

**Listening & Reading**  
**ANSWER SHEET**

ID NUMBER

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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

(24) *Yuraf*

40 - 16 = 24

Use of English

ANSWER SHEET

ID NUMBER

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1	A	B	C	(D)	-	0
2	A	B	C	(D)	-	0
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	-	0
9	(A)	B	C	D	+	+
10	(A)	B	C	D	+	+
11	at	+			+	
12	v	(-)			-	
13	of	+			+	
14	v	+			+	
15	such	+			+	
16	from	+			+	
17	to	+			+	
18	in	(-)			-	
19	v	(-)			-	
20	v	+			+	
21		(-)			-	
22	research	(-)			-	
23	generally	(-)			-	
24		(-)			-	
25	goal	+			+	
26		(-)			-	
27	technics	(-)			-	
28	justly	(-)			-	
29	latter	(-)			+	!
30		(-)			-	
31	E	+			+	
32	J	(-)			-	
33	L	+			+	
34	C	+			+	
35	A	(-)			-	
36	H	(-)			-	
37	B	(-)			-	
38	I	+			+	
39	D	+			+	
40	K	+			+	

11 General

40 - 19 = 21



Writing

ANSWER SHEET

Output

12) *Yakovlev*

12

ID number

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A school museum

To: the school authorities

From: Mila Jackson

Subject: our school museum

Date: 15/04/21

Introduction

lex  
Style  
Br

As requested<sup>2</sup>, I am aimed to analyze the fall of the usage<sup>3</sup> of educational tools and information provided by the school<sup>4</sup> museum. The data as well as my recommendations are presented<sup>5</sup> below.

A description of the museum

Gr  
Art  
Sp  
lex  
Gr  
Br  
lex

To begin with, the<sup>6</sup> museum is situated near the school and comprises three main<sup>7</sup> sections. However, due to limitation of space there, only<sup>8</sup> groups of five visitors<sup>9</sup> are allowed to attend the excursion<sup>10</sup>. All three zones of the museum consist<sup>11</sup> of various objects<sup>12</sup>, presentations and picture and are separated by<sup>13</sup> definite themes.

The problem

As it was mentioned before, there is a tendency<sup>14</sup> among the students that this building is useless and unbeneficial<sup>15</sup>. From my point of view, the students are not entertained<sup>16</sup>, therefore they have a lack of interest to educate themselves<sup>17</sup>. Besides, teenagers are tired, exhausted to obtain extra information because<sup>18</sup> of studying.

Recommendations

Sp  
lex

I suppose the authorities should organize intellectual<sup>19</sup> games and quizzes<sup>20</sup> in order to enhance young people to learn the facts taught<sup>21</sup> by the museum. Moreover, it would be attractive to show movies connected with history or travelling to get the engagement<sup>22</sup> of students.



Style  
lex  
+

Conclusion

AAA-03-3

Taking everything in consideration, I would like to say that  
there are many ways to make a rise of interest with teenagers  
rapidly. Obviously, I would strongly suggest using my recommendations.