

Listening and Reading

Time: 1 hour 15 minutes

LISTENING

Task 1

For items **1-10** listen to part of an interview about statistics and decide whether the statements (**1-10**) are **TRUE (A)**, or **FALSE (B)** according to the text you hear. You will hear the text **TWICE**.

1. More than half of the British people believe that the probability of tossing a coin twice and getting two heads is 25%.
A. True **B. False**
2. Tom Hunter believes that we don't make use of statistics and probabilities in our daily life.
A. True **B. False**
3. Good statistics are associated with companies' profits, while bad statistics are associated with companies' losses.
A. True **B. False**
4. Researchers may be forced to find positive results because they are afraid to lose their jobs.
A. True **B. False**
5. The results are more valid if you ask 50 people on the social media than choose 5000 respondents randomly.
A. True **B. False**
6. Even respected journals may publish incorrect results.
A. True **B. False**
7. The case of Company A and Company B shows that absolute and relative figures can lead to different conclusions.
A. True **B. False**
8. Tom Hunter believes that most people are good at basic maths.
A. True **B. False**

9. The probability of random events is always 50%.

A. True

B. False

10. TV sales and crime rates are strongly correlated.

A. True

B. False

Task 2

For items **11-15** listen to the telephone conversation. Choose the correct answer (**A, B** or **C**) to answer questions **11-15**. You will hear the text **only ONCE**.

11. Katherine says the delivery

A. hasn't come yet.

B. came on Monday.

C. came in the morning.

12. Katherine says the sales

A. took off.

B. grew slightly.

C. dropped.

13. Sam's child is

A. nearly two years old.

B. nearly one year old.

C. just born.

14. Mary has been away

A. in the hospital.

B. on holiday.

C. on business.

15. The holiday in Crete was not

- A. lovely.
- B. necessary.
- C. long.

INTEGRATED LISTENING AND READING

Task 3

Read the text below, then listen to part of an interview on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in **both** materials, **B** if it can be found **only in the reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea.

Now you have 10 minutes to read the text.

Based on research over the last 20 years, teenagers that don't read books are less likely to attend college, have reduced language skills, experience depression more frequently, and have lower paying jobs. That is a lot to be alarmed about. Research also notes that reading fiction has significant benefits to the brain including increasing attention span, developing empathy, improving overall social cognition and enhancing reasoning ability. Reading books benefits our teenagers in many ways.

The problem is that many teenagers are not reading books. Sure, they could be reading more text messages, emails, Facebook updates, and Wikipedia facts, but a significant number are not reading books – whether a printed book or one downloaded on a tablet. A study from Scotland showed that 33 out of 100 teenagers aged 15 did not read books. In fact, 20 out of 100 said reading was a waste of time. Surprisingly, Scotland has one of the highest literacy rates in the world. A 2007 American study found that 66 out of 100 thirteen-year-olds are not daily readers. For those aged seventeen the number of non-readers doubled from 1984 to 2007.

The other problem is adults are also reading less or can't read at all. Are children not looking at their parents for inspiration and guidance? If adults who are illiterate cannot influence their child's interest in reading, and we continue to lay off school librarians, who will be there to inspire children and teenagers to be interested in reading books? Also, if media continues to attract the attention of adults during the day (TV,

social networking, gaming, email, texting) what time is left to show children how enjoyable and important reading books can be?

Research is showing that there is a significant correlation between reading aloud to children and educational advantages. Reading aloud promotes vocabulary development, listening skills, attention span and other emergent literacy skills. More importantly, if reading aloud is not modeled to children as a pleasurable activity how many of these children will discover this fact themselves as teenagers?

Given the information above one can easily understand why reading books for pleasure is declining for both adults and teenagers. There is a lot to do to reverse this trend both at the parent and school level. As a society we have to address adult illiteracy and increase funding to schools to promote a love for reading books. More importantly, the competition for the teenager's time in terms of media usage may be a reality we cannot change. This fact then brings to light how the brain of a teenager will change as a result. We may not be providing enough opportunities for teenagers to further develop empathy, social cognition, attention, language, and reasoning skills.

Now listen to part of an interview on the same topic and then do the tasks (questions 16-25), comparing the text above and the interview. You will hear the interview TWICE.

16 Research showed that one third of US high school students did not read books for fun in 2016.

17 In the 20th century more than half of teenagers read something daily.

18 Nowadays, instead of reading books, teenagers read e-mails and other digital messages.

19 Social media influences teenagers' ability to gather data.

20 Reading aloud helps to enrich one's vocabulary.

21 Teens who don't read are less likely to get good jobs.

22 School librarians tend to lose their jobs.

23 Parents should limit time children spend on websites, including educational ones.

24 The books that teens read have a massive impact on their ability to understand exam questions.

25 Funding to schools should be increased to rectify the situation with reading books.

READING

Task 4

Read the text and answer questions **26-40 below**. Match the information (**26-40**) and the sections of the text (**A-E**). Choose only one letter for each number. Some of the choices may be required more than once.

In which section is the following mentioned?

- 26.** surprise that reefs flourish in a part of the sea that should be incapable of sustaining life
- 27.** circumstances in which polluters have been made to contribute towards the repair of coral reefs
- 28.** the relative ignorance that exists about damage to the sea as compared to awareness of other environmental issues
- 29.** a factor that makes extensive human repair to coral reefs problematic
- 30.** the fact that the range of species supported by coral reefs is comparable to another habitat
- 31.** the importance of limiting damage to coral reefs in order to allow self-repair to occur
- 32.** the fact that people living near coral reefs have always taken advantage of their resources
- 33.** the relative difficulty of evaluating different reefs according to how they are exploited
- 34.** the cost of constructing sea barriers to perform the same function as coral reefs
- 35.** the fact that the size of coral reefs cannot protect them against the pollution and damage caused by people
- 36.** the reason why the capacity of coral reefs for self-repair is being diminished
- 37.** the considerable progress that has been made in improving public awareness of the threat to coral reefs

38. growing acceptance of the view that polluters should be made accountable for environmental damage
39. the fact that as the threat to coral reefs has increased so has awareness of the benefits they offer
40. the two aspects of the modern world that have altered the impact local communities have on coastal areas

Coral Reefs

Over the ages coral reefs have proved extraordinarily resilient, yet sadly their health and, in some cases, their very survival is now being threatened. Sue Wells and Nick Hanna explain.

A

A thriving coral reef is one of the most glorious natural phenomena on our planet. For sheer colour and exuberance, reefs can arguably outdo any other natural habitat, and in the huge diversity and number of plants and animals they support, they are second only to rainforests. And yet, paradoxically, these ‘rainforests of the ocean’ are found only in shallow tropical seas where the nutrients essential to growth are practically non-existent.

Coral reefs have existed for 450 million years, making them probably the oldest ecosystems on the planet. Coral animals, the remarkable little creatures that build reefs, are responsible for creating the largest structures made by life on earth - big enough, in some cases, to dwarf even the most ambitious edifices constructed by humankind. But this extraordinary ability is no defence against the assaults suffered by reefs as a direct result of human activities. Sewage and toxic chemicals are pumped over them, silt from construction sites chokes them, soil run-off smothers them, and boat and cruise ship anchors smash into them.

B

Ironically, as reefs have become even more stressed, their value to people has been thrown into sharp focus. Since the dawn of humanity, the biological abundance of coral reefs has provided sustenance for coastal communities in the tropics, yielding a bountiful harvest of food as well as many other products as diverse as building materials, medicines and jewellery.

Reefs are also invaluable as natural breakwaters, protecting the land and coastal

settlements from the violence of the ocean and providing natural harbours. They are an essential defence against rising sea levels, and if they disappear, artificial replacements would mean spending billions of dollars. The very existence of coral islands and many of the sandy beaches so beloved by tourists in the tropics is heavily dependent on healthy reefs, which are, of course, an important attraction in their own right.

Reefs have always been at risk from natural catastrophes, notably, ferocious hurricanes. In normal circumstances, they are remarkably good at regeneration, but the continuous onslaught from human interference is now affecting their ability to recover from natural impacts. And although we can only speculate at present, it is possible that humanity has unleashed the greatest threat to reefs yet, in the form of increased sea temperatures caused by global warming.

C

People have always been drawn to coastlines, as coastal plains provided fertile agricultural land, and the shallow waters above the continental shelf offered abundant fisheries. The patterns of settlement that developed posed few problems in pre-industrial times, but a combination of industrial development and fast-growing populations is now putting enormous pressures on shoreline ecosystems.

All centres of population and industry nowadays, even agricultural land, produce a range of waste products and effluents. In coastal areas, pollutants are habitually discharged into the sea and in many cases the impact on tropical coastlines is still largely unknown. Studies that have so far been carried out have often produced conflicting results, which can make it difficult to use the data to convince people that potentially harmful practices should be changed. The seriousness of the effect of a pollution incident depends on many variables, such as weather, and not just on, say, the size of a toxic discharge. For example, in open water and on well-flushed coastlines, pollutants are dispersed far more easily than in enclosed bays and lagoons.

The world community is now well aware of the plight of the rainforests and the threats posed by deforestation and global warming, but the dangers that face marine ecosystems are not so well known. Over the last decade, though, enormous advances have been made in our understanding of the problems facing reefs and in seeking solutions to safeguard their future.

D

The highest priority in reef management is to remove or at least minimise human causes of reef destruction, and to improve conditions so that natural regeneration of the reefs takes place as quickly as possible. It is most unlikely that a reef could be restored

to its original state in anything other than a timescale of decades, but it may be possible for it to be helped towards a stage where normal processes can start to function.

Large-scale replanting of corals has proved difficult to carry out successfully, largely because of the amount of diving labour required. When a reef is damaged by a hurricane, much of the regrowth takes place by regeneration of the broken coral fragments, but large numbers also die. Similarly, when a reef is being replanted manually, numerous fragments of coral have to be planted if a significant number are to flourish.

Active reef restoration is perhaps most useful and cost-effective where there is a need to increase populations of very rare coral species, or to repair reefs in marine parks or in locations where a great deal of money is earned from tourism.

E

One principle increasingly being recognised in the battle to protect the world's natural resources, is that whoever is engaged in activities that could harm the environment, pays the cost. This is the case whether it involves installing equipment or technology to prevent pollution and other degradation, or to repair any damage that occurs. Ship owners, for example, are now often liable for cleaning up oil spills and paying compensation for any damage caused.

Reefs used for tourism are most obviously of high economic worth, but it may be harder to calculate the worth of reefs used primarily for fishing (particularly subsistence fishing), unless detailed catch statistics are available, which are often not. It is perhaps even harder to put prices based on the scientific or aesthetic value of the reefs - some remote and pristine reefs might be considered especially valuable now for their rarity value.

Clearly this process is complex and the results at present are variable and highly dependent on the site in question, and the amount of information available. But it can provide an indicator of the conservation value of the reef and underlines the importance of preventing damaging activities.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

Time: 60 minutes

Task 1

For items 1 – 10, 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. **DO NOT USE SHORT FORMS**. **The number of words you should write is specified in each sentence**. Write down the needed words on your answer sheet. The first example (0) is done for you.

Example: 0. I consider him my worst enemy.

look

I _____ my worst enemy. (4 words)

0. I *look upon him as* my worst enemy.

1. The poor harvest led to many families leaving the island for good.

reason

The poor harvest was _____ leaving the island for good. (5 words)

2. They would never make a decision so quickly again.

minds

Never again would they _____ so quickly. (4 words)

3. Jeremy usually plays football on Saturdays.

habit

Jeremy is _____ football on Saturdays. (5 words)

4. Bryan could not explain how the stolen computer got into his car.

loss

Bryan _____ to explain how the stolen computer got into his car. (4 words)

5. This film stands a very good chance of winning an award.

highly

It is _____ will win an award. (4 words)

6. Davina cannot even make tea and so she certainly could not bake a cake.

alone

Davina cannot even make tea _____ a cake. (3 words)

7. Mary only complained because of the slowness of the service.

never

Had the service not been slow Mary _____. (4 words)

8. The price of this toy has risen over the past two months.

now

This toy _____ it did two months ago. (4 words)

9. Cathy did not imagine for one moment that her best friend was lying to her.

did

Not for one moment _____ her best friend was lying to her. (3 words)

10. Paul was not able to leave the house all day because of the terrible weather.

impossible

The terrible weather _____ Paul to leave the house all day. (4 words)

Task 2

For items 11-20, 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 on your answer sheet. 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**).

0	<i>from</i>
00	<i>V</i>

CHILDHOOD MEMORIES OF PARIS

0	When I try to remember the glorious, the marvellous, the lost and luminous city of Paris, I find it hard to separate from the city that exists in the mind from the actual city whose streets I once trod.
00	In Paris my mother first took me to the opera, a matinee of La Boheme - a Parisian tale.
11	And there in Act One, behind the garret window, and again, in Act Four, was a painted vista of Paris rooftops just like any you could see through and perhaps still can around the old quarters of the city.

12	It had never struck me before that reality and romance could so poignantly collude with each other; so that ever afterwards I saw Paris as a palpable network of 'scenes', down to the subtle lighting of a smoky-blue winter's morning; the incarnation of something already imagined.
13	My mother must have been moved by the same ambiguous, uncanny reality as me, because I can never recall her, only days after our arrival, saying in a rapturous, if half startled, voice,
14	'Look darling, this is Paris, darling,' (I knew it was Paris, we were in Paris, we were strolling down the Champs Elysees), 'isn't it divine?'
15	And that word, through the refining filter of Paris, is all I need to conjure up my mother: as she licked from her lips the residue of some oozing cream cake; as if she held up to herself, like some flimsy, snatched-up dancing partner, a newly bought frock: 'Isn't it just divine!'
16	I cannot summon my father so easily. Perhaps because he was always a distant and sombre figure, outshone, first to his much delight, then to his consternation, by my mother's heedless brightness.
17	Yet I remember him once attempting to draw out near or so I think was his intention. He was standing by the fire, waiting for my mother before they left for another of his official functions.
18	'The thing is', he suddenly said, slowly, with an air of weighed wisdom and of speaking aloud some uncontainable thought, 'when you are out on an adventure, you want to be at home by the fire, and when you are at home by the fire, you want to be out on an adventure'.
19	He seemed have taken aback, himself, at his own words, as if he had not known they were stored inside him. He looked self-consciously at his watch: 'Whatever can your mother be up to?'

20	Perhaps it was on that same evening that I asked him, point-blank, what we were about doing, and what he was doing, here in Paris. And he replied, with a sort of jocular self-effacing gravity, ‘Oh - sorting out the world. You know, that sort of thing’.
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Task 3

For items 21-30, solve the crossword using the definitions of the required word given in brackets. **The first example (0) is done for you.**

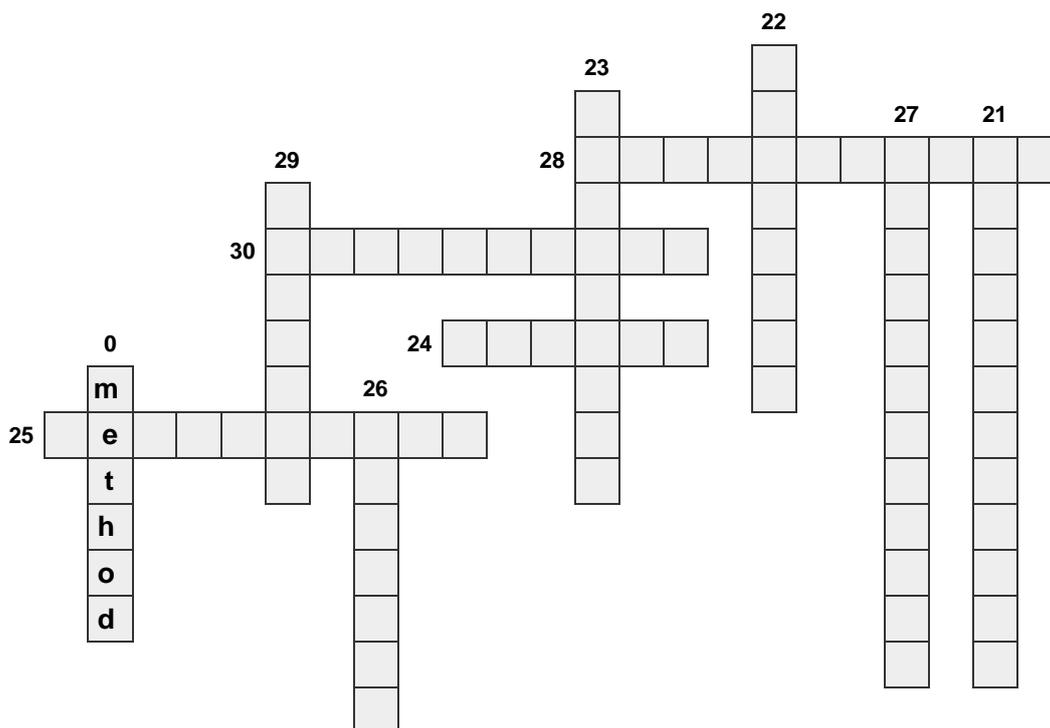
Example: 0. method

GRADING

Grading is a (0) ... (*a particular way of doing something*) widely used in schools today. Almost every school keeps a record of each student's (21) ... (*things that somebody has done successfully, especially using their own efforts and skills*) in order to have some basis for measuring his or her progress. The record (22) ... (*provides for*) information for reports to parents. Universities and colleges often use this information to help (23) ... (*decide by choice of alternatives*) whether they should admit a student.

For a long time, the most (24) ... (*occurring or appearing frequently*) method of recording progress was by (25) ... (*a part of a whole expressed in hundredths*). The minimum grade for a pass is usually 70 per cent, and for (26) ... (*typical, normal*) work, about 80 per cent. Today, the letters A, B, C, D, E, and (27) ... (*sometimes, but not often*) F, are much more frequently used. A stands for (28) ... (*outstanding*) progress, while E and F mean failure.

A few schools use no (29) ... (*checking and correcting*) system at all. Instead, each teacher writes a detailed letter to the parents. Such letters report student's progress, attitude, activities, and social (30) ... (*a change in the way a person behaves or thinks*).



Task 4

For items 31-40, match the names of famous buildings (column 1) with their descriptions (column 2). Some descriptions are not needed. **The first example is done for you.**

0. Transamerica Pyramid

0. F

1	2
0. Transamerica Pyramid	A. This massive hunk of brick in London isn't just a building, it's a mission: the idea behind it was to take a gorgeous, disused old power station and turn it into something that would make people care about modern art. And it worked! It's not just an incredible bit of architecture, filled with stunning spaces and beautiful art, it's a tool for converting non-believers, making art-lovers out of everyone who visits.
31. Chrysler Building	B. The building is a railway station in the borough of Westminster, London. It stands just south of Buckingham Palace. It is actually two 19th-century stations combined into one unit. The eastern portion was built for the London, Chatham and Dover Railway, and the western side was created for the London, Brighton and South Coast Railway.
32. Grand Central Terminal	
33. Sydney Opera House	
34. The Capitol	

35. The Empire State Building	The two railways were partially merged in 1899, and the station was remodeled over the next decade.
36. The Guggenheim	C. The American president H. Hoover opened the building in 1930 by symbolically switching on its lights from the White House. Observation decks on the 85th and 86th floors allow a superb view of the city. King Kong fought his last battle for survival from the top of this building.
37. The Tate Modern	
38. Walkie Talkie	
39. Westminster Abbey	D. The building houses an art museum and is located at 1071 Fifth Avenue on the corner of East 89th Street in the Upper East Side neighborhood of Manhattan, New York City. It is the permanent home of a continuously expanding collection of Impressionist, Post-Impressionist, early Modern and contemporary art and also features special exhibitions throughout the year.
40. Willis or Sears Tower	E. The skyscraper at 20 Fenchurch Street has such a nickname due to its unusual shape resembling an old-school portable radio transceiver. The building was designed by Uruguayan architect, Rafael Vinoly, and was completed in 2013. The building has frequently been called the worst building in the UK despite the fact that it cost over 200 million pounds in construction. F. Built in 1972, it is 260 meters high and easily recognizable by its peculiar shape. The largest floor at the base is ten times wider than the top floor. Together with the Golden Gate it is the most famous landmark of the city. G. This building is a commuter rail station at 42nd Street and Park Avenue in Midtown Manhattan in New York City, United States. It is the largest train station in the world by number of platforms: 44, with 67 tracks along them. They are on two levels, both below ground, with 41 tracks on the upper level and 26 on the lower, though the total number of tracks along platforms and in rail yards exceeds 100. H. The building was designed by Sir Christopher Wren to replace the one destroyed in the Great Fire of London in 1666. Constructed during the years from 1675 to 1710 it is the fourth religious building on the site. The first was built in

604 which was destroyed and rebuilt following Viking raids and subsequent fires.

I. This building is located in Washington, D.C. The building occurred between 1792 and 1800. It comprises various sections which include the executive residence, executive office building. It has around 132 rooms, the most famous of which include the press conference room and the oval office. Other less known rooms include a bowling alley and a chocolate shop.

J. Built between 1928 and 1930, it was financed by a multimillionaire car maker. It is 319 m high including the spire, which pierces the sky. It is in Art Deco style and the spire looks like a radiator grille.

K. The building is home to the state's legislative branch. The construction of the original building was finalized in 1800. However, it has gone through modifications which includes the addition of the enormous dome and enlargement of chambers. It has a plain exterior. It is famous for its neoclassical style and large white dome. The building contains about 600 rooms.

L. A UNESCO World Heritage Site since 2007, it is one of the most famous buildings on the planet. Designed in 1957, pre-cast concrete 'shells' form the roof, while the walls are clad in pink granite. The building covers 4.4 acres in total, and is supported on 588 concrete piers sunk 25m below sea level. It's a multi-venue performing arts centre.

M. The building houses an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. Its collection belongs to the government on behalf of the British public, and entry to the main collection is free of charge. It is among the most visited art museums in the world.

N. The building houses a modern art museum located in San Francisco, California. A nonprofit organization, it holds an internationally recognized collection of modern and

contemporary art, and was the first museum on the West Coast devoted solely to 20th-century art. The museum's current collection includes over 33,000 works of painting, sculpture, photography, architecture, design, and media arts. It is one of the largest in the world for modern and contemporary art.

O. This building started as a Benedictine monastery established during the period of 960-980. Between 1042 and 1052 King Edward the Confessor began to rebuild and develop it as a royal burial church. Although it was consecrated in 1065 shortly before Edwards's death, it was not completed until the 1090's. It was the first church in England to be built in the shape of the cross. It is one of the United Kingdom's most notable religious buildings and the traditional place of coronation .

P. Standing at 527 meters and 110 stories high, it dominates the city which saw the first skyscrapers. From 1973 to 1998 it was the tallest building in the world. You can enjoy a fantastic view of Lake Michigan from its Skydeck.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Writing

Time: 1 hour 15 minutes

The year is 2070. The world has solved many serious problems and is living prosperously. A tourist company is planning to publish a **guidebook** about Russia and has announced a competition for the best **entry** about Russian cities and towns. You have decided to participate.

Write about your place the way it will be in 50 years from now. Write about the places of interest, and how people travel, eat, work, study and spend free time. Your aim is to attract tourists to your place.

Use the following words in your guidebook entry:

1. cater
2. integrated
3. obsolete
4. software
5. vehicle

Underline the required words when used in your guidebook entry.

Write 200–250 words.

Provide the title and the subheadings for your entry.