	(A)	B						
7	A	(B)						
8	(A)	B						
9	(A)	B						
10	A	(B)						
11	(A)	B	C					
12	A	(B)	C					
13	A	(B)	C					
14	A	B	(C)					
15	(A)	B	C					
16	A	(B)	C	D				
17	A	B	(C)	D				
18	A	B	(C)	D				
19	A	B	C	(D)				
20	A	B	(C)	D				
21	(A)	B	C	D				
22	A	(B)	C	D				
23	A	B	C	(D)				
24	A	B	(C)	D				
25	(A)	B	C	D				
26	A	(B)	C	D	E	F	G	H
27	A	(B)	C	D	E	F	G	H
28	A	B	C	D	E	F	(G)	H
29	A	B	(C)	D	E	F	G	H
30	A	B	C	D	E	(F)	G	H
31	A	B	C	D	E	(F)	G	H
32	A	B	C	(D)	E	F	G	H
33	A	B	C	(D)	E	F	G	H
34	A	B	C	D	(E)	F	G	H
35	A	B	C	(D)	E	F	G	H
36	A	B	C	D	E	F	G	(H)
37	(A)	B	C	D	E	F	G	H
38	A	B	C	D	E	F	(G)	H
39	A	B	(C)	D	E	F	G	H
40	A	B	(C)	D	E	F	G	H

+ +
 + +
 + +
 + +
 - -
 + +
 + +
 + +
 + +
 + +

25

25 Yenered

+ +
 + +
 - -
 + +
 + +
 + +
 - -
 - -
 + +
 + +
 - -

+ +
 + +
 - -
 + +
 - -
 - -
 + +
 + +
 - -
 - -
 + +
 + +
 + +
 - -

40 - 15 = 25

Use of English

ANSWER SHEET

ID NUMBER

--	--	--	--	--	--

1	(A)	B	C	D	+	+
2	A	B	C	(D)	-	-
3	A	B	C	(D)	+	+
4	A	(B)	C	D	+	+
5	A	B	(C)	D	-	-
6	A	B	(C)	D	+	+
7	(A)	B	C	D	+	+
8	A	(B)	C	(D)	-	-
9	A	(B)	C	D	+	+
10	A	B	C	(D)	+	+
11	✓	+			+	+
12	over	+			+	+
13	so	+			+	+
14	✓	-			-	-
15	✓	+			+	+
16	onto	→			-	-
17	out	-			-	-
18	✓	-			-	-
19	against	-			-	-
20	in	+			+	+

20 x 0.5 = 10

10 y handwrt

21	policy	-	-	31	E	+
22		-	-	32	A	+
23	guide	+	+	33	L	+
24		-	-	34	F	-
25		-	-	35	J	+
26	frequently	-	-	36	C	+
27	surrounment	-	-	37	B	-
28	quantity	+	+	38	D	-
29		-	-	39	G	-
30	verdict	-	-	40	K	+

20/2 = 10

Writing

ANSWER SHEET

ID number

--	--	--	--	--	--

13
13 Ymeren

REPORT OF THE UNEFFECTIVENESS
OF SCHOOL ~~MUSEUM~~ MUSEUM

PRACTICAL GOALS

The aim of this report is to define the problems of school museum not using its resources at full potential and to give recommendations for a positive output.

GENERAL INFORMATION ABOUT SCHOOL MUSEUM

Our museum contains the ~~wide~~ variety of historic objects the government constantly gives us. Hence there are plenty of rapidly increasing information covering the majority of historic timeline (from Ancient Greece to Cold War) and making this place worth visiting.

THE REASONS OF UNEFFECTIVENESS

Having just entered our school museum, it is seen that the historic objects are placed randomly so that it is hard to build the whole logical picture since one can be surrounded by several different objects that have nothing similar with each other. In addition, the explanation of many objects is quite vague and ambiguous making it almost impossible for students to use the discovered information to prepare a project, do homework, etc.

SOLUTIONS

In order to ~~improve~~ increase students' and society's engagement with our museum, all the historic objects should be replaced according to the ~~current~~ ~~period~~ period of timeline to which they would refer. Moreover, the explanations of objects' explanations must be rewritten so that they will be understandable even to a young visitor. Such actions will lead to misunderstandings' elimination and will enhance museum's reputation.

CONCLUSION

All in all, it can be stated that our school museum is not in danger yet, and the solutions described before will prevent it from

sp
gr
+
gr
gr
gr
cap. P
lex
P. SP
gr
gr
+
lex

WW

from ~~leaving out~~ the ^{SP} uneffective ^{or} objects' usage.

246

AA11-17-3