

TOPICS: *Mass media* (P1), *Housing/Living* (P2), *Czech Republic* (P3), *School* (P4)

PART ONE (2,5 min.)**Mass media**

The examiner is going to ask you some **questions**. Please **answer** the questions in as much detail as possible. If you don't understand a question, please ask the examiner to repeat it.

PART TWO (4 min.)**Housing/Living**

Part Two consists of **two** tasks.

Task One

2,5 min.

Take pictures **2A** and **2B** in a separate handout. The pictures show two different places. Look at the pictures and **compare and contrast** them in detail. The following ideas may help you:

- Location (place/environment/nature)
- Housing/Living
- Transport
- Facilities
- Education/Jobs
- Other

Task Two

1,5 min.

Prepare to **express and justify your opinion** on the statement.

“Nowadays young people find living in the village unattractive. In a few years time, everybody, except pensioners, will have moved to the cities.”

The following ideas may help you:

- Do you agree or disagree with the statement? Why?
- Present an example and/or talk about your own experience.

PART THREE (5 min.)**Czech Republic**

Part Three consists of **two** tasks.

Task One

3 min.

In Task One you are asked to give a **presentation** about the **Czech Republic** to a group of English speaking students.

The following ideas may help you:

- Location/Geography
- Population
- Administrative division/Political system
- Economy
- Places of interest
- Other

Task Two

2 min.

In Task Two the examiner and you are going to **talk together** using pictures **3A–3C** in a separate handout. **The examiner** is going to play the role of your friend and **will start the conversation**.

Imagine the following situation:

Your **English speaking friend** (examiner) is showing you some **photographs** (pictures **3A–3C**) of **places** he'd/she'd like to visit or see **in the Czech Republic**. **Help him/her identify the places** and **provide some information** about the localities.

PART FOUR (3 min.)**School**

In Part Four of the exam, the examiner and you are going to **talk together**. Imagine the following situation:

Your school is planning to organize **afternoon activities for students**. Your teacher has asked you to help her/him decide on the activities which would be **interesting and useful** for the students. **Your teacher will start the discussion**.

Talk to each other about what courses the school should organize. Talk about how useful and interesting these courses would be for students at your school and **agree on the three most interesting and useful ones**.

The following ideas may help you:

- Essay writing
- Dancing
- Self-defence
- Using the Internet
- Digital photography
- Other