

PART 1
LISTENING

Time: 15 minutes

TASK 1

You will hear a girl, Eva, and a boy, Carl, talking about computers. Decide if each sentence **1 – 10** is correct or incorrect. If it is correct, write **T** (TRUE). If it is not correct, write **F** (FALSE).

1. Carl uses his computer for a maximum of two hours each evening. _____
2. Eva is worried that surfing the internet is taking up too much of her time. _____
3. Eva finds surfing the internet dull. _____
4. Carl warns Eva that some information on the internet is unreliable. _____
5. Carl prefers not to give personal information in chat rooms. _____
6. Eva and Carl both agree that chat rooms are a good way to make new friends. _____
7. Carl keeps in touch with his friends in different countries by post. _____
8. Carl's friend sometimes comes to his house to play computer games late at night. _____
9. Carl and Eva both decide to limit the amount of time they spend online. _____
10. Eva wants them to go to the gym with the time they have saved. _____

Transfer your answers to the answer sheet!

TASK 2

You will hear a teacher talking about some visitors coming to speak at the school. For each question, fill in the missing information in the numbered space.

Visiting Speakers

The plan is to **(11)** _____ some talks.

Series of talks by visiting speakers:

on the first **(12)** _____ each month.

at **(13)** _____ p.m.

The first talk – Ellie Brown

Date **(14)** _____

Ellie's job: **(15)** _____

Ellie will talk about her visit to **(16)** _____

The second talk – Harry Fowler

Date **(17)** _____

Harry's job: **(18)** _____

Topic of talk: making **(19)** _____ films.

Harry's book: *Behind the Lens*

Book costs: **(20)** _____ pounds at the talk.

Transfer your answers to the answer sheet!

PART 2
READING

Time: 45 minutes

TASK 1

Read the text below and match each paragraph **A - D** with the topic it covers **1 - 4**:

- | | | |
|----------|---|-----------------|
| 1 | why the translators needed to work fast | paragraph _____ |
| 2 | the number of translated Harry Potter books | paragraph _____ |
| 3 | some problematic translations | paragraph _____ |
| 4 | why translating Harry Potter wasn't easy | paragraph _____ |

Translating the world's bestseller

A There are more than 400 million Harry Potter books in the world. But approximately 100 million copies do not contain any lines from the author's original text. That's because they are translations. At the moment, there are versions in over sixty languages, including Welsh, Latin and Ancient Greek.

B Jean-Francois Menard, the French translator of the Harry Potter books, translated the 700-page fourth book in just 63 days. The translators didn't have much time because they could only begin when the English version appeared in the shops. This was because the author wanted the story to be a total secret. In a few countries where the general public's level of English is very high (for example in Scandinavia), it was very important to translate the books quickly. If not, people in those countries could just buy the original English version, not the translation.

C In other countries such as China, there were unofficial, pirate translations. People sold them on the streets illegally. The author didn't receive any money from these books and often the translations were not very good. A pirate version in Venezuela in 2003 contained many mistakes. The translator occasionally put a few of his own informal messages into the text, for example "Here comes something I can't translate, sorry", or "I didn't understand what that meant".

D It's true that the translation of J.K.Rowling's books had some special difficulties. One big problem was with invented words and names. There are a lot of these words in the series – approximately 400! Spanish readers find most of these words exactly the same as in English. So, *quidditch* (the invented sport that Harry Potter plays) and *muggles* (humans who haven't got magical powers) are unchanged in the Spanish versions. But in Brazil the translator invented her own Portuguese words to express the ideas and sounds of the original words. So we have *quadribol* to translate *quidditch*, and *trouxas* instead of *muggles*.

Transfer your answers to the answer sheet!

TASK 2

Read the text again. For questions **5 – 13** decide if these statements are true (T), false (F) or the information is not stated (NS). **Circle the correct answer on your answer sheet.**

- | | | |
|-----------|--|------------------|
| 5 | More than half of all Harry Potter books are translations. | T/ F/ NS |
| 6 | There is a Japanese version of the Harry Potter books. | T/ F /NS |
| 7 | The Harry Potter translators didn't have the books before the general public. | T/F/NS |
| 8 | Scandinavian translators need to work fast because not many people can read the English version. | T/F/NS |
| 9 | Some people translated the books without official permission. | T/ F / NS |
| 10 | The official translation in Venezuela contained some strange comments. | T/ F / NS |
| 11 | People had to do a test to become official translators of the Harry Potter books. | T/ F / NS |
| 12 | J.K.Rowling used different languages to invent new words for the Harry Potter books. | T/ F/NS |
| 13 | All the translators used the same technique to translate Rowling's invented words. | T/ F / NS |

Transfer your answers to the answer sheet!

TASK 3

Read the text. Match the headings **A - H** with the paragraphs **14 - 20**. There is one extra heading.

- | | | | |
|----------|-------------------------|----------|--------------------------------|
| A | The future | E | Luke's style of cooking |
| B | Cooking meat | F | Introducing Luke |
| C | Learning to cook | G | An unusual child |
| D | Some advice | H | Famous restaurant |

Luke Hayes-Alexander Teenage Master Chef

- 14 Luke looks like a typical eighteen-year-old. He is tall (1.95 meters), skinny and pale and is into strange hats and loud music. Luke speaks softly and is quite shy but when he talks about food, you can hear his passion for cooking: “My life is about food – shopping, preparing, developing and serving”.
- 15 Luke Hayes-Alexander is executive chef of *Luke’s* in Kingston, Canada, started by his parents in 1993 and named after their eighteen-month-old son. *Luke’s* now attracts food lovers from all over the world because of the exciting new dishes created by its brilliant young chef.
- 16 Luke didn’t have a typical childhood. When he was a kid, he didn’t play video games or watch TV and he hated sport. He read *War and Peace* when he was seven (and understood it!) and he preferred cookbooks to comic books. After finding out that he had diabetes, he had to know about all of the ingredients in the food he ate. Soon, he started helping his father in the kitchen and thinking about new recipes.
- 17 At the age of fourteen, Luke left school and, with his parents’ help, combined home schooling with learning more about food and cooking. Then, when Luke was only sixteen, he took the position of chef from his father and started changing the small family restaurant into a center of creative cuisine.
- 18 Luke loves looking for new and unusual combinations of flavours and textures for his dishes. Luke cares a lot about his ingredients; they all come from local farms and everything in the restaurant is home-made. “I enjoy cooking almost everything,” he says, “if it is beautiful and fresh.” Surprisingly, although he is a vegetarian, Luke is an expert at preparing and cooking meat and his smoked sausages are delicious.
- 19 Luke is happy in Kingston but has many plans and is already working on a cookery book with dozens of his interesting recipes. “I’d love to write books to teach people, to inspire them,” he says. He would also like to go to Europe to find out more about European cooking and talk to his heroes like the Spanish cook Ferran Adria.
- 20 What tips does Luke have for other teenagers interested in food? “Have fun, get dirty, listen to some good, funky music and COOK!”

Transfer your answers to the answer sheet!

PART 3
USE OF ENGLISH

Time: 30 minutes

TASK 1

Read the text below and choose the correct word for each space. For each question 1 - 10, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

New Home – New School (By Megan Williams, aged 13)

Last year my Dad got a new job. It was in a town (0) A was 100 km from our home. Mum and Dad (1) _____ we would have to move, because it was a long way for Dad to (2) _____ every day.

When they (3) _____ me about their plan I was upset (4) _____ I loved my home and school. I was worried that I would (5) _____ all my friends and teachers a lot.

Anyway, six months (6) _____ that, my family moved to the town of Hexford. The house was much bigger than our old one, and (7) _____ my bedroom window I (8) _____ see the sea.

I wasn't looking forward to the first day at my new school. I felt really (9) _____ about meeting lots of new people. But when I got there everyone was great! My class teacher was nice and I (10) _____ friends with two girls in my class. Moving home isn't that bad, after all!

Example: 0 A which **B** where **C** who **D** what

- | | | | | |
|----|--------------------|-----------------------|-------------------|--------------------|
| 1 | A chose | B decided | C selected | D picked |
| 2 | A transport | B carry | C tour | D travel |
| 3 | A said | B spoke | C told | D explained |
| 4 | A because | B so | C but | D and |
| 5 | A forget | B lose | C leave | D miss |
| 6 | A further | B after | C next | D later |
| 7 | A down | B along | C from | D away |
| 8 | A shall | B could | C must | D would |
| 9 | A nervous | B disappointed | C angry | D bored |
| 10 | A knew | B found | C made | D met |

Transfer your answers to the answer sheet!

TASK 2

For questions **11-16** read the text below and fill in the gaps with the linking words or phrases **A – G** from the box. There is one extra word in the box.

- | | | | |
|-----------------------|-----------------|--------------|-----------------------|
| (A) On the other hand | (B) To sum up | (C) However | |
| (D) In contrast | (E) In addition | (F) In spite | (G) To tell the truth |

Exams are a fair way of testing students

Every year thousands of students take important exams which can decide their future. Students have to pass exams with satisfactory grades in order to get a place in a university.

(11) _____, are exams a fair way of judging a student's ability?

On the one hand, exams seem fair. The questions are the same for all students. Also, the exams are marked according to a strict scheme and usually by more than one examiner.

(12) _____, students do the exams at the same time and under the same conditions.

(13) _____, there are some drawbacks with exams. Although deserving to pass, some students might be so nervous on the big day that they make a mess of the exam. Furthermore, there may be other reasons, such as illness, which affect a student's performance in the exam. (14) _____, a system of continuous tests during the year could be introduced. (15) _____, this would mean more regular testing and more work for teachers. There would be a greater opportunity for students to copy work, too.

(16) _____, exams are not the ideal way of testing students and the idea of checking students' work over a longer period is becoming more popular. Students believe the best system would be a mixture of the two – 50% exams and 50% course work.

Transfer your answers to the answer sheet!

TASK 3

Match the less formal verbs **17-20** on the left with the more formal verbs A - F on the right. There are two extra formal verbs you do not need to use.

- | | |
|--------------------|----------------------|
| 17. to need | A. to provide |
| 18. to give | B. to enquire |
| 19. to book | C. to reserve |
| 20. to help | D. to verify |
| | E. to require |
| | F. to assist |

Transfer your answers to the answer sheet!

PART 4 WRITING

Time: 30 minutes

There were two surveys conducted in 1990 and in 2010 about the popularity of different means of travelling. Analyze the table showing the participants' opinion and write a report on the changes presented in it.

	1990	2010
Bicycle	3%	4%
Car	20%	25%
Train	55%	35%
Plane	15%	30%
Ship	7%	6%

Do not forget to:

- make an introduction
- analyze the changes in participants' opinion
- draw a conclusion

You should write about 120-150 words.

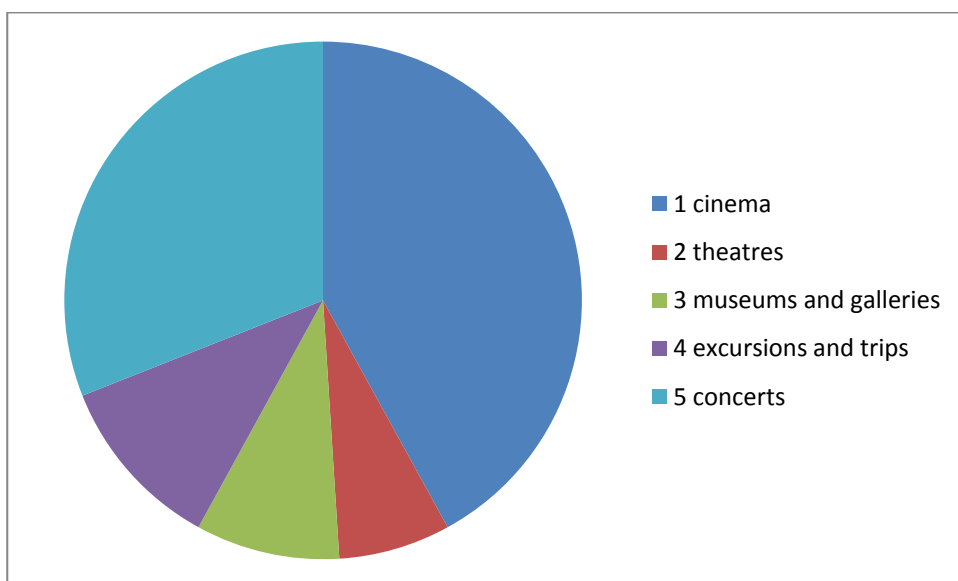
Time: 30 minutes.

PART 5
SPEAKING (Time 10 minutes)

Student 1

TASK 1

Imagine that you are presenting the results of your research about kinds of entertainment **teens** prefer. Study the diagramme and the table and tell your partner the results of your analysis.



1	cinema	42%
2	theatres	7%
3	museums and galleries	9%
4	excursions and trips	11%
5	concerts	31%

(Monologue - 1 minute)

Then answer **2** questions of your partner.

(Dialogue - 2 minutes)

TASK 2

Now listen to your partner's presentation of his/her research about kinds of entertainment **adults** prefer. Then ask your partner 2 questions to learn more about their preferences.

(Dialogue - 2 minutes)

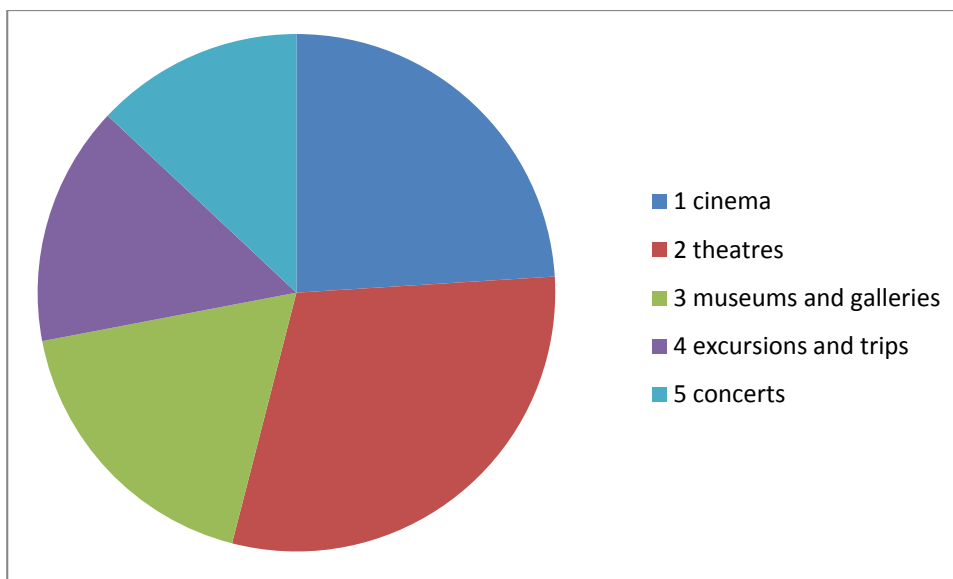
Your answer will be recorded.

SPEAKING

Student 2

TASK 1

Imagine that you are presenting the results of your research about kinds of entertainment **adults** prefer. Study the diagramme and the table and tell your partner the results of your analysis.



1	cinema	24%
2	theatres	30%
3	museums and galleries	18%
4	excursions and trips	15%
5	concerts	13%

(Monologue - 1 minute)

Then answer **2** questions of your partner.

(Dialogue - 2 minutes)

TASK 2.

Now listen to your partner's presentation of his/her research about kinds of entertainment **teens** prefer. Then ask your partner 2 questions to learn more about their preferences.

(Dialogue - 2 minutes)

Your answer will be recorded.