

Listening

1	B
2	B
3	A
4	B
5	B
6	A
7	A
8	B
9	A
10	B

Reading

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
B	C	C	B	A	B	A	B	C	A	B	C	A	C	A

Use of English

1	fictional
2	although
3	of
4	summoned
5	pack
6	for
7	host
8	genuine
9	do
10	managed
11	adoptive
12	would
13	unlike
14	could
15	up

Listening (transcript)

For items **1-10** listen to a radio interview with Ryan Patterson, the inventor of a new device. Decide which of the statements are **True (A)** and which are **False (B)** according to the text you hear. You will hear the text twice.

Now you have 30 seconds to look through the items.

(pause 30 seconds)

Now we begin.

Kathie Holmes

Good afternoon, this is Kathie Holmes in our programme, 'Young and Brainy'. Today I'm going to be speaking to Ryan Patterson, a teenager whose invention may bridge the communication gap between the deaf and those that can hear. Ryan, tell us how it all started.

Ryan Patterson

It was two years ago. I was waiting to be served at our local Burger King and I noticed a group of customers using sign language to place an order. They were obviously deaf. They communicated with a speaking interpreter and he relayed their choices to a cashier. I thought it would make things easier if they had an electronic interpreter instead. I remembered the idea later, when I was thinking of a new project for a science competition. I called it Sign Language Translator.

It consists of a glove which is lined with ten sensors. The sensors detect the hand positions that are used to shape the alphabet of American Sign Language. Then a microprocessor transmits the information to a small portable receiver. The receiver has a screen similar to those on cell phones, and this screen displays the words, letter by letter. In this way people can read the words, even if they don't understand sign language, and people who use sign language can communicate without an interpreter.

Kathie

Are you impressed? So were judges at the 2001 Siemens Science and Technology Competition. The project received top honours, along with a \$100,000 college scholarship for the young inventor. And now Ryan's project is already patented.

Ryan, how long did you experiment with the invention before you finally produced the prototype?

Ryan

Around nine months. I started with researching how sign language works. Then I had to figure out how to translate all that electronically. Fortunately, I've always had an interest in electronics. I've liked wiring things together since I was four years old. I also had hands-on experience from my part-time job at a robotic-equipment lab.

Kathie

Did you have problems finding appropriate materials?

Ryan

I'm used to hunting for hardware to build competition robots, but for this project I also had to try on many different gloves. A golf glove turned out to be the best solution. It's soft and flexible and fits closely.

Kathie

According to the National Institute of Deafness, one to two million people in the U.S. are profoundly deaf. And most of them use sign language to communicate. Will your invention make an impact?

Ryan

There was a demonstration at our local deaf community centre and the people were interested. What I have now isn't ready for production. I'm sure it'll be very different by the time it's actually manufactured. But I do hope to see it on the market one day.

Now you have 30 seconds to check your answers.

(pause 30 seconds)

Now listen to the text again.

(Text repeated)

Now you have 30 seconds to complete the task.

(pause 30 seconds)

This is the end of the listening comprehension section.

Speaking

Time: 7 minutes (for groups of two), 10 minutes (for groups of three)

Interlocutor: Can I have your mark sheets, please?

I am going to give each of you two different photographs in turn. You will each be asked to talk about your two photographs for a minute without interruption. After your partner has finished speaking you will have to ask him/her two questions connected with your partner's photographs. Does it make sense? All right.

(to Candidate A) It's your turn first. Here are your photographs. They show **people participating in festivals**. Let your partner see them.

(**Candidate A** Candidate A.)

(to Candidate A) I'd like you to compare and contrast the photographs, and say **what kind of people might be interested in such events**.

Remember you have a minute to do this, so don't worry if I stop you. All right?

Candidate A:.....

(1)

Interlocutor: Thank you. (to Candidate B) Are you ready to ask your questions?

(Candidate B Candidate A . Candidate A .)

(2)

(() , 1 (2)

Candidate A.)

:

Have you been to a similar event?

(If yes) How did you feel about it?/(If no) Would you enjoy either of the festivals and why (not)?

Why do you think people go to events like this?

Are there similar celebrations in your country?

(Candidate A .)

Interlocutor: Thank you. Can I have the pictures, please? (/)

Now (to Candidate B) Here are your two pictures. They show **different superstitions people believe**. Let your partner see them.

(**Candidate B** Candidate B.)

(to Candidate B) I'd like you to compare and contrast the photographs, and say **what kind of people might choose to believe such superstitions**.

Remember you have a minute to do this, so don't worry if I stop you. All right?

Candidate B:.....

(1)

Interlocutor: Thank you. (to Candidate A) Are you ready to ask your questions?

(Candidate A Candidate B . Candidate B .)

(2)

(() , 1 2
Candidate B.)

:

Are you superstitious? Why/Why not?

What are the most common superstitions in your country?

What is luck associated with?

Are there any ways to stop bad luck? And to ensure good luck?

(Candidate A .)

Interlocutor: Thank you. Can I have the pictures, please? (/)

That is the end of the test.

Sources

1. Oxford Exam Excellence. Preparation for secondary school exams. Oxford University Press, 2006.
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4. Tim Falla, Paul A Davies. Solutions. Upper-intermediate Student's Book. Oxford University Press, 2013.
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