

Listening & Reading

ANSWER SHEET

ID NUMBER

10 02

32 *su*
G

| Item # | | | | | | | | | |
|--------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--|
| 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 | |

Use of English

ANSWER SHEET

ID NUMBER

10-02

| | | | | |
|----|-------------|-----|-----|-----|
| 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 | at | | | |
| 12 | being | | | |
| 13 | of | | | |
| 14 | ✓ | | | |
| 15 | such | | | |
| 16 | from | | | |
| 17 | ✓ | | | |
| 18 | ✓ | | | |
| 19 | in | | | |
| 20 | ✓ | | | |
| 21 | morals | | 31 | E |
| 22 | | | 32 | A |
| 23 | | | 33 | H |
| 24 | adulthood | | 34 | L |
| 25 | | | 35 | B |
| 26 | ordinarily | | 36 | J |
| 27 | environment | | 37 | G |
| 28 | quantity | | 38 | I |
| 29 | | | 39 | D |
| 30 | | | 40 | K |

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Writing

ANSWER SHEET

ID number

1 0 - 0 2

1+1+1+2+1+1+1+1+2+2+2+2=16

School museum

The aim of this report is to explain the lack of engagement with the school museum, as well as to propose ways of solving this issue.

Our school museum is a rapidly growing collection of various objects, such as books and paintings, that have the potential to help students in their education. However, the output of our museum is awfully low, which is precisely why the actions must be taken to increase public access to the museum.

There may be multiple limitations for that. Firstly, the objects presented might be unapplicable for most students. Secondly, students may be hesitant to go into the museum because of, frankly speaking, boring it seems.

There are various ways we may try to enhance the popularity of the museum. First of all, I propose we reach out to students in order to find out what kind of objects, i.e. books, equipment, etc, they would like to find in the museum. This way we can meet the needs of the museum's audience easier. Another proposal I have is to make our museum more fun and interactive. We could place various educational games for students to have a chance to study while ~~learning~~ playing.

I believe our museum to be an essential part of the school. Therefore it's crucial we take actions to involve students in using it for educational purposes, as well as for their personal matters!