

, 9 – 11 ,

Listening**Time – 30 minutes, 17 points****Task 1.**

You will hear a radio interview with Sarah Moore, a spokesperson of a company called *Endangered Species Chocolate*. For questions 1 – 7, choose the best answer (A, B or C).

You will hear the recording twice.

You now have 1 minute to read the questions.

1. What is the purpose of *Endangered Species Chocolate*?
 - A) to buy fairly traded natural chocolate
 - B) to take advantage of people who like chocolate for profit
 - C) to use chocolate to spread positive environmental messages
2. How does ESC reduce its negative effects on the environment?
 - A) by using appealing packaging
 - B) by making chocolate
 - C) by using only natural ingredients
3. Why did ESC decide to use chocolate to give an environmental message?
 - A) Because it is very popular.
 - B) Because no one likes broccoli or carrots.
 - C) Because chocolate is sweeter than carrots.
4. How does ESC protect endangered species?
 - A) by informing people about the problem
 - B) by giving money to support them
 - C) both A and B
5. What is LEED?
 - A) an environmentally-friendly building
 - B) an environmental rating system
 - C) a factory in Indiana
6. Why is Sarah a fan of the giraffe chocolate bar?
 - A) She likes its ingredients.
 - B) The giraffe is the most endangered species.
 - C) She loves giraffes.
7. What are the purses made out of?
 - A) chocolate
 - B) misprinted wrappers
 - C) animal skin

Task 2.

You will hear a part of a radio programme in which an educational psychologist is interviewed about what characterises a genius. For questions 8 – 17, complete the sentences.

You will hear the recording twice.

You now have 50 seconds to read the sentences.

Besides intelligence, other characteristics of a genius are strong individualism, imagination and (8) _____.

Leonardo da Vinci believed that (9) _____ about the surrounding world is one of the secrets of being a genius. He also believed that it is important to lead a (10) _____ as this increases mental power.

Shakespeare's works include an impressive variety of (11) _____.

Shakespeare used over (12) _____ words and phrases in his range of works.

Mary says that all geniuses have been influenced by a mentor or a (13) _____.

Albert Einstein was considered to be a genius in (14) _____. As a child, Einstein hated the way (15) _____ in schools.

If parents want their children to become more creative, it is a good idea (16) _____ the TV. Exceptionally intelligent children tend to write down ideas, (17) _____ and be extremely imaginative.

There'll now be a pause of 2 minutes for you to copy all your answers on your answer sheet.

Do not forget to transfer all your answers to your answer sheet
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Reading

Time – 30 minutes, 14 points

Task 1.

You are going to read a newspaper article. For questions 1 – 7, 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 behavior 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 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*

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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) Everybody will need to become accustomed to multitasking.
 - C) The world is at the start of the digital age.
 - D) People will accept that digital technology is changing their world.

Task 2.

You are going to read an article about the use of robots. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (8 – 14). There is one extra sentence which you do not need to use.

IF YOU'RE HAPPY, THE ROBOT KNOWS IT

RoCo, the world's first expressive computer has a monitor for a head and a simple LCD screen for a face. Inhabiting a back room in the Massachusetts Institute of Technology's media lab, RoCo has a double-jointed neck which allows it to shift the monitor up and down, tilt it forward and back, and move it from side to side.

(8) _____. When you hang your head and sink into your chair, RoCo tilts forward and drops low to almost touch the desk, mimicking your gloomy posture. When you perk up and straighten your back, it spots the change and cheerfully swings forward and upward.

RoCo was unveiled at a human-robot interaction conference in Washington DC in March 2007. Because it responds to a user's changes in posture, its creators hope people might be more likely to build up a relationship with the computer that will make sitting at a desk all day a little more enjoyable. (9) _____.

The team is among a growing number of researchers who are investigating how far a robot's physical presence can influence people. (10) _____. Researchers at Stanford University in California have already proved that an in-car assistance system, for example, can make us drive more carefully if the voice matches our mood. But robots can have a greater impact. 'If it can actually touch you, it's a lot more meaningful,' says Cynthia Breazeal of the Media Lab, who created RoCo with her colleague Rosalind Picard.

Breazeal suggests that RoCo could be programmed to adopt the right posture to foster greater attention and persistence in children.

(11) _____. To find out, Aaron Powers at iRobot in Burlington, Massachusetts, and colleagues at Carnegie Mellon University in Pittsburgh, Pennsylvania, invited volunteers to chat about health and happiness with a 1.3-metre-tall, talking humanoid robot called Pearrl. They then compared their impressions with those of people who had only heard the robot and seen its projected image.

They found that volunteers rated the physical robot as more trustworthy, sociable, responsive, competent, respectful and lifelike than the projected image of the robot. More importantly, the researchers also found that the physical robot had the most influence over the volunteers.

(12) _____.

This persuasive power is important and is already being put to use in the classroom. Hiroshi Ishiguro, a roboticist at Osaka University in Japan, has developed a remote-controlled robotic clone of himself called Germinoid-H1. (13) _____. Interestingly, his students preferred this to a video or telephone link.

The emphasis is now on the improvement of teamwork and task coordination between humans and robots. But the idea of robots as team-mates is not universally accepted. (14) _____.

Breazeal argues that this can be resolved by training people and robots together, so that we learn the robot's limitations in advance. 'There might be initial disappointment, but five minutes later we will have figured it out,' she says.

- A** But does a physical robot really provoke a greater response in people than a much cheaper animated agent on a computer screen could?
- B** An attached camera can detect when the user changes position, allowing RoCo to adjust its posture accordingly.

- C** This does not mean that the robots of the future may be able to see things from our point of view and correct us when we make bad decisions.
- D** Using technology to manipulate someone or shape their mood is nothing new.
- E** Because robots have no drive to protect themselves, they cannot protect the group, says Victiria Groom, a researcher in human-robot interaction.
- F** The robot had actually prompted lots of participants to declare that they would take up more healthy activities, such as exercising and avoiding fatty foods.
- G** They also believe that by tuning into users' moods, the robot might help them to get their work done more effectively.
- H** Recently he has begun using it to represent him at meetings and classes at the Advanced Telecommunications Research Institute when he can't attend in person.

Do not forget to transfer all your answers to your answer sheet

Use of English

Time – 30 minutes, 39 points

Task 1.

Read the text below and complete the gaps 1 – 12. Use only one word in each gap. Write the word on your answer sheet.

An excellent writer

To the surprise of many people, Brutus is rapidly acquiring a reputation (1) an excellent writer of short stories. And why ever not? He has shown he has the vocabulary, grammar and plot devices to write his most recent story, (2) which he has chosen the title *Betrayal*.

Amazingly, not (3) the best literary critics can easily tell the difference between Brutus's stories and those written by distinguished human authors, although Brutus is a computer. Brutus produced his story for a competition in (4) human authors also participated - and he won! This obviously means that Brutus (5) appear to satisfy the condition laid by Alan Turing, the computer pioneer. Turing argued that once people could not tell (6) They were dealing with a computer or a human.

It has taken seven years to develop Brutus but (7) his achievements, he has a (8) limitations. Later versions of Brutus may do better but so far he cannot write anything longer than five hundred words. (9) is more, all his stories are written (10) a male point of view and all focus (11) people working at universities who are betrayed by colleagues.

Task 2.

For questions 12 – 22, 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.

Mahler's Fourth Symphony

The American conductor Michael Tilson Thomas has a rare (12) **ABLE**
He can make all kinds of classical music (13) to a wide audience. **ACCESS**

He (14) believes in bringing music to life in a way that can be enjoyed **PASSION**
by everyone. Listeners will not be disappointed with his latest CD, which
should find a place among the truly great (15) of Mahler's Fourth **RECORD**
Symphony. The opening theme is played at a pace which is (16) slow, **EXPECTED**
but this proves to be (17) moving. Throughout the piece, there is an **SURPRISE**
impression of perfect harmony and this makes listening extremely pleasurable.

The technical perfection of the performance demonstrates the (18) **EXCEPTION**
high standard of musicianship reached by every member of the orchestra, and
the clarity of their playing (19) the listener's musical experience. **RICH**
The (20) of the soloists is especially impressive. The solo horn in **EXPERT**
particular is truly (21) and manages to catch the conversational nature **MEMORY**
of the music beautifully. Laura Claycomb sings the finale with exactly the right
tone of (22) and charm, and reminds us that this music is about dreams **SIMPLE**
– of youthful innocence, of perfect happiness and peace.

Task 3.

Read the sentences (23 – 27) below and find one adjective among three which is *incorrect*. Write the adjective next to the number on your answer sheet.

23. Karl has *wide / extensive / vast* experience of repairing computers.
24. Gustav's report made a(n) *huge / extreme / powerful* impact on the Board of Directors.
25. People working here have to work under *heavy / constant / high* pressure.
26. The company I work for has a(an) *excellent / big / unrivalled* reputation for quality.
27. There has been *high / fierce / intense* competition for the manager's job.

Task 4.

For items 28 – 39 match the names of the scientists in the first column with their discoveries or inventions in the second column A – M. There is one extra word in the second column, which you do not have to use. Write the letter next to the number on your answer sheet.

- | | |
|-------------------------|-----------------------------|
| 28. Alexander Mozhaisky | A. helicopter |
| 29. Alexander Lodygin | B. aeroplane |
| 30. George Stephenson | C. ballpoint pen |
| 31. Lord Rutherford | D. a match |
| 32. Alexander Fleming | E. light bulb |
| 33. James Watt | F. steam locomotive |
| 34. John L. Baird | G. telephone |
| 35. Alan Turing | H. the decay of elements |
| 36. K. Tsiolkovsky | I. an all-metal dirigible |
| 37. Alexander Bell | J. penicillin |
| 38. John Walker | K. an electronic calculator |
| 39. I. Sykorsky | L. the steam engine |
| | M. television |

Do not forget to transfer all your answers to your answer sheet

Writing

Time – 40 minutes, 10 points

You've been asked to write an article for an international scientific magazine. The title of the article is **Scientific inventions and discoveries that really changed the life of mankind.**

Write 150 – 200 words.

Remember to

-) make an introduction,
-) express your personal opinion on the problem and give reasons for your opinion,
-) make a conclusion.

Write your opinion on your answer sheet

, 9 – 11 ,

Set 1

Student 1

Picture 1



Picture 2



, 9 – 11 ,

Set 1

Student 2

Picture 3



Picture 4

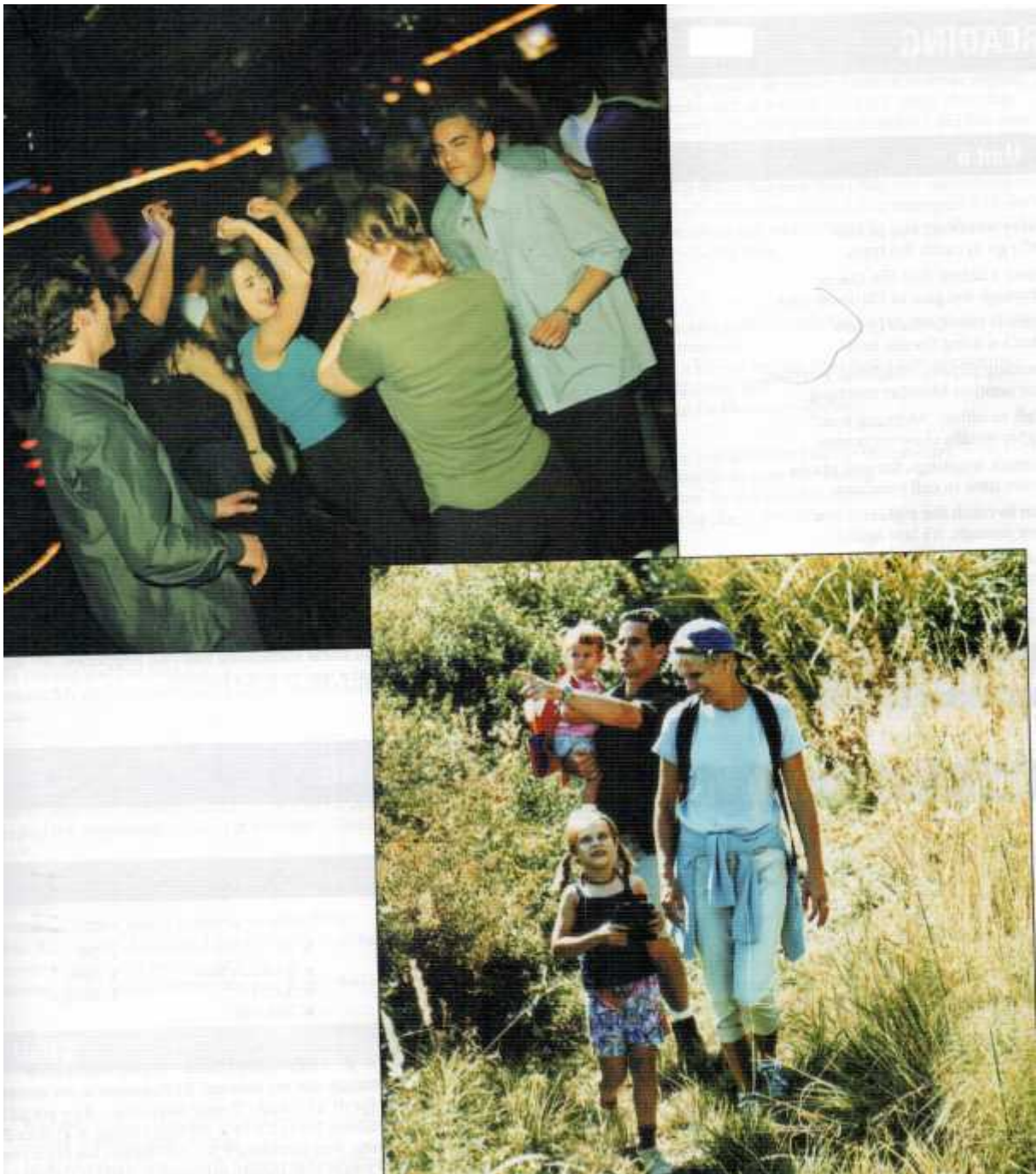


, 9 – 11 ,

Set 2

Student 1

Picture 5



Picture 6

, 9 – 11 ,

Set 2

Student 2

Picture 7



Picture 8



,

(Speaking)

: 20

	(6)	(5 5)	(5 5)	(4 4)
6	: ,	5 ,	5 :	4 : ,
5	: ,	4 ,	4 :	3 : ,

4	:	3	3	2
3	:	2	2	1
1-2	:	1	1	0
0		0	0	

5 :

- 1. (Listening);
- 2. (Reading);
- 3. - (Use of English);
- 4. (Writing);
- 5. (Speaking) 9 – 11 .

9 – 11

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- (Listening);
- (Reading);
- (Use of English);
- (Writing);
- (Speaking).

7 – 8

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- (Listening);
- (Reading);
- (Use of English);
- (Writing).

7 – 8 .

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(7 – 8) .

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9 – 11 - 2 – 2+

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2. _____

3. .

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- 5. ,
- 6. .
- 7. .
- 8. , (, 10.15. – 12.15.). 15 5
- 9. , ,
- 10. .
- 11. , .
- 12. ; .
- 13. .
- 14. « » ,
- 15. ().

(Listening).

7 – 8 – 20 , – 25
 9 – 11 – 17 , – 30

9 – 11 7 – 8 .

- 1. (Answer Sheet)
- 2. .
- 3. (, ,
- 4. .
- 5. :
- CD , , ,
- 6. (Answer sheets).

(Reading).

7 – 8 – 19 , – 25
9 – 11 – 14 , – 30

1000 2000 ,

(Use of English).

7 – 8 – 21 , – 20
9 – 11 – 39 , – 30

– 7 – 8 – 9 – 11

(Writing)

7 – 8 – 20 , – 35
9 – 11 – 10 , – 40

200 (7 – 8 – 100 – 110 , 9 – 11 – 150 –)

(Speaking)

9 – 11 – 20

9 – 11 (2 3) . (Set 1 Set 2).

1, – 2.

9 – 11 (

2 2 ,) , . . .

'Student 1' 2 'Student 2'.

- 1: 1 – 1, 2;
2 – 3, 4.
- 2: 1 – 5, 6;
2 – 7, 8.

, 9 – 11 ,

Set 1

Student 1

Participant's card

Task 1.

Please read the topic below carefully.

You will be asked to talk about it for 2 minutes **and then answer 3 questions of your partner.**

You have 3 minutes to think about what you're going to say.

Compare and contrast pictures 1 and 2 and say what kind of music you would prefer to listen to. Why?

(Monologue; time: 2 minutes)

Task 2.

Answer 3 questions of your partner.

(dialogue)

Task 3.

Listen to your partner and ask him /her 3 questions on his /her topic (Pictures 3, 4) to get additional details about the family he/she would like to go out with.

(dialogue)

, 9 – 11 ,

Set 1

Student 2

Participant's card

Task 1.

**Listen to your partner and ask him /her 3 questions on his /her topic (Pictures 1, 2) to get additional details about which place he/she would prefer to visit.
(dialogue)**

Task 2.

Please read the topic below carefully.

You will be asked to talk about it for 2 minutes **and then answer 3 questions of your partner.**

You have 3 minutes to think about what you're going to say.

Compare and contrast Pictures 3, 4, and say which family you would like to go out with. Why?

(Monologue; time: 2 minutes)

Task 3.

**Answer 3 questions of your partner.
(dialogue)**

, 9 – 11 ,

Set 2

Student 1

Participant's card

Task 1.

Please read the topic below carefully.

You will be asked to talk about it for 2 minutes **and then answer 3 questions of your partner.**

You have 3 minutes to think about what you're going to say.

Compare and contrast pictures 5 and 6, and say which place you would prefer to spend your spare time. Why?

(Monologue; time: 2 minutes)

Task 2.

Answer 3 questions of your partner.

(dialogue)

Task 3.

Listen to your partner and ask him /her 3 questions on his /her topic (Pictures 7, 8) to get additional details about the type of a break he/she would choose when he/she is tired.

(dialogue)

, 9 – 11 ,

Set 2

Student 2

Participant's card

Task 1.

Listen to your partner and ask him /her 3 questions on his /her topic (Pictures 5, 6) to get additional details about the place he/she would prefer to spend his/her spare time.

(dialogue)

Task 2.

Please read the topic below carefully.

You will be asked to talk about it for 2 minutes **and then answer 3 questions of your partner.**

You have 3 minutes to think about what you're going to say.

Compare and contrast pictures 7 and 8, and say what type of a break you would choose when you are tired. Why?

(Monologue; time: 2 minutes)

Task 3.

Answer 3 questions of your partner.

(dialogue)

Task 1.

You will hear a radio interview with Sarah Moore, a spokesperson of a company called *Endangered Species Chocolate*. For questions 1–7, choose the best answer (A, B or C).

You will hear the recording twice.

You now have 1 minute to read the questions.

HOST: I think it is safe to say that everyone loves chocolate, especially really good chocolate. And a flourishing company is taking advantage of that using the worldwide demand for chocolate to spread positive environmental messages. They have been able to do this by starting a collection of high-quality, all natural, fairly traded chocolate. Sarah Moore is a spokesperson for Endangered Species Chocolate who is here today to tell us more about the products and the positive effects they are having on the environment.

SM: Chocolate is one of the most loved and most consumed foods the world over without exception. However, like all other products, it can have either positive or negative effects on the environment and the people that eat it. That is why we provide extremely delicious chocolates made with only the finest, 100 percent natural ingredients. Furthermore, all of our products are wrapped in appealing packaging that emphasises the importance of the Earth's creatures and their need for our protection.

HOST: How did you come up with the idea of chocolate as a way of informing people about endangered species?

SM: Like we said before, just about everybody loves chocolate. So what better way to get an important message across than to put it on the one thing everyone loves to eat? It just wouldn't have the same impact with broccoli or carrots, so we took advantage of the consumers' sweet tooth to educate and inspire them.

HOST: That is a great way to get the message out there. When did you come up with this great idea?

SM: Endangered Species Chocolate (ESC) was founded in 1993 in an effort to spread awareness and to make a positive impact on the growing number of plant and animal species that are disappearing from the planet. We decided that 10 percent of the company's net profits should be donated to help support endangered species, their habitats and therefore humanity.

HOST: And how is the business going?

SM: Great! In 2005, we decided to move from our original facility in Oregon to a new factory in Indiana. We had to do that in order to keep up with the growing demand for premium chocolate with a cause and to take advantage of a centralized location to reduce shipping costs and time. Our new factory is LEED certified and we are busier than ever.

HOST: Could you explain what LEED means for us common folk?

SM: LEED is a rating system that certifies that the building is environmentally responsible. The

certification is strictly monitored and so we have to constantly keep up our responsibility.

HOST: That is great, but now on to the good stuff, why don't you tell us about the chocolate?

SM: We make three ounce bars, named after different endangered animals. For instance, there is the sea turtle bar, made with dark chocolate and blueberries, and the wolf bar, made with dark chocolate, dried cranberries and almonds. We also have amazing milk chocolate like the dolphin bar made with dried cherries and the giraffe bar made with peanut butter. If you're a white chocolate fan, you should buy the polar bear bar made with macadamia nuts. For something different, try the Eco Rounds!

HOST: Which one is your favourite?

SM: I really like the giraffe bar because I am a huge fan of peanut butter, and I also have the purse to match it.

HOST: I am sorry, what?

SM: Oh, I forgot to mention that we also make purses out of the wrappers that are either damaged or have misprints on them. We are trying to combine style and social responsibility, and our products spread a message of fashionable ecology. The folded and woven items are handmade by artisans in Mexico and Peru.

HOST: That is wonderful, thank you for sharing that story with us.

SM: Thank you...

(five second pause)

You will now hear the interview again.

Task 2.

You will hear a part of a radio programme in which an educational psychologist is interviewed about what characterises a genius. For questions 8 – 17, complete the sentences.

You will hear the recording twice.

You now have 50 seconds to read the sentences.

INTERVIEWER: Good morning, today we are continuing with our series on the mind and intelligence. In our studio here today we have Mary Simpson, an educational psychologist who will tell us something about the secrets of being a genius. Welcome, Mary.

MARY: Thank you. Well, for many years, it has been said that a genius is born with special abilities and possesses high intelligence. For example, a genius is characterised by strong individuality, imagination and creativity in addition to extreme intelligence. We apply the term 'genius' to Leonardo da Vinci, Albert Einstein, William Shakespeare and many more.

INTERVIEWER: Does a genius possess a superior talent in any specific field?

MARY: Yes, certainly, Einstein, for instance, was a genius in physics and mathematics, Da Vinci

was gifted in many areas such as art, engineering and philosophy, while Shakespeare was a genius in literature.

INTERVIEWER: How did Leonardo Da Vinci enrich himself to develop greater intelligence? Isn't it estimated that his IQ was approximately 220 and that he possessed great skill and creativity?

MARY: Yes, that is a fact. Leonardo himself stated that there were seven secrets that could help you to become a genius. Firstly, he said that one must have an incredible curiosity about one's surrounding world as well as burning desire to discover and achieve. Secondly, he insisted that knowledge must be constantly tested through experiences. Thirdly, he stated that the senses need to be constantly sharpened, so that there can be an understanding of the true nature of things and not just the outer appearance of things we observe. The fourth secret is that we must accept vagueness and trust unseen forces that can influence our lives. The fifth characteristic is that one must develop a balance between art and science, in order to live a varied and interesting life. His sixth secret was that one must lead a healthy lifestyle, because he felt health and fitness would boost mental power.

INTERVIEWER: So should we be more aware of our diet in order to improve our IQ?

MARY: Most definitely! If we eat healthily, we will boost our energy levels and our ability to think clearly and creatively. Remember that creativity is essential to being a genius.

INTERVIEWER: What was his final secret?

MARY: He felt that all the phenomena in the world are connected in some way, that is, energy, laws, nature and so on.

INTERVIEWER: We know that a genius may come in many forms. Leonardo was artistic. What can you tell us about William Shakespeare?

MARY: William Shakespeare was a true literary genius. He saw life as theatre and vice versa, and his works covered a huge range of feelings and emotions.

INTERVIEWER: How fascinating! Are there any other interesting facts about Shakespeare that you would like to share with us?

MARY: Definitely! Did you know that Shakespeare used more than twenty five thousand words and invented phrases that are used even today in popular conversation? Note that an average person uses only one thousand words in general conversation. So, it is because of such desire for new ways of expressing thoughts that we have a deeper, richer language and also new jargon.

INTERVIEWER: How can we encourage people to develop the skills that literary geniuses possess?

MARY: I would suggest that they read many great works of literature, for example, Shakespeare's plays or poetry. Every genius has a mentor or a powerful guide to influence him or her. I also believe that people should live their lives with conviction and produce creative works by writing love songs, poetry, or even painting. This method supports most of da Vinci's secrets of acquiring greater intelligence.

INTERVIEWER: Let's now consider Albert Einstein, a mathematics and physics genius. Did his genius show itself in early childhood or did he develop it later in life?

MARY: When he was five years old, his father gave him a pocket compass. He immediately realized that there was something in the empty space that moved the needle. This observation left a lasting impression on his mind.

INTERVIEWER: Do highly intelligence children have a clearer understanding of situations or some sort of superior memory? Is that what sets them apart?

MARY: Yes, they differentiate themselves from others with great originality of thought. For example, when Einstein was six years old, he began violin lessons and built models and mechanical devices for fun. When he was at school, he developed a strong liking for mathematics, but he hated the way it was taught by teachers using strict learning methods.

INTERVIEWER: Is there any way that we can encourage our children to strive for higher goals?

MARY: There are many ways. I would advise families to switch off the TV, as it's not a creative activity. I also think that it's a good idea to encourage children to read a variety of books. Thirdly, parents should play many different types of music. These activities provide a stimulating environment for children and encourage them to think creatively.

INTERVIEWER: So, it seems that creativity and the role of the environment are crucial in becoming a genius.

MARY: Certainly, but a positive self-image is very important too. These children often carry a little notebook or PDA to write down creative ideas and thoughts based on their observations. Yet, most importantly, these super-intelligent children ask many questions and they are extremely imaginative. But don't assume that it's all work and no play for them. They also have fun and enjoy life to the full.

INTERVIEWER: Thank you for a most interesting discussion.

There'll now be a pause of 2 minutes for you to copy all your answers on your answer sheet.