**Student name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### EXIT TEST

**Instructions**

**1. This test contains three sections:**

* **listening – 24 items**
* **reading – 24 items**
* **writing – two tasks**

**2. Read all the task instructions carefully.**

**3. You have 2 hours to complete the test.**

**PLEASE DO NOT TURN OVER THIS PAGE UNTIL INSTRUCTED TO DO SO BY THE INVIGILATOR**

**LISTENING (24 questions)**

***Task 1 Listen to the speaker talking about his home city. Answer the questions***

***using no more than FOUR words/numbers.***

1. What is the role of King John in the history of Liverpool? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. When did it become the second largest city in England? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What was exported from the port of Liverpool in the early 19th century? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. When was the University of Liverpool established? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How large was the population of Liverpool at the beginning of the 20th century? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. What did ships carry to Britain during the Second World War? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. What is the connection between Liverpool and Cologne? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. When did Liverpool become the European Capital of Culture? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. How are Liverpool and Birkenhead connected? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Task 2 Listen to the people talking about teachers. Complete the summary with***

***appropriate words. Write ONE word in each gap.***

Both Umida and Alex talk about teachers who influenced them in one way or another.

Umida talks about the time when she (10) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her parents to buy her a guitar. She started taking music lessons in a school that was next to her house. She wasn’t (11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the way her teacher conducted lessons. Though she was young, she was (12) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enough to realise that the teacher was not doing his job properly. So she stopped attending school. Surprisingly, this situation did not (13) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her from learning how to play the guitar. On the contrary, she became even more (14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The teacher who had a positive influence on Alex taught him not only how to use

(15) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and make films, but he also talked to the children who attended the cinema club about (16) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Alex admits that meeting his teacher was a strong spiritual experience for him. (17) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the two speakers keeps contact with the teacher they spoke about.

***Task 3 Listen to the story about a European language and choose the correct***

***answer.***

18 The Celtic family of languages

1. is in the UNESCO Red Book list.
2. includes Welsh, Cornish and Breton.
3. consists of several Anglo-Saxon dialects.
4. is also widely used in France.

19 In the 5th century AD the native people of the British Isles

1. were Anglo-Saxons.
2. could speak three languages.
3. spoke an endangered language.
4. moved away to the North and West of the country.

20 Cornish, the native language of the people of Cornwall,

1. disappeared in 1977.
2. is similar to Welsh and English.
3. started to be revived in the 20th century.
4. died out between the 1940s and 1950s.

21 Old documents helped academics to

1. understand the grammar of the language.
2. learn who was the last person to speak Cornish.
3. study how the language spread to different regions.
4. notice similarities between ancient and modern Cornish.

22 Ten thousand people

1. know some basic phrases and words.
2. can have a fluent conversation in Cornish.
3. speak Cornish as their everyday language.
4. study the language in schools and universities.

23 Some modern Cornish words

1. influence modern French.
2. are used in radio programmes.
3. can be easily understood by English speakers.
4. are numbers used by fishermen to count fish.

24 The Cornish word for ‘dining-room’ may look to you like the

1. name of a river.
2. French word for ‘bedroom’.
3. name of the hotel manager.
4. English word ‘toothbrush’.

**READING (24 questions)**

***Task 1 Read the text and complete it with phrases (A-I) in the gaps (1-7). Write the appropriate letter in each gap. There are more phrases than you need.***

1. a destructive influence on one’s behaviour
2. a reminder of your courtesy
3. a social issue of which everyone is now aware
4. attempting to trumpet their own importance
5. being less polite than most people are
6. ringing in cinemas and theatres
7. switching it off, as a flattering gesture
8. talking loudly about banal business and domestic matters
9. talking to strangers, making a scene and drawing attention to oneself

Suddenly, almost everyone in England has a mobile phone, but because this is a new technology, there are no set rules of etiquette governing when, how and in what manner these phones should be used. We are having to ‘make up’ and negotiate these rules as we go along.

For example: I have found that most English people, if asked, agree that (1) … on one’s mobile while on a train is rude and inconsiderate. Yet a significant minority of people still do this, and while their fellow passengers may sigh and roll their eyes, they very rarely challenge the offenders directly – as this would involve breaking other, well-established English rules about (2) … . The offenders, despite much public discussion of this problem, seem oblivious to the effects of their behavior.

How will this apparent impasse be resolved? There are some signs of emerging rules regarding mobile-phone use in public places. It looks as though loud ‘I’m on a train conversations’ – or mobile (3) … – may eventually become as unacceptable as queue jumping, but we cannot yet be certain, particularly given English inhibitions about confronting offenders. Inappropriate mobile-phone use on trains and in other public places is at least

(4) … . But there are other aspects of mobile-phone etiquette that are even more blurred and controversial.

There are, for example, as yet no agreed rules of etiquette on the use of mobile phones during business meetings. Do you switch your phone off, discreetly, before entering the meeting? Or do you take your phone out and make a big ostentatious show of (5) … conveying the message ‘See how important you are: I am switching off my phone for you’? Then do you place your switched-off phone on the table as (6) … and your client’s or your colleague’s status? If you keep it switched on, do you do so overtly or leave it in your briefcase? Do you take calls during the meeting? My preliminary observations indicate that lower-ranking English executives tend to be less courteous, (7) … by keeping phones on and taking calls during meetings, while high-ranking people tend to be more considerate.

***Task 2 Read the text and the statements (8-16). Write T (True), F (False) or NG***

***(Not given) in the space provided.***

**The next north-European ice age**

There are still a few people in northern Europe who think that global warming might not be such a bad thing. In Britain, where summer can sometimes seem to last little more than a few weeks, many would welcome the idea of it getting a bit hotter.

Unfortunately things are not so simple. Global warming doesn't just mean that the world will slowly get warmer. Paradoxically, it could cause certain areas to get colder - a lot colder. The latest predictions are that northern Europe could even be plunged into an ice age. While areas of south-eastern Europe, such as Greece, would continue to get hotter and drier, Britain could find itself, in the winter months at least, surrounded by sea ice.

The reason for this concerns the Greenland ice sheet. This is one of the biggest expanses of ice in the world - around 1,500km long and 600km wide. It is so big that if it all melted sea levels would rise by 7 metres. Due to rising emissions of greenhouse gases, such as carbon dioxide from the combustion of fossil fuels, this ice sheet is melting at an alarming rate. But how could the melting of the Greenland ice sheet threaten to plunge northern Europe into a new ice age?

The link in the chain of events is what some call the Gulf Stream and others call the Atlantic Conveyor. This is the stream of warm water that comes up from Central America and flows across the Atlantic to northern Europe. It is this huge mass of warm water which accounts for the relatively high temperatures enjoyed by Britain, for instance, compared with parts of Canada and Russia which are equally far north of the equator. Warm water is conveyed across to Europe near the surface of the Atlantic, and at its northernmost point it cools and sinks because the water from the tropics has a higher salt content, making it denser and so heavier than the water near the arctic. The cold, dense water then flows south close to the ocean floor, back towards Central and South America to complete the cycle.

Scientists are beginning to make bleak predictions of an impending ice age in the northern hemisphere because they have observed that the water flowing from the melting Greenland ice sheet is flowing into the path of the Gulf Stream. The water from the melted ice will reduce the density of the water in the Gulf Stream, stopping the water sinking in the north, thereby cutting off the deep southerly current, which, in turn, will cut off the northerly flow of warmer water. At that point the seas around Britain will begin to freeze.

1. British people would want longer summers.
2. A new ice age is forecast in the northern and southern parts of Europe.
3. A new ice age is predicted to begin at the end of this century.
4. The Greenland ice sheet is the main reason for the possible ice age.
5. Burning fossil fuels leads to an increase in carbon dioxide emissions.
6. The *Gulf Stream* and the *Atlantic Conveyor* are the names of the same water current.
7. The same distance separates Canada, Russia and Britain from the Equator.
8. The warm water of the stream returns to America, flowing close to the ocean bottom.
9. Scientists are positive about the upcoming changes in the water flow of the Gulf Stream.

8 \_\_\_\_\_ 9 \_\_\_\_\_ 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

13 \_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_ 16 \_\_\_\_\_

***Task 3 Read the text and choose the correct answer.***

Nanotechnology

Anybody who doesn't know much about nanotechnology should begin with geckos. These are the lizards that are probably the world's best climbers. Watching them climb upside down on a horizontal pane of glass, you realize that spiderman should really have been called geckoman. These guys outclimb spiders any day.

With perfect ease they can hang from a single toe, and they do so by pure adhesion, not by sticking a toe in a hole or by curling it round something they can **grip**. With all the toes on the glass scientists estimate that if the rest of the body were strong enough it could take the weight of a 100kg person suspended below it. Although each toe is equipped with a tiny hook-like claw at the end, these are of no use on the glass. What keeps them up there is the amazing structure of the skin of the toe.

Seen under the microscope each toe has around two million tiny hairs on its underside. Under the higher magnification of an electron microscope the end of each of these hairs is seen to split into hundreds of even tinier nano-hairs, which scientists have called spatulae. These hairs are so small that they are able to establish contact with the molecular structure of the surface the gecko is walking on. With that near-perfect contact the hairs are stuck to the surface by elctromagnetic forces called van der Waals forces. The molecules on the feet and on the surface have areas of slight positive or negative charge that attract each other like mini magnets when they get really close.

Scientists have been working for over 15 years now to try to **unlock** the secrets of the stickiness of gecko toes and find a way to artificially reproduce the same structure of nano-hairs. The hypothesis at the moment is that if any material can be shaped into nano-hairs they will have the same properties as those on gecko toes, so scientists are looking for an alternative material with which to manufacture the stickiest synthetic surface ever.

This is one example of research in the field now known as nanotechnology. In this field, the technology being created can be measured in a few nanometres (one nanometre is a millionth of a millimetre). Interest in developing technology at this level was largely inspired by Richard Feynman at the beginning of the 1960s, but the 'nano' catchphrase was coined in the 1990s by Dr. Eric Drexler, who spurred scientists on through a series of speeches and a book entitled "Engines of Creation: The Coming Era of Nanotechnology".

The scientists working on the geckos envisage an enormously wide range of possible **applications** for the kind of adhesive nanotechnology that they will develop. The one that will make the biggest splash in the media will be the gloves and the boots that will allow rock-climbers to take their sport to hitherto undreamed of heights. But the technology could also be used in surgery to keep the edges of wounds together without the need for stitches. There will also be a huge potential in the manufacturing sector to stick millions of components together tighter than ever before without glues or screws.

1. Geckos never fall down unless they want to because they
2. have adhesive skin.
3. stick their toes in a hole.
4. have a tiny hook-like claw.
5. can curl their toes round something.

18. Gecko lizards have been under investigation for a long time in order to

1. understand the nature of geckos’ climbing skills.
2. identify the weight they can support.
3. create a synthetic adhesive material.
4. protect them from extinction.

19. Scientists gave the name ‘spatulae’ to

A)hook-like claws.

B) an electromagnetic force.

C) the molecular structure of the gecko’s skin.

D) nano-hairs on the underside of the gecko’s claw.

20. Dr. Eric Drexler is best known for

1. inventing nanometers.
2. his books and speeches.
3. creating the term “nano”.
4. using adhesive nanotechnology.

21. With the advancement of nanotechnology there will be no need for

1. adhesives and screwdrivers
2. electron microscopes
3. glues and stitches
4. mini magnets

22. The word ‘grip’ in the text means

1. take control
2. hold tightly
3. keep interested
4. have a strong effect

23. The word ’unlock’ in the text means

1. release
2. find out
3. make available
4. open something usually with a key

24. The word ‘applications’ in the text means

1. formal requests
2. computer software
3. uses
4. efforts

**WRITING (2 tasks)**

**Task 1**

You have seen an advertisement in an English newspaper for a job working in the City Museum shop during the holidays.

You decide to apply for the job. Write a letter of application to the director of the Museum. In your letter:

* introduce yourself
* explain what experience and special skills you have
* explain why you are interested in the job

Write between 150-200 words.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Task 2**

Some people believe that exams are an inappropriate way of measuring students’ performance and should be replaced by continuous assessment. Do you agree or disagree with this view?

Write about 250-300 words.

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