

Please note: You can use a monolingual students' dictionary during the whole of the examination, except for the listening comprehension part. You can make notes in your booklet, but please, write your answers on the Answer Sheet.

Part 1 – Writing. You have 60 minutes for the two tasks.

Task 1

Recommended time: 30 minutes

Read the situation and the five guiding points. Write a formal e-mail (120-150 words). Use four of the given points. Write your e-mail on the Answer Sheet.

You can get a total of 20 points for this task.

You have seen a job advertisement in “The Weekly Times”. The Three Little Dwarfs Pre-School and Kindergarten are looking for nursery teachers in your town. You decide to write an e-mail for more information. Use a suitable introduction and conclusion and provide a reference line.

Use **four** of the following ideas:

- Explain your interest
- State your present job or position
- Provide three items of information about yourself including any experience
- Ask for some work details (training, times, salary, etc.)
- Give your availability

Task 2**Recommended time: 30 minutes**

Read the situation and the four guiding points. Write a text of 100-120 words. Write your text on the Answer Sheet.

You can get a total of 10 points for this task.

On the internet you find a blog about “The Benefits and Risks of Being Vegan”. You decide to write a contribution to the blog. Write a comment on the blog and mention your ideas and experience **using the following points:**

- * What you think about healthy eating
- * What you cook regularly for your family and friends
- * The reasons for your opinion
- * Advice for people reading the blog



Part 2 – Reading Comprehension. You have 90 minutes for the three tasks.

Task 1: Questions 1 – 10

Recommended time: 30 minutes

Read the following text about birds and choose from the list A-O below the best word for each gap in the text. You can use only one word in each gap, and each word can be used only once. There are five words you will not need.

You will receive 1 point for each correct answer.

Bird Brains

American scientists have found that some birds are more intelligent than experts had believed. The scientists say birds have _____ (1) that involve communication and different kinds of memory. In some unusual cases, their abilities seem better than those of humans.

The findings were presented at the yearly meeting of the American Association for the Advancement of Science. The scientists met in Boston, Massachusetts.

Irene Pepperberg presented her research about a Grey parrot named Griffin. He lives in her _____ (2) at the Massachusetts Institute of Technology in Cambridge.

Ms Pepperberg says Griffin can arrange objects in order of size. She says her talking bird can also _____ (3) words in the right order. For example, he will arrange words when asking for a piece of food.

The researcher says experts had thought that only humans and other mammals with _____ (4) brains have the ability to combine objects and words. She believes that bird brains have the ability to understand that complex tasks must be done in the correct order.

Some birds have other _____ (5) skills. For example, they collect and store thousands of seeds in autumn, and find them later in winter.

Alan Kamil and Alan Bond of the University of Nebraska are studying the memories of birds called jays and nutcrackers. Their _____ (6) suggest that these birds use natural objects to find the seeds they have stored. They found the birds use at least three objects, such as rocks or trees, to find the stored seeds.

Mr. Kamil was also able to train a jay to choose one object _____ (7) of another. The bird used this skill to receive a prize, such as food. Scientists also say some birds can learn as many as two-thousand _____ (8) songs. They say songs may have developed as a way for birds to communicate with other birds.

Verner Bingman of Bowling Green State University in Ohio also presented a _____ (9) at the science meeting in Boston. Mr. Bingman believes that birds must have a special guidance system in their brain. He says that understanding how a bird's brain operates may help us understand better how human brain _____ (10) information.

A abilities	B combine	C different	D experiments	E instead
F laboratory	G large	H link	I memory	J mix
K observation	L processes	M reading	N research	O skills

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Task 2: Questions 11 – 15**Recommended time: 30 minutes**

Five paragraphs are missing from the following article. Read the article and choose from the list A-G the missing paragraphs to fit the gaps. **There are two extra paragraphs you will not need.** Write the correct letter (A–G) after each number.

You will receive 2 points for each correct answer.

Study Strategies - How to Read a Scholarly Article

Scholarly journal articles often contain different sections including an abstract, introduction, literature review, main body, discussion, conclusion and bibliography.

11

Start with the abstract. An abstract is like a menu description that tells you what to expect from the article.

12

It will help you decide whether you want to commit to the article and invest any more time in reading the whole thing.

13

The introduction will reveal how the author is planning to approach the subject.

By now you should have a good feel for what the article is about and you will find that the body of the article will include the finer details of the research.

14

At this point if you still think that the article is relevant to your research reread the entire article a second time in chronological order.

15

While you're reading any article ask yourself these questions: What specific topic is the researcher studying? What is already known about this topic? Do you agree with what the author is saying? Does what the author says agree with other information you have found on this topic?

Finding answers to these questions will prove your comprehension of the article and help you to think critically about the topic.

Last, but not least, the bibliography or list of references will help you track down more relevant sources for your research.

A)

This section of the article may be organized by headings such as methodology, results and data. The literature review section helps to position this new research into an existing context by revealing the other research that has been published on the topic.

B)

Next jump down to the end of the article and read the discussion and conclusion. These sections sum up the article. Reading the end of a journal article won't spoil it for you.

C)

If you have little time read the abstract and the introduction only.

D)

At this point if the article seems like it might be relevant, hop back to the beginning of the article and read the introduction.

E)

Reading the article twice will ensure that you have a full understanding of the article and the author's message.

F)

First read the section you are most interested in: methodology or results.

G)

However, in order to save time and understand what the author is trying to say more quickly, it's more efficient to hop around the article in a different order.

11. 12. 13. 14. 15.

Task 3: Questions 16 – 20**Recommended time: 30 minutes**

Read the following newspaper article about the problems of nerds. For Questions 16–20, find the correct options (A, B, C or D) that correspond best to the meaning of the text.

You will receive 2 points for each correct answer.

The perks of being a nerd

It might not be cool, but I love learning and the friends I've made.

By **Jose Zacarias**, 17

People think that nerds are awkward and have no friends. They think being nerdy isn't cool. When my 13-year-old cousin comes to my room and sees me at my computer desk studying, he'll say, "You're such a nerd." I don't like how he says it as if it were bad. It's not bad. I'm a nerd, and I love it! I love learning things I didn't know before. I like going out but I like reading, too. Plus, being a nerd has brought me a lot of friends.

I've always liked to learn. In third grade, there were some rowdy kids in my class who interrupted the teacher and yelled. When I was about to start fourth grade, I hoped that my next classroom would be filled with quiet kids who paid attention all the time. I still hope a class like that exists and that I find it in college.

When I got to middle school, subjects came easily to me and I didn't have to study much, except for the occasional vocab quiz. My grades were "A"-s, except for a "C" in P.E. and a "B" in my second semester of algebra. To this day I hate that "B".

When high school started and I made new friends, I found out that some of them had got straight "A"-s all their lives. How cool! How did they do that? I wondered what it would feel like to get straight "A"-s. I started watching my friends. If they were taking notes during a lesson, I would take notes. If they were asking questions, I would ask questions. After class, we would talk about what we didn't understand. We started sitting together at lunch and talking about TV shows and the schools we had come from. From then on I didn't just like being a nerd, I loved it. There were other people like me.

We joked around speaking in French

Last year, we had a minimum day at school, which meant we got out at 1 p.m. My fellow nerds and I didn't want to go home so early, so we decided to go on an adventure. We headed off from our school, taking the buses for a few miles to explore downtown L.A. As we were walking, one of us suggested we should pretend to be foreign tourists. Most of us had taken at least a few years of French so we transformed into European tourists. I was the "French" one. I would talk to one friend in French and she'd translate into English for the "British" one. Our conversations mostly involved things such as "Where are we? Are we lost?" People eyed us weirdly every time we spoke to each other and we would laugh once they walked away. We have fun no matter what we do.

One of the perks of being a nerd, for me, is getting together with my friends to study. We like to get together after school or on weekends. We have this special place behind the Central Library. It's between two tall buildings so it's shady. There are tables and it's always quiet, which makes it perfect. We play games like Jeopardy using the material we need to learn such as math or geology. We'll make up silly categories such as "Sure," "I knew that," "Oh! . . . Right" and "WTH!" and we'll yell out stuffs like "I'll have WTH for \$300!"

Last year, my trig teacher, Mr. Tran, told us in the first week of school, "Nerd is the new gangsta!" Everyone cracked up. He told us that he was a nerd in school too and after that, everyone in my class started calling each other nerds as a compliment. It was so awesome because the way it was said was intended to make each other feel good. Before, when people would call us nerds, we would reply "So?" But now, we yell out "And proud!"

Taking school seriously will help my future

I like doing well in school because I've seen how not taking school seriously can have consequences. My older siblings don't have college degrees and struggle to support themselves. I don't want to go through the same things they have. This is another reason why I like being a nerd. I know my education will benefit me and make my parents proud because I'll be able to get into a good college, have a career

and support a family.

During the summer, I tried learning Russian on my own. I thought it would be fun to be able to speak a different language. Learning a new alphabet and then trying to piece letters together to form words was hard. After getting the hang of the alphabet, I was giddy because I was reading a word with weird symbols, which made me proud. I imagined running into a person who speaks Russian in college and if I learn enough, I'll have something to share with that person. I took my Russian book to L.A. Youth and started reading it while I was waiting for the meeting to start. My book was propped open and another staff member saw it. "Is that for your class?" she asked me. "No. I'm just doing it for fun." She looked puzzled and gave me a long "OK." I laughed and explained that it was just something fun to do for the summer.

Some people question what I think "fun" is because it's usually something that involves learning. But I don't care. I'm a nerd—it's who I am.

16. In middle school Jose

- A) had to learn a lot.
- B) was upset because of his "C" in P.E.
- C) almost got straight "A"-s.
- D) hated algebra.

17. In high school

- A) he realized that it is impossible to get straight "A"-s.
- B) he saw that his friends have very different learning strategies.
- C) he tried to change his learning style but wasn't successful.
- D) he lost interest in learning.

18. Once Jose and his friends had an adventure in downtown L.A. , where

- A) they spoke French to pretend being tourists, just for fun.
- B) they helped French tourists to find their way in the city.
- C) they spoke French because they wanted to practise it.
- D) they wanted to explore it because they had never been there before.

19. Jose and his friends think that the best thing in being a nerd is

- A) that they have a lot of programs together.
- B) that they can play and learn together.
- C) that they have a secret place to hide away.
- D) when people say "You are a nerd." as a compliment.

20. Jose wants to get into a good college because he wants

- A) to learn Russian.
- B) to support his older siblings' families.
- C) to have a good career and to support his family.
- D) to impress people with his special knowledge.

16. 17. 18. 19. 20.

Part 3 – Grammar

20 minutes

Task: Questions 1 – 10

Rewrite the sentences below. In each case, complete the second sentence so that it has a similar meaning to the first one. For each sentence, you can write **up to six words** on each dotted line on the Answer Sheet. An example has been done for you.

You will receive 2 points for each correct answer.

0. Example: They cleaned the room yesterday.

The room**was cleaned**..... yesterday.

1. They will have fully equipped the gym by the end of the month.

The gym by the end of the month.

2. “I will take the job.” Tom said.

Tom said (that) he

3. People believe that William is responsible for the accident.

William responsible for the accident.

4. Could you turn down the radio, please?

Would you mind the radio, please?

5. Jane became a teacher four years ago.

Jane for four years.

6. Could you give me a lift?

Would you mind a lift?

7. Why haven't you done your homework?

What is the reason for your homework?

8. My car isn't working.

We have to have

9. I would like you to be at the party next Saturday.

I wish you the party next Saturday.

10. Don't marry that selfish man. – said Jenny.

Jenny suggested that selfish man.