

## Listening

25 minutes

**1. You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C). At the end of the task you will have 1 minute to transfer your answers to the Answer Sheet.**

**1. You hear part of a programme about music in schools.**

**Why are fewer children joining school choirs?**

- A They are unwilling to sing in public.
- B Their parents don't encourage them to sing.
- C Their teachers lack the necessary musical skills.

**2. You overhear a conversation about evening classes.**

**Why did the girl decide to register for a photography course?**

- A She wanted to take better holiday snaps.
- B She thought it would help her in her career.
- C She needed a relaxing change from her studies.

**3. You hear an advertisement. What is being advertised?**

- A a shop
- B a publication
- C a TV programme

**4 You overhear two college students talking about applying for a weekend job.**

**What do they agree about?**

- A It would be an enjoyable thing to do.
- B It would be useful experience for the future.
- C It would help them with their college expenses.

**5. You hear a politician talking about facilities for the young in her area.**

**In her opinion, what is needed?**

- A a library
- B a leisure centre
- C an Internet café

**6. You overhear a woman talking about a language course.**

**What does she criticise about it?**

- A There are too many students.
- B Grammar isn't focussed on.
- C It isn't challenging enough.

**7. You hear an announcement about a future wildlife event.**

**How will the event help the protection of wildlife?**

- A by raising money
- B by informing the public
- C by recruiting volunteers

**8. You hear a man talking about moving house.**

**How did he feel after moving to a new area?**

- A worried that he wouldn't see his old friends
- B concerned about how his children would adapt
- C surprised by how welcoming his new neighbours were

**II. You will hear a radio programme about a bird called a peacock. For questions 9-18, complete the sentences. At the end of the task you will have 1 minute to transfer your answers to the Answer Sheet.**

### The Peacock

People say that the peacock's tail looks similar to a (9)\_\_\_\_\_.

The original home of the blue peacock is in (10)\_\_\_\_\_.

Peacocks were first kept by people as long as (11)\_\_\_\_\_.

The peacock's (12)\_\_\_\_\_ is long and thin.

The coloured spots on the peacock's tail are known as (13)\_\_\_\_\_.

The female peahen is mostly (14)\_\_\_\_\_ in colour.

In English, some people are described as being as (15)\_\_\_\_\_ as a peacock.

In the wild, peacocks usually live close to (16)\_\_\_\_\_ in the forest.

Peacocks usually spend time in trees when they want to (17)\_\_\_\_\_.

At Peacock Paradise in Malaysia, you can see (18)\_\_\_\_\_ as well as birds.

### Use of English

**35 minutes**

**III. For questions 19-25, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between *two* and *five* words, including the word given. Transfer your answers to the Answer Sheet.**

- 19.** Was it necessary for her to spend so much money on it?

**HAVE**

Did\_\_\_\_\_spend so much money on it?

- 20.** She was just going to have her breakfast when the phone rang.

**ABOUT**

She was just\_\_\_\_\_breakfast when the phone rang.

- 21.** Steve didn't manage to complete his work.

**FAILED**

Steve\_\_\_\_\_his work.

- 22.** Susan and Frank don't like each other.

**WELL**

Susan and Frank don't\_\_\_\_\_with each other.

- 23.** George wrote his last novel five years ago.

**WAS**

It\_\_\_\_\_George wrote his last novel.

- 24.** I'm sorry I didn't go to college.

**REGRET**

I\_\_\_\_\_to college.

- 25.** Mark is very patient, he'll never give up.

**TOO**

Mark is\_\_\_\_\_give up.

**IV. For questions 26-33, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

<b>The History of Paper</b>	
The history of paper is also the history of human culture and (26) ... . The Egyptians, Greeks and Romans wrote on "papyrus", a paper-like material. Today's kind of paper was first developed and used in China. Paper was the most important (27) ... of information in the past. It was only with increasing paper production that the transfer of (28) ..., education and information to a larger portion of (29) ... became possible.	26) CIVILISE 27) CARRY 28) KNOW 29) SOCIAL
With paper emperors were able to administrate large empires more easily. In former times paper was a (30) ... product, and paper making an art - an art that was often kept secret because of the outstanding (31) ... of the product. Today paper has changed from a rare artisan material to a commodity product, with a high practical value in communication, in (32) ..., artistic, hygienic, sanitary, and technical applications. Nobody can imagine a word without paper. A large variety of paper grades are produced to suit the special (33) ... of each application.	30) VALUE 31) ADVANCE 32) EDUCATE 33) REQUIRE

**V. For questions 34-43, complete the missing words in the table of animal names and their babies, e.g. 00 kitten:**

	<b>an animal</b>	<b>its baby</b>
<b>00</b>	cat	
<b>34</b>	bear	
<b>35</b>		caterpillar
<b>36</b>	camel	
<b>37</b>	deer	
<b>38</b>		gosling
<b>39</b>	hamster	
<b>40</b>	kangaroo	
<b>41</b>		lamb
<b>42</b>		cygnet
<b>43</b>	frog	

## Reading

25 minutes

**VI. You are going to read a newspaper article. For questions 44 – 50, choose the answer (A, B, C or D) which you think fits best according to the text. Write your answers on the answer sheet.**

### THE NEXT STEP IN BRAIN EVOLUTION

Emily Feld is a native of a new planet. While the 20-year-old university student may appear to live in London, she actually spends much of her time in another galaxy – in the digital universe of websites, e-mails, text messages and mobile phone calls. The behaviour of Feld and her generation, say experts, is being shaped by digital technology as never before. It may even be the next step in evolution, transforming our brains and the way we think.

‘First thing every morning I check my mobile for messages, have a cup of tea and then check my e-mails,’ says Feld. ‘I look at Facebook.com, a social networking website, to see if anything has been written on my “wall”. I’m connected to about 80 people on that. I’ll then browse around the Internet, and if a news article on Yahoo catches my eye, I’ll read it.’

‘The other day, I went to meet a friend in town, and realized I’d left my mobile phone at home. I felt so lost without it that I panicked and went back to collect it. I need to have it on me at all times. Technology is an essential part of my everyday life. I don’t know where I’d be without it.’

That’s what makes Emily a ‘digital native’, someone who has never known a world without instant communication. Her mother, Christine, on the other hand, is a ‘digital immigrant’, still coming to terms with a culture ruled by the ring of a mobile and the zip of e-mails. Though 55-year-old Christine happily shops online and e-mails friends, at heart she’s still in the old world. ‘Children today are permanently multitasking – downloading tracks, uploading photos, sending e-mails. It’s non-stop,’ she says. ‘They find sitting down and reading, even watching TV, too slow and boring.’

Are digital natives like Emily charting a new course for human intelligence? Many parents fear that children who spend hours glued to computer screens will end up as zombies with the attention span of an insect. Cyberspace is full of junk, they worry, and computer games are packed with mindless violence. But it is not to be like that, say some experts, and increasingly it isn’t, as users exert more control and discrimination.

The sheer mass of information in the modern world is forcing digital natives to make choices that those who grew up with only books and television did not have to make. ‘Younger people sift more and filter more,’ says Helen Petrie, a professor of human-computer interaction. ‘We have more information to deal with, and we pay less attention to particular bits of information, so it may appear that attention spans are shorter.’

The question, then, is how do digital natives learn to discriminate, and what determines the things that interest them? Parents who hope that skills, values and limits are instilled at school may be fighting a losing battle. According to some educationalists, the reason why children today do not pay attention in school is that they find teaching methods dull compared with their digital experiences. Instead, parameters are increasingly set by ‘wiki-thinking’, peer groups exchanging ideas through digital networks. Just as the online encyclopedia Wikipedia has been built from the collective knowledge of thousands of contributors, so digital natives draw on the experience and advice of online communities to shape their interests.

Where is this all leading? Only one thing seems clear: changes propelled by the digital world are just beginning. Indeed, apart from age, one of the differences between the natives and the immigrants is the intuitive acceptance of rapid digital change. Parents may use the Internet as much as their children, but what they are not used to doing is upgrading. The younger generation are much more used to replacing old technology. Faster broadband speeds, smaller hardware – innovation is happening at such a pace that what was science fiction a few years ago will soon be fact.

Anecdotally, it seems, a lot of natives in this digital culture are adept at multitasking, doing several things simultaneously. But nobody knows exactly what the effect will be. ‘In a sense, we are running a grand-scale experiment. We’re bringing up a whole generation in this totally new environment – without any firm evidence of how they will be affected.’

*Adapted from The Times online*

**44.** Why are the first three paragraphs of the article devoted to Emily Feld?

- A) She is particularly interested in technology.
- B) She is a typical university student.
- C) She is a representative of people of her age.
- D) She is studying the effects of digital technology on students.

**45.** How would you sum up Emily’s relationship with digital technology?

- A) She is completely dependent on it.
- B) She uses it mainly to support her academic studies.

- C) It provides her with a meaningful social life.  
D) It's useful but she could live without it.
46. The term 'digital native' is used to refer to someone who  
A) is inexperienced in using digital technology.  
B) has always inhabited a digital environment.  
C) is interested in using digital technology whenever possible.  
D) has yet to come to terms with digital technology.
47. How is Emily's mother different from her daughter?  
A) She is very uncomfortable using digital technology.  
B) She rarely uses digital technology.  
C) She is still adjusting to digital technology.  
D) She prefers reading or watching TV.
48. Some parents worry that continued exposure to digital technology will result in children  
A) becoming uncontrollable and violent.  
B) having lower life expectancy.  
C) being unable to discriminate between right and wrong.  
D) losing the ability to pay attention for more than a few seconds.
49. Educationalists believe that digital natives may be developing their ideas and interests from  
A) older family members.  
B) online encyclopedias like Wikipedia.  
C) internet contacts of their own age.  
D) schools and teachers.
50. What, according to the writer, is the only certainty with regard to the future of digital technology?  
A) Children will always be happier with digital technology than their parents.  
B) The world is at the start of the digital age.  
C) Everybody will need to become accustomed to multitasking.  
D) People will accept that digital technology is changing their world.

<b>TRANSFER YOUR ANSWERS INTO THE ANSWER SHEET!</b>
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## Writing

**35 minutes**

**VII. You have found the following text in the Internet. Comment on this piece of information:**

*I know quite a number of people who hate visiting museums. They claim it to be waste of time and money.*

*I totally disagree with them as it's so interesting and educative.*

*Bertha Monk*

**Write 150 -170 words. Remember to**

- make an introduction;
  - introduce possible arguments for and against visiting museums;
  - make a conclusion expressing your personal opinion on the issue
- Write in your own words. DO NOT quote from the given text.**