

READING

Task 1

Read the texts below. Match choices (A–H) to (1–5).
There are three choices you do not need to use.

1 Are you looking for a stable job in a dynamic work environment? Prism Farms Ltd. is hiring motivated individuals to join our team as Greenhouse Labourers:
— consistent full-time hours with potential for overtime;
— opportunity to work in a supportive environment;
— permanent employment with room for growth.
Send your resume to mdf.co_farm@.org
For more information, please call (143) 23-73-326.

3 **Aurora Borealis Hotel**
Experience nature's magic of the Northern Lights from the comfort of your suite at Aurora Borealis Hotel. Our rooms with glass ceilings offer a view you'll never forget.
Unforgettable memories start here.
Location: 204 Fordie Lane, Tromsø.
Details: (405) 520-17-74.

5 **Brew & Bake Café**
Looking for the perfect blend? Brew & Bake Café is waiting for you! Our baristas are brewing up the finest artisanal coffees, paired with freshly baked croissant, Brew & Bake is your go-to spot for a daily coffee.
Buy 1 croissant, get 1 free!
Visit us: 456 Elm Street, Moncton

2 **Art Exhibition: Modernity**
Explore a curated collection of modern art at our exclusive exhibition. Featuring works from emerging and established artists, this event is a must-see for art enthusiasts.
Exhibition Dates: April 12th — May 10th.
Admission: \$20 (includes guided tour).
Get tickets at www.modernmasterpieces.com



4 **Charity Fun Run**
Join Our Annual Charity Fun Run!
Help us raise funds for needy children by participating in our 5K Fun Run. All proceeds will go towards providing educational resources and support for kids in need.
Registration Fee: \$25 (includes a free T-shirt and a race number).
Location: Central Park, NYC.
Details: (212) 555-0199.

Which advertisement is about _____?

- A an event organized to support educational initiatives
- B a possibility to see a unique phenomenon
- C a pet adoption event
- D unusual hobbies
- E a job fair from various industries
- F a gathering where you can explore contemporary exhibitions
- G a place with a promotion for pastries
- H a work environment with the possibility of extra shifts

| | A | B | C | D | E | F | G | H |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 2

Read the texts below. For questions (6–10) choose the correct answer (A, B, C or D).

Fan Phenomena: From Obsession to Community

Fan art and fandoms have a rich history that dates back to the early 20th century, rooted in the passion of readers of science fiction magazines and comic books. Fans began creating their own stories and artwork, inspired by their favorite characters and worlds. This marked the beginning of fan art and the birth of the first fandom communities, where fans could share their creations and connect with like-minded individuals. Early examples include magazines like *Amazing Stories* and *Astounding Science Fiction*, where fans would submit art and stories inspired by the published works.

As technology evolved, so did the ways fans could express their admiration. The internet played a crucial role in the expansion of fandom culture, providing a platform for fans to share their creations and engage in discussions about their favorite shows, books, and movies. Websites like DeviantArt and Tumblr became central hubs for fan art, while forums and social media platforms facilitated the growth of global fandom communities.

Fandoms today encompass almost every genre imaginable, from the Whovians of Doctor Who to the Swifties of Taylor Swift or the Potterheads of Harry Potter. These communities do more than just celebrate their favorite works; they actively

contribute to the creation of new content, ideas, and interpretations, enriching the original narratives. Fandoms have the power to extend the lifespan of the content they love, as seen with the enduring popularity of Doctor Who, which has captivated audiences for over half a century.

However, the passionate nature of fandoms can sometimes lead to toxic behavior. Instances of online harassment, fan wars, and the rise of "cancel culture" have shown the darker side of these communities. While fandoms can be sources of creativity and connection, they can also become breeding grounds for negativity when respect and inclusivity are not prioritized.

To maintain a positive online fandom community, it is essential to set a respectful tone, establish clear guidelines, and promote inclusivity. Active moderation is key to ensuring that these communities remain safe spaces where fans can share their creativity and connect with others.

The evolution of fandoms, from the early days of Sherlock Holmes enthusiasts to the thriving online communities of today, highlights their significant cultural impact. By **fostering positive, inclusive spaces**, we can ensure that fandoms continue to thrive, offering opportunities for creativity, connection, and a deeper appreciation of the art and media that bring us together.

6. What role did early magazines like *Amazing Stories* and *Astounding Science Fiction* play in the development of fan art and fandoms?
- ☐ A They published professional art and stories only.
 - ☐ B They served as platforms for fans to contribute their creative works and narratives.
 - ☐ C They were only focused on selling comic books.
 - ☐ D They discouraged fans from creating their own content.
7. Which of the following statements best describes the relationship between fandoms and the content they celebrate?
- ☐ A Fandoms actively produce fresh content, concepts, and perspectives.
 - ☐ B Fandoms only consume the content without contributing to it.
 - ☐ C Fandoms are limited to discussing the content without creating anything new.
 - ☐ D Fandoms generally replace the original content with their own creations.
8. What challenges do fandoms face in the digital age?
- ☐ A Fans lose interest in creating their own stories and art.
 - ☐ B Limited access to technology.
 - ☐ C Issues with online bullying and abusive behavior.
 - ☐ D A decline in the overall popularity of fandoms.

9. What does the phrase "fostering positive, inclusive spaces" in the LAST PARAGRAPH imply?
- ☐ A Ignoring negative comments in online communities.
 - ☐ B Actively creating and maintaining welcoming environments for all fans.
 - ☐ C Limiting access to fandom communities.
 - ☐ D Promoting only popular content within fandoms.
10. What is the overall message of the text regarding the future of fandoms?
- ☐ A Fandoms are a declining trend in popular culture.
 - ☐ B The negative aspects of fandoms outweigh the positive ones.
 - ☐ C Fandoms have the potential to be both positive and negative forces.
 - ☐ D The future of fandoms is uncertain and unpredictable.

Task 3

Read the texts below. Match choices (A–H) to (11–16).

There are two choices you do not need to use.

- 11 Zadie Smith's debut novel, *White Teeth*, captures the lively and diverse city of London through its mix of voices and stories. The book, written while Smith was still a student at Cambridge, tells the tale of two families — one English, the other Bengali — who are connected by friendship and shared history. The story follows Archie Jones and Samad Iqbal, who met during World War II, and explores their lives in modern London. As their children grow up, they face challenges related to cultural identity and family expectations. Despite the novel's wide range of themes, Smith keeps the story engaging and full of energy, making *White Teeth* a bright and thoughtful look at life in a multicultural city.
- 12 Sam and Sadie are two friends who share a love for video games. Over the years, they work together to create their own games, though their friendship is complicated and full of ups and downs. A third friend, Marx, helps keep them balanced. Relationships are messy and difficult, but they are worth the effort. Sam and Sadie struggle to learn this, and it's unclear if they ever fully succeed. Together, three friends explore the idea of escaping into virtual worlds, where they can be different people and live better lives. However, these worlds aren't real, and they must face the challenges of everyday life. The book *Tomorrow, Tomorrow, Tomorrow* touches on many topics, including disability, depression, racism, and friendship. The characters must accept that life is full of hardships and heartache. Ultimately, the book suggests that true meaning and connection can't be found in video games but in real life.
- 13 *Murder on the Orient Express* is a detective novel widely regarded as one of Agatha Christie's greatest achievements. Published as a novel in 1934, it was first serialized in the *Saturday Evening Post* in 1933 under the title "Murder on the Calais Coach." Christie likely drafted the story while accompanying her second husband, Max Mallowan, on an archaeological dig in Iraq. The story was partly inspired by the Lindbergh kidnapping and an incident where the *Orient Express* was trapped in a blizzard. Christie's careful attention to detail in the novel helps Poirot solve the mystery.
- 14 *The Diary of a Young Girl* is a powerful and moving account of Anne Frank's life while hiding from the Nazis during World War II. Written with remarkable insight and eloquence, Anne's diary reveals the thoughts, dreams, and fears of a young Jewish girl facing unimaginable circumstances. Despite the fear and danger surrounding her, Anne's words are a testament to the resilience and strength of the human spirit. After Anne's tragic death in a concentration camp, her father, Otto Frank, discovered her diary and published it. This book, therefore, stands as both a historical document and a sad reminder of the impact one voice can have.

- 15 *Fahrenheit 451* is a classic dystopian novel set in a future where books are banned, and firemen burn them. The story follows Guy Montag, a fireman who starts to question his role in society. Torn between his duty to burn books and his growing curiosity about their content, Montag faces a difficult choice: stay loyal to the government or follow his personal beliefs. Bradbury's writing is engaging and thought-provoking, highlighting the dangers of censorship and the loss of critical thinking in a world that values conformity. This novel is a must-read for fans of science fiction and social commentary.
- 16 F. Scott Fitzgerald's novel, *The Great Gatsby*, is set in Jazz Age New York. It tells the story of Jay Gatsby, a wealthy man who wants to be with Daisy Buchanan, a young woman he loved in the past. The book explores the American Dream and how it can be both exciting and disappointing. *The Great Gatsby* is often studied in schools because it is both easy to read and full of ideas. Before it was called *The Great Gatsby*, the novel was known as *Trimalchio*. Fitzgerald made many changes to the story, including moving around important scenes, to make it the classic novel it is today.

Which book _____?

- A examines the lifestyle of a wealthy man in the ancient times
 B was discovered and published posthumously by the author's relative
 C suggests that real-life connections are more meaningful than virtual worlds
 D was written by the author while she was still at university
 E follows the story of a character struggling to balance his occupation with his rising interest
 F survived numerous modifications before being published under its famous name
 G provides a personal account of soldier during World War II
 H was originally published in a magazine before becoming a novel

| | A | B | C | D | E | F | G | H |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 11 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Task 4

Read the text below. Choose from (A–H) the one which best fits each space (17–22).
 There are two choices you do not need to use.

Breaking Barriers in Marathon Running

Bobbi Gibb believed that running was a spiritual act, offering her (17) _____ freedom. After watching the Boston Marathon in 1964, she was inspired to give it a try, even without a coach or a specific plan. Bobbi, along with her dog Moot, gradually increased her running distances, (18) _____. Little did she know that she would one day change how society viewed women and how women viewed themselves. In 1966, at the age of 23, Bobbi applied to enter the Boston Marathon but was denied, (19) _____ to run a marathon. Determined to prove this wrong, she hid near the starting line, disguised in (20) _____. She joined the race, and when she revealed her identity, she was met with encouragement instead of resistance. Bobbi finished in 3 hours and 21 minutes, (21) _____.

The next year another woman, K. V. Switzer, ran the marathon officially under a pseudonym, but it took five more years for women (22) _____. By 2017, nearly 14,000 women participated in the Boston Marathon. Bobbi Gibb, now in her seventies, continues to run daily, feeling connected to the earth and sky, showing that the joy of running goes beyond the sport itself.

- A ahead of two-thirds of the male competitors
 B women are starting to achieve
 C a hoodie and her brother's Bermuda shorts
 D a deep sense of
 E reaching up to 40 miles a day
 F to be officially allowed in the race
 G have taken up long-distance running
 H being told that women were not "physiologically able"

| | A | B | C | D | E | F | G | H |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

USE OF ENGLISH

Task 5

Read the text below. For questions (23–27) choose the correct answer (A, B, C or D).

Extreme weather has been making headlines recently, with floods, heatwaves, and droughts affecting many regions. This year has been particularly (23) _____, with extreme weather causing serious harm to health and livelihoods.

Climate expert Alvaro Silva noted that almost every part of the world experienced (24) _____ weather events. In late spring, storms and tornadoes in the southern United States (25) _____ in many deaths, while in Papua New Guinea, a landslide, likely caused by heavy rain, (26) _____ thousands of people.

While not all extreme weather events are directly (27) _____ to climate change, scientists say they are becoming more frequent.

- | | | | | |
|-------------------------------------|---------------------------------------|--|---------------------------------------|--|
| 23 <input type="checkbox"/> A minor | 24 <input type="checkbox"/> A regular | 25 <input type="checkbox"/> A resulted | 26 <input type="checkbox"/> A rescued | 27 <input type="checkbox"/> A associated |
| <input type="checkbox"/> B severe | <input type="checkbox"/> B common | <input type="checkbox"/> B predicted | <input type="checkbox"/> B buried | <input type="checkbox"/> B linked |
| <input type="checkbox"/> C mild | <input type="checkbox"/> C extreme | <input type="checkbox"/> C observed | <input type="checkbox"/> C ignored | <input type="checkbox"/> C disrupted |
| <input type="checkbox"/> D pleasant | <input type="checkbox"/> D calm | <input type="checkbox"/> D noticed | <input type="checkbox"/> D comforted | <input type="checkbox"/> D predicted |

Task 6

Read the text below. For questions (28–32) choose the correct answer (A, B, C or D).

When Elif visited the art gallery, she was captivated (28) _____ Monet's "Water Lilies". The vivid colors and brushstrokes in the painting made the garden seem (29) _____. Even though the gallery (30) _____ to the pandemic by sharing exhibitions online, experiencing Monet's work in person was magical. Standing before the painting, Elif felt (31) _____ she was floating on the tranquil pond Monet had captured so beautifully. The story (32) _____ the artwork, revealing how Monet painted his garden in Giverny, added depth to her appreciation. It was a moment of pure wonder, connecting her to Monet's passion and artistic vision.

- | |
|---|
| 28 <input type="checkbox"/> A with |
| <input type="checkbox"/> B by |
| <input type="checkbox"/> C from |
| <input type="checkbox"/> D for |
| 29 <input type="checkbox"/> A alive |
| <input type="checkbox"/> B lively |
| <input type="checkbox"/> C live |
| <input type="checkbox"/> D living |
| 30 <input type="checkbox"/> A adapted |
| <input type="checkbox"/> B was adapting |
| <input type="checkbox"/> C had adapted |
| <input type="checkbox"/> D adapt |
| 31 <input type="checkbox"/> A as |
| <input type="checkbox"/> B alike |
| <input type="checkbox"/> C similar to |
| <input type="checkbox"/> D like |
| 32 <input type="checkbox"/> A next to |
| <input type="checkbox"/> B behind |
| <input type="checkbox"/> C above |
| <input type="checkbox"/> D below |