



Use of English

ANSWER SHEET

ID NUMBER

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|    |           |   |   |   |   |   |
|----|-----------|---|---|---|---|---|
| 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 | Too       |   |   |   | - |   |
| 12 | v         |   |   |   | - |   |
| 13 | Of        |   |   |   | + |   |
| 14 | Most      |   |   |   | - |   |
| 15 | Such      |   |   |   | + |   |
| 16 | v         |   |   |   | - |   |
| 17 | v         |   |   |   | - |   |
| 18 | Such      |   |   |   | - |   |
| 19 | Yet       |   |   |   | - |   |
| 20 | v         |   |   |   | + |   |
| 21 |           |   |   |   | - |   |
| 22 | Solution  |   |   |   | - |   |
| 23 | Specially |   |   |   | - |   |
| 24 |           |   |   |   | - |   |
| 25 |           |   |   |   | - |   |
| 26 |           |   |   |   | - |   |
| 27 |           |   |   |   | - |   |
| 28 |           |   |   |   | - |   |
| 29 | Latter    |   | + |   | + |   |
| 30 | Scope     |   | + |   | + |   |
| 31 | K         |   |   |   | - |   |
| 32 | A         |   |   |   | + |   |
| 33 | L         |   |   |   | + |   |
| 34 | C         |   |   |   | + |   |
| 35 | D         |   |   |   | - |   |
| 36 | B         |   |   |   | - |   |
| 37 | I         |   |   |   | - |   |
| 38 | G         |   |   |   | - |   |
| 39 | H         |   |   |   | - |   |
| 40 | E         |   |   |   | - |   |

6,5 *marked*

~~40 - 28 = 6~~  
27 6,5



Writing

ANSWER SHEET

ID number

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11 Mareef

11

To: The school authorities

From: Ann Martin

Subject: Low usage<sup>1</sup> of the museum resources

Date: 15 February 2021

Purpose

The<sup>2</sup> aim of this report is to give an explanation why<sup>3</sup> museum resources are used in limitation and to suggest how<sup>4</sup> to rise public access to this cultural building and encourage<sup>5</sup> students in using its objects for educational goals.

Gr  
lex  
GT

1

The school<sup>6</sup> museum

To begin with, this establishment is an outrageous opportunity<sup>7</sup> to find out essential information<sup>8</sup> or practical markets<sup>9</sup> for projects or their own interest. There are a<sup>9</sup> number of various kinds of books, newspapers and models.

lex  
lex

Reasons<sup>10</sup> of uneffective usage.

In the digital age teenagers enjoy searching<sup>1</sup> for materials with the help of the Internet more than<sup>2</sup> attending cultural buildings. Thanks to the modern technologies individuals can<sup>13</sup> rapidly find answers<sup>14</sup> on necessary question, while in the museum<sup>15</sup> it will take surely more than<sup>16</sup> hour. Additioned to it<sup>16</sup> output of resources is not attractive. Therefore, it does not<sup>16</sup> draw as many attention<sup>17</sup> as wanted.

Sp.

style

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1

Recommendations

Taking into consideration<sup>18</sup> all the aspects given above, the museum should be equipped<sup>19</sup> with digital devices, such as computers and interactive panels. Furthermore, to enhance<sup>19</sup> →

+

Art

focus and interest of students' exhibitions should be <sup>20</sup> set up in  
a creative and flamboyant style.

A99-02-3

Conclusion

To sum up, pupils' engagement is connected with <sup>Art</sup> convenient  
access and appealing <sup>presentation</sup> ~~presentation~~ of the museum resources.

7 +  
(repeat the same ideas)