

Part 2.
Listening
Script

For items 1–10 listen to a part of an audio guide in a museum of modern arts. Decide whether the statements 1–10 are True (A), or False (B) according to the text you hear. Circle your answers on your answer sheet. You will hear the text twice.

Now you have 30 seconds to look through the items.

(pause 30 seconds)

Now we begin.

NARRATOR: And now we meet *Big Julie*. She was painted by our next Modern Master, Fernand Leger. Big Julie has her long arm looped into some sort of contraption on the right side. Can you figure out what it is? It could be a garden hose-- with a sprinkler attached! Or maybe she's in a marching band? Oh! I've got it! It's a bicycle!

Like lots of ladies in paintings, Big Julie is dressed up in something nice--see the pearls around her neck?--and has a flower in her left hand. But what a hand! And look at those arms! A hug from Big Julie would be like being hugged by a machine! Thanks! Pleased to meet you, too!

That wasn't a problem for Fernand Leger. He really liked machines! They were the most exciting things around. He had grown up riding in a horse and buggy, and not long after, people were zooming across the sky in flying machines!

If you were an artist, and had to pick the most exciting thing from *your* world to paint, what would it be?

This piece of art called *In Advance Of the Broken Arm* started out life as a snow shovel. And it still *is* a snow shovel. It's just hanging from the ceiling of a museum instead of being propped up in somebody's garage. The artist, Marcel Duchamp, didn't make it. He took it home, signed his name on the handle of the shovel and declared: *This is art!*

Marcel Duchamp broke *every* rule in the book. He just took ordinary things, like a bicycle wheel, or a bottle rack ... – and just *said* they were art. Why? Because he *said* so!

No one had ever done anything so strange before. And the idea caught on. Other artists started looking at all the ordinary things around *them*. Could *anything* be art? You'll see some of the things *they* made later on in the tour.

Now you have 20 seconds to check your answers.

(pause 20 seconds)

Now listen to the text again.

Text repeated.

Now you have 20 seconds to complete the task.

(pause 20 seconds)

This is the end of the Listening task.

Answer sheet

Part 2. Listening

1	2	3	4	5	6	7	8	9	10

Part 3. Reading

Task 1

1	2	3	4	5	6	7	8	9	10

Task 2

11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Part 4. Use of English

Task 1

1	2	3	4	5

Task 2

6	7	8	9	10

Task 3

11	12	13	14	15
16	17	18	19	20

Task 4

21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	

Part 1. Writing

Time: 30 minutes

- what and why you’ve bought
- how it looks
- if it meets your requirements
- if you have any complaints
- if you would recommend it to other people

You should write 120-150 words.

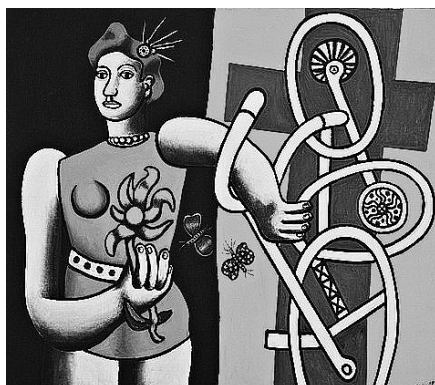
This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general note-taking. There are no margins, text, or other markings on the page.

Part 2.
Listening
Time: 20 minutes

Listen to a part of an audio guide in a museum of modern arts. Decide whether the statements 1–10 are True (A), or False (B) according to the text you hear. Circle your answers on your answer sheet. You will hear the text twice.

The narrator says that:

- 1) Big Julie has short arms.
- 2) Big Julie plays a musical instrument.
- 3) Big Julie has a bicycle on her arm.
- 4) Big Julie is wearing an ugly necklace.
- 5) A flower in Big Julie's hand makes her look similar to many other ladies in paintings.
- 6) Big Julie appears to be a very strong lady.
- 7) Leger was fond of technology.
- 8) Duchamp made the shovel with his own hands.
- 9) Duchamp followed the rules of art.
- 10) Duchamp gave an example to other artists.

[illegible]

Part 3.
Reading
Time: 35 minutes

Task 1.

For items 1–10, read the passage below and choose option A, B, C or D, which best fits according to the text.

Duncan Phyfe

Duncan Phyfe made some of the most beautiful furniture found in America. His family name was originally Fife, and he was born in Scotland in 1768. In 1784, the Fife family immigrated to Albany, New York where Duncan's father opened a cabinet making shop. Duncan followed in his father's footsteps and was apprenticed to a cabinetmaker. After completing his training, Duncan moved to New York City.

Duncan Fife was first mentioned in the 1792 NYC Directory as a furniture "joiner" in business at 2 Broad Street. Two years later, he moved, expanded his business, and changed his name to Phyfe. He was a quiet-living, God-fearing young man who felt his new name would probably appeal to potential customers who were definitely anti-British in this post-Revolutionary War period. Duncan Phyfe's name distinguished him from his contemporaries. Although the new spelling helped him better compete with French émigré craftsmen, his new name had more to do with hanging **it** on a sign over his door stoop.

The artisans and merchants who came to America discovered a unique kind of **freedom**. They were no longer restricted by class and **guild** traditions of Europe. For the first time in history, a man learned that by working hard, he could build his business based on his own name and reputation and quality of work. Phyfe's workshop apparently took off immediately. At the peak of his success, Phyfe employed 100 craftsmen. Some economic historians point to Phyfe as having employed division of labor and an assembly line. What his workshop produced shows Phyfe's absolute dedication to quality in workmanship. Each piece of furniture was made of the best available materials. He was reported to have paid \$1,000 for a single Santo Domingo mahogany log.

Phyfe did not create new designs. Rather, he borrowed from a broad range of the period's classical styles, Empire, Sheraton, Regency, and French Classical among them. Nevertheless, Phyfe's high quality craftsmanship established him as America's patriotic interpreter of European design in the late eighteenth and early nineteenth centuries. Although the number of pieces produced by Duncan Phyfe's workshop is enormous, comparatively few marked or labeled pieces have been found extant. In antiques shops and auctions, collectors have paid \$11,000 for a card table, \$24,200 for a tea table, and \$93,500 for a sewing table.

1. Based on the information in the passage, what can be inferred about Duncan Phyfe?

- A) He regretted that Great Britain no longer governed New York City.
- B) He was an excellent businessman with a good sense of craftsmanship and design.
- C) He built all his furniture by himself in a workshop in Santo Domingo.
- D) He joined the cabinetmakers' guild after he moved to Scotland in 1792.

2. According to the passage, which of the following does the author imply?

- A) Duncan Fife and his father had the same first name.
- B) Duncan Fife worked for his father in Scotland.
- C) Duncan Phyfe made over 100 different kinds of tables.
- D) Duncan Fife and his father were in the same business.

[illegible]

Task 2

For items 11-25 read the texts A and B and decide whether the statements (11-25) refer to the text A (A), B (B), or both (C), or neither (D). Circle the correct option (A, B, C or D) in your answer sheet.

A

Thinking of getting somewhere in a hurry? A new gadget from a company called Chaotic Moon Labs proves that the future of travel is only limited by the imagination. A skateboard they have developed, aptly named the Board Of Imagination, takes commands directly from the rider's brainwaves and transfers them to a motor that propels the board forward. You just think of a destination, and how fast you would like to get there, and the Board Of Imagination will set off – hitting a top speed of around 50 km per hour. If you think that's too fast, it will slow down.

On the video, the general manager of Chaotic Moon Labs (who calls himself "Whurley") demonstrates how the board is handled. He gets on, looking relaxed and confident. Then, the board seems to take off of its own accord. As he puts it through its paces, he manages to hit fairly high speeds. The computer can be seen attached to the front of the board, and the motor is underneath.

Whurley compares the process to imagining pulling yourself along with a rope. If you 'see' the destination in your mind, and how fast you want to get there, the Board Of Imagination's gadgetry will do the rest. The whole concept started with another motorized board, called the Board of Awesomeness. That gadget used a tablet computer and an adapted computer games console to analyze hand movements. These were then converted into commands for the motor. The new version is more sophisticated and uses a special wireless headset which can detect signals from the brain and process them.

B

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true. It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. This prompted him to look for a way to use what he had learnt. He realized that the perfect candidate was his school bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realized that they needed some expert help to really get going. So they began writing to local universities to see if anyone would provide the advice and knowledge they needed. The person who volunteered was the one who inspired Tim to start thinking about the project in the first place.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped "hat" that gets fixed to the roof of the bus. This design provides the same benefits but costs less to manufacture and install. In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10-20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

11. Power-saving technologies are applied in a new invention.
12. Man has developed plenty of useful kitchen gadgets.
13. People can move very fast with the help of this invention.
14. It was operated with hand movements from a former computer games console.
15. Modern inventions make our life better in its different aspects.
16. The windscreen has been broken as a result of the car crash.
17. The engine used in the vehicle is fixed under it.

18. The importance of the invention was recognized by the surrounding people.
19. The brain can be compared to the computer.
20. The inventor knew the expert.
21. The initial version of the gadget differed from the final one.
22. The only problem is that users really have to keep their minds focused to operate the invention.
23. Transparent plastic would help to redirect the flow of air around the bus and thus make it move forwards more easily.
24. A group of people worked on the invention.
25. The inventor was sponsored, because the result was expected to be effective.

11	12	13	14	15
16	17	18	19	20
21	22	23	24	25

Part 4. Use of English

Time: 35 minutes

Task 1

For items 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. Please mind both grammar and spelling.

1. Owing to her poor exam results, she missed the chance to go to university.

robbed

Her poor exam results.....the chance to go to university.

2. As I didn't know the name for it in Greek, I just pointed.

say

Notin Greek, I just pointed.

3. The coffee machine stopped working right in the middle of the lunch break.

down

The coffee machine in the middle of the lunch break.

4. My father often played the piano when we were young.

used

My father the piano when we were young.

5. He lost his job because he couldn't do what was required.

inability

He lost his job because..... what was required .

1	2	3	4	5

Task 2

For items 6–10, match the spoken informal words 6–10 to their neutral definitions A–J. There are some extra definitions, which do not match.

Informal English

6. We just *hit it off*.

7. I *got ripped off* by the taxi driver coming from the airport.

8. That guy in black *pinched* my watch.

9. I need to go out and *let my hair down*.

10. It only cost a *quid*.

Neutral Equivalents

A) to pay more money than needed

B) to argue

C) a cent

D) to show off

E) to travel by getting a free ride from the driver of a passing car

F) to relax

G) a pound

H) to like each other at once

I) to steal sth.

J) to glance at sth.

6	7	8	9	10

Task 3

Match the scientist from the left part with his/her invention or development from the right one.

11	Isaac Newton	A	A Scottish chemist and the inventor of waterproof fabric;
12	Lord Kelvin	B	Made X-ray images of DNA, that led her to the discovery of its structure;
13	Charles Macintosh	C	A Scottish-born US inventor who patented the first telephone;
14	William Henry Fox Talbot	D	Discovered how gravity works, how the colours of the rainbow are formed, proposed the Laws of Motion;
15	Alexander Graham Bell	E	The Scottish physicist and engineer who calculated the lowest possible temperature in the Universe;
16	Rosalind Franklin	F	An English member of parliament, scientist, inventor and a pioneer of photography;
17	Michael A. Epstein	G	Chemist and physicist who invented the electric motor
18	Stephen Hawking	H	Developed the theory of evolution by natural selection;
19	Michael Faraday	I	One of the discoverers of the Epstein-Barr virus
20	Charles Darwin	J	An English expert in black holes

11	12	13	14	15
16	17	18	19	20

Task 4

For Questions 21–35, read the text below and look carefully at each line. Some of the lines are correct, and some have a word, which should not be there.

If a line is correct, put a tick. If a line has a word which should not be there, write the word on your answer sheet. There are two examples at the beginning (0 and 00).

Example:

0	V
00	about

Flying the slow way

0	The day of my journey to Geneva was very foggy
00	and I was afraid about the flight might be cancelled.
21	When I rang the airport, they told me I should be check
22	in at the normal time. On the way to there in a taxi the
23	fog seemed to be getting thicker but as we arrived I saw
24	a plane landing, which it cheered me up. There were
25	a lots of people in the departure lounge at first but
26	more and more of them disappeared as their flights
27	were called. After an hour in there were only about six

28	of us left and then we had heard the words I'd been
29	dreading: 'We are regret to announce the cancellation
30	of Flight 267 to Geneva.' Naturally, we all demanded
31	to know if what was going to happen to us and, in the
32	end, the airline put us on a plane to Dublin. From there
33	we were caught a flight to Paris, where we had to travel
34	to a different terminal by the bus before finally boarding
35	a plane for Geneva. We arrived, exhausted, five hours late.

21	22	23	24	25	26	27	28
29	30	31	32	33	34	35	

Part 5. Speaking

Student 1

Task 1.

(Monologue; time: 1,5-2 minutes)

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.

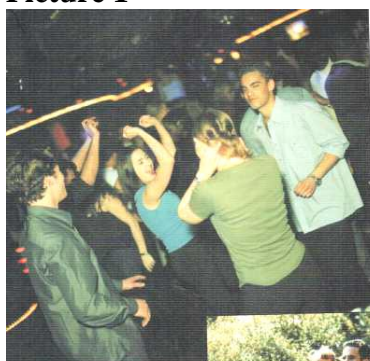
Compare and contrast pictures 1 and 2, and say which place you would prefer to spend your spare time. Why?

Task 2.

(Dialogue; time: 2-3 minutes)

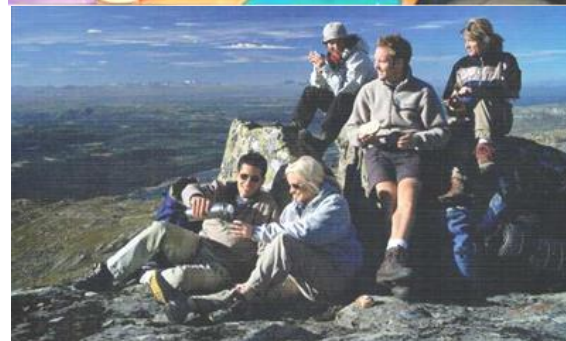
Listen to your partner and ask him / her 3 questions on his / her topic (Pictures 3, 4) to get additional details about the type of a break he / she would choose when he / she is tired.

Picture 1



Picture 2

Picture 3



Picture 4

Student 2

Task 1.

(Dialogue; time: 2-3 minutes)

Listen to your partner and ask him / her 3 questions on his /her topic (Pictures 1, 2) to get additional details about the place he / she would prefer to spend his / her spare time.

Task 2.

(Monologue; time: 1,5-2 minutes)

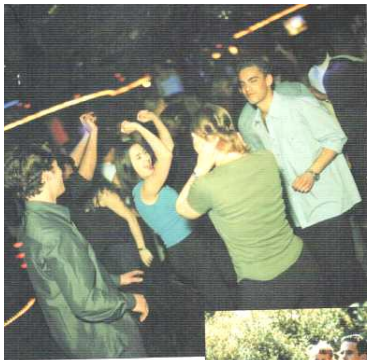
Please read the topic below carefully.

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 and 4, and say what type of a break you would choose when you are tired. Why?

Picture 1



Picture 2

Picture 3



Picture 4

Keys:

**Part 2.
Listening**

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

**Part 3.
Reading**

Task 1

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

Task 2

11	12	13	14	15
B	D	A	A	C
16	17	18	19	20
D	A	B	D	B
21	22	23	24	25
C	A	B	C	B

**Part 4.
Use of English**

Task 1

1	2	3	4	5
robbed her of	knowing how to say it/this	broke down right	used to play	of his inability to do

Task 2

6	7	8	9	10
H	A	I	F	G

Task 3

11	12	13	14	15
D	E	A	F	C
16	17	18	19	20
B	I	J	G	H

Task 4

21	22	23	24	25	26	27	28
be	to	V	it	a	V	in	had
29	30	31	32	33	34	35	
are	V	if	V	were	the	V	