



ENGLISH

CANDIDATE NO.

(barcode here)

ENGLISH

Time - 150 minutes

June, 2026

FIRST assessor

(write in No. here)

SECOND assessor

(barcode here)

INSTRUCTIONS TO CANDIDATES

- Put the barcode in the space CANDIDATE NO.
- Do NOT write your name and last name in any part of the test or all your answers will be scored with zero (0) points.
- Do not start taking the test until you are asked to do so.
- No aids of any kind (e.g. mobile phones, dictionaries, textbooks, etc.) are allowed to be brought into or used in the examination room.
- For **tasks 1 and 2** (items 2.1, 2.2, 2.3, and 2.4): Fill in the bubble (circle) on the red answer sheet that corresponds to your answer for each question. DO NOT CHANGE YOUR ANSWERS ON THE RED SHEET.
- For **tasks 2** (items 2.5, 2.6, and 2.7), **3, 4, 5, 6, and 7**: Write your answers in the given spaces in the blue test booklet. NOTE: Illegible or incomprehensible answers and/or corrections will be given zero (0) points.
- Use blue ink pen only. Tests written in pencil will be given zero (0) points.
- When the proctor calls time, close your test booklet. Enter the "End Time," announced by the proctor on the front page of the test booklet.
- **Cheating is strictly forbidden. Identical or partially identical answers may be given zero (0) points. Any work that is identified as plagiarism will be given zero (0) points.**

Good luck!

ИНСТРУКЦИИ ЗА КАНДИДАТИТЕ

- Залепи ја шифрата на означеното место CANDIDATE NO.
- **Не** го пишувај своето име и презиме во кој било дел од тест-книшката, во спротивно одговорите ќе бидат вреднувани со нула (0) бодови.
- Не почнувај со решавање на тестот сè додека не ти каже надгледувачот.
- Не е дозволено во испитната просторија внесување и користење дополнителни материјали од било кој вид (мобилни телефони, речници, учебници, и др.)
- Откако ќе ги одговориш прашањата **за задачите 1 и 2** (прашања 2.1, 2.2, 2.3 и 2.4) во тестот, пренеси ги одговорите со боење на соодветните кружчиња во црвената листа. **НЕ ПРАВИ ПОПРАВКИ ВО ЦРВЕНАТА ЛИСТА.**
- Впиши ги одговорите **за задачите 2** (прашања 2.5, 2.6 и 2.7), **3, 4, 5, 6 и 7** на обележаното место во тестот. **ВАЖНО:** нечитливите одговори и нејасните поправки во тестот се вреднуваат со (0) нула бодови.
- Пишувај исклучиво со сино пенкало. Тестовите напишани со молив се вреднуваат со (0) нула бодови.
- Штом ќе завршиш со одговарањето на прашањата, затвори го тестот. Надгледувачот ќе ти го каже времето на завршување и истото впиши го на предната корица од тестот.
- **Преписувањето е најстрого забрането. Сите идентични или слични одговори ќе бидат оценети со (0) нула бодови.**

Ти посакуваме многу успех!

Udhëzime për kandidatët

- Ngjite shifrën në vendin e caktuar CANDIDATE NO.
- **Mos** e shkruaj emrin dhe mbiemrin tënd në asnjë pjesë të testit, përndryshe përgjigjet do të vlerësohen me zero (0) pikë.
- Mos fillo me zgjidhjen e testit pa të dhënë leje mbikëqyrësi.
- Nuk është e lejuar që në klasën ku mbahet testimi të futen dhe të përdoren materiale shtesë të çfarëdo lloji (telefona celularë, fjalorë, libra etj.)
- Pasi të përfundosh me përgjigjen **e detyrave 1 dhe 2** (pyetjet 2.1, 2.2, 2.3 dhe 2.4) në test, barti në listën e përgjigjeve (e kuqe) me hijezimin e rathëve përkatës. **MOS BËN PËRMIRSIME NË LISTËN E PËRGJIGJEVE.**
- Përgjigjet **e detyrave 2** (pyetjet 2.5, 2.6 dhe 2.7), **3, 4, 5, 6 dhe 7** shkruaji në vendin e përcaktuar në test. **E RËNDËSISHME:** Përgjigjet e palexueshme dhe korrigjimet e paqarta vlerësohen me zero (0) pikë.
- Shkruaj vetëm me stilolaps të kaltër. Testet (përgjigjet) e shkruara me **laps** vlerësohen me zero (0) pikë.
- Sapo të kesh përfunduar me përgjigjen e pyetjeve, mbylle testin. Mbikëqyrësi do ta tregojë kohën e përfundimit dhe të njëjtën shkruaje në faqen e parë të testit.
- **Kopjimi ndalohet rreptësisht. Të gjitha përgjigjet identike ose të ngjashme do të vlerësohen me zero (0) pikë.**

Të urojmë shumë sukses!

Adaylar için talimatlar

- Kodu vurgulanan yere yapıştırın CANDIDATE NO
 - Adınızı ve soyadınızı test kitabının herhangi bir yerine **yazmayın**, aksi halde cevaplar sıfır (0) puan ile değerlendirilecektir.
 - Denetim otoritesi size söyleyene kadar testi çözmeye başlamayın
 - Test odasına herhangi bir ilave malzemenin girmesi ve kullanılması yasaktır. (cep telefonları, sözlükler, ders kitapları vb.)
 - **Testteki 1 ve 2** (sorular 2.1, 2.2, 2.3 ve 2.4) numaralı görevlerle ilgili soruları cevapladıktan sonra, kırmızı dairedeki ilgili daireleri şekillendirerek cevapları aktar. Kırmızı listede onarım yapma
 - Testte belirtilen **yere 2** (sorular 2.5, 2.6 ve 2.7), **3, 4, 5, 6, 7** görevlerinin cevaplarını yazın. **ÖNEMLİ:** Okunamayan cevaplar ve testteki belirsiz düzeltmeler (0) sıfır puan olarak değerlendirilmiştir.
 - Sadece mavi dolma kalem kullanın. Kalemle yazılmış testler (0) sıfır puan ile değerlendirilir - Soruları cevaplamayı bitirdikten sonra testi kapatın.
 - Gözlemci size tamamlama zamanını söyleyecek ve siz onu testin ön kapağına yazınız
- Transkripsiyon kesinlikle yasaktır. Tüm özdeş veya benzer cevaplar (0) sıfır puan ile değerlendirilecektir.**

Size başarılar diliyorum

1 Carefully read the text below and choose the correct answer (A - D) to the questions (1.1 – 1.8) related to the text.

8 points

Forest Bathing, known in Japan as shinrin-yoku, began in the early 1980s as part of a national health initiative. At that time, many Japanese people were living stressful urban lives surrounded by technology and pollution. The government encouraged them to spend more time in forests to recover both physically and mentally. The word ‘bathing’ doesn’t mean swimming or washing, it describes immersing oneself in the forest atmosphere, breathing deeply, slowing down, and using all five senses to connect with nature. Since then, Forest Bathing has spread worldwide, offering people a simple, natural way to reduce stress, and improve well-being.

Unlike hiking or jogging, Forest Bathing isn’t about distance, speed or physical performance. There’s no goal to reach or mountain to climb. Instead, it’s about moving slowly, paying attention and noticing the details that often go unseen - the sound of rustling leaves, the smell of pine needles or the texture of a tree bark. When we stop rushing, our breathing slows, our heartbeat steadies, and our thoughts become clearer. This mindful pace helps us reconnect with ourselves, and with the living world around us.

Scientific studies continue to reveal the benefits of Forest Bathing for both mind and body. Time spent among trees has been shown to lower blood pressure, reduce stress hormones and improve mood. Forest air also contains natural oils that trees release to protect themselves from insects and bacteria. When humans breathe in these compounds, they can strengthen the immune system, and increase feelings of relaxation. Many people describe leaving the forest with more energy, sharper focus, and a lighter mood.

A central part of Forest Bathing is mindfulness. It’s the practice of being fully present without judging what we experience. In the forest, mindfulness means noticing the rhythm of our footsteps, the smell of the soil after rain or the play of light through the branches. By paying attention in this way, we give our minds a rest from constant thinking and worrying. This presence often leads to peacefulness, gratitude, and connection that stays long after the walk is over.

Although Forest Bathing can be practised alone, guided sessions can make the experience deeper. A trained guide helps participants slow down and offers ‘invitations’, simple sensory activities like touching a tree, listening for distant sounds, or observing how sunlight changes as clouds pass. The guide isn’t there to teach facts or lead exercise routines, but to create a safe, open atmosphere where nature itself becomes the guide. Thus, participants learn to trust their senses, and let the forest do the healing.

People living in cities can also benefit from the principles of Forest Bathing. Even if there are no large forests nearby, natural landscapes such as parks can provide similar experiences. Adding natural touches into our living spaces helps as well. We can keep indoor plants, listen to recordings of forest sounds, or simply open a window for fresh air. The essential idea is to experience nature directly, even in small ways. These short moments of attention can lift our mood, and make urban life feel less stressful.

Spending a few hours per week in nature brings the most benefits. This time doesn’t have to be taken all at once - several short visits can have the same positive effect. Forest Bathing is free and flexible, and it can fit any lifestyle. Most importantly, it reminds us that nature is not separate from us. When we take time to notice it, breathe with it, and appreciate it, we rediscover a deep and natural source of calmness within ourselves.



(1.1) According to paragraph 1, why did the Japanese government first promote Forest Bathing? A. To help people recover from the stress of modern city life. B. To encourage people to spend more time in nature for tourism. C. To motivate people to experience bathing in forest waters. D. To create new activities that combined exercise and relaxation.	1 point
(1.2) How is Forest Bathing different from hiking or jogging, according to paragraph 2? A. It involves following a strict route and keeping a consistent pace. B. It is mainly practised for improving fitness and burning calories. C. It focuses on visiting as many forest areas as possible in a short time. D. It focuses on slow movement and sensory awareness rather than exercise goals.	1 point
(1.3) What makes people feel generally better after leaving the forest, according to paragraph 3? A. The nutrients in forest plants that help them grow faster. B. The tiny particles from trees that can sometimes irritate the lungs. C. The natural scents created when rain falls on forest soil and leaves. D. The natural essences produced by trees that are good for human health.	1 point
(1.4) What is the main idea of the fourth paragraph? A. Forest Bathing is mostly about noticing plants in the forest. B. Mindfulness in nature helps calm the mind and deepen our awareness. C. Mindfulness requires focusing on solving personal problems while in nature. D. The goal of Forest Bathing is to ignore thoughts completely and clear the mind.	1 point
(1.5) According to paragraph 5, what is the main purpose of a Forest Bathing guide? A. To show participants exactly how to notice everything in the forest. B. To create a calm space where participants can connect with nature. C. To give some information about trees to make the walk more educational. D. To encourage participants to walk faster, so the group gets more exercise.	1 point

(1.6) How can people living in cities experience Forest Bathing, according to paragraph 6?

1 point

- A. By visiting green spaces or bringing nature into their homes.
- B. By growing certain flowers, and paying attention to small natural details.
- C. By letting in clean air through open windows instead of exploring nature.
- D. By relying mainly on artificial plants, sounds, or scents for a forest-like feeling.

(1.7) What does the last paragraph suggest about Forest Bathing?

1 point

- A. That it should be a replacement for all other stress-relief methods.
- B. That it is only useful if practiced for long sessions every day without breaks.
- C. That it is mostly effective for people who live close to forests or natural areas.
- D. That spending regular time in nature can improve our well-being and inner peace.

(1.8) What is the main idea of the text?

1 point

- A. Forest Bathing is most effective when guided sessions include physical challenges.
- B. Forest Bathing is mainly about learning scientific facts about trees and plants.
- C. Forest Bathing is a mindful, health-promoting way to reconnect with nature.
- D. Forest Bathing is a Japanese treatment that cures stress-related illnesses.

2 Carefully read the text and then do the exercises that follow.**4 points**

Failure is an experience that often makes people feel discouraged, but it does not have to be seen as something negative. In fact, failure can help us discover our strengths and understand ourselves better. When we accept it as a natural part of progress, we become less afraid. This shift in attitude allows us to keep moving forward instead of stopping at the first sign of difficulty.

One important reason failure is not a bad thing is that it builds resilience. Each time we fail and try again, we develop mental strength and patience. This resilience prepares us to face future challenges with greater confidence and determination. Instead of giving up easily, resilient people learn to stay focused on their goals, even when progress is difficult or slow.

Another reason failure can be helpful is that it stimulates learning and creativity. When a plan does not succeed, we are encouraged to analyse what went wrong and consider different ways to reach our goals. This process often leads to new ideas or strategies that we might not have discovered otherwise. Many innovations come from people who were willing to learn from their mistakes and try again with a fresh approach.

Failure can also make us more understanding and compassionate. When we face our own struggles, we become more aware of the difficulties others experience. This helps us build stronger relationships, because we are more open, patient, and willing to support people around us. Failure reminds us that nobody is perfect and that everyone needs help sometimes.

Finally, failure gives us the chance to step back and look at the bigger picture. When a plan does not succeed, it forces us to pause and ask ourselves if we are moving in the right direction. This reflection may reveal new opportunities or even a better path to follow. By reconsidering our goals, we can make wiser decisions and find more meaningful ways to grow.

Part 1

Read the statements in the box below and decide if each one is TRUE or FALSE based on information from the text. Then tick (✓) the appropriate column.

There is an example at the beginning (0).

Example:

		T	F
0.	Failure can help us learn and grow if we see it as a part of our natural progression.	✓	

		T	F
2.1.	The first paragraph says that failure prevents people from future advancements.		
2.2.	The second paragraph states that resilience makes people ready for future obstacles.		
2.3.	The third paragraph suggests that failure makes people stick to old ways of thinking instead of trying new approaches because they are afraid.		
2.4.	The fourth paragraph claims that failure reduces people's ability to empathise with others.		

Part 2

3 points

Read the questions and the beginnings of the answers below.

- Look at the example first to see how to answer.
- **KEEP YOUR ANSWERS SHORT** – USE BETWEEN 1 AND 6 WORDS.
- You can use contractions (e.g. 'don't' or 'isn't').
- Do not use block letters.

1	TL
---	----

Example:

0. According to paragraph 2, why is failure not always bad?

Because it helps us become mentally stronger and more patient.

2.5. According to paragraph 4, which two personal qualities increase when we face struggles?

Our _____ for others.

2.6. According to the last paragraph, what does failure encourage us to do?

It encourages us to _____ our goals.

2.7. What is the writer's overall opinion about failure?

According to the writer, failure helps people _____
_____, because it enables them to grow.

3 Complete the sentences (1-7) by changing the given word (in brackets) to the correct form. There is an example at the beginning (0). Answers are expected to be spelled correctly, and if necessary, capitalised. Do not use block letters. There is an example at the beginning (0).

7 points

1	TL
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- 0) After years of training, Zoe finally became a professional dancer. (PROFESSION)
- 1) Maria is very _____ when she drives. She always follows the speed limits. (CARE)
- 2) They meet _____ to review the group's progress. (MONTH)
- 3) I spent my holiday in a _____ beachfront resort. (LUXURY)
- 4) I waited for an hour to get the tickets. The queue was _____ long. (END)
- 5) Her _____ in addressing the crisis reassured the team and prevented the situation from escalating further. (DECIDE)
- 6) At yesterday's meeting, the manager _____ the instructions so that everyone could understand them. (SIMPLE)
- 7) This _____ has many shops and parks. (NEIGHBOUR)

Using the capitalized word in bold, complete the second sentence so that its meaning is the same as that of the first sentence. Do not change the key word. Use between 2 and 5 words. Contractions are acceptable. Answers are expected to be spelled correctly and, if necessary, capitalised. Do not use block letters. There is an example at the beginning (0).

1	TL
---	----

0. We are sorry we can't help you.

ONLY

If only we could help you.

1. When did you first meet Karen?

KNOWN

How long _____ Karen?

2. Jenny looks exhausted. I am sure she didn't sleep well last night.

CAN'T

Jenny _____ well last night – she looks exhausted.

3. They closed the library early. They canceled all the events, too.

ONLY

Not _____ the library early, but they also canceled all the events.

4. Tom eats too much bread, so the doctor told him he had to eat less.

CUT

The doctor told Tom to _____ bread.



PART 2

4 points

Fill in the gap in the second sentence so that its meaning is the same as that of the first sentence. Use between 2 and 5 words. Contractions are acceptable. Answers are expected to be spelled correctly and, if necessary, capitalised. Do not use block letters. There is an example at the beginning (0).

1	TL
---	----

0. William managed to finish the report on time.

William succeeded in finishing the report on time.

1. If Bob wants to get a promotion, he needs to work harder.

Bob won't get a promotion unless _____.

2. Unfortunately, the teacher didn't choose me for the competition.

I wish the teacher _____ me for the competition.

3. The plumber was fixing the leak while we were speaking.

We _____ while we were speaking.

4. 'Will she be attending the seminar next week?' the professor asked.

The professor asked _____ the seminar the following week.

5 Carefully read the text below and fill in each gap using **ONE** word only. Answers are expected to be spelled correctly and, if necessary, capitalised. Do not use block letters. There is an example at the beginning (0).

10 points

1	TL
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Barcelona is 0) **one** of the most exciting cities 1) _____ Western Europe. The best times to visit are in spring, early summer, 2) _____ autumn. People should avoid the middle of summer, though, as it can be very hot, and all the tourist attractions are crowded. Visiting Barcelona during one of 3) _____ many festivals can make the trip even more enjoyable.

The easiest way to get 4) _____ the city is by metro, though buses and taxis are also quite convenient. Many locals travel on mopeds, but visitors might find this a 5) _____ dangerous.

Barcelona is a fascinating mix of the modern and the ancient, with large, brand new shops and towering office buildings alongside narrow streets and hidden squares 6) _____ are hundreds of years old.

Barcelona's most famous street is La Rambla. It is primarily pedestrian, 7) _____ cars are allowed, and there are lots of street entertainers and stalls selling 8) _____ from flowers to jewellery. You will also find a spectacular food market, a noisy bird market, and the famous century old opera house near the Columbus Monument.

At the bottom of La Rambla near the harbour is Maremagnum. This is a big area 9) _____ of museums, where you can visit the Picasso museum. In addition, you must not miss La Sagrada Familia Cathedral. It is an amazing building, even though it hasn't been finished, 10) _____. Barcelona is really worth visiting.

5 points

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

20 points

Do you think the benefits of using social media outweigh the drawbacks?

Use the outline on page 15 to organize and develop your answer.

[illegible]

Handwriting practice lines consisting of 20 horizontal lines.

response to task	
1	TL
coherence and cohesion	
1	TL
vocabulary and word choice	
1	TL
grammar/sentence structure	
1	TL
spelling and punctuation	
1	TL

DRAFT PAGE FOR WRITTEN TASK 7. Use the outline form below to organize your text. **Your work on this page will not be scored.** Write your **final** text in the designated area for this task on pages 13 and 14.

I. Introduction and statement of the main claim

II. Body – two distinct ideas that logically support your main claim

A. Topic sentence (first idea in support of your main claim)

B. Topic sentence (second idea in support of your main claim)

III. Conclusion

A restatement of the main claim using new language and a brief summary of the supporting points

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