

ANSWER KEY

GRAMMAR – 15pts

- | | |
|------------------------------------|----------------|
| 1 have been travelling / traveling | 9 decided |
| 2 was searching | 10 moved |
| 3 was finalising / finalizing | 11 are living |
| 4 moved | 12 has lowered |
| 5 have spent | 13 love |
| 6 landed | 14 started |
| 7 ended up | 15 created |
| 8 reminded / reminds | |

VOCABULARY – 10pts (SPELLING COUNTS!) – 0.5 for each

- | | |
|-----------------|----------------|
| 1 conflicting | 11 consumption |
| 2 daily | 12 avoidance |
| 3 concentration | 13 minimally |
| 4 anxiety | 14 nutritional |
| 5 surrounding | 15 movement |
| 6 calmer | 16 mobility |
| 7 tiredness | 17 pollution |
| 8 sleeping | 18 harmful |
| 9 improvement | 19 healthy |
| 10 requirement | 20 safety |

READING COMPREHENSION – 10pts

1 K 2 I 3 C 4 G 5 A 6 J 7 E 8 F 9 H 10 D

LISTENING COMPREHENSION – 5pts

1 A 2 C 3 B 4 A 5 C

LISTENING TAPESCRIPT

(Please read twice)

An Interview with Drew Blom

Interviewer: Hello, and welcome to this podcast episode, in which we interview illustrator, Drew Blom.

Good morning, Drew! How did you first become interested in art?

Guest: Honestly, I can't remember a time when I wasn't drawing. I know that might sound like a cliché, but it's true. I think my interest in art began because I've always loved stories. When we were children, my dad used to read us books like *The Hobbit* and *The Chronicles of Narnia*. I also blame him and Norton Juster for my love of wordplay and silly jokes. Really, it's my parents' fault for reading to us instead of letting us watch cartoons!

How much do an illustrator and an author work together?

It really depends on the project. Sometimes, the pictures match the story well from the start, and I only need to make small changes. At other times, I have to go back and make several changes. This often depends on how clearly the story is written and how well the illustrator understands it. If the writer explains the ideas clearly, the artist can follow them more easily. However, when things are unclear, it takes more effort to make everything fit together.

Have you ever thought of writing a book yourself?

Actually, I have planned three books. I have always liked telling stories. Right now, I'm working on the first one, which already has over 200 pages of notes. The title will be *Calvin Hedge and the Iron Golem*. I have already finished the cover picture, even though the book itself isn't written yet. I know that's not the typical way to do things, but it helps me to stay motivated. You'll probably hear more from me about it next year.

What kind of illustration do you enjoy most?

I enjoy pictures that tell a story. A single image can communicate ideas and make the viewer imagine what is happening. I really like comic-style drawings, and I will probably include something similar in my own book, although it won't be a full comic. I like leaving space for imagination. If you provide readers with a few clear details, they can use their imagination to fill in the gaps. I find that exciting — letting people take part in the story.

What advice do you have for young artists?

Start with the basics. Learn how to draw people and objects in the right way, i.e. how the body works and how things look from different perspectives. If you don't understand these things, no amount of detail will help. Also, practice drawing as much as you can. I always tell my students to draw until they feel they have run out of ideas, and then to draw two more. You never know, one of those drawings might turn out to be something amazing.

Source: https://www.teenink.com/nonfiction/celebrity_interviews/article/409938/Illustrator-Drew-Blom (adapted)

ROLEPLAY

Student

You have just arrived at an international airport after a long flight and have realised that you have lost an important personal item. You have come to the Lost & Found desk to ask for help. Explain your situation and be prepared to:

- describe what item you lost and what it looks like,
- explain where and when you last remember having it,
- give relevant flight details,
- explain why the item is important to you,
- say what kind of help you expect from the airport staff.

During the conversation, you will receive new or unexpected information related to the lost item. React appropriately, ask at least one clarifying question, and try to negotiate an acceptable solution.

ROLEPLAY

Teacher

You work at the Lost & Found desk at an international airport. A passenger approaches you because they have lost an important item. Your task is to:

- ask for a description of the item,
- find out where and when the passenger last saw it,
- ask for flight details,
- clarify why the item is important,
- ask what the passenger expects you to do.

Introduce ONE unexpected complication for all students, for example: the item was not officially registered; several similar items have been reported; the item may have been taken by another passenger. Explain the standard procedure, respond to the student's requests, and discuss possible options.

SPEAKING – PICTURES

1. Look at the pictures. Describe what you can see.

- Who are the people?
- Where are the people?
- What are they doing in each picture?

2. Make up a story about the people in the pictures.

- What kind of project are the students working on?
- What problem did they face?
- How did the students react to the problem?
- How was the situation solved?

3. Discussion:

- What problems can occur when people work in a team?
- How can teamwork help solve problems?
- Do you prefer working in a team or alone? Why?



(AI-generated image)



(AI-generated image)



(AI-generated image)

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