

**LISTENING**

**Time: 15 minutes (15 scores)**

**Task 1**

*You will hear a man who is looking for a new apartment to rent, talking to a landlady who is showing him round an apartment.*

**Questions 1 - 5.**

*Complete the notes below. Write **NO MORE THAN ONE WORD** for each answer.*

New Apartment

General

- partly furnished
- no (1) ..... are allowed

Kitchen

- nice and big
- there is a new (2) .....

Lounge

- some (3) ..... will be built soon

Bedroom

- good clothes storage
- need to bring a (4) .....

Bathroom

- only a shower
- the water is heated by (5) .....

**Questions 6-10**

*Complete the form below. Write **ONE WORD AND/OR A NUMBER** for each answer.*

Tenancy Form

Tenant details

- Full name: Andrew (6) .....
- Best contact: (7) andrew171@..... .com
- Driver's licence: (8) .....

Tenancy details

- Moving-in date: (9).....
- Rent per week: \$315
- Bond paid: (10) \$.....

**Task 2**

*You will hear a radio announcer talking about entertainment events that are taking place this weekend.*

**Questions 11-15**

*Choose the correct letter, A, B, or C.*

11 What is new about the Writer's Festival this year?

- A more international guests
- B extra time for questions
- C additional locations for events

12 Tickets for the Wearable Art event

- A are selling out quickly.
- B have been reduced in price.
- C must be booked in advance.

13 Ocean Times at Bright's Beach is  
A a sporting competition for adults.  
B an educational event for all ages.  
C a play day for young children.

14 People going to Artscape Exhibition  
A should wear appropriate clothing.  
B must keep to the proper path.  
C need to arrive at a certain time.

15 Tours of the Civil Theatre  
A do not happen often.  
B have never happened before.  
C may happen more regularly in future

***Transfer your answers to the answer sheet!***

**READING**

**Time: 30 minutes (16 scores)**

**Task 1**

***For items 1–6, read the passage below and choose option A, B, C or D which best fits according to the text.***

**The man who wants to teach the world**

*Helena de Bertodano meets Salman Khan.*

What Salman Khan, the founder of the non-profit online school Khan Academy has to say to the parent of an eleven-year-old in the USA is frankly terrifying: 'If your child is not placed in the fast track for math in sixth grade, his chances of becoming a doctor or an engineer are probably zero. And it's decided when he's eleven years old.'

This is exactly what happened to his cousin, Nadia. Usually a straight-A student, she had done poorly in a maths streaming test in sixth grade because she had failed to understand one concept. This one test result, Khan says, might have harmed her academic destiny. Nadia's distraught mother turned to Khan for help. Khan tutored her remotely over the phone and Nadia passed her retake with flying colours. Soon, many more relations and friends wanted Khan's help. Unable to handle the volume of requests, at the suggestion of a friend, he started to record his lessons on video and post them on YouTube. 'At first I was dismissive,' Khan says. 'I thought YouTube was for dogs on skateboards.'

Now Khan has more than 6,500 videos to his name, which have been watched on YouTube and his own website over 1.2 billion times. His friendly, avuncular style, coupled with his knack for making difficult concepts seem simple, has helped children — and adults — all over the world move into the fast track. He says his aim is to create 'the world's first free, world-class, virtual school where anyone can learn anything'. Some teachers are wary of him, thinking that he is trying to supplant them, but many more embrace his approach and have started 'flipping' the classroom, encouraging students to watch Khan's videos at home and then tackling maths problems together in class.

You might expect a man with such influence to have state-of-the-art headquarters but Khan's premises are unprepossessing. Arriving at an unmarked red door, sandwiched between a clothes shop and a Chinese restaurant, I decide I have the wrong address — especially after ringing the bell for ten minutes with no response. Eventually, I rouse someone on the telephone and the door is opened. When his assistant shows me in, Khan appears at first to be slightly annoyed at this interruption. Sitting on a leather swivel chair behind a heavy oak desk surrounded by pictures of his wife — a doctor — and their two children, he continues to work for a few minutes. But once he warms up, it becomes clear that the initial awkwardness is down to shyness, not rudeness. 'I'm not very good when people want to meet me,' he says. 'I want to hide a little bit.'

Khan believes that the rigidity of the school system is outdated and deadens a child's natural curiosity. 'Aged one to four, kids are excited by anything new, they want to figure it out, then all of a sudden, when they turn five,

you start seeing fewer curious kids, by nine or ten you see very few with any curiosity, and by eighteen it's very much the exception. Curiosity is just stamped out of them. I'm convinced it's indoctrination, not a genetic thing. Kids are herded together, the bell rings, you're rewarded for passivity, you're rewarded for compliance, that's what keeps you moving through the system.'

Private school education makes little difference, he says. Nor does he believe that student-teacher ratio is an issue. 'The idea that smaller classes will magically solve the problem of students being left behind is a fallacy.' As he points out, if a teacher's main job is lecturing to the students, it doesn't really matter how many students are in the classroom. What matters is the 'student-to-valuable-human-time-with-teacher' ratio. What his videos do, Khan says, is free teachers up for more personal interaction.

He thinks bigger classes with more teachers would provide a more creative learning ground. In his ideal classroom there would be 75—100 students of widely varying ages, with three or four teachers. Some students would be working at computers; others would be learning economics through board games; others would be building robots or designing mobile apps; others would be working on art or creative writing. His dream is nothing short of revolutionary. 'In 500 years I hope people look back and say, "Imagine, kids had to learn in classrooms that were like factories and it was unheard of for an eight-year-old to truly, deeply understand quantum physics. Isn't that strange?"'

**1 Why did Khan initially start to record videos?**

- A It was easier to explain concepts in a video than on the phone.
- B It enabled him to advertise his services worldwide.
- C It was impossible for him to respond personally to each request for assistance.
- D It was a more popular medium for young people to use.

**2 One value of the videos is that they can**

- A be used as an additional tool for teachers in class.
- B be shown to students as a reward for hard work.
- C act as a substitute for formal learning.
- D help students prepare for a topic they will study.

**3 When visiting Khan the writer is**

- A annoyed by Khan's lateness.
- B surprised by Khan's choice of location.
- C embarrassed by the way Khan addresses him.
- D impressed by the style of furnishings in Khan's home.

**4 The writer mentions different children's ages to illustrate his idea that**

- A it is quite natural for children to grow disillusioned with formal education.
- B the older a child is, the less able they are to assimilate new information.
- C a child's growing lack of interest in learning is a result of experience at school.
- D younger children need more motivation to remain interested in education.

**5 In Khan's opinion, the suggestion that a lower student-teacher ratio solves the problem of ineffective learning is**

- A an illogical assumption.
- B as yet unproven.
- C unworkable in practice.
- D counterproductive to general opinion.

**6 When Khan compares classrooms to factories in the final paragraph, he is implying that**

- A classrooms produced what industry demanded.
- B children were part of an inflexible system.
- C teaching methodology produced student clones.
- D small numbers of teachers dealt with large numbers of students.

## Task 2

You are going to read about four independent jewellery designers. For questions 7 — 16, choose from the designers (A — D). The designers may be chosen more than once.

### Which designer

- 7 \_\_\_ is concerned about the sourcing of her materials?
- 8 \_\_\_ is claimed to have the wrong attitude to business?
- 9 \_\_\_ uses the same combination of metals and precious stones in each piece of jewellery?
- 10 \_\_\_ creates designs that feature different versions of the same symbol?
- 11 \_\_\_ intends her jewellery to stand the test of time?
- 12 \_\_\_ designs pieces to reflect her beliefs that everything is linked by patterns?
- 13 \_\_\_ uses inspirations from experiences when she was young?
- 14 \_\_\_ makes jewellery that is easily attributable to her?
- 15 \_\_\_ does not work exclusively on making jewellery?
- 16 \_\_\_ was originally inspired by a social connection?

### Shining lights

#### A Emma Franklin

‘It has always been about animals,’ Emma

Franklin says. ‘My friend’s grandmother had an amazing stag brooch with huge antlers and that’s where it started. Everyone has a relationship with an animal in my collection.’ Franklin has focused on jewellery design since her teens and graduated from Central Saint Martins, setting up her own business immediately. Based in East London, Franklin hand-makes each necklace, bangle, ring, cufflink and pin, featuring any of fourteen animal heads, from a pig to a triceratops, as well as a shotgun. All her pieces are made in solid silver, plated in twenty-two-carat yellow gold or black rhodium, with black diamonds and freshwater pearls. Bespoke commissions, predominantly engagement rings, not all animal-related, are becoming more frequent. Franklin’s robust designs are instantly recognisable, as she has discovered. ‘Recently in a pub this girl was wearing one of my rings at the bar, so I introduced myself. She was completely starstruck and fetched over her dad, who had bought it for her. I had to explain that it was really me who was excited.’

#### B Alexandra Jefford

‘My design style constantly evolves,’ Alexandra Jefford says. ‘But even though I try new things, I can’t kick my art background. I’m really inspired by art, architecture, design, furniture design.’ Jefford graduated with a degree in fine art, began designing jewellery ten years later and sold her first piece, a gold ring, on its first outing, at dinner with a friend. Her designs, produced on a project-by-project basis rather than as collections, include her signature Alphabet series for which she designed a slim font. Her recent O project interprets that letter in various typefaces. She combines jewellery design with other artistic pursuits such as sculptural welding and life drawing. Fans range from her daughter’s friends to her mother’s friends, although she doesn’t always want to sell. ‘I become emotionally involved with all my pieces, so I find it really hard to let go. There are still some pieces that I hide “for the family museum”. My husband says that I work as a shopper rather than a seller.’

#### C Hattie Rickards

Hattie Rickards’ first collection of twelve rings, entitled *Revealed*, was an instant success after its November launch. Her second, *Geo*, came out to even greater acclaim. ‘The ethos behind *Geo* is connection and relationships, bringing tessellating or geometrical shapes together making one, for example, the *Kindred* ring, where two puzzle pieces fit neatly together.’ Hampshire-born Rickards set up on her own last year. ‘I wanted to create a high-end, luxury jewellery brand with an ethical backbone, which coincided with a gap in the market.’ All Hattie Rickards’ jewellery is made using Fairtrade precious stones from Thailand and India and eighteen-

carat, Fairtrade, fair-mined gold from Colombia. HRJ is one of the first twenty companies to become a certified user of this type of gold, many of its pieces having the premium ‘ecological’ label. There are no plans for e-commerce, as Rickards believes this detracts from the meaning behind the piece. ‘I am passionate that people understand the symbolism behind my work. I don’t want it to just be a ring on a website. The story is so important.

### D Mawi Keivom

Mawi Keivom is known for her architectural statement jewellery: chunky box chains with coloured pearls, spiked gold rings and brightly coloured gems. Born in the north-east of India, forty miles from the Burmese border, into the Mahr tribe, Keivom draws her influences from a peripatetic childhood with her diplomat parents that took them to Africa, the Middle East, Southeast Asia and Europe. Keivom studied fashion design in New Zealand, then, after a stint in New York, moved to London, where she met her husband, Tim Awan, and together they set up Mawi — she as the jewellery designer, he as the business brain. ‘My style of jewellery is very individual and not for the faint-hearted. I have a very strong vision that translates into an industrial, graphic aesthetic offset with crystals and pearls that are a little bit feminine. I don’t try to do something that is for the moment. My pieces are classics in their own right, not trend-specific.’

*Transfer your answers to the answer sheet!*

## USE OF ENGLISH

**Time: 45 minutes (39 scores)**

### **Task 1. Questions 1–8**

*For questions 1 — 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.*

Example:

0 **A pioneer** B developer C designer D creator

#### **Ernest Shackleton**

Ernest Shackleton was an early (0) .....A..... of polar exploration, who led three British expeditions to the Antarctic.

Shackleton’s first experience of the polar regions was with Captain Robert Scott and his team and they established a new record. However, much to his (1) ....., Shackleton was sent home due to (2) ..... health, meaning that he had to (3) ..... his dream of reaching the South Pole. During his second expedition, he and three companions set another record — this time for having made the greatest (4) ..... to the South Pole in history. Members of Shackleton’s team also climbed Mount Erebus, the Antarctic’s most active volcano. For these achievements, Shackleton received official (5) ..... from the British king. In 1911, the race to the South Pole ended with Roald Amundsen’s victory. Shackleton turned his (6) ..... to the crossing of Antarctica from sea to sea, via the Pole. Disaster (7) ....., though, when his ship, *Endurance*, became trapped in ice and was slowly (8) .....

Shackleton returned to the Antarctic in 1921, but died shortly after his arrival. At his wife’s request, he was buried there.

- |   |                       |                        |                       |                      |
|---|-----------------------|------------------------|-----------------------|----------------------|
| 1 | <b>A</b> irritability | <b>B</b> disorder      | <b>C</b> annoyance    | <b>D</b> temper      |
| 2 | <b>A</b> dissolving   | <b>B</b> deteriorating | <b>C</b> damaging     | <b>D</b> decaying    |
| 3 | <b>A</b> withdraw     | <b>B</b> concede       | <b>C</b> vanish       | <b>D</b> abandon     |
| 4 | <b>A</b> revolution   | <b>B</b> progress      | <b>C</b> modification | <b>D</b> gain        |
| 5 | <b>A</b> recognition  | <b>B</b> awareness     | <b>C</b> gratitude    | <b>D</b> reception   |
| 6 | <b>A</b> objective    | <b>B</b> basis         | <b>C</b> proposal     | <b>D</b> aim         |
| 7 | <b>A</b> struck       | <b>B</b> caused        | <b>C</b> broke        | <b>D</b> established |
| 8 | <b>A</b> demolished   | <b>B</b> smashed       | <b>C</b> extinguished | <b>D</b> crushed     |

## Task 2. Questions 9–16

For questions 9 — 16, read the text below and think of the word which best fits each gap. Use **only one word** in each gap. There is an example at the beginning (0).

### Health and Fitness

If regular physical activity benefits the body, a sedentary lifestyle (0) .....may..... well do the opposite. (9) ..... only does it increase people's chance of becoming overweight, it also gives rise to a range of health issues. Yet (10) ..... the well-documented advantages of physical activity, only 30 percent of adults report doing regular exercise (11) ..... their leisure time. Even (12) ..... shockingly perhaps, studies that measure people's levels of physical activity suggest that these 'self-reports' are, in (13) ..... probability, overestimates.

According to a recent study, it (14) ..... appear that, even for people who do exercise regularly, there's a clear link between excessive television watching and obesity. It was found that, regardless (15) ..... whether or not they were regular exercisers, watching more than a few hours television on a daily basis significantly increases a person's risk of becoming seriously overweight.

It has also been established that remaining seated for hours (16) ..... end changes the rate at which people burn calories, which means that even when they do exercise, they find it harder to lose weight than people who opt for a more active lifestyle.

## Task 3. Questions 17–25

Complete the following sentences with one word, making binomials. The definition is given in brackets.

Examples: The hotel was a bit **rough and ready**, (poor standard)

She's better now and **out and about** again, (going out)

17. Nobody will help her; she'll have to sink or \_\_\_\_\_. (survive or fail)
18. She ran up and \_\_\_\_\_ the street. (in both directions)
19. There are cafes here and \_\_\_\_\_. (scattered round)
20. She has to wine and \_\_\_\_\_ important clients. (entertain)
21. My English is progressing in leaps and \_\_\_\_\_. (big jumps)
22. Sooner or \_\_\_\_\_ you'll learn your lesson. (some time/day)
23. The old cottage has gone to rack and \_\_\_\_\_. (decayed)
24. I've been running back and \_\_\_\_\_ all day. (to and from somewhere)
25. You can pick and \_\_\_\_\_, it's up to you. (have a wide choice)

## Task 4. Questions 26–39

For questions 26 – 39 choose the correct meaning of the given word or expression (**a** or **b**).

26. *Oxfam* is:

- (a) A government-backed organisation that helps British farmers get more money for their products.
- (b) A charity organisation that raises money for poor people in other countries.

27. *Planning permission* is:

- (a) The official permission a couple need if they want to have more than two children,
- (b) The permission that is needed from a local authority before carrying out certain kinds of building work.

28. A *quid* is:

- (a) A very informal word for a pound (£).
- (b) An informal word for a child.

29. *Recess* is:

- (a) The long period during the summer when Parliament stops meeting,
- (b) The period between one political party losing a general election, and a new political party taking over.

30. *Scotch* is:

- (a) Scottish whisky,
- (b) A Scottish person.

31. A *senior citizen* is:

- (a) Someone who is more than 60 years old.
- (b) Any member of the Royal Family.

32. *Speaker's Corner* is:

- (a) The name of a popular political television programme.
- (b) A place in London where ordinary people can speak freely and publicly on any subject they like.

33. *Stilton* is:

- (a) The period of the year between January 1st and Easter.
- (b) A strong-smelling cheese that is often eaten at Christmas.

34. A *tenner* is:

- (a) An informal word for a ten pound (£10) note,
- (b) An informal word for a man or woman who is good at everything he/she does.

35. A *Tory* is:

- (a) A slightly derogatory name for a member of the Conservative Party, or one of its supporters,
- (b) A town or village that has no political representation in an election.

36. *Ulster* is:

- (a) Another name for the Republic of Ireland, used especially by Irish nationalists,
- (b) Another name for Northern Ireland, used especially by Irish unionists.

37. *V.A.T.* is:

- (a) A tax on goods and services (Value Added Tax),
- (b) A famous sporting trophy for which universities compete (The Varsity Association Trophy).

38. A *vicar* is:

- (a) A public protest against government action,
- (b) A priest in the Church of England.

39. *Wellies* are:

- (a) People who cannot decide who to vote for in an election (from the word “Well...”)
- (b) Rubber boots (properly called Wellingtons) which do not let water in.

***Transfer your answers to the answer sheet!***

**WRITING**

**Time: 60 minutes (30 scores)**

Comment on the following quotation.

**“Imagination is more important than knowledge.”**

*Albert Einstein*

**Write 200–250 words.**

**Use the following plan:**

- explain how you understand the author’s point of view;
- express your personal opinion and give reasons in its support;
- give examples to illustrate your reasons, using your personal experience, literature or background knowledge;
- make a conclusion.

**LISTENING (15 scores)**

**Task 1**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

**Task 2**

11	
12	
13	
14	
15	

**READING (16 scores)**

Task 1		Task 2	
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	
		13	
		14	
		15	
		16	

**USE OF ENGLISH (39 scores)**

Task 1		Task 2		Task 3		Task 4	
1		9		17		26	
2		10		18		27	
3		11		19		28	
4		12		20		29	
5		13		21		30	
6		14		22		31	
7		15		23		32	
8		16		24		33	
				25		34	
						35	
						36	
						37	
						38	
						39	

