Task 1. *Questions 1–9*

You are going to hear a talk about netiquette. You will hear the recording **only once**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **three words** in each gap. *An example (0) has been done for you.* You now have **30 seconds** to read the sentences.

Täidab hindaja
+/–/9

The speaker is an (0) *English teacher*.

Tips:

Keep your correspondence at a (**1**) _____. 1

In online correspondence, you should practise your (**2**) _____. 2

Correspondence should be short, professional and (**3**) _____. 3

Your email message should start with (**4**) _____. 4

Make sure you mention your (**5**) _____. 5

Make sure you respect (**6**) _____. 6

Before sending humorous content, check with your (**7**) _____. 7

Do not write anything you would not write on a postcard or your (**8**) _____. 8

Make sure your postings in discussions are (**9**) _____. 9

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This is the end of task 1.
Turn to task 2.

Task 2. *Questions 10–15*

You are going to hear people talk about unemployment in the United States. You will hear the recording **twice**. Before you listen, read the topics below. While you listen, match the topics (**B–I**) to the speakers and write letters (**B–I**) in the table given. There are **two extra** topics you do not need to use.
An example (0) has been done for you. You now have **30 seconds** to read the topics.

Topics

A	*Paying taxes while out of work*
B	An error leading to severe punishments
C	Possible reasons for seemingly good news
D	Not being honest
E	Different ethnicities, similar unemployment numbers
F	The essence of being out of work
G	Other countries to follow US example
H	Problems with people's preparation for work
I	The right to question your employer's decision

0.	*Example 0*	*A*
10.	**Speaker 1**	
11.	**Speaker 2**	
12.	**Speaker 3**	
13.	**Speaker 4**	
14.	**Speaker 5**	
15.	**Speaker 6**	

This is the end of task 2.
Turn to task 3.

LIVEWORKSHEETS

Task 3. *Questions 16–24*

You are going to hear a talk about a person from English history. You will hear the recording **twice**. Before you listen, read the sentences below. While you listen, tick (✓) the correct answer (**A**, **B** or **C**). *An example (0) has been done for you.* You now have **45 seconds** to read the sentences.

0. John Blanke was an African

- **A** [✓] *musician.*
- **B** [ ] *actor.*
- **C** [ ] *painter.*

16. There is some information about Blanke's

- **A** [ ] place of origin.
- **B** [ ] date of birth.
- **C** [ ] parents.

17. Blanke's family name

- **A** [ ] is widespread in Spain.
- **B** [ ] is probably a nickname.
- **C** [ ] was given to him in France.

18. In December 1507, Blanke was paid

- **A** [ ] 8 pence a day.
- **B** [ ] 12 shillings a day.
- **C** [ ] 20 pence a day.

19. When Henry VIII was crowned, Blanke's clothes were

- **A** [ ] black.
- **B** [ ] white.
- **C** [ ] red.

20. When Blanke requested a pay rise, Henry VIII

- **A** [ ] rejected it.
- **B** [ ] granted it.
- **C** [ ] disliked it.

21. The Westminster Tournament was organised in honour of

- **A** [ ] the King's son.
- **B** [ ] New Year's Day.
- **C** [ ] the King.

22. On the Westminster Tournament Roll where Blanke appears twice, he is first

- **A** [ ] riding a black horse.
- **B** [ ] painted white.
- **C** [ ] dressed in yellow and grey.

23. When Blanke appears on the Tournament Roll for the second time, he

- **A** [ ] is riding a white horse.
- **B** [ ] has a white hand.
- **C** [ ] is bareheaded.

24. Blanke is considered significant because he

- **A** [ ] influenced 16th century British Art.
- **B** [ ] was a royal adviser to Henry VIII.
- **C** [ ] was a recognised black musician.

This is the end of task 3.

Turn to task 4.

LIVEWORKSHEETS

Task 1. *Questions 41–49*

Read the text below and decide which word (**A**, **B**, **C** or **D**) best fits each gap (**41–49**).
Write the letter in the gap. *An example (0) has been done for you.*

Teenagers today

Teens today are not so different *(0)* __B__ the ones profiled by TIME in a 1965 cover story on the state of American teenagers. They are still looking for ways to express their individual identities, but it might happen on Snapchat instead of the class yearbook. They are still anxious (**41**) _____ college, but they may be (**42**) _____ to five schools instead of one.

It is harder to be a teen now than it was in 1965—at least according (**43**) _____ teenagers. That is not in spite of the Internet and the iPhone. It is because of all the technology that surrounds us.

"We have more responsibilities because of all the technology that we have," says Sharon Bayantemur, a student at East Side Community High School in New York City. "People (**44**) _____ more from you because they know you have a cell phone and they can contact you and you have to pick up. Back then, you (**45**) _____ really have that obligation."

There is also the anxiety (**46**) _____ the most experimental years of their lives documented online for all to see. They know that mistakes can live forever (**47**) _____ Internet. That mentality (**48**) _____ to explain why they are leading the adoption of a new wave of anonymous and private communications platforms, such as Snapchat, YikYak and GroupMe. None of them makes phone calls anymore, unless it is an urgent matter.

But the digital lifestyle can take its toll when it comes to real-life interactions. "We have different portals that allow us to be more selfish," says Kelsey Erstein, "and we are more (**49**) _____ of it."

www.time.com

0.	**A** *as*	**B** *from*	**C** *comparing*	**D** *in comparison*
41.	**A** over	**B** about	**C** at	**D** for
42.	**A** assigning	**B** accepting	**C** applying	**D** appealing
43.	**A** by	**B** for	**C** from	**D** to
44.	**A** wait	**B** await	**C** except	**D** expect
45.	**A** wouldn't	**B** didn't	**C** never	**D** don't
46.	**A** of having	**B** having	**C** that	**D** to have
47.	**A** in the	**B** on the	**C** in	**D** on
48.	**A** helps	**B** has	**C** hopes	**D** is
49.	**A** unacceptable	**B** unaccepted	**C** accepting	**D** accepted

LIVEWORKSHEETS

Task 2. *Questions 50–57*

Read the article and decide which statement (**A**, **B** or **C**) is true according to the text.
Tick (✓) the correct answer. *An example (0) has been done for you.*

Can the largest clean-up in history save the ocean?

It began in the summer of 2011, off the coast of Greece. Boyan Slat, 16 at the time, was on a family vacation, scuba diving. The teen's mind had always worked like a series of gears snapping into place. He first built treehouses, then zip lines, then rockets. As the teen swam, he noticed plastic. The bags and floating bits seemed to even outnumber the fish. This problem struck him as one that should be solved. He thought, "Why don't we just clean this up?" When the high school student started researching the issue, he discovered the severity of the problem.

We currently inhabit what some scientists call the Age of Plastic. Every year, humans discharge roughly 8 million metric tons into the oceans, where fish, mammals and birds mistake it for food. So by the year 2050, Slat's anecdotal observation that there were more plastic bags than fish in the ocean will actually be true. The plastic is carried by currents and congregates in five revolving water systems, called gyres, in the major oceans, the most infamous being the huge Pacific Garbage Patch, half way between Hawaii and California.

Slat realized that cleaning up the trash using a vessel and a boat would not be very practical because the plastic moves around. Yet, he did not see it as an obstacle. "It's a solution. Why move through the oceans if the oceans can move through you? Let the rotating currents do their work," he said. Slat spent hundreds of hours researching the problem and thought he could resell the collected plastic, making the enterprise sustainable. He was, however, still just a teenager who could not do it alone. But then organizers of a local Ted Talk event approached him, and he did a Ted Talk about his project. The video had more than 2.5 million views.

Most scientists drop everything to talk to the press. They at once provide whatever bit of information a journalist may request. Not so for Boyan Slat. People on his team are not immediately available for interviews. And while Slat now has a PR team, a nice website and a media campaign, he does not enjoy giving interviews. He appears bored when, on the phone with a reporter, he retells the Ocean Cleanup's origins story. It is a tale he has repeated ever since his YouTube video went viral, netting him a degree of celebrity that does not seem to interest him. If he had a choice, he would be busy engineering.

For Slat, whose youthful appearance has been both beneficial and harmful, such dedication has been crucial. The media, long drawn to the boy-genius-saves-planet narrative, has praised his work. But in the early days of the project, environmentalists mentioned his age, implying a degree of naïveté. They said the project underestimated both the power of the ocean and its own potential to harm the environment. One activist called it a "fool's errand." In 2013, Slat disappeared. He gave up college and ignored social obligations. He declined more than 400 interview requests. Instead, he launched a crowdfunding campaign, securing $90,000 that he said he would use to answer his critics and prove, once and for all, whether his idea could be done.

Following years of study, and seven expeditions into the gyres, the project has started to solidify. The study found that a barrier that is 100 kilometres long would clean up 42 percent of all the plastic in the North Pacific gyre in 10 years. By 2020, Slat hopes they will have collected enough information to move much deeper into the ocean, beginning the clean-up in earnest with a 100-kilometer barrier between Hawaii and California, in the heart of the North Pacific gyre.

www.washingtonpost.com

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LIVEWORKSHEETS

0. As a child, Boyan Slat was interested in

- A ☐ *Greek culture.*
- B ☑ *constructing things.*
- C ☐ *marine life.*

50. Seeing plastic in the sea, Slat thought the problem

- A ☐ was impossible to solve.
- B ☐ needed to be dealt with.
- C ☐ was difficult to research.

51. Slat's thought that plastic bags outnumber fish

- A ☐ was true at the time.
- B ☐ is true now.
- C ☐ will be true in the future.

52. A gyre is a

- A ☐ system of circulating ocean currents.
- B ☐ garbage patch between Hawaii and California.
- C ☐ garbage-free area in one of the oceans.

53. Slat understood that

- A ☐ he should use a vessel and a boat for the clean-up.
- B ☐ the fact that the plastic moves around could be helpful.
- C ☐ it is a big problem that the plastic moves around.

54. For Slat, talking to the press is

- A ☐ very important.
- B ☐ not helpful.
- C ☐ rather unpleasant.

55. Journalists have

- A ☐ given Slat a lot of attention.
- B ☐ criticised Slat's project.
- C ☐ called Slat a fool.

56. In 2013, Slat

- A ☐ gave 400 interviews.
- B ☐ started college.
- C ☐ focused on his project.

57. By 2020, Slat hopes to

- A ☐ have cleaned up 42% of the plastic in the North Pacific gyre.
- B ☐ have organised 7 expeditions to the North Pacific gyre.
- C ☐ start cleaning up the North Pacific gyre.

LIVEWORKSHEETS

Read the text below and fill in the gaps. Write your answers after the numbers (**92–100**) in the margin. Write no more than **one word** for each gap.
An example (0) has been done for you.

Your laughter reveals it all

Laughter is __(0)__ universal way to express joy. But it turns out your chuckle reveals a lot __(92)__ than the fact that you are happy. It enables listeners, even those that cannot observe you, to instantly realize whether you are having a good time with a close friend __(93)__ laughing politely with a complete stranger.

A team of scientists from Los Angeles began by requesting collaborators from across __(94)__ globe to send them audio clips of people laughing. The 48 tapes they received ranged from recent recordings of laughter between two college friends to ones from conversations __(95)__ occurred a decade ago. The clips also had all possible combinations—interactions __(96)__ friends, strangers, all-male groups, all-female groups, as well as a mix of both genders.

The recordings __(97)__ then played to 966 people spread across 24 different cultures around the world. To the team's astonishment, despite the cultural and regional differences, the listeners were __(98)__ to identify the difference in laughter between friends and strangers 61% of the time. The accuracy was even higher when it came to recordings of only women laughing, which is probably because women are more transparent in expressing __(99)__ feelings than men.

This cross-cultural examination demonstrates that a laugh among friends is a special sound—no __(100)__ where you live!

www.dogonews.com

		Täidab hindaja +/–/9
(0)	*a*	
(92)		92
(93)		93
(94)		94
(95)		95
(96)		96
(97)		97
(98)		98
(99)		99
(100)		100

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LIVEWORKSHEETS

Task 2 *(16 points)*

REPORT

The European Youth Forum is gathering information about what students in different countries did after they finished school in 2016. Look at the table below showing data about the plans of school-leavers in Estonia in 2016 and their actual choices.

Choices	Plan	Reality
University in Estonia	70%	67%
Vocational school in Estonia	7%	14%
Study abroad	11%	5%
Work	7%	9%
Gap year	5%	5%

Write a report to Jenny Smith, representative of the Forum, describing the situation in Estonia in 2016, and giving reasons for the two biggest differences between plans and reality.
You should write **200 words**. Use the pen name Mari/Mart Mets for yourself if necessary.

ROUGH NOTES

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LIVEWORKSHEETS