

LISTENING

Time: 10 minutes
(10 points)

You will hear part of a radio programme about factors which determine success. For **Questions 1–10**, complete the sentences with a word or short phrase. You will hear the recording **TWICE**.

Many psychologists believe that EQ is **1)**_____ IQ when calculating success.

The graduates who got high IQ scores at college weren't any more **2)**_____ than those who got lower IQ scores.

One of the most significant factors for life success is **3)**_____.

The children who didn't eat the sweet would receive **4)**_____.

Approximately **5)**_____ of the children couldn't resist temptation.

The children were retested when they were **6)**_____.

On the IQ test, the group which had resisted temptation got **7)**_____.

Another factor which determines success is **8)**_____.

The **9)**_____ of new salesmen is expensive.

Salesmen who are **10)**_____ are more liable to leave during their first year.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

READING

Time: 15 minutes
(10 points)

Read the text about a visit to a school by a robot. For **Questions 11–20** decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.

11. ___ Ed says that people at the school he attends enjoy studying science.
12. ___ Visitors from outside Ed's school often talk to the students during Science Days.
13. ___ Ed and his classmates were told in advance that a robot was coming to the school.
14. ___ Ed and his classmates were surprised at the actions that Tobor the robot could perform.
15. ___ The robot was developed very quickly by the company that created him.
16. ___ Ed's classmates thought that Tobor was very polite.
17. ___ The robot looked as if it realised when there was someone in front of it.
18. ___ Ed and his classmates were able to have a discussion with Tobor.
19. ___ Ed's headmaster felt that the day achieved what he had hoped.
20. ___ Ed now wants to own a robot exactly like Tobor.

A SPECIAL VISITOR

By Ed Gardner, aged 14

I know some people my age don't really like doing science at school. But I go to a big high school where science subjects are really popular amongst the students. We frequently have special days called Science Days at the school, which are organised by our headmaster and all the teachers. On these days, people working in science are invited to come and tell us about their jobs. On the last Science Day we had no idea what was planned for us – but a real working robot came to spend the day with us at school! It was fantastic!

The robot's name was Tobor. We were told he was one of the most advanced robots in the world, and we quickly realised he was no ordinary machine. He could do lots of amazing things like walking up and down stairs, waving and even dancing to rock music! He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person – instead of a face, for example, he had a helmet like a spaceman's. It was very exciting to come face to face with the latest technology!

The company that Tobor belongs to said it actually took them as long as 20 years to make him, but they think that within another 20 years, he will be as common a sight as a microwave oven. Everyone at my school liked the way Tobor behaved, as he always said *please* and *thank you*, and even fetched our drinks and snacks! He also seemed to know that he needed to stop when one of the students walked in front of him.

The funny thing about Tobor, though, was that he could do so many things, but when we tried to make conversation with him, he didn't say anything at all. The company that developed the robot hope they can make one that will do complicated things like having discussions, but they think it's some years away.

The whole day with Tobor was a success. Now lots of us feel we want to go into careers in science and technology – which was just the result our headmaster had wanted. He said the day had been worth all the hard work to arrange it. As for me, I want to become a scientist and learn to make a robot – even better than the one that paid a visit to my school!

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

USE OF ENGLISH

Time: 20 minutes
(18 points)

TASK 1.

Read the text below and choose the correct word for each space (1–9). For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

A powerful influence

There can be no (1) _____ at all that the internet has made a huge difference to our lives. However, there is some concern over whether people spend too much time browsing the internet or playing computer games, (2) _____ ever doing anything else in their spare time. Are these activities genuinely (3) _____ to our well-being? Does spending too much time chatting on social networking sites really (4) _____ our ability to form meaningful relationships in real life?

Quite the reverse, (5) _____ to some social media experts, who suggest that using websites to keep in touch with friends may (6) _____ help to enhance personal relationships and provide people with an increased (7) _____ of belonging.

There may be room for argument in (8) _____ of limiting time spent online, especially when it may break into study or work time. Research, however, also indicated that spending a healthy amount of time in front of a computer doesn't necessarily (9) _____ with academic performance.

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|----|---|------------|---|---------------|---|----------|---|-----------|
| 1. | A | doubt | B | reason | C | purpose | D | motive |
| 2. | A | nearly | B | literally | C | almost | D | hardly |
| 3. | A | harming | B | harmful | C | hurting | D | hurtful |
| 4. | A | affect | B | bother | C | effect | D | concern |
| 5. | A | agreeing | B | corresponding | C | owing | D | according |
| 6. | A | completely | B | probably | C | actually | D | rightly |
| 7. | A | function | B | sense | C | attitude | D | meaning |
| 8. | A | favour | B | help | C | choice | D | opinion |
| 9. | A | trouble | B | interrupt | C | oppose | D | interfere |

TASK 2.

For **Questions 10–18**, 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.

If you invent something, it is always a **(10)**_____idea **SENSE**
to patent it. A patent is simply an **(11)**_____document **OFFICE**
which protects your invention and stops other people stealing your
ideas. Although it can be quite a **(12)**_____process **COST**
it is definitely **(13)**_____. However, don't assume that **WORTH**
because your product is not for **(14)**_____ in a local **SELL**
store that someone hasn't thought of the idea before. This,
(15)_____, is often the case and then it's back to the **FORTUNE**
drawing board again. Some inventors have been too slow to patent their
inventions. In 1876 Alexander Graham Bell beat his rival Elisha Gray to
the patent office by just two hours. Lack of funds is another reason why
some have lost out while others have sold their ideas to
(16)_____before realizing their true worth. After **COMPETE**
making some **(17)**_____ to the product, they **REFINE**
claimed the glory. So learn from history and take my
(18)_____so the same thing doesn't happen to **ADVISE**
you.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

WRITING

Time: 45 minutes
(30 points)

You see this announcement in an English-language magazine for teenagers.

Stories wanted

We are looking for stories for our magazine. Your story must begin with this sentence:

If I had known what was going to happen, I would never have made that phone call.

Your story must include:

- a bus journey
- a stranger you meet

Write your story in **150-200 words**.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!