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**ANSWERS**

GRAMMAR – 15 pts / 1 point for each

01- are stepping	09- about
02- compels	10- an
03- are treated	11- in
04- is focused/focuses	12- to
05- concerning	13- that
06- engendered	14- its
07- maintains	15- of
08- are confronted	

VOCABULARY- 10pts / 0.5 point for each

01- cheaper	11- location
02- flight(s)	12- recognised / recognized
03- discouraging	13- unfortunately
04- flyers / fliers	14- unknowingly
05- sneaky	15- segments
06- hidden	16- operational
07- utilize	17- prevent
08- directly	18- Intentionally
09- enormous	19- illegal
10- savings	20- authorities

READING COMPREHENSION – 10 pts / 1 point for each

01-E, 02- G, 03- M, 04- A, 05- C, 06- J, 07- K, 08- L, 09- B, 10- H

LISTENING COMPREHENSION – 5 pts / 1 point for each

1C, 2X, 3B, 4E, 5D, 6X, 7X, 8A

Použitá literatúra:

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**LISTENING TAPESCRIPT (Please play only once.)**

**You will hear a recording in which a psychologist talks about ineffective approaches to preventing bullying. For statements 01 to 08, indicate the order in which you hear the information by writing the letters A to E next to their corresponding statements in the spaces provided. Three statements do not directly match the texts – put X instead of a letter for these.**

There are some approaches to intervening in or preventing bullying that, though well-intended, may be harmful or just simply ineffective.

**A:**

Suspension and related exclusionary techniques may result in increased academic and behavioural problems for youth and have generally been discouraged by knowledgeable experts. This may also lead to underreporting of bullying incidents because the consequence of suspension is perceived as harsh or punitive.

**B:**

Encouraging youth to fight back when bullied suggests that aggression is an effective means of responding to victimization and may perpetuate the cycle of violence. Instead, young people can help prevent bullying in their schools by working with their school communities to implement effective bullying-prevention programs.

**C:**

Youth- or peer-facilitated programs, such as peer mediation, peer-led conflict resolution, forced apology, and peer mentoring may not be appropriate or effective in bullying prevention. Programs are rarely structured in a way to address peer abuse of power. This means that grouping youth who bully together may reinforce their aggressive behaviours and result in higher rates of bullying. What is more, conflict resolution approaches that bring youth who bully and the targets of bullying together face-to-face can end up “blaming the victim”.

**D:**

There is little evidence that one-day awareness-raising events or brief assemblies are effective at changing a climate of bullying or producing sustainable effects on bullying behaviour. Instead of this, teachers should create a climate of support and empathy both inside and outside of the classroom.

**E:**

Practitioners, researchers, and journalists should be cautious about linking bullying and suicide together directly, as it may result in confusion and misattribution among families as well as in the media. It is critical to state the epidemiologic evidence that suicide is extremely complex and generally associated more directly with mental health concerns such as anxiety and depression. Bullying could serve as a risk factor for youth who are also experiencing mental health concerns but is not likely to be the only factor.

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**SPEAKING – PICTURE**

*Look at the pictures and determine the issue they illustrate. Explain your answer by referring to what you see in the pictures. Comment on the cons and possible solutions to the issue demonstrated in the pictures. Express your personal opinion on the matter.*



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**SPEAKING – ROLEPLAY**

**Student**

You have a new neighbour who comes from London in your neighbourhood in Brighton. They are having a “housewarming party” and they and their guests are too loud and singing karaoke wildly. You don’t like this as you have to wake up very early tomorrow morning for your university entrance exams. Politely request that they lower the volume without offending them and explain your need for a quieter environment. Decline their invitation to join the party and explain your reasons.

**(you start)**

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**SPEAKING – ROLEPLAY**

**Teacher**

You have recently moved from London to a new flat in Brighton. You invited a few friends of yours today for a “housewarming party”. A neighbour has come to ask you to turn down your music because they think it is very loud. Admit that you are a bit louder than usual but you still do not think that it is as loud as your neighbour claims. Explain your reasons for being loud but eventually apologise if it is causing any disturbance; that was not your intention. Invite your neighbour to join your party.

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