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# **Всероссийская олимпиада школьников по английскому языку**

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**PAST PAPERS: заключительные этапы 2013-2022**

**Адаптация материала: *Гулов Артем Петрович***

## Публикации ВАК по теме ВСОШ по английскому языку

Гулов, А. П. Цифровые технологии при подготовке к всероссийской олимпиаде школьников по английскому языку / А. П. Гулов // Вестник Южно-Уральского государственного университета. Серия: Образование. Педагогические науки. — 2023. — Т. 15, № 1. — С. 59-66. — DOI 10.14529/ped230106.

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## Listening & Reading

Time: 45 minutes

### Listening

#### Task 1

You will hear a story about physics. For items 1-10 decide whether the statements marked 1-10 are True (A) or False (B) according to the text you hear. You will hear the text only ONCE.

1. Blake's drawing expressed his skeptical view of science.

A True B False

2. The sculpture of Newton shows him admiring nature.

A True B False

3. People are not interested in measuring things.

A True B False

4. The nature of gravity is not like the one of electricity.

A True B False

5. Gravity may be caused by Higg's boson.

A True B False

6. The biggest part of the universe is made of "dark energy".

A True B False

7. Scientists are making fun of a "theory of everything".

A True B False

8. "String theory" is about energy inside a particle.

A True B False

9. Accelerators might help scientists find unknown particles.

A True B False

10. The Large Hadron Collider attracts poets rather than scientists.

A True B False

## Integrated listening and reading

### Task 2

Read the text about DDT – a pesticide extensively used in the post World War II period – and its environmental effects, then listen to a part of a lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions 11-25 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 7 minutes to read the text.

The insecticidal properties of DDT, a white crystalline compound, were discovered in 1942. During World War II this pesticide was used to control the spread of typhus and malaria. Then in the postwar era it began to be used extensively as an agricultural insecticide. Its success in eradicating malaria and controlling other insect-borne diseases dangerous both to humans and crops led it to be labeled a "miracle" pesticide.

Its image increased and peaked in the early 1960s. In that decade, however, studies began to show that this method of pest control has serious environmental consequences. Perhaps most damaging for the reputation of DDT was the wide popularity of Rachel Carson's book Silent Spring, which exposed the dangers of continued use



of this pesticide on bird and animal species and ultimately on human beings. Carson's influential expose of the harmful effects of DDT showed that several species of birds were experiencing population declines as a result of ingesting this chemical in their customary diet. Research showed that birds of prey such as the bald eagle and peregrine falcon, which are high on the food chain, accumulated excessive amounts of the pesticide in their bodies, and this caused them to lay eggs with thin shells, which would break before hatching. Research also showed that the human population was at risk from increased levels of liver and breast cancer caused by exposure to DDT. Furthermore, environmentalists pointed out that the toxicity of this substance is not easily degraded and can remain in the environment and food chain for prolonged periods. Due to these reasons, and also to the fact that DDT seemed to be losing its effectiveness on the insect populations it was designed to control, many countries banned the use of this product during the early 1970s.

**Now listen to a part of a lecture on the same topic and then do the task (11-25), comparing the text above and the lecture. You will hear the lecture twice.**

11. DDT was used against the spread of malaria and other diseases transmitted by insects.
12. DDT was called a "miracle" pesticide after the Second World War.
13. Many people know DDT as a substance producing a harmful effect on the environment.

14. Populations of some birds started to decline several decades ago.
15. Bald eagle is known to be high on the food chain.
16. Peregrine falcons laid eggs with thin shells which broke before hatching.
17. Eggshell thinning was caused by excessive amounts of pesticide in the birds' bodies in the wild.
18. Eggshell thinning was caused by the overdose of DDT used in the experiments.
19. Brown pelicans had been nearly extinct as a result of hunting even before DDT came into use.
20. Oil spills and stress from industrial noise make many birds leave their natural habitats.
21. The link between the use of DDT and population declines of various birds of prey is doubtful.
22. DDT can remain toxic in the environment for long periods of time.
23. Lead and mercury poisoning of the environment can lead to the increase of liver and breast cancer.
24. The pesticide leads to the increase in the levels of cancer in human population.
25. Many countries that banned DDT in the early 1970s are now considering its reintroduction.

## Reading

### Task 3

**Read the extracts A-H and decide in which extract the information 26-40 is mentioned. An extract may be chosen more than once.**

#### US National Parks

The United States National Parks stand as the natural wonders of the North American continent.

**A.** Acadia National Park: Cadillac Mountain Acadia National Park holds a symbolic place because its mountain peaks are the first places to experience sunlight every single day in the United States. In order to enjoy this spectacle, hikers walk two miles to the top of Cadillac Mountain. From this height, there are stunning views around the Atlantic coast. If you arrive early enough, you might be lucky enough to witness the ceremony of the Wabanaki honoring the sun. This particular ceremony is symbolic to the Native American tribe's efforts to reclaim and strengthen their heritage.

**B.** Arches National Park: Park Avenue. Anyone who comes to this park will receive a lesson in geology. These natural sandstone arches and towers make one feel like they were planned to resemble Park Avenue in New York, hence the site's name. Walking round the area you will enjoy sights of rock pools, animal footprints and some

Гулов Артем Петрович гулов@tea4er.org

sagebrush. The Park Avenue Hike is considered an easy one by the rangers but visitors are still advised to bring hats, water and supplies. With the right pace, hikers can finish walking around the area in one hour.

**C.** Badlands National Park: Sheep Mountain Table. Prior to colonization by modern day Americans, tribes of the Lakota and the Sioux Nation used the Badlands as hunting grounds for bison and other herd animals. The Battle of Wounded Knee took place in this region. It was the last conflict of its kind and is an event remembered to this day. To enjoy the Badlands, travel southwards to the Sheep Mountain Table and keep going until you reach the end of the ridge where you will see some extraordinary rock formations.

**D.** Channel Islands National Park: Inspiration Point. These unspoilt islands compose the Channel Island group and each of them hosts an ecology of 150 animal species which are not found in any other location in the world. The harbor fox makes these islands its home and the waters surrounding them are roaming grounds for the blue whales. The point got its name thanks to its inspiring beauty, a beauty so remarkable that a group of poets meet there every month to discuss their works. To get to the islands, you need to take an hour's boat ride. Unfortunately, camping, especially overnight, is not permitted. The boat will wait for you until you've had your fill of nature.

**E.** Crater Lake National Park: Watchman Peak. The Crater Lake National Park is large volcanic rock formation on the tip of the Cascade range in southern Oregon. According to experts the cataclysm that caused this was the eruption of a volcano called Mount Mazama some 7,700 years ago. The eruption was so violent that the mountain's walls collapsed forming the crater that holds the national park. Hike up the mountains to Watchman's Peak where a lookout tower has been monitoring volcanic activity since the 1930s. In the middle of the lake, there is an island called Wizard Island because it has the shape of a wizard's hat.

**F.** Denali National Park: Sable Pass. One of Alaska's natural best kept secrets, Denali national park hosts one of the most interesting long hikes in the North American continent. Since the sun does not set in this area until midnight, you can make considerable progress on a single hike. The sights of this particular walk up to and through Sable Pass include grassy terrain containing willow brush. Once you cross Igloo Creek, Cathedral Mountain comes into view. Hiking through the pass is never a solitary experience even when undertaken on your own as many animals inhabit the area you will be walking in. Prepare to share space with moose, sheep, wolf, caribou and grizzly bear.

**G.** Glacier National Park: Hidden Lake Experts predict that the glaciers responsible for the beauty of Glacier National Park are melting away. Before much longer not a trace of these glaciers will be left which is considerably sooner

than previously predicted. So do your best to take advantage of the park's views now while they are still there. A hike to the park's Hidden Lake is particularly recommended. This walk is relatively short, around 2 kilometers, but has a few challenging sections. Speak with the ranger before going on the trail as grizzly bears are known to cross it once in a while.

**H.** Yosemite National park: Sentinel Dome. In 1864 President Abraham Lincoln drafted a resolution that Yosemite Valley was to be preserved for the public. Thanks to him the rapids, geological stone formations and the sequoia towering over the area have been saved. Today, people meet around Glacier Point, easily the most famous spot, to enjoy amazing views of the park. However, for a less crowded destination that offers a 360 degree panorama of the features of Yosemite, the Sentinel Dome is a viable alternative. From the top of the hill, you will be able to see the famous rock formations known as the Half Dome and El Capitan as well as the Yosemite Falls.

### In which extract are the following mentioned?

- 26. The wild life in this area is different from that seen elsewhere.
- 27. The walks here can be difficult but not because of their length.
- 28. Scientific observations are carried out here.
- 29. This park has witnessed a difficult period in history.



30. You should make a point of visiting this park before one of its special features has disappeared.

31. Although this is considered an easy area to walk in, hikers still need to come prepared.

32. There is a less well-known viewpoint which is an excellent place to go.

33. Visitors like to come here at dawn.

34. A feature in this park got its name from an item of clothing worn by an imaginary character.

35. You are unlikely to feel alone in this area.

36. There are no places where visitors can stay overnight in this park.

37. The park owes its status to an important figure in American history.

38. The rock formations here resemble a certain area of the city.

39. Local people are making efforts to keep their history alive here.

40. It is possible to cover a lot of ground here in one day.

## Use of English

Time: 60 minutes

### Task 1

For items 1 - 10 read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. If a line is correct, put a tick (V) by the number. If a line has a word which should not be there, write the word down.

Have you ever been to a clairvoyant to find out what the future may have in store for you? Have you ever had your palm looked at or have you ever been made to believe that your future might be predicted?

Apart from human seers, there are also countless of sites on the Internet nowadays where you can have a tarot reading done, or where you can read your daily horoscope. Can there really be anything out there in the stars that has a strong influence over our lives? These days there are a great many of people who are searching for answers, who want to discover what the purpose of their lives might not be. Others, of course, are quite happy to go through life without questioning.

I admit to have being one of those who are fascinated by the unknown, by what might be 'out there'. I can spend all the day thinking about mysterious life.

|    |    |
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## Task 2

For questions 11 - 30 read the four emails below. Solve the crossword puzzle by filling in the gaps in the emails. Pay special attention to the register (formal/informal) and the variant of English (British/ American) needed. MIND YOUR SPELLING. In some cases synonyms are given in brackets (in two cases synonyms are not given). (0) in the first email has been done as an example to help you.

Date: 20/05/2012

Subject: Conference (0) (across) invitation

Dear Mr Hammond,

I attended your lecture on public speaking at the Communication Skills conference in London last week and I was very impressed.

I am involved in organising a similar conference in Exeter in September and I would be very (11) (down) \_\_\_\_\_ (appreciative) if you could come and speak at our conference on 15 September. The talk would need to last for 60 minutes (45 minutes for the talk and 15 minutes for questions). Please let me know if you (12) (across) \_\_\_\_\_ (need) any special equipment for your presentation.

The (13) (down) \_\_\_\_\_ (preliminary version) of the conference programme can be found on our website.

(14) (down) \_\_\_\_\_ (if) you have any further questions, please do not (15) (down) \_\_\_\_\_ (be reluctant) to contact me.

Looking forward to your (16) (across) \_\_\_\_\_

(answer).

Best (17) (down) \_\_\_\_\_ (wishes),

Helen Brown

Conference Organiser

Date: 05/21/2012

Subject: Re: Conference invitation

Dear Ms. Brown,

Thank you for your email of May 20, inviting me to speak at the conference in Exeter.

I am afraid that I will be unable to attend the conference this year due to a (18) (down) \_\_\_\_\_ (previous) engagement. If you wish, I could recommend one of my colleagues to speak in my place.

Please contact me if you organize another conference in the future. Once again I would like to (19) (across) \_\_\_\_\_ (say sorry) for not attending the event this year and for any (20) (across) \_\_\_\_\_ (trouble) caused.

Yours (21) (down) \_\_\_\_\_ ,

James Hammond

Date: 18/06/2012

Subject: A talk in October?

Hi James,

Great talk last week on public speaking. Really enjoyed it.

(22) (across) \_\_\_\_\_ (want) giving a talk at an industry thing I'm getting together in Manchester in October?

ВСОШ по английскому языку. ФИНАЛ - 2013 г.

Session needs to be an hour (45 mins for the talk and 15 mins questions). I know that you have a busy timetable in your Language Centre in Denver for this autumn semester, but still hope you can come.

I (23) (across) \_\_\_\_\_ (send with the email) the full prog. If you have any (24) (across) \_\_\_\_\_ (questions) about your ticket for the Conference dinner, just let me know (remember to bring a dinner jacket for the event!).

Hope to hear from you soon.

Best, Lisa

Date: 06/19/2012

Subject: Re: A talk in October?

Hi Lisa,

Thanks for your (25) (down) \_\_\_\_\_ (invitation) to talk at the conference in Manchester. Sorry, but I won't be able to make it as I've already gotten a busy (26) (down) \_\_\_\_\_ (timetable) for this (27) (down) \_\_\_\_\_ (autumn) semester in the Language Center. If you want, I can see if I can find someone to step in.

Please (28) (across) \_\_\_\_\_ free to let me know about any other stuff you are doing in the future. I prefer something where you need to wear jeans and sneakers, but not a (29) (down) \_\_\_\_\_ (dinner jacket)!

(30) (across) \_\_\_\_\_ (Well), sorry again for not coming and I hope it doesn't put you out too much.

Best,  
James



## Task 3

For questions 31 – 40 fill in the gaps with the words, **DERIVED FROM** or **RELATED TO** the words on the right. Put the words in the correct grammar form. Put only **ONE WORD** in each gap. There is an example (0) for you.

There exist different sorts of (0) **collections** in the world. People collect a large (31) \_\_\_\_\_ of objects: stamps, postcards, dolls. Some people collect objects which are connected with (32) \_\_\_\_\_ events or with famous people. Some people collect kitchen utensils or similar (33) \_\_\_\_\_ items, such as spoons, plates or glasses.

Kevin Baker from Cardiff has 10 000 eggcups at home. Not (34) \_\_\_\_\_, his favourite eggcup is one in the shape of a typical (35) \_\_\_\_\_. Kevin's hobby began several years ago, after he lent an elephant eggcup to his granddaughter who took such a (36) \_\_\_\_\_ to it that she insisted on keeping it. Kevin saw a few eggcups he liked at a (37) \_\_\_\_\_ at a local shop, and started collecting them.

COLLECT  
VARY

MEMORY

HOUSE

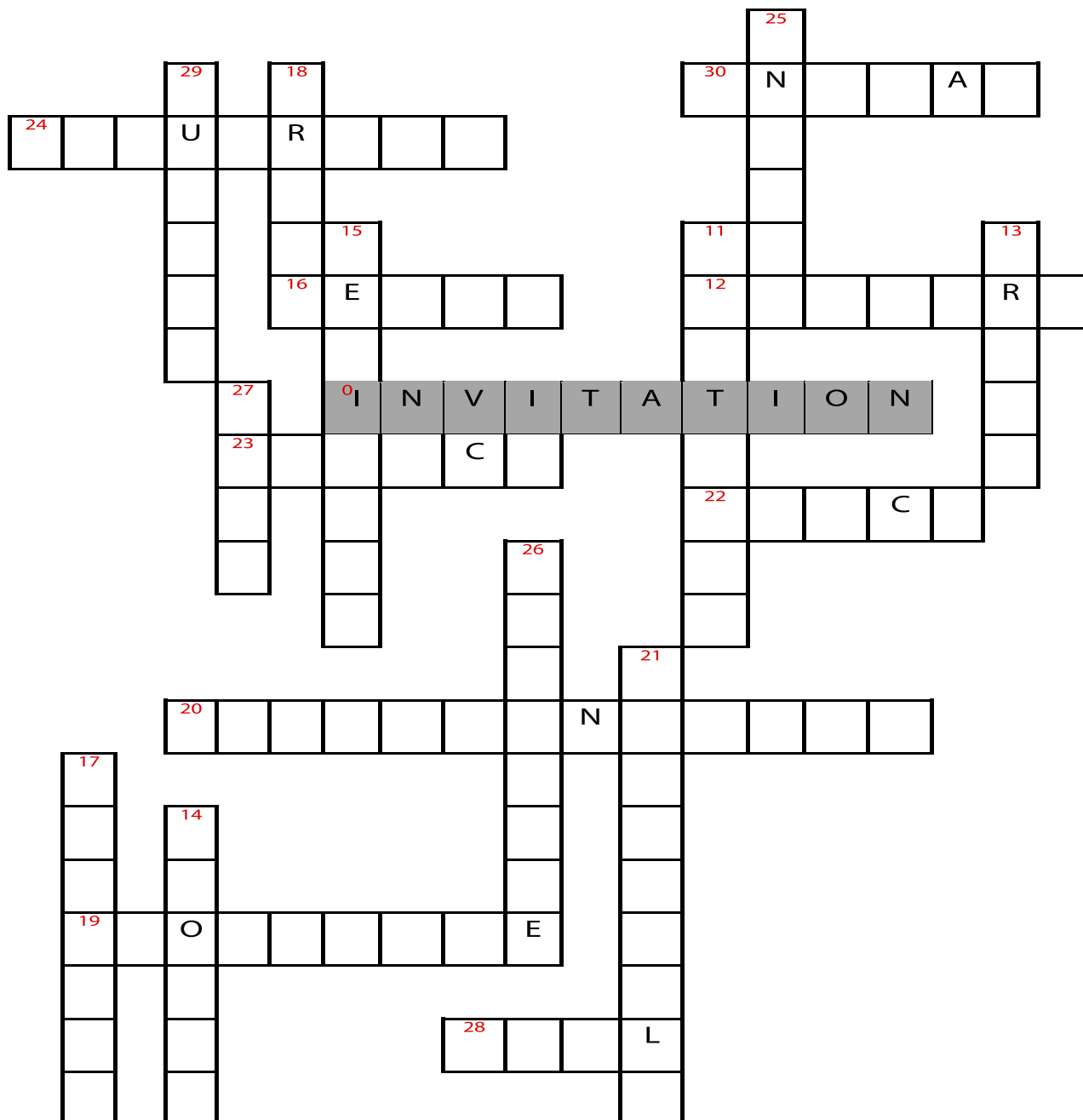
SURPRISE

WALES

LIKE

SELL

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Others like Kevin's eggcups too. "I've just bought a (38) \_\_\_\_\_ for one of my favourites, which mysteriously (39) \_\_\_\_\_ last week," he said. Nowadays he locks the cupboard with the eggcups to (40) \_\_\_\_\_ that nobody can steal them.

PLACE  
APPEAR  
SURE

## Task 4

For questions 41 - 50, read the text about the 19th century British novelists and fill in the gaps with the appropriate names and titles from the box. There are some extra names and titles in the box.

### NINETEENTH-CENTURY BRITISH NOVELISTS

**Writers:** Jane Austen, Charlotte Brontë, William Wilkie Collins, Charles Dickens, Sir Walter Scott, Robert Louis Stevenson, William Makepeace Thackeray, Oscar Wilde

**Literary works:** *Ivanhoe*, *Jane Eyre*, *King Lear*, *The Lady in White*, *Oliver Twist*, *The Picture of Dorian Gray*, *Pride and Honour*, *Pride and Prejudice*, *Vanity Fair*, *The Woman in White*

The 19<sup>th</sup> century in British literature was marked by the triumph of the novel. (41) \_\_\_\_\_ brought the novel of family life to its highest point of perfection. Her works were untouched by the ugliness of the outside world; she kept the action to scenes familiar to her through her

own experience. Though she wrote her books in troubled years which included the French revolution, her novels are calm pictures of society life. She understood the importance of the family in human affairs and, though two of her brothers were in the navy, she paid little attention to the violence of nations.

The title given to her first novel was *Elinor and Marianne* (1795), but this was later rewritten and published as *Sense and Sensibility* (1811). In 1796 she started *First Impressions*, which was later published as (42) \_\_\_\_\_ (1813). *Mansfield Park* appeared in 1814 and *Emma* in 1816. *Northanger Abbey* (1818) and *Persuasion* (1818) were published in the same year and were her last novels.

Before he turned to the historical novel, (43) \_\_\_\_\_ wrote historical verse — a kind of verse that formed for him a suitable introduction to the prose that he wrote later.

The writer soon discovered that he could not write poetry as good as Byron's, and so he turned away from it; but as a historical novelist he has no rival. He read the older novelists, and began to write *Waverley* in 1805. It appeared in 1814, and for the next eighteen years he wrote novel after novel. In 1826 he lost all his money through the business failure of his publisher and printer. He owed £100,000, but refused the money with which his friends offered to help him. He sat down to pay the immense debt by writing, but died before he could do so. In spite of that, his books brought in enough money after his death to pay off his debts. Among his best-known novels are

(44) \_\_\_\_\_ (1819), *Kenilworth* (1821), *Quentin Durward* (1823), *The Talisman* (1825), *Woodstock* (1826), and *The Fair Maid of Perth* (1828).

(45) \_\_\_\_\_ is generally considered to be one of the greatest English novelists. He began with *The Pickwick Papers* (1836-7), which came out in parts and gave English literature some of its most charming and amusing characters. Sometimes his novels were written partly with the purpose of improving social conditions. (46) \_\_\_\_\_ (1837-8), the story of a poor boy's cruel treatment and miserable adventures, includes descriptions of hunger, stealing, murder and hanging. *David Copperfield* (1849-50) is based on the writer's own life, which had a sad beginning. It is one of the most popular of his novels, but it cannot be called cheerful.

His prose varies in quality, but he is nearly always readable. In his different novels he describes and attacks many kinds of unpleasant people and places - bad schools and schoolmasters, government departments, bad prisons and dirty houses. His characters include thieves, murderers, men in debt, stupid and unwashed men and women, hungry children, and those who do their best to deceive the honest. Although many of his scenes are terribly unpleasant, he usually keeps the worst descriptions out of his books; therefore, the reader does not throw the book into the fire, but continues to read.

(47) \_\_\_\_\_ studied and described the nobility instead of the poor. His best-known book, (48) \_\_\_\_\_ (1847-8), describes the adventures of two



girls of different sorts: Rebecca (Becky) Sharp, a clever, brave and poor girl without a conscience; and Amelia Sedley, the gentle daughter of a rich Londoner.

He was not a romantic, and he did not produce his characters for the purpose of expressing violent feelings. From this point of view, his novel was very different from Shakespeare's, for example. However, he could describe strange qualities in human beings, and he could also show life's cruelties and people's weaknesses. He wrote as an educated man. Some of the characters in one novel are related to those in another. This gives an appearance of reality to the families concerned; yet many people find him hard to read. He is suspected of being very conscious of the importance of noble rank and good family, and this is looked on as a fault in the twenty first century.

Practically the first English novelist to write detective stories was **(49)** \_\_\_\_\_. The book **(50)** \_\_\_\_\_ (1860) is a complicated story about Walter Hartright, a drawing-master, who teaches a rich girl, Laura Fairlie. A famous character in the book is the fat, calm and evil Count Fosco, who is at last killed by a member of a secret society.

## Writing

Write your own version of the story based on the picture.

Remember to:

- ♦ include a title;
- ♦ describe events in an entertaining way;
- ♦ include elements of direct speech, description of feelings and emotions;
- ♦ make an unexpected ending.

**Write 220 - 250 words.**

**Time: 60 minutes**



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## Speaking

### Set 1 Student 1

**PREPARATION:** Prepare a video tour presentation

You are given **15 minutes** to get prepared. During the preparation time:

- ♦ watch video clip № 1, The Smithsonian National Museum of Natural History (you will be able to hear the original sound track during the preparation time) and
- ♦ use the FACT FILE to be able to speak about your museum.
- ♦ Include information on
  - museum specialization
  - year of establishment
  - admission fees
  - number of visitors

in your presentation.

**PRESENTATION:** Make your video tour presentation and discuss your partner's presentation

### Task 1

Imagine you are a "guide" ("гид-экскурсовод") who gives a «foreigner» (your partner) A VIDEO TOUR of the Smithsonian National Museum of Natural History.

1. Make your VIDEO TOUR presentation:

- ♦ Narrate the video clip, coordinating your narration with the action on the screen (you won't be able to hear the original sound track during the presentation).
- ♦ You are NOT allowed to repeat word for word what you heard in the video clip during the preparation time.
- ♦ You are NOT allowed to read from your notes during your presentation.

(Monologue; Time: **3-4 minutes**, depending on the episode length)

2. After that answer 3 QUESTIONS from your partner, who wants to get

ADDITIONAL FACTS and INFORMATION not mentioned in your presentation.

(Dialogue; **Time: 2 minutes**)

### Task 2

Now you are "a foreigner". Listen to the video tour presentation of your partner, ask 3 QUESTIONS about your partner's museum to get ADDITIONAL INFORMATION .

(Dialogue; Time: **2 minutes**)

YOUR ANSWERS WILL BE RECORDED

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## Listening & Reading

Time: 1 hour 15 minutes

### Listening

#### Task 1

For items 1 – 7, listen to a woman talking about the human mind. Complete the statements (1 - 7) choosing the correct ending from A, B, or C. You will hear the text only ONCE.

1. The woman defines modern life as \_\_\_\_\_.

A. painful      B. tense      C. surprising

2. The woman claims that some people \_\_\_\_\_.

A. are suffering from stomachaches      B. have weak muscles      C. have stress-related illnesses

3. The woman explains that the expression "mind over matter" means that \_\_\_\_\_.

A. people can regulate their state      B. physical power is not important      C. the mind is the only thing that matters in a human being

4. The woman suggests an exercise to \_\_\_\_\_.

A. train one's mind      B. teach how to listen to one's mind      C. relieve one's body from strain

5. The exercise starts with \_\_\_\_\_.

A. slow breathing      B. assuming a pleasant and relaxed position      C. closing one's eyes

6. The "feels warm and heavy" part of the exercise starts with the \_\_\_\_\_.

A. left arm      B. left leg      C. right arm

7. The woman says that after the exercise your mind is supposed to feel \_\_\_\_\_.

A. light      B. bright      C. pure

#### Task 2

For items 8-15, listen to an interview with a police officer and decide whether the statements (8-15) are TRUE (A), or FALSE (B) according to its content. You will hear the text only ONCE.

8. Sam says that he became a police officer at the age of 25.

A True      B False

9. Currently Sam is doing undercover work.

A True      B False

10. Sam says that his work is stressful.

A True      B False

11. Sam thinks that stress is related to fear.

A True      B False

12. Sam doesn't think that police officers get ill more often than the general public.

A True      B False

13. There are programs to help police officers fight stress.

A True      B False

14. Sam attends a discussion group.

A True      B False

15. Sam thinks that he is happily married.

A True      B False

## Integrated listening and reading

#### Task 3

Read the text about the origins of the human species, and then listen to a part of a lecture on the same topic. You will notice that some ideas in the lecture coincide with the ideas in the text and some differ from the ideas in the text. 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 7 minutes to read the text.**

*The Out of Africa hypothesis*, also called the *replacement hypothesis*, contends that modern humans originated in Africa, probably from a common ancestor. From there, they migrated to other regions, eventually replacing the populations of Neanderthals and other groups of earlier humans that may have survived.

Geneticists who support the replacement hypothesis argue that the observable similarities shared by all of the modern human populations confirm the existence of a common gene pool, and perhaps even one common female ancestor. They point to the fact that many modern human traits have evolved within the past 200,000 years as evidence of the replacement hypothesis. Furthermore, they cite studies of DNA in cell structures called mitochondria, which codes most of the inherited traits from ancestors. Most of these studies demonstrate that the diversity among human populations is very small as compared with other species. They conclude that there was only one small population from which all other populations descended. From their point of view, the evidence supports the theory that modern humans migrated from a relatively small area in Africa almost 150,000 years ago, moving along a route through the Middle East 100,000 years ago and slowly populating regions throughout the world by replacing the communities of less developed humanlike species that they encountered.

Paleoanthropologists admit that, to date, the oldest fossil remains of modern *Homo sapiens* have been found in Africa, with the next oldest discovered in the Middle East. European fossils are dated at about 50,000 years after the African fossils. Thus, it would appear that the replacement hypothesis is substantiated by archaeological evidence.

**Now listen to a part of a lecture on the same topic and then do the task (16-25), comparing the text above and the lecture. You will hear the lecture TWICE.**

16. *Homo sapiens* are likely to have gradually replaced other human species when populating new territories.

17. There are noticeable similarities between all modern people throughout the world.

18. There might have been one female ancestor we all share.

19. The multiregional hypothesis is another name for the continuity hypothesis.

20. The fossil remains of early human species are found in Africa, Asia and Europe.

21. It is possible that contemporary people have evolved from many different groups of ancestors.

22. Replacement and evolution are, in fact, the names for one and the same process.

23. Archeological findings support the idea that the earliest human species appeared in Africa.

24. The gene flow can only be proved by such regional traits as cheekbone structure.

25. Biologists who believe in one ancestor are creationists rather than evolutionists.



## Reading

### Task 4

**You are going to read a newspaper article. For questions 26-32, choose the answer (A, B, C or D) which you think fits best according to the text.**

#### The Sound of Music

***Geoff Brown wonders whether film music can ever be regarded as art.***

No one can claim such mastery of the fantasy blockbuster sound as the British film-music composer John Williams. It's a style of music he did much to define in *Star Wars* and then for many other films for the director Steven Spielberg. There are distinctive melodies which give the feeling of flying, snatches of music to represent different characters, and intricate illustrative details. In addition, everything follows the symphonic style of a hundred years ago. It's what the film industry in Hollywood wants, it's



what John Williams supplies, and what audiences everywhere expect.

Can we call it art, or is it simply an interesting artefact, a sort of factory product? For the cinema-goer sitting with a popcorn bag the question doesn't arise. But since film music now spreads to a different audience far outside cinemas, on lavishly promoted soundtrack CDs and serious concert platforms, it may be interesting to answer the question.

Composers themselves have expressed very diverse opinions. Interviewed some years ago, Williams himself proudly referred to film music as 'the opera of the 20th century'. On the other hand, Richard Rodney Bennett, the composer of the music for the film *Murder on the Orient Express*, declared that 'in writing film music one is really using only a sixth of one's musical mind'. Everyone agrees on one point though: the rewards are pleasingly high. There are royalties and if you hit the right buttons you can spin off into the lucrative sideline of a concert career, regularly mounting live performances of film compositions.

But if you consider the working conditions that composers put up with, superficially the odds do seem stacked against film music being classed as art. First of all, film music is composed in snippets, timed to the second, and written after the film is shot. Then there are insane deadlines - like having five days to compose 50 minutes of music. Next, the composer has to live with the fact that he/

she wields no artistic control. Finally, the ultimate insult is that what is written struggles to get itself noticed against a background of dialogue, squeals, and every possible visual delight from cartoon character Shrek's green body to actor Tom Cruise's chin. It can't be art, can it?

But think of the German composer Bach in the eighteenth century, satisfying his employers by writing one cantata a week. Few composers can write without a commission. And for the true artist, rules and restrictions stimulate. Film scoring can sharpen a composer's technique, encourage experimentation. The composer Vaughan Williams was never quite the same again after his work on the film *Scott of the Antarctic* caused him to branch into percussion instruments as a way of capturing a frozen landscape.

Film music can be art then, and has been, in fits and starts. The frustrating thing is that many film producers have limited expectations of what film music can be. Once the age of silent movies was over and talkies arrived, music became an integral part of the projected film and anything was possible. Music didn't have to be poured over the images like mayonnaise; it could argue with them, puncture them with irony, or rudely interrupt. In Europe, various composers such as Shostakovich and Hanns Eisler experimented with timbre and form, showing Hollywood (at the time still stuck with the sounds of a late nineteenth-century symphony orchestra beaver away) that innovative techniques were possible.

But even in Hollywood, art raised its head. All film composers look up to Bernard Herrmann, a giant who coloured each score with a different sound and let his music snake through the images in unconventional ways. The power of the film *Vertigo* lies not only in the director's images but in Herrmann's worried woodwind and turbulent strings and the weird harp solos that dog the characters' footsteps. His scores are usually so interwoven with their films that it's a futile task trying to carve the music into selections for concert use. Herrmann proves that it's even possible to write film scores in bulk without hurtling into an artistic decline.

So, what's my conclusion? Art or factory product? Both, in fact, although there's rather more of the factory product than I would like at times.

- 26 What point is the writer making about John Williams' music in the first paragraph?
  - A It is similar to that produced by other composers.
  - B It is too old-fashioned to remain popular for long.
  - C It has a better reputation in Hollywood than elsewhere.
  - D It has certain characteristics that are easy to identify.
- 27 In the second paragraph, what does the writer imply about the attitude of cinema-goers to film music?





- A They are only interested in it if they can purchase the CD.
- B They perceive it as being mass-produced.
- C They are not concerned about whether it has artistic merit.
- D They feel music is an important part of the cinema experience.
- 28 According to the writer, which view of film music do all composers share?
- A They consider that it is a worthy outlet for their talents.
- B They appreciate the financial gains they make from it.
- C They need it to supplement their main source of income.
- D They can use it as a way into an alternative career.
- 29 According to the writer, what is the worst aspect of a film composer's working conditions?
- A The music has to be composed after the film is completed.
- B The deadlines set for the composer cannot be achieved.
- C The music has to compete for attention with other elements of the film.
- D The composer has no control over how the music is used.
- 30 The writer compares modern film composers with Bach to show that
- A some composers work better under pressure.
- B composers have unreasonable demands imposed on them.
- C composers must aim to please their employers.
- D all composers need some sort of sponsorship.
- 31 What point is made about Hollywood film music when the 'talkies' arrived?
- A It used less well-known symphony orchestras than before.
- B It did not constitute a major part of the final production.
- C It didn't generally make use of new ideas.
- D It was not considered to make an artistic contribution to the film.
- 32 What does the writer say is special about Bernard Herrmann's music?
- A It is of high quality because he composed very little.
- B It has a distinctive style which evokes the animal world.
- C It is totally integrated with the visual element of the film.
- D It has considerable potential for concert performance.

## Task 5

**You are going to read an extract from a newspaper article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap 33 -38. There is one extra paragraph which you do not need to use.**



### CALLS FROM THE DEEP

*Far beneath the waves, mysterious sounds and eerie echoes reverberate around the globe. David Wolman asks what is going on down there.*

The Earth's oceans are full of noise: boats, whales, submarines and earth tremors all add to the aquatic cacophony. The study of ocean acoustics has helped scientists to monitor whale communication and migration, pinpoint the locations of undersea volcanoes, and measure ocean temperature. Yet there's still a handful of noises that continue to baffle researchers. Some last just a few minutes, while others go on continuously for years at a time, and nobody knows for sure what causes them.

### 33

The data is then analysed by examining its characters as it arrives at different hydrophones. Christopher Fox, the director of the Acoustic Monitoring Project in Newport, Oregon, says most recordings from the deep are easily identified, because the resulting soundwave patterns are as individual as voice prints. It

is possible to look at the characteristics of a soundwave and identify a blue whale, a boat, or even an earthquake. But other noises remain unidentified. Most of these have names that Fox came up with on a whim, such as Unsweep, Train and Bloop.



34

Take the strange noise called Unsweep, for example, a flat tone accompanied by rising tones. It was heard continually between 1991 and 1994, and was at its loudest during the last 15 months of this period. During decades of tuning in to the oceans, the US Navy had never heard this signal before.

35

Then, in 1996, geologists on the island of Taiti came up with the most plausible explanation so far. Emile Okal and Jacques Talandier used seismometers, normally used to measure earthquakes, to analyse Unsweep. They suspected the phenomenon was instead caused by a volcanic process. Although Unsweep's relatively pure tone didn't fit with the more varied sounds usually typical of such activity, they speculated that it came from the oscillation of some kind of bubbly liquid, perhaps sea water coming into contact with a large pool of lava. Okal and Talandier homed in on the source using readings from eight different directions, including SOSUS data provided by Fox.

36

Other puzzling sounds may have more straightforward origins. Many noises can be

traced to weather and ocean currents, and Fox suspects these are also responsible for the sound known as Train, which resembles the rushing sound of a distant train.

37

And even these species which have been well monitored could still be responsible for a curious sound or two, because most research focuses on audible frequencies that ocean hydrophones pick up.

38

There's one crucial difference, however: in 1997 this sound was detected by sensors 4,800 kilometres apart. That means it must be far louder than any whale noise. It is possible that some creature bigger than any whale is lurking in the ocean depths? Or, perhaps more likely, there is something that is much more efficient at making sound.

### Paragraphs removed from the text

**A.** A far more romantic possibility for the source of mystery noises is marine life. The sounds produced by many creatures haven't yet been catalogued, so little is known about their calls.

**B.** The system that picks up all these sounds was established in the 1960s when the US Navy set up an array of underwater microphones, scattered around the globe. Known as SOSUS, short for Sound Surveillance System, these listening stations sit on the seabed at a depth where sounds can travel.

**C.** Fox also believes this. His hunch is that the sound nicknamed Bloop is most likely to come from some sort of animal, because its 'signature' is a rapid variation in frequency similar to that of sounds known to be made by marine animals.

**D.** It was at first believed to be biological, possibly produced by fin whales. But when it was picked up by receivers on opposite sides of the Pacific, researchers concluded that it was too loud to have been produced by a whale. It also stayed the same over the course of many seasons, whereas whale song should have varied as the whales migrated.

**E.** All this information pointed to a spot in the remote southern Pacific, roughly halfway between New Zealand and Chile. They radioed a French research ship in the region, which headed to the place and found that a previously identified chain of undersea mountains was in fact volcanic.

**F.** The suggestion of a huge ocean creature raises a vision of a giant squid. There are no confirmed sightings of giant squid in the wild, although their bodies have been found on beaches. 'We don't have a clue whether they make any noise or not,' says Fox.

**G.** These aren't meant to indicate the likely origins of the sounds, as no one knows what or who is responsible for them. But in a few cases the real cause may soon be identified.

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## Task 6

Mark the following statements 39-40 as TRUE (A), FALSE (B) or NOT STATED (C), according to the text. Mark your answers on the separate answer sheet.

39. The names of unidentified noises "Unsweet", "Train" and "Bloop" were given by Fox after careful consideration.

40. The "Unsweet" sound was different from typical sounds of volcanic activity.

## Use of English

Time: 45 minutes

## Task 1

For questions 1- 10, think of one word only which can be used in all three sentences. Here is an example (0).

**Example:** 0. I expect we'll \_\_\_\_\_ again one day, but bye for now.

The company's service didn't \_\_\_\_\_ my requirements.  
You're going to \_\_\_\_\_ a lot of problems as you go through life.  
(0) **meet**

1. Don't worry - the numbness from the injection

will \_\_\_\_\_ off after about an hour.  
Sportsmen \_\_\_\_\_ out a pair of running shoes every three months.  
All the stress and extra travel is beginning to \_\_\_\_\_ him down.

2. Please \_\_\_\_\_ the terrible state of this room. I haven't had time to tidy it up.  
I know that she's under a lot of pressure, but nothing can \_\_\_\_\_ her terrible behaviour.  
Would you \_\_\_\_\_ me for a moment – I need to leave the room and make a phone call.

3. He was going to \_\_\_\_\_ to us the events which led to his escape.  
The series is very popular because viewers can \_\_\_\_\_ to the main characters in it.  
The examples given here don't \_\_\_\_\_ to my personal experience.

4. Could you give me a \_\_\_\_\_ with this suitcase? I picked up a book that happened to lie at \_\_\_\_\_ and read a few pages.  
Could you help me \_\_\_\_\_ out the copies, please? Make sure every student gets one.

5. The latest \_\_\_\_\_ of the magazine includes interviews with all sorts of celebrities.

This is a very important \_\_\_\_\_ and we should discuss it seriously.

When she decided to leave the job, money wasn't the \_\_\_\_\_ - she left because of the hours.

6. After long negotiations, they \_\_\_\_\_ the dispute without going to a court of law.

We looked at lots of apartments to rent and finally we \_\_\_\_\_ on this one.

My family moved to Canada and \_\_\_\_\_ in Toronto many years ago.

7. Could you \_\_\_\_\_ me at the next corner? I can walk from there.

The temperature tends to \_\_\_\_\_ sharply at night at this time of year.

I think we should \_\_\_\_\_ this subject before we have a big argument about it.

8. Will you \_\_\_\_\_ to the holiday arrangements? I'm afraid I can't \_\_\_\_\_ you off at the airport.  
Let me \_\_\_\_\_ – I think we can talk to the manager about your complaint.

9. Is there anything of \_\_\_\_\_ on the news? It is not in your \_\_\_\_\_ to leave the company now.

We had to pay a very high \_\_\_\_\_ rate on the loan from the bank.

10. I'm going to \_\_\_\_\_ her to a special meal in an expensive restaurant for her birthday.  
Paul is an unpopular boss because he tends to \_\_\_\_\_ his employees very badly.  
The doctors are sure that it's the best medicine to \_\_\_\_\_ her illness.



## Task 2

For questions 11 – 17 fill in the gaps with the words, DERIVED FROM OR RELATED TO THE WORDS ON THE RIGHT. Put the words in the correct grammatical form. There are examples (0) and (00) for you.

We are (0) **really** glad that you have accepted our job offer and joined our small and enthusiastic team. We are a (00) **handful** of people, trying to turn hotel business into art. We hope that this information (11) \_\_\_\_\_ will help you to orient yourself to the peculiarities of our business and behave appropriately.

Firstly, all our (12) \_\_\_\_\_ are provided with a uniform which they are obliged to wear while on duty. Please note that male staff are not permitted to wear (13) \_\_\_\_\_ of any kind and female staff must not wear rings or earrings which are (14) \_\_\_\_\_ large.

Wristwatches are permitted but must be acceptable in size and design. Secondly, female staff should avoid high-heeled (15) \_\_\_\_\_ for their safety, since floors in the building are often (16) \_\_\_\_\_.

Finally, we would (17) \_\_\_\_\_ appreciate if you talk politely to our customers and make them feel comfortable in our hotel.

REAL

HAND

LEAF

EMPLOY

JEWEL

EXCESS

FOOT

SLIP

TRUE

## Task 3

For questions 18 – 22 choose the correct option (a, b or c) to complete each idiom. To help you, the meaning of the idiom is given in brackets.

**Example:** He is very polite today. I smell a (0) \_\_\_\_\_ (*I suspect deception.*)

a. pig                      b. rat                      c. horse

Correct answer: 0. b

18. I love football. I could watch it till the \_\_\_\_\_ come home! (*I could watch it for a very long time without getting bored.*)

a. cows                      b. pigeons                      c. ducks

19. Where have you learnt about their engagement? I got it straight from the \_\_\_\_\_ mouth! (*I got the information from the person directly concerned with the engagement.*)

a. bird's                      b. dog's                      c. horse's

20. The woman has a \_\_\_\_\_ in her bonnet about starting a new business. (*She has a fixed idea about starting a new business.*)

a. fly                      b. butterfly                      c. bee

21. 'We might have fine weather for our holidays.' 'Yes, and \_\_\_\_\_ might fly!' (*This is very unlikely to happen.*)

a. cows                      b. pigs                      c. horses

22. He took all the praise even though his assistants had done all the \_\_\_\_\_ work. (*They had done all the hard, tiring and boring work.*)

a. donkey                      b. horse                      c. dog

## Task 4

For questions 23 - 30 read the text about distance learning. Solve the crossword puzzle by replacing the underlined words or word combinations with their synonyms. The (0 down) and (00 down) in the beginning of the text have been done as examples to help you.

**Example:** (0 down) components,  
(00 down) commitments

### DISTANCE LEARNING

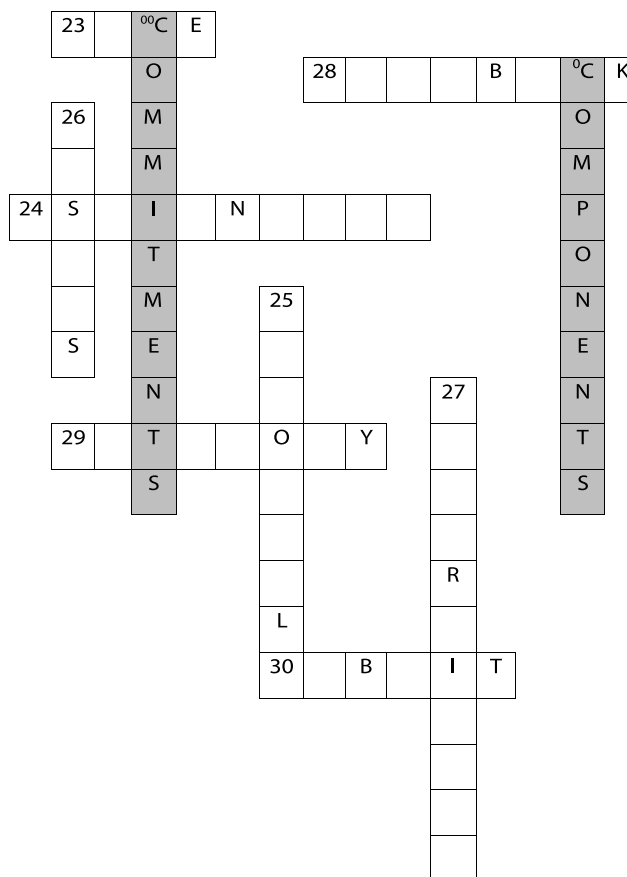
The method of study you will use with the distance learning is called "supported learning". This means that the course is carefully structured and you are taken through the (0 down) **parts** step by step.

Having decided to study towards an academic degree with distance learning, you may now be wondering what it will entail and what (00 down) **responsibilities** it will require from you. Distance learning involves you in becoming an active learner, which means that you take responsibility for motivating yourself, (23 across) **find the right speed for** your studies, trying not to go too fast, and manage your workload to suit

There are deadlines to meet such as written **(24 across) task** dates and exam dates, but matters such as how, when and where you study are very much up to you. In order to learn effectively from this method, you need to become actively involved in your own learning process. Thus, you will have to take part in occasional **(25 down) seminars** via the Internet and then **(26 down) evaluate** what you have learned as you go.

Many courses will include project work which means that you will have to plan and then do a small piece of research work. However, there may not be an opportunity for lengthy discussions with your **(27 down) instructors** and it is unlikely that they will give **(28 across) their opinion** on your project development.

Although distance learning gives you flexibility and allows you to have more **(29 across) independence** as a student, the reverse side of the coin is that you need self-discipline to meet deadlines and **(30 across) turn in** work on time, since you are responsible for your learning.



## Writing

The editor of a student magazine, publishing a series of articles on different cultural events at your school, has asked you to contribute an article to it. You have decided to write about the film *“Master Plot”* you saw last weekend with your younger brother, as every weekend your school student union shows family films in English.

**Read the film advertisement and handwritten notes prepared for the article. Then, using the information appropriately, write your article for the magazine.**

Remember to:

- include a title;
- use an appropriate style;
- make a critical evaluation and analysis of the event;
- recommend what should be done to make this kind of event better and more acceptable for school children and their families.

**Write 220 - 250 words.**

The text of the advertisement or any of its parts should not be copied in your own article, **USE YOUR OWN WORDS AND EXPRESSIONS** in the article.

**Time:** 60 minutes

## Film Advertisement

Saturday 5 p.m. **(Started Later)** A family film! Master Plot is an action-packed comedy thriller to please everyone.**(Bad Choice)** A man is accused of a crime, and his attempts to clear his name are funny and enjoyable **(No! Not at all!)**. Running time 3 hours, with a short interval **(Not long enough)** for people to buy ice-cream **(No ice-cream)** and refreshments. Tickets 500 RUB **(Too much!)**.





## Speaking

**PREPARATION:** Provide commentaries to the documentary "The OLYMPIC GAMES ARE NOT ONLY ABOUT SPORT".

You are given 15 minutes to prepare. During the preparation time:

- ♦ watch a video clip about the Olympic Games
- ♦ use the FACT FILE to be able to speak about the Games.

**Comment on:**

|  |                                   |
|--|-----------------------------------|
| National and international significance of the Games | Sport events                      |
| Ceremonies   | Countries and participant numbers |
| Mascots  | Number of medals                  |
| Mottos   | Volunteers                        |

## Task 1

### 1. Make your VIDEO presentation:

Imagine you are a "reporter" who is providing commentaries to the documentary "The OLYMPIC GAMES ARE NOT ONLY ABOUT SPORT". Supply the necessary information from the fact file commenting on the video.

- Narrate the video clip, coordinating your narration with the action on the screen.

- You are NOT allowed to read the notes made during the preparation time.
- Remember to include the most relevant information from the FACT FILE illustrating the video.

(Monologue; **Time:** 3-3,5 minutes, depending on the episode length)

2. After that answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

(Dialogue; **Time:** 2 minutes)

## Task 2

Listen to the video presentation of your partner, ask 2 QUESTIONS about the Games to get ADDITIONAL INFORMATION .

(Dialogue; **Time:** 2 minutes)

YOUR ANSWERS WILL BE RECORDED

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## Listening & Reading

Time: 1 hour 15 minutes

### Listening

#### Task 1

For items 1-10, listen to the introduction for the City of London Walk. Decide which of the statements (1-10) are True according to the text you hear (A) and which are False (B). You will hear the text only ONCE. Circle the correct letter in your answer sheet.

1. Temple is the nearest underground station to the starting point of the walk.

A True B False

2. Trafalgar Square is to the east of St Clement Danes.

A True B False

3. Romans in London were defeated by the Normans in 1066.

A True B False

4. The Tower of London was built by the Normans.

A True B False

5. In the 14th century London suffered from an epidemic disease.

A True B False  
6. In the time of Queen Elizabeth I the population of London was about 1600.

A True B False  
7. Rick compares Elizabethan London to a village.

A True B False  
8. The City of Dickens' novels is a dirty place.

A True B False  
9. The City of London was rebuilt just before World War II.

A True B False  
10. A relatively small number of people live now in the City.

#### Task 2

For items, 11-15 listen to the story of the church of St Clement Danes. To answer the questions choose the correct answer A, B or C. You will hear the text twice. Circle the correct letter in your answer sheet.

11 The church's tower is compared to a...  
A. traffic warden.  
B. special day party food.  
C. twisted mass of hair.

12 St Clement Danes is called an island church because it ...  
A. stands in the middle of a road.  
B. is situated on an island.  
C. is stranded by the river.

13 Which of the following is mentioned as a recurrent theme of the walk?  
A. The Great Fire of 1666.  
B. World War II blitz.  
C. The church of St Clement Danes.

14 How many churches built by Christopher Wren in London no longer exist today?  
A. More than 50.  
B. 23.  
C. About 30

15 Nowadays St Clement Danes is a ...  
A. place for Christian worship.  
B. Royal Air Force museum.  
C. World Wars library.



## Integrated listening and reading

### Task 3

Read the text below, then listen to a part of the lecture 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. Circle the correct letter in your answer sheet.**

**Now you have 7 minutes to read the text.**

The Reverend Thomas Robert Malthus was an English cleric and scholar, influential in the fields of political economy and demography. In 1798, he published an Essay on the Principle of Population, one of the most important but controversial works ever written on the consequences of population growth. According to Malthus, without intervention, population will tend to exceed the supply of food because, whereas population increases exponentially, food supplies do not. He also observed that disasters, disease, famine, and war could have a beneficial effect on population by increasing mortality rates, and thus slowing population growth. In addition, he pointed out that the sector of the population at the highest standard of living tended to exercise preventive measures to control fertility, but the sector at the lowest standard of living had the largest number of children, thereby relinquishing any possibility of improvement in living conditions, and perhaps even serving as a stimulus for the disease and other factors that check population growth.

Citing the fact that the wealthy and better-educated sectors of society already controlled population, Malthus pointed out the benefits of universal education to solve the population problem. He recommended raising the minimum wage and providing an incentive for the poor

to choose between having more children, which they could support at a low standard of living, and having smaller families, which they could provide with a higher standard of living. Malthus believed that the ambition to improve their standard of living would direct those at the lowest income levels to limit the number of children they brought into the world once they understood the relationship between their life style and the size of their family.

In spite of having a lot of followers, he remains a much-debated writer.

**Now listen to a part of the lecture on the same topic and then do the tasks (questions 16-25), comparing the text above and the lecture. You will hear the lecture twice.**

16. Thomas Malthus made a significant contribution to the study of population.

17. The views of Thomas Malthus cause a lot of discussion even today.

18. The demographic transition model describes how population increases and declines in several stages.

19. According to Thomas Malthus, natural disasters, wars and lack of food help regulate population growth.

20. Malthus explained that low-income families had always tended to check their birth rates.

21. Malthus believed that education could play an important role in helping people realize the connection between low standards of living and the size of their family.

22. Malthus thought that the introduction of higher wages and having smaller families could make people more selfish.

23. Advances in medicine and food production were predicted by Malthus.

24. Population may increase even though fewer people are born.

25. To stop population growth, Japan, Europe and North America have introduced strict rules aimed at reducing immigration inflow.

## Reading

### Task 4

**Read the text and answer questions 26-40 below.**

#### Australia's Lost Giants

***What happened to Australia's megafauna, the giant animals that once existed across this enormous continent?***

**A** In 1969, a fossil hunter named Rod Wells came to Naracoorte in South Australia to explore what

was then known as Victoria Cave. Wells clawed through narrow passages, and eventually into a huge chamber. Its floor of red soil was littered with strange objects. It took Wells a moment to realize what he was looking at: the bones of thousands of creatures that must have fallen through holes in the ground above and become trapped. Some of the oldest belonged to mammals far larger than any found today in Australia. They were the ancient Australian megafauna – huge animals of the Pleistocene epoch. In boneyards across the continent, scientists have found the fossils of a giant snake, a huge flightless bird, and a seven foot kangaroo, to name but a few. Given how much ink has been spilled on the extinction of the dinosaurs, it's a wonder that even more hasn't been devoted to megafauna. Prehistoric humans never threw spears at *Tyrannosaurus rex* but really did hunt mammoths and mastodons.

**B** The disappearance of megafauna in America – mammoths, saber-toothed cats, giant sloths, among others – happened relatively soon after the arrival of human beings, about 13,000 years ago. In the 1960s, paleoecologist Paul Martin developed what became known as the blitzkrieg hypothesis. Modern humans, Martin said, created havoc as they spread through the Americas, wielding spears to annihilate animals that had never faced a technological predator. But this period of extinction wasn't comprehensive. North America kept its deer, black bears and a small type of bison, and South America its jaguars and llamas.

**C** What happened to Australia's large animals is baffling. For years scientists blamed the extinctions on climate change. Indeed, Australia has been drying out for over a million years, and the megafauna were faced with a continent where vegetation began to disappear. Australian paleontologist Tim Flannery suggests that people, who arrived on the continent around 50,000 years ago, used fire to hunt, which led to deforestation. Here's what's certain, Flannery says. Something dramatic happened to Australia's dominant land creatures – somewhere around 46,000 years ago, strikingly soon after the invasion of a tool-wielding, highly intelligent predator.

In Flannery's 1994 book called *The Future Eaters*, he sets out his thesis that human beings are a new kind of animal on the planet, and are in general, one prone to ruining ecosystems. Flannery's book proved highly controversial. Some viewed it as critical of the Aborigines, who pride themselves on living in harmony with nature. The more basic problem with Flannery's thesis is that there is no direct evidence that they killed any Australian megafauna. It would be helpful if someone uncovered a *Diprotodon* skeleton with a spear point embedded in a rib – or perhaps *Thylacoleo* bones next to the charcoal of a human campfire. Such kill sites have been found in the Americas but not in Australia.

**D** The debate about megafauna pivots to a great degree on the techniques for dating old bones and the sediments in which they are buried. If

scientists can show that the megafauna died out fairly quickly and that this extinction event happened within a few hundred, or even a couple thousand years, of the arrival of people, that's a strong case – even if a purely circumstantial one – that the one thing was the direct result of the other. As it happens, there is one place where there may be such evidence: Cuddie Springs in New South Wales. Today the person most vocal about the site is archeologist Judith Field. In 1991, she discovered megafauna bones directly adjacent to stone tools – a headline-making find. She says there are two layers showing the association, one about 30,000 years old, the other 35,000 years old. If that dating is accurate, it would mean humans and megafauna coexisted in Australia for something like 20,000 years. «What Cuddie Springs demonstrates is that you have an extended overlap of humans and megafauna,» Field says. Nonsense, say her critics. They say the fossils have been moved from their original resting places and redeposited in younger sediments.

**E** Another famous boneyard in the same region is a place called Wellington Caves, where *Diprotodon*, the largest known marsupial – an animal which carries its young in a pouch like kangaroos and koalas – was first discovered. Scientist Mike Auger says that: «This is a sacred site in Australian paleontology.» Here's why: In 1830 a local official named George Rankin lowered himself into the cave on a rope tied to a protrusion in the cave wall. The protrusion turned out to be a bone. A surveyor named



Thomas Mitchell arrived later that year, explored the caves in the area, and shipped fossils off to Richard Owen, the British paleontologist who later gained fame for revealing the existence of dinosaurs. Owen recognized that the Wellington cave bones belonged to an extinct marsupial. Later, between 1909 and 1915 sediments in Mammoth Cave that contained fossils were hauled out and examined in a chaotic manner that no scientist today would approve. Still, one bone in particular has drawn extensive attention: a femur with a cut in it, possibly left there by a sharp tool.

Unfortunately, the Earth preserves its history haphazardly. Bones disintegrate, the land erodes, the climate changes, forests come and go, rivers change their course – and history, if not destroyed, is steadily concealed. By necessity, narratives are constructed from limited data. Australia's first people expressed themselves in rock art. Paleontologist Peter Murray has studied a rock painting in far northern Australia that shows what looks very much like a megafauna marsupial known as Palorchestes. In Western Australia another site shows what appears to be a hunter with either a marsupial lion or a Tasmanian tiger – a major distinction, since the marsupial lion went extinct and the much smaller Tasmanian tiger survived into the more recent historical era. But as Murray says, «Every step of the way involves interpretation. The data doesn't just speak for itself.»

### Questions 26-30

**The text above has six paragraphs, A-F. Which paragraphs contain the following information?**

Every question has only one answer but you may use any of the letters A-F for more than one question. Circle the correct letters in your answer sheet.

- 26 descriptions of naturally occurring events that make the past hard to trace
- 27 an account of the discovery of a particular animal which had died out
- 28 the reason why a variety of animals all died in the same small area
- 29 the suggestion that a procedure to uncover fossilised secrets was inappropriate
- 30 examples of the kinds of animals that did not die out as a result of hunting

### Questions 31-32

**For questions 31-32 choose the correct answer A, B or C. Circle the correct letter in your answer sheet.**

- 31 Judith Field claims that
  - A she made a great discovery in 1991.
  - B she found fossil remains of giant animals in layers of sediments very close to those which had stone tools in them.

C she was most vocal about Cuddie Springs in South New Wales as an important archeological site.

- 32 Judith Field's opponents claim that
  - A the fossils of some younger animals were found in Cuddie Springs.
  - B there was long co-existence of humans and megafauna.
  - C the layers where fossils were found had been displaced.

### Question 33

**Which TWO of these possible reasons for Australian megafauna extinction are mentioned in the text? Choose TWO letters from A-E for question 33 and circle them in your answer sheet.**

- A human activity
- B disease
- C loss of habitat
- D a drop in temperature
- E the introduction of new animal species

### Question 34

**The list below shows possible forms of proof for humans having contact with Australian megafauna. Which TWO possible forms of proof does the writer say have been found in Australia? Choose TWO letters from A-E for questions 34 and circle them in your answer sheet.**

- A bone injury caused by a man-made object
- B bones near to early types of weapons
- C man-made holes designed for trapping animals
- D preserved images of megafauna species
- E animal remains at camp fires

### Questions 35-38

Do the following statements agree with the claims of the writer in the text?

In boxes 35-38 of your answer sheet, circle

**A (TRUE)** if the statement agrees with the claims of the writer

**B (FALSE)** if the statement contradicts the claims of the writer

**C (NOT GIVEN)** if it is impossible to say what the writer thinks about this

- 35 Extinct megafauna should receive more attention than the extinction of the dinosaurs.
- 36 There are problems with Paul Martin's 'blitzkrieg' hypothesis for the Americas.
- 37 The Aborigines should have found a more effective way to protest about Flannery's book.
- 38 There is sufficient evidence to support Tim Flannery's ideas about megafauna extinction.

## Use of English

Time: 60 minutes

### Task 1

For items 1- 8, match each person (1 -8) with an appropriate phrasal verb (A-K) and a suitable object (a-i). Write down the correct letters in your answer sheet. There are two extra verbs in the second column, which you do not have to use. The first example (0) is done for you.

Example: 0. Ba

|                         |                     |                                     |
|-------------------------|---------------------|-------------------------------------|
| <b>0 a parent</b>       | A.brings out        | <b>a. a child</b>                   |
| 1 a dangerous driver    | <b>B. brings up</b> | b. a thief                          |
| 2 a dressmaker          | C. drops by         | c. a new book                       |
| 3 a judge               | D.gets away         | d. a person of a lower social class |
| 4 a publisher           | E. lets off         | e. a pedestrian                     |
| 5 a snob                | F. takes off        | f. with the money                   |
| 6 a successful criminal | G.looks up          | g. on a journey                     |
| 7 a traveler            | H.runs down         | h. a dress                          |
| 8 a visitor             | I. sets out         | i. for a cup of coffee              |
|                         | J. takes in         |                                     |
|                         | K.looks down on     |                                     |

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## Task 2

For items 9-23, fill in the gaps in the text choosing an appropriate name or word from the right-hand column. Choose one word/name only. Write the correct word/ name in your answer sheet. There are extra names/words in the right-hand column, which you do not have to choose.



Much early American writing is derivative. European forms and styles were simply transferred to the new (9)\_\_\_\_. Even the well-wrought tales of Washington Irving, (10)\_\_\_\_ *"Rip Van Winkle"* and *"The Legend of Sleepy Hollow"*, seem comfortably European (11)\_\_\_\_ their New World settings.

Perhaps the first American writer to produce strikingly new fiction and poetry was (12)\_\_\_\_. In 1835, he began writing short stories – including *"The Fall of the House of Usher"* and *"The Murders in the Rue Morgue"* – that explore previously hidden levels of human psychology and push the (13)\_\_\_\_ of fiction toward mystery and fantasy.

Henry James confronted the Old World – New World dilemma by writing directly about it. (14)\_\_\_\_ born in New York, he spent most of his adult years in England. Many of his novels center (15)\_\_\_\_ Americans who live in or travel to Europe. With its intricate, highly qualified sentences and dissection of emotional nuance, his fiction can be rather (16)\_\_\_\_, even incomprehensible. Among his more accessible works are the novellas *"Daisy Miller"*, about an (17)\_\_\_\_ American girl in Europe, and *"The Turn of the Screw"*, an enigmatic ghost story.

At the beginning of the 20th century, American novelists were (18)\_\_\_\_ fiction's social spectrum to encompass both high and low life. They also expressed the disillusionment following upon the war. (19)\_\_\_\_ saw violence and death first-hand as an ambulance driver in World War I, and the senseless carnage persuaded him that abstract language was mostly empty and misleading. He cut out unnecessary words from his writing, simplified the sentence structure, and concentrated on concrete objects and actions. He adhered (20)\_\_\_\_ a moral code that emphasized courage under pressure, and his protagonists were strong, silent men who often dealt awkwardly with women. *"The Sun Also Rises"* and *"A Farewell to Arms"* are (21)\_\_\_\_ considered his best novels.

In addition to fiction, the 1920s were a rich period for drama. A (22)\_\_\_\_ original American playwright was Tennessee Williams, who expressed his southern heritage in poetic (23)\_\_\_\_ sensational plays, usually about a sensitive woman trapped in a brutish environment. Several of his plays have been made into films, including *"A Streetcar Named Desire"* and *"Cat on a Hot Tin Roof"*.

although  
at  
baldly  
boundaries  
Charles Dickens  
daunting  
despite  
Edgar Allan Poe  
enchancing  
English  
Ernest Hemingway  
exciting  
expanding  
explaining  
of  
generally  
Herman Melville  
however  
in spite  
locales  
notably  
on  
strikingly  
Theodore Dreiser  
to  
Walt Whitman  
William Faulkner  
yet



## Task 3

For items 24-33, complete two English songs by filling in the gaps with one word only. In some cases an explanation and the first letter are given. Write the correct words in your answer sheet. (0) is an example.

A. There is an old English children's song about the sounds of church bells in various parts of London. Complete the lines of the song using one word only in each gap.

Example: (0) lemons

"Oranges and (0) lemons"

say the bells of St Clement's.

"You owe me five (24)f\_\_\_\_\_ (a former bronze coin of Great Britain, one-fourth of a penny)"

say the bells of St Martin's.

"When will you pay (25)\_\_\_\_\_?"

say the bells of Old Bailey.

"When I grow (26)\_\_\_\_\_"

say the bells of Shoreditch.

"When will that (27)\_\_\_\_\_?"

say the bells of Stepney.

"I do not (28)\_\_\_\_\_"

says the great bell at Bow.

B. The following famous children's song tells us about one of the most significant events in American History. Complete the lines of the song using one word only in each gap.

Tea, tea, pour that tea,

Be our guest at the tea party.

In the year of seventeen (29)\_\_\_\_\_ -three (year),

I got an invite to a tea party.

It was (30) t\_\_\_\_\_ (organized) by the Sons of Liberty

In (31) \_\_\_\_\_ (name of the city) Harbour they were pouring tea.

They didn't like the tax (32) I \_\_\_\_\_ (collected) on their tea

By old King (33) \_\_\_\_\_ (name) and the royalty.

They didn't serve crumpets, they just poured the tea

Into the harbor with the fish in the sea.

## Task 4

For items 34-40, match an item in the left-hand column (34-40) with its definition in the right-hand column (A-K). Circle the correct letter in your answer sheet. There are four extra definitions in the right-hand column, which you do not have to use.



One of the most famous characters from a series of books by the British author Sue Townsend (1946-2014) is called Adrian Mole. In one of the books the English teenager got acquainted with an American boy Hamish Mancini. After reading some passages from Adrian's diaries Hamish became confused about certain British realities. Here's a passage from his letter to Adrian...

"It was great reading your diary, even the odd unflattering remark about me. Still, old buddy, I forgive you on account of how you were of unsound mind at the time you wrote the stuff. An' I got questions ... What does RSPCA stand for?"

Adrian's answer to that one was of course: "1. RSPCA stands for: the Royal Society for the Prevention of Cruelty to Animals."

Match some of the other answers from Adrian with the following questions from Hamish.

- |    |                 |   |
|----|-----------------|---|
| 34 | Sainsbury's     | A... government agency to help the unfortunate, the |
| 35 | Social Services | unlucky, and the poor.                              |

- 36 Social Security B... yes, it's Welfare.
- 37 Toad in the Hole C...a club for wrinklies over 65 years.
- 38 VAT D... exams.
- 39 Wellingtons E... a batter pudding containing sausages.
- 40 Yorkshire Pudding F... a batter pudding minus sausages.  
G... a tax. The scourge of small businesses.  
H...store selling cheap, fashionable furniture.  
I... is where teachers, vicars and suchlike do their food shopping.  
J...is a proletarian sea-side resort.  
K...rubber boots. The Queen wears them.

## Writing

**Time:** 1 hour 15 minutes

The college, you attend, has recently held an International Day with events organized by the overseas students.

As a representative of the Student Union you have received the Principal's letter asking you to write a report. Use the information given in the publicity poster for the event, the Principal's letter and the notes made after the meeting to write the report which the Principal requests.

### Remember to:

- include a title and subtitles;
- use an appropriate style;
- organize the information logically and clearly;
- make a critical evaluation and analysis of the event;
- recommend what should be done.

**Write 220 - 250 words.**

USE YOUR OWN WORDS AND EXPRESSIONS in your report.

### PUBLICITY POSTER

Want to make new friends?

Want to learn about other cultures?

Wednesday 11th February International Day

- videos and presentations
- cookery demonstrations

ВСОШ по английскому языку. ФИНАЛ - 2015 г.

- music and dances from around the world ... and much more!

### PRINCIPAL'S LETTER

Dear Student Rep,

Thank you for your help in organizing the recent International Day.

As you know, this was the first event of its kind which has been held in the college. Hoping to hold similar events in future, we need to assess how successful the International Day proved to be.

I would be grateful if you could carry out a survey among the students and prepare a short report on their reactions. Please include some recommendations based on your survey.

Your help is appreciated.

N. Foster  
Principal

**SURVEY OF STUDENT OPINIONS** (Notes from students' meeting, 3<sup>rd</sup> March)

- Interesting, informative
- Good food
- Not enough music – not loud enough!
- Not enough space for dancing
- Presentations too long – boring!
- Problems with slide projector

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## Speaking

### Set 1 Student 1

Preparation – 15 minutes

Provide commentaries in English for the video “St. Petersburg” to attract foreign visitors (Set 1: St. Petersburg).

- Watch the video of the city.
- Select information from the FACT FILE in Russian.

Comment on:

|            |  |
|------------|--|
| Location   | Main tourist attractions                 |
| Population | Entertainment                            |
| History    | Reasons why tourists must visit the city |

- Make an introduction and a conclusion.
- Synchronize your presentation with the video.

You can make notes during the preparation time, but you are not allowed to READ them during the presentation.

Presentation and questions - 10 minutes

### Task 1

“CITIES - TREASURES OF RUSSIAN CIVILIZATION”

1. Provide commentaries in English for the video “St. Petersburg” to attract foreign visitors (Set 1: St. Petersburg).

- Comment on all the aspects mentioned in the table (see Preparation section).
- Make an introduction and a conclusion.
- Try to interest foreigners in visiting the city.
- Synchronize your presentation with the video.

You are NOT allowed to READ the notes made during the preparation time.

(Monologue; **Time:** 2-3 minutes, depending on the length of the video)

2. Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL

INFORMATION not mentioned in your presentation about the city.

### Task 2

Listen to the presentation of your partner (Set 2: Kazan). Ask 2 QUESTIONS about the city to get ADDITIONAL INFORMATION not mentioned in the presentation.

(Questions/ Answers; **Time:** 2- 3 minutes)



## Listening & Reading

Time: 1 hour 15 minutes

### Listening

#### Task 1

For items 1-10, listen to a part of a lecture on climate change. Decide which of the statements (1-10) are True according to the text you hear (A) and which are False (B). You will hear the text only ONCE. Circle the correct letter on your answer sheet.

1. The speaker sees climate change as a threat to humanity.

A True B False

2. The speaker thinks that climate change is NOT discussed widely enough.

A True B False

3. The speaker begins with the analysis of the impact of man's activities on climate change.

A True B False

4. The Intergovernmental Panel on Climate Change (IPCC) was established in 1988.

A True B False

5. The speaker identifies one type of evidence supporting climate change.

A True B False

6. People began measuring climate 50 years ago.

A True B False

7. Earlier reports from the IPCC did NOT confirm the magnitude of temperature change in the 20<sup>th</sup> century.

A True B False

8. According to the speaker, some people thought that there was certain bias in global temperature measurements.

A True B False

9. The speaker expresses concern about impossibility to judge about temperatures long ago.

A True B False

10. The analysis of ice cores provides valuable information for the global temperature dataset.

A True B False

#### Task 2

For items 11-15, listen to a part of a lecture on the problems of uncontrolled urbanization in developing countries. To answer the questions choose the correct answer A, B or C. You will hear the text TWICE. Circle the correct letter on your answer sheet.

- 11 Which of the following does the speaker NOT mention as a common urban problem of developed and developing countries?
  - A. Environmental pollution.
  - B. Unemployment.
  - C. Poor infrastructure.
- 12 Which of the following does the speaker mention as a reason for the migration of people from the country to the city?
  - A. Better general living conditions.
  - B. Better job opportunities.
  - C. Better food supplies.
- 13 Which of the following is, according to the speaker, a consequence of migration to the city?
  - A. Increase of the rural population in the country.
  - B. Lower food production in the country.
  - C. Rejection of the country family traditions.
- 14 The speaker claims that the high urban population growth...
  - A. is beneficial for the development of cities.
  - B. leads to the opening of new educational institutions.
  - C. negatively influences the quality of health service.
- 15 What does, according to the speaker, the excess of labour supply lead to?
  - A. Inefficient activities.
  - B. Child labour.
  - C. Street begging.

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## Integrated listening and reading

### Task 3

**Read the text below, then listen to a part of a lecture 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 7 minutes to read the text.**

In his classic book *The Interpretation of Dreams*, published in 1900, Sigmund Freud identified wish fulfillment as the origin of many dreams. For example, a student who is concerned about taking an important exam may dream about the exam, or, more likely, some type of symbol for the exam will appear in a dream. Since thoughts must be translated into concrete images, dreams are expressed in pictures rather than in words. Freud advanced the notion of dream symbols, that is, images with deep symbolic meaning. In the case of the exam, it might be expressed as an obstacle or a hurdle in a race. In Freud's view, dreams have much in common with daydreams. There is a wish that is forbidden or repressed in some way, and forces that oppose it. In the case of dreams while sleeping, they offer a compromise, that is, a way for the wish to be expressed safely.

According to Freud, dreams can be viewed as a way to reveal the subconscious. To that end, there are two levels to every dream, including the manifest content, which is obvious and direct, and the latent content, which is symbolic. To return to the example of the student's dream, the manifest content would be the hurdle in the race, but the latent content would be the exam that is in the dreamer's subconscious. Because some wishes and desires are too disturbing or too socially inappropriate to surface from the subconscious to the conscious mind, the symbols that are employed may make the wish difficult to expose. The student may actually want to cheat in order to succeed on the exam, but in a dream, borrowing a friend's book may be a more acceptable way to express that desire. In a sense, the dream serves to protect the mind from a conflict in the subconscious.

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

- 16 Sigmund Freud assumed that dreams had deep meaning.
- 17 According to Sigmund Freud, dreams are connected with the activity of the subconscious mind.
- 18 Dreams may serve to protect the human mind from conflicting ideas.
- 19 If a student is anxious about an exam, some symbol of the exam is likely to appear in a dream.

- 20 If a student dreams about cheating in an exam when asleep, he or she is likely to cheat in real life.
- 21 There are certain chemicals in the brain stem that regulate the activation of certain neurons.
- 22 Modern psychologists have proved that Freud's theory was created to manipulate people's behaviour.
- 23 Biochemical research has provided comprehensive data on how the human mind works in different situations.
- 24 Cats' brain waves and muscle movements when they sleep are similar to those of humans.
- 25 According to the activation-synthesis hypothesis, there is no hidden meaning in a dream.



## Reading

### Task 4

**Read the text 'Homer's Literary Legacy' and answer questions 26-40 below.**

#### Homer's Literary Legacy

***Why was the work of Homer, famous author of ancient Greece, so full of clichés?***

**A** Until the last tick of history's clock, cultural transmission meant oral transmission, and poetry,



passed from mouth to ear, was the principal medium of moving information across space and from one generation to the next. Oral poetry was not simply a way of telling lovely or important stories, or of flexing the imagination. It was, argues the classicist Eric Havelock, a 'massive repository of useful knowledge, a sort of encyclopedia of ethics, politics, history and technology which the effective citizen was required to learn as the core of his educational equipment'. The great oral works transmitted a shared cultural heritage, held in common not on bookshelves, but in brains. In India, an entire class of priests was charged with memorizing the Vedas with perfect fidelity. In pre-Islamic Arabia, people known as Rawis were often attached to poets as official memorizers. The Buddha's teachings were passed down in an unbroken chain of oral tradition for four centuries until they were committed to writing in Sri Lanka in the first century B.C.

**B** The most famous of the Western tradition's oral works, and the first to have been systematically studied, were Homer's *Odyssey* and *Iliad*. These two poems – possibly the first to have been written down in the Greek alphabet – had long been held up as literary archetypes. However, even as they were celebrated as the models to which all literature should aspire, Homer's masterworks had also long been the source of scholarly unease. The earliest modern critics sensed that they were somehow qualitatively different from everything that came after – even a little strange. For one thing, both poems were oddly repetitive in the way they referred to characters. Odysseus was always

'clever Odysseus'. Dawn was always 'rosy-fingered'. Why would someone write that? Sometimes the epithets seemed completely off-key. Why call the murderer of Agamemnon 'blameless Aegisthos'? Why refer to 'swift-footed Achilles' even when he was sitting down? Or to 'laughing Aphrodite' even when she was in tears? In terms of both structure and theme, the *Odyssey* and *Iliad* were also oddly formulaic, to the point of predictability. The same narrative units – gathering armies, heroic shields, challenges between rivals – pop up again and again, only with different characters and different circumstances. In the context of such finely spun, deliberate masterpieces, these quirks seemed hard to explain.

**C** At the heart of the unease about these earliest works of literature were two fundamental questions: first, how could Greek literature have been born out of nothing with two masterpieces? Surely a few less perfect stories must have come before, and yet these two were among the first on record. And second, who exactly was their author? Or was it authors? There were no historical records of Homer, and no trustworthy biography of the man exists beyond a few self-referential hints embedded in the texts themselves.

**D** Jean-Jacques Rousseau was one of the first modern critics to suggest that Homer might not have been an author in the contemporary sense of a single person who sat down and wrote a story and then published it for others to read. In his 1781 *Essay on the Origin of Languages*, the Swiss philosopher suggested that the *Odyssey*

and *Iliad* might have been 'written only in men's memories. Somewhat later they were laboriously collected in writing' – though that was about as far as his enquiry into the matter went.

**E** In 1795, the German philologist Friedrich August Wolf argued for the first time that not only were Homer's works not written down by Homer, but they weren't even by Homer. They were, rather, a loose collection of songs transmitted by generations of Greek bards, and only redacted in their present form at some later date. In 1920, an eighteen-year-old scholar named Milman Parry took up the question of Homeric authorship as his Master's thesis at the University of California, Berkeley. He suggested that the reason Homer's epics seemed unlike other literature was because they were unlike other literature. Parry had discovered what Wood and Wolf had missed: the evidence that the poems had been transmitted orally was right there in the text itself. All those stylistic quirks, including the formulaic and recurring plot elements and the bizarrely repetitive epithets – 'clever Odysseus' and 'gray-eyed Athena' – that had always perplexed readers were actually like thumbprints left by a potter: material evidence of how the poems had been crafted. They were mnemonic aids that helped the bards fit the meter and pattern of the line, and remember the essence of the poems.

**F** The greatest author of antiquity was actually, Parry argued, just 'one of a long tradition of oral poets that ... composed wholly without the aid of writing'. Parry realised that if you were setting out





to create memorable poems, the *Odyssey* and the *Iliad* were exactly the kind of poems you'd create. It's said that clichés are the worst sin a writer can commit, but to an oral bard, they were essential. The very reason that clichés so easily seep into our speech and writing – their insidious memorability – is exactly why they played such an important role in oral storytelling. The principles that the oral bards discovered as they sharpened their stories through telling and retelling were the same mnemonic principles that psychologists rediscovered when they began conducting their first scientific experiments on memory around the turn of the twentieth century. Words that rhyme are much more memorable than words that don't, and concrete nouns are easier to remember than abstract ones. Finding patterns and structure in information is how our brains extract meaning from the world, and putting words to music and rhyme is a way of adding extra levels of pattern and structure to language.

### Questions 26-31

**The text you've read has six paragraphs, A-F. Decide in which paragraph you find the information on the issues mentioned in the list 26-31. Circle the letter (A-F) denoting the paragraph on your answer sheet. You may use any letter more than once.**

- 26 the claim that the *Odyssey* and *Iliad* were not poems in their original form
- 27 a theory involving the reinterpretation of the term 'author'

- 28 references to the fact that little is known about Homer's life
- 29 a comparison between the construction of Homer's poems and a non-verbal art form
- 30 examples of the kinds of people employed to recall language
- 31 doubts regarding Homer's apparently inappropriate descriptions

### Questions 32 and 33

**Which TWO of the points mentioned in the list (A-E) are made by the writer of the text about the *Odyssey* and the *Iliad*?**

**Choose TWO letters, A-E.**

**In alphabetical order, circle the letters you choose in boxes 32 and 33 on your answer sheet. One letter in 32 and one letter in 33.**

- A The poems are sometimes historically inaccurate.
- B It is uncertain which century the poems were written in.
- C The artistic quality of the poems is so high that there must have been other poems written before.
- D A famous Swiss philosopher suggested that the poems might have existed in the oral form for quite some time before they were written down.
- E There are stylistic differences between the poems.

### Questions 34 and 35

**Which TWO of the theories mentioned in the list (A-E) does the writer of the text refer to?**

**Choose TWO letters, A-E.**

**In alphabetical order, circle the letters you choose in boxes 34 and 35 on your answer sheet. One letter in 34 and one letter in 35.**

- A Homer wrote his work during a period of captivity.
- B Neither the *Odyssey* nor the *Iliad* were written by Homer.
- C Homer created the *Odyssey* and *Iliad* without writing them down.
- D Homer may have suffered from a failing memory in later life.
- E The oral and written versions of Homer's work may not be identical.

### Questions 36-40

**Complete the summary below.**

**Choose ONE WORD ONLY from the text you have read for each answer.**

**Write your answers in boxes 36-40 on your answer sheet.**

**The importance of the spoken word and how words are remembered**



Spoken poetry was once the means by which each **36** ... of a particular culture or community could pass on its knowledge. Indeed, it has been suggested that it was the duty of a **37** ... to know poetry so they would be informed about subjects such as politics and history.



Psychologists now know that when people are trying to remember information, they may find it difficult to remember words that express **38** ... ideas. It is easier to remember words which sound similar or go together with **39** ... . Clichés also help to memorise poems and, among other things facilitating the process, are called **40** ..... aids.

## Use of English

Time: 60 minutes

### Task 1

For items 1-10 fill each of the numbered gaps (1-10) in the following passage with one suitable word. The first example (0) is done for you.

Example: 0. of

People who think (0) ... themselves as tough-minded and realistic tend to take it for (1) ... that human nature is selfish and that life is a struggle (2)... which only the fittest can survive. In accordance (3) ... this philosophy, the basic law (4) ... which man must live is the law of the

jungle. The "fittest" people are those who can bring to the struggle superior force, superior cunning, and superior ruthlessness. The wide acceptance of this philosophy allows people who act selfishly, whether in personal rivalries, business competition (5) ... international relations, to calm their conscience by telling themselves that they are just obeying the law of nature. However, a disinterested observer is entitled (6) ... ask whether the ruthlessness of the tiger and the cunning of the fox (7)..., in their human applications, actually evidence of human fitness to survive. If human beings are (8)... pick up pointers from the lower animals, are there any animals other (9) ... the beasts of prey from which we might learn lessons in survival? We might, for example, point to the rabbit or the deer and define fitness to survive (10) ... superior rapidity in running away from our enemies.

### Task 2

For items 11-20 choose from the box the necessary parts of the body (1-20) that would fit in the gap of the given sentences (11-20) to produce an idiom, then match the sentence with the correct definition (A - K). There are some extra words in the box, which you do not have to use. The first example (0) is done for you.

1-back, 2-brains, 3-cheek, 4-chest, 5-chin, 6-ear, 7-eye, 8-face, 9-feet, 10-finger, 11-hair, 12- hand, 13-head, 14-leg, 15- neck, 16- shoulder, 17-skin, 18-stomach, 19-throat, 20-tongue

Example: 0. a firm ...

0. 12 E

11. to pull somebody's ...

12. to have butterflies in one's ...

13. to have a chip on one's ...

14. to get something off one's ...

15. to play something by ...

16. to rack one's ...

17. to have one's ... against the wall

18. to have a lump in one's ...

19. let one's ... down.

20. by the ... of one's teeth

Definitions:

A) just barely

B) to try very hard to think of something

C) to relax and enjoy oneself without worrying what other people will think

D) to seem angry all the time because you think you have been treated unfairly or feel you are not as good as other people

E) a strong sense of management; a high degree of discipline and direction

F) to kid, fool, or trick someone

G) to improvise; to decide one's next steps after one is already involved in a situation

H) to have very serious problems which limit the ways in which you can act

I) to feel very nervous, usually about something you are going to do

J) the feeling you experience when you are going to cry

K) to unburden oneself; to confess something

## Task 3

For items 21-40 fill in the gaps with one word, which fits in the context.

William Shakespeare was born on April 23, 1564, in Stratford-upon-Avon. His father John Shakespeare was a **(21)**.... maker and tradesman, and his mother Mary Arden was the daughter of an affluent farmer. As the third of eight children, young William grew up in this small town 100 miles northwest of London, far from the cultural and courtly center of England.

Shakespeare attended the local grammar school, where the curriculum would have stressed a classical education of Greek mythology, Roman comedy, ancient history, rhetoric, grammar, the **(22)**... and Greek languages. Throughout his childhood, Shakespeare's father struggled with serious financial debt. Therefore, unlike his fellow playwright Christopher Marlowe, Shakespeare did not attend **(23)**.... and did not get any degree. Rather, in 1582 at the age of 18, he married Anne Hathaway, a woman eight years his senior. His three children were born between 1583 and 1585. Sometime between 1585 and 1592, he moved to **(24)** ... and began a successful career

there as an actor, writer, and part-owner of a playing company later known as the King's Men. The exact order in which Shakespeare's plays were written or first produced is not known with certainty. His earliest plays date from the 1590s and include such comedies as THE COMEDY OF **(25)** .... (1592-93), THE **(26)** ... OF THE SHREW (1593), LOVE'S LABOUR'S LOST (1594-95), and A MIDSUMMER NIGHT'S **(27)** ... (1595-96); history plays based on the lives of the English **(28)**..., including HENRY VI, Part 1 (1589-92), RICHARD III (1592-93), and RICHARD II (1595-96); and the early tragedy **(29)** ... AND JULIET (1594-95). These early works are influenced by prevailing contemporary dramatic conventions but are also marked by vivid characterizations and an unprecedentedly rich and inventive use of the English **(30)**.... Shakespeare's works written just before the turn of the century comprise mostly comedies, including THE MERCHANT OF **(31)** ... (1596-97), MUCH **(32)**... ABOUT NOTHING (1598-99) and **(33)** ... NIGHT (1600-1601), and histories such as HENRY IV, Part 1 (1597-98), and JULIUS CAESAR (1599-1600), which was the first of the several plays, based on the events which took place in ancient **(34)**.... The comedies take the mishaps of romantic courtship as their characteristic theme. The history plays center on struggles between individuals for supreme power in the state and interweave the presentation of real historical events with Shakespeare's own increasingly subtle and complex dramatic characters.

In the early 17<sup>th</sup> century, Shakespeare produced his great tragedies, which mark both the summit

of his art and one of the high points in the history of Western literature. The four principal tragedies are HAMLET (1600-01), OTHELLO (1604-05), **(35)** ... LEAR (1605-06), and MACBETH (1605-06). These plays examine with great psychological subtlety how personality flaws in the main **(36)** ... lead almost inevitably to the tragic destruction of themselves and others around them. However, these faults serve also as vehicles for profound explorations of human character, morality, and spirit.

Shakespeare's last plays combine elements of romance, comedy and **(37)** .... THE WINTER'S **(38)** ... (1610-11) and THE TEMPEST (1611) are clearly experimental in their lighthearted and fanciful but tragic form. The plays differ from Shakespeare's earlier works in their resolution of the dramatic conflict through penitence and forgiveness and in their emphasis on hope through mutual reconciliation.

Shakespeare's poetry was published in 1609. The 154 **(39)** ... refer cryptically to the author's relations with various persons. They are characterized by the expression of strong feeling within an exquisitely controlled artistic form.

Shakespeare died on April 23, 1616. When William Shakespeare died in his birthplace of Stratford-upon-Avon, he was recognized as one of the greatest English playwrights of his era. In the four **(40)** ... since, he has come to be seen as not only a great English playwright, but also the greatest playwright in the English language.



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Reflecting upon the achievement of his peer and sometimes rival, Ben Jonson wrote of Shakespeare, "He was not of an age, but for all time."

### Task 4



For items 41-50 match the parts of the sentences in the first column (41-50) with the right ending in the second column (a-k) so that they make famous quotations of William Shakespeare. There are some extra endings in the second column, which you do not have to use. The first example (0) is done for you.

Example: 0. f

- |  |                            |
|--|----------------------------|
| 0. To be, or not to be: that   | a) of our discontent.      |
| 41. Nothing will come  | b) but once.               |
| 42. So wise so young, they say,  | c) that have not patience. |
| 43. You pay a great deal too dear for what                               | d) is not gold.            |
| 44. There is nothing either good or bad,                                 | e) by virtue fall.         |
| 45. Some rise by sin, and some   | f) is the question.        |
| 46. All that glisters  | g) of nothing.             |
| 47. When sorrows come, they come not single spies,                       | h) do never live long.     |
| 48. Some are born great, some achieve greatness, and some have greatness | i) do it by themselves.    |

49. Cowards die many times before their deaths; the valiant never taste of death

50. Wisely and slow; they stumble

j) that wears the crown.

k) is given freely.

l) that run fast.

m) but thinking makes it so.

n) thrust upon them.

o) but in battalions.

### Writing

Time: 1 hour 30 minutes

Watch the recording of a guided tour of the Shakespeare's Globe Theatre in London, which was organized for the overseas students by the staff of the theatre.

Write an article for the Student Union magazine describing your impressions of the event.

Include the information that is most likely to interest your school students who could become the Shakespeare's Globe Theatre potential visitors next year.

Remember to:

- ♦ describe the theatre, using the information

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from the video, dwell on:

- History and origin
- Architecture
- Actors and audience
- Ambitious plans;

- ♦ express your impressions from the excursion;

- ♦ give recommendations for future visitors;

- ♦ use and underline the following words and expressions in your article:

- groundlings
- replica
- Wooden O.

Write 300 - 350 words.

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## Speaking

### Set 1 Student 1

**Preparation – 15 minutes**

**Presentation and questions – 10 minutes**

#### Task 1

##### “Beyond the Trailer”

1. Monologue: Time depends on the length of the video

Imagine you are at the meeting of your school ENGLISH CLUB. The members of your club have come up with an idea of regular film viewings for English learners. They need to choose the best films. You want to propose your favourite English film ‘Alice in Wonderland’. Make a presentation to persuade your ENGLISH CLUB members to include the film in the programme.

Remember to speak about:

- ◆ Plot
- ◆ Sources
- ◆ Genre
- ◆ Target audience
- ◆ Film Director(s) and actors
- ◆ Box office
- ◆ Awards

You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them

during the presentation.

Your presentation is limited by the length of the trailer.

2. Questions/ Answers: **Time:** 2- 3 minutes

Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation about the film.

#### Task 2

1. Listen to the presentation of your partner (Set 2: ‘The King’s Speech’).

2. Questions/ Answers: Time: 2- 3 minutes

Ask 2 QUESTIONS about the film to get ADDITIONAL INFORMATION not mentioned in the presentation.

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## Listening and Reading

Time: 1 hour 15 minutes

### Listening

### Task 1

For items 1-10, listen to a story about information society. Decide which of the statements (1-10) are True according to the text you hear (A) and which are False (B). You will hear the text only ONCE. Circle the correct letter on your answer sheet.

1. Nowadays all societies are built on the exchange of information.

A True B False

2. Growing telecommunications support the development of a "global village".

A True B False

3. 80% of people read information in English.

A True B False

4. "Digital divide" exists between Scandinavia and South East Asia.

A True B False

5. The United Nations organization promotes the development of the information society.

A True B False

6. According to the plan, in 10 years everybody will have access to the Internet.

A True B False

7. There are certain problems brought in with the growing exchange of information.

A True B False

8. In some developing countries ICT grow faster than in some richer countries.

A True B False

9. The US are no longer in charge of the Internet.

A True B False

10. The DNS doesn't control the content of a website.

A True B False

## Task 2

For items 11-15, listen to an interview with a resident of Islington (a district in Greater London) Allen Roome. To answer the questions choose the correct answer A, B or C. You will hear the text TWICE. Circle the correct letter on your answer sheet.

- 11 In which part of London was Allen born?
  - A. Kings Cross.
  - B. Tufnell Park.
  - C. West End.
- 12 Which of the following does the interviewer find amazing ("Good Heavens...") about the area Allen spent his London life in?
  - A. The changes it went through.
  - B. Its little size.
  - C. Its history.
- 13 Speaking about the changes in the Tufnell Park area, Allen stresses the ...
  - A. shops.
  - B. launderettes.
  - C. furniture.
- 14 Allen thinks that Islington...
  - A. became famous because of Tony Blair.
  - B. is a place where many actors and actresses live.
  - C. is famous for its history.
- 15 What does Allen say about the language spoken in the area?

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- A. Many phrases he hears insult him.
- B. It's not diverse enough.
- C. There are many Americanisms.

## Integrated listening and reading

### Task 3

**Read the text below, then listen to a part of a lecture 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 7 minutes to read the text.**

Sydney Opera House

The architectural design for the Sydney Opera House was chosen from more than 230 projects provided by the architects from 32 countries who took part in the international contest in 1956. The winner was John Utzon, formerly unknown young architect from Denmark, who suggested a unique concept of a theatre. He perceived his work as a sculpture rather than a building because it seemed to change its shape depending on where it was viewed from. According to Utzon, the structure with its soaring, sail-like roofs would fit in with the environment – the harbour it's surrounded by.

There's no doubt that the famous building is one of the indisputable masterpieces of human creativity, not only in the 20th century but in the history of humankind. It is often said to define the city, country and continent. Though its name suggests a single venue, the building comprises multiple venues which together are among the busiest performing arts centres – hosting well over 1,500 performances annually, attended by more than 1.2 million people. Utzon made a project far ahead of available technology: the roof alone required almost 2,200 precast concrete sections. The material used to make the ribbed shells for the roof was very new in construction engineering at that time. Besides, computer technology was just beginning to catch up with the complex structural models needed for the architect's ideas to be implemented in practice. That is why Utzon had to reconsider the details for building the roof sails to facilitate engineers' work. One of the challenges was stabilising the shells that were nearly 200 feet high.

Ten years after the design was accepted, the opera house was not even near completion. It had been under construction for 17 years before it was opened in 1973. By that time Utzon had resigned from the project which was later completed by other architects. However, it is thanks to John Utzon that the Sydney Opera House is among the most outstanding buildings in the world.

Now listen to a part of a lecture on the same topic and then do the tasks (questions 16-25),

comparing the text above and the lecture. You will hear the lecture TWICE.

- 16 Utzon's design doesn't follow the patterns of skyscrapers.
- 17 The building hosts more than one theatre.
- 18 Some parts of the structure are made of sea shells which were hard to stabilise.
- 19 The Sydney Opera House is a clear example of Organic School in architecture.
- 20 One of the features of the building is that innovative materials were used for its construction.
- 21 Frank Lloyd Wright took more notice of the practical use of the building than its artistic novelty.
- 22 Utzon believed that sculpture and architecture were very closely related forms of art.
- 23 The building fits into the surrounding environment.
- 24 Architects of the time could not completely rely on computer technologies.
- 25 When the Opera House was opened, it hadn't been completed yet.



## Reading

### Task 4

Read the text and answer questions 26-40 below.

**Fifteen Cornwall: Dave Meneer on a successful social enterprise**

1

Fifteen Cornwall turns five in May and with five hard, inspiring and incredibly worthwhile years behind us, we've had 61 graduates, 400,000 diners and £15m worth of business during this time. I am proud to say Fifteen Cornwall is a social enterprise success. Why? Because we understand what a social enterprise is. There is a lot of nonsense spoken about them these days, like they were something new or that they were "not for profit". Our definition is simple: Can you square the "triple bottom line" - do you have a clear social aim? We do, turning disadvantaged kids into the chefs of the future. Can you make money, hopefully lots of it? We do. Don't give us that "not for profit" guff! Can you do all that while walking a little more lightly on the planet? We do. But we can get better. Tick all those three boxes and you're on your way; score well on two but not on the other and you are not really a social enterprise.

2

For those not familiar with the concept, Fifteen Cornwall takes some of the most challenged young people in Cornwall (NEET as they are known - Not in Education, Employment or Training) and helps them do something positive with their lives. It challenges the problems of youth employment and social exclusion through the restaurant and college training programme, and is supported through essential counselling care. We are looked after by Cornwall Foundation of Promise, our charity that enables us to keep on track and provide the right amount of money for the right elements of our social enterprise. Without social purpose, Fifteen Cornwall would just be another fancy restaurant and without the commercial reality of a restaurant, we'd be just a glorified youth centre unconnected to the market and the real demands of the restaurant business.

3

With the training programme costing around half a million pounds a year, it is not cheap to run. For this reason we need to maintain various income streams. Restaurant trade is good but we always have to ensure we are ahead of the game. We invest in marketing and PR to ensure the message gets out there and people come to the restaurant. It is this kind of specific marketing activity that guarantees we can see advanced bookings so we know where we are each month. The project also receives

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vital funding from the public sector, which has enabled Fifteen Cornwall to become a reality. It has grown into an unashamedly commercial social enterprise and restaurant, dedicated to putting 100% of its profits back into the development of young people and suppliers from Cornwall.

4

For social enterprise success, you need to have something that really means something to people - and then back it up with a commercially driven and sound business plan. You need to have a team of people who really know what they are doing - and some (even if not all of them) who know how to make money. You need the best from the private sector combined with the best in the charity sector and this is what I think we have here at Fifteen Cornwall.

5

What's next for Fifteen? Over the past five years our focus has been to concentrate on consolidating the two income streams I mentioned. In terms of the future we cannot rest on our laurels and will need to explore other sources of income. Finding sources of finance is certainly not unique to our business or to any social enterprise - but being creative and genuine about it is what counts. We need to continue making incredible food, serve our customers but also look for new and exciting ways to make sure funds never stop coming in.

**Questions 26-30. Match the paragraphs 1-5 of the text to the headings A-E below. Circle your answers on the answer sheet.**

- 26. Paragraph 1 A Putting ideas into practice
- 27. Paragraph 2 B Thinking beyond the present
- 28. Paragraph 3 C Defining the concept
- 29. Paragraph 4 D What makes it work?
- 30. Paragraph 5 E Generating cash

**Questions 31-35. For statements 31-35 below decide if they agree with the text. Choose A if they are true, or B if they are false or not mentioned in the text. Circle your answers on the answer sheet.**

- 31 According to Dave Meneer, Fifteen Cornwall is a successful social enterprise because it covers the principles of the triple bottom line.
- 32 Fifteen Cornwall combines training provided to socially challenged young people with commercial activities.
- 33 The money to run the business comes from the governmental funds aimed at supporting disadvantaged kids.
- 34 A social enterprise needs to have someone like Dave Meneer at its head.
- 35 Fifteen Cornwall needs to search for new ways of raising funds.

**Questions 36-40. Match the phrases from the text 36-40 in the left column to their meanings A-G in the right column to best fit the text. There are two options on the right that you don't need to use.**

**Mark your answers on the answer sheet.**

- |   |   |
|---|---|
| 36. to square the "triple bottom line"      | A to make sure that you meet all the expectations people have of you  |
| 37. to walk more lightly on the planet      | B to guarantee that the public knows what you would like to tell them                                       |
| 38. to be ahead of the game                 | C to make sure that the aspects of social responsibility (people, planet and profit), are all equally met   |
| 39. to rely on your laurels                 | D to be satisfied with your achievements and not try to do anything else to improve                         |
| 40. to make sure the message gets out there | E to continue to make progress and not be distracted  |
|   | F to make sure that you leave less of a noticeable carbon footprint behind which is bad for the environment |
|   | G to be fully aware of what is happening in your business or sector   |

## Use of English

Time: 90 minutes

### Task 1

**For items 1-10 complete the idioms filling each of the gaps in the following phrases (1-10) with one word from the column on the right. Some words can be used more than once. There are some extra words, which you do not have to use. Write the word you choose on your answer sheet.**

**The first example (0) is done for you.**

**Example: 0. white**

- |  |         |
|--|---------|
| 0 My mum bought a new CD player for me, but it's a ... elephant. I don't need it, I don't even have any CDs!                                 | beige   |
| 1 I kept trying to convince him that it was a good idea until I was ... in the face, but he's so stubborn, he just kept disagreeing with me! | black   |
| 2 This garden used to look so beautiful when my mum lived here. She definitely had a (an) ... thumb.   | blue    |
| 3 ... goods include electronic items such as televisions, DVD players, stereos, and home entertainment systems.                              | bronze  |
|  | brown   |
|  | crimson |
|  | golden  |
|  | gray    |





- 4 I'm just trying to point out the ... lining in your cloudy life.
- 5 Winter brings many dangers for the motorists, with one of the most threatening being slippery and hard-to-spot ... ice.
- 6 Now imagine for a moment your spouse comes home to announce he or she has been given the ... slip. How will you react to this news about his or her dismissal?
- 7 Their company has been in the ... ever since the new owner took over, and changed it all around! They are making huge profits!
- 8 The company Chairman received a huge ... handshake when he retired.
- 9 Learning to overcome jealousy means becoming more comfortable with feeling vulnerable, and recognising that the ...-eyed monster feeds on fear.
- 10 Unfortunately that witness was just a (an) ... herring. She had no justification to her story, and it was a waste of valuable time.

green  
navy  
olive  
orange  
pink  
purple  
red  
silver  
white  
yellow

## Task 2

**For items 11-15 write down the words that would fit the definitions using the letters given. There can be 2 - 7 extra letters for each word., which you do not have to use.**

**The first example (0) is done for you.**

**Example: 0. spices**

0. TSPECIES are seeds, roots or other plant substances primarily used for flavoring, coloring or preserving food. They are distinguished from herbs. (There are 2 extra letters in this case.)
11. A national song chosen by a country or organization to be sung on special occasions is a(n) HAEITNMS.
12. A(n) APLCAQPUTIOEIN is a decoration or ornament, as in needlework, made by cutting pieces of one material and applying them to the surface of another.
13. A list of foods and a set of instructions telling you how to cook something is a(n) RCOSEIPET.
14. A person who has a weak COMPNTUS-TILEXTION has a weak health and body.
15. A scientist who studies natural phenomena such as heat, light, sound, electricity, magnetism is a(n) PHISYTCSIAN.

## Task 3

**For items 16-50 choose the correct option A, B, C or D. Circle the correct option on your answer sheet. The first example (0) is done for you.**

**Example: 0. A**

0. A. Winston Churchill
- B. Franklin D. Roosevelt
- C. Neville Chamberlain
- D. George Washington

**(0)...**, the greatest Britain's prime minister, the first British person to be made an honorary citizen of the United States, inspiring orator, and winner of the Nobel Prize for literature, was born at Blenheim palace in 1874. From age two to six, he lived in **(16)** ... . It was then that he first developed his fascination with military matters watching the many parades pass by the Vice Regal Lodge, the official residence of the President of Ireland. He enjoyed wars and was the first prime minister since the Duke of Wellington to have fought in battle.

As a student he performed poorly in virtually every subject except history and English composition. He was particularly **(17)** ... at foreign languages. He also had a lisp that continued throughout his career.

He served in the British Parliament under six monarchs. In 1900 he entered the **(18)** ... as a member of the Conservative Party, but after four years he crossed the floor to sit as a member of



the **(19)** ... party. His income while out of office was almost entirely made from writing books. He wrote about 20 books over the course of his life. He was also a(n) **(20)** ... artist. His best known paintings are impressionist landscapes, many of which were painted while on holiday in the South of France, Egypt or Morocco. He was passionate about science and technology. In an unpublished manuscript *Are We Alone in the Universe?* he investigates the possibility of **(21)** ... life in a thorough scientific way.

**(22)** ... was born in 1882 in New York. He grew up in an atmosphere of privilege and got an exceptional education. He attended a(n) **(23)** ... school in Groton, Massachusetts and then entered Harvard College in nearby **(24)** ... . His undergrad studies seemed to be a piece of cake for him. It only took him three years to earn a bachelor's degree in history from Harvard. He then enrolled at Columbia University Law School. His political career started in 1910, when he won his first election to the New York State **(25)** ... . In 1921 he was stricken with polio, which cost him the use of his legs and put his future political career in **(26)** ... , but he attempted to recover from the illness, and founded the treatment center for people with polio in Warm Springs, Georgia. As a dominant leader of the **(27)** ... party, he built the New Deal Coalition, defining American liberalism throughout the middle third of the 20th century. He **(28)** ... the record for the longest-serving American president. In 1944, he was elected to his fourth term. No one can ever challenge this feat.

Collecting stamps was a lifelong passion for him. He started up with this hobby around the age of 8. In the White House, he found working on his collection a form of stress **(29)** ... from the demands of his presidency. He took an active role in the creation of new stamps as well. He approved more than 200 new stamps during his time in office.

**(30)** ... was born in 1727 and was the son of a weaver. By the age of 13 he had impressed his father with his ability to sketch out drawings in pencil and his father allowed him to go to London to study art. He preferred landscapes to portraits, and is credited as the originator of the 18th-century British landscape school. However, he had to paint portraits of nobility to earn his living. His landscapes were often painted at night by candlelight, using a tabletop arrangement of stones, pieces of mirrors, broccoli, and the **(31)** ... as a model. He was the first to introduce lyrical freedom into British painting. He painted quickly, and the works of his maturity are characterised by a light palette and easy **(32)** ... . In 1780 he painted portraits of king **(33)** ... and his queen and when he died in 1788 he was buried at St. Anne's Church, Kew, as was his wish – a wish he expressed to the king.

**(34)** ... was born in 1775 in London. His father was a barber and wig maker. He entered the Royal Academy of Art when he was 14 years old. At first he decided to be an architect, but was advised by the architect Thomas Hardwick to continue painting. His first watercolour painting *A View*

of the Archbishop's Palace was accepted for the Royal Academy summer exhibition of 1790 when he was 15. As a probationer in the academy, he was taught drawing from **(35)** ... casts of antique sculptures. In 1796, he exhibited *Fishermen at Sea*, his first oil painting of a **(36)** ... moonlit scene, which was praised by contemporary critics and founded his reputation as both an oil painter and a painter of maritime scenes. His favourite subjects were shipwrecks, fires (such as the burning Parliament in 1834, an event which he rushed to witness first-hand, and which he transcribed in a series of watercolour paintings), natural catastrophes, and natural phenomena such as sunlight, storm, rain, and fog. He died in 1851. At his request he was buried in **(37)** ... , where he lies next to many famous people.

**(38)** ... was born in 1840 in Dorset, England. Because the family lacked the means for a university education, his formal education ended at the age of sixteen, when he became **(39)** ... to a local architect. He moved to London in 1862 and became a student at King's College. He won prizes from the Royal Institute of British Architects and the Architectural Association. However, he never felt at home in London, because he was acutely conscious of class divisions and his social inferiority. After five years he returned to Dorset and decided to dedicate himself to writing.

At the age of 22 he began to write poems but then was persuaded to try writing a novel. The novel entitled *The Poor Man and The Lady* was rejected and as a result he destroyed the manuscript but



continued to write. In 1874 he wrote *Far from the Maddening Crowd* which was successful enough for him to give up architectural work and pursue a literary career. Over the next twenty-five years he produced ten more novels. His works **(40)** ... and *Jude the Obscure* caused controversy although were successful and he vowed never to write another novel again. He died on January 11, 1928; his ashes were buried at Poet's Corner in **(41)** ... in London.

**(42)** ... is one of the most famous poets Britain had to offer and even has a night dedicated to him in his native **(43)** ... . After his death celebration of his life and works became a national charismatic cult. He was born on January 25, **(44)** ... . The son of a farmer, he did not receive any formal schooling. He, along with his six brothers, took over the family farm when their father died. He remains to this day one of the finest poets to come from the United Kingdom and wrote many songs as well as poems. They include *Auld Lang Syne* (which is often sung at Hogmanay), *Lament for Culloden* and *A Red, Red Rose* to name but a few. In Russia, he became popular as the "people's poet". A new translation of his poems begun in 1924 by **(45)** ... proved enormously popular, selling over 600,000 copies. In 1956, the Soviet Union was the first country to bring out commemorative stamps in his honour. In 2009, the Royal **(46)** ... issued a two-pound coin featuring a quote from *Auld Lang Syne*.

**(47)** ... was born on April 3, **(48)** ... , the same week the British ceased fire that ended the

American Revolution; so his mother named him after the hero of the revolution. At the age of six, with the help of a nanny, he met his **(49)** ... , who was then living in New York City after his inauguration as president. He made his literary debut in the *Morning Chronicle* with a series of observational letters. After moving to England

for the family business in 1815, he achieved international fame with the publication of *The Sketch Book of Geoffrey Crayon, Gent*. He is best known for his short stories **(50)** ... and *The Legend of Sleepy Hollow*. He is largely credited as the first American writer to earn his living solely by his pen.

- |    |                      |                      |                             |                             |
|----|----------------------|----------------------|-----------------------------|-----------------------------|
| 16 | A. London            | B. Cardiff           | C. Cambridge                | D. Dublin                   |
| 17 | A. fluent            | B. inept             | C. interested               | D. marble                   |
| 18 | A. House of Commons  | B. House of Lords    | C. House of Representatives | D. Senate                   |
| 19 | A. Democratic        | B. Republican        | C. Liberal                  | D. Monarchy                 |
| 20 | A. accumulated       | B. amused            | C. accomplished             | D. fluent                   |
| 21 | A. extraterrestrial  | B. nocturnal         | C. unusual                  | D. universal                |
| 22 | A. Washington Irving | B. George Washington | C. Theodore Roosevelt       | D. Franklin D. Roosevelt    |
| 23 | A. nocturnal         | B. boarding          | C. public                   | D. apprenticed              |
| 24 | A. Oxford            | B. Cambridge         | C. Cardiff                  | D. Philadelphia             |
| 25 | A. House of Commons  | B. House of Lords    | C. Senate                   | D. House of Representatives |
| 26 | A. line              | B. relief            | C. risk                     | D. jeopardy                 |
| 27 | A. Democratic        | B. Republican        | C. Liberal                  | D. Labor                    |
| 28 | A. strikes           | B. makes             | C. takes                    | D. holds                    |
| 29 | A. relief            | B. relax             | C. free                     | D. proof                    |
| 30 | A. Christopher Wren  | B. Thomas Hardy      | C. Thomas Gainsborough      | D. William Turner           |
| 31 | A. all               | B. like              | C. same                     | D. most                     |
| 32 | A. stitches          | B. strikes           | C. strokes                  | D. lines                    |
| 33 | A. Edward VIII       | B. George III        | C. William I                | D. William IV               |
| 34 | A. Christopher Wren  | B. Thomas Hardy      | C. Thomas Gainsborough      | D. William Turner           |



|    |                           |                                     |                                     |                          |
|----|---------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 35 | A. plaster                | B. marble                           | C. silver                           | D. mate                  |
| 36 | A. nocturnal              | B. extraterrestrial                 | C. marble                           | D. mint                  |
| 37 | A. Stonehenge             | B. Buckingham Palace                | C. St Paul's Cathedral              | D. Windsor Castle        |
| 38 | A. Robert Burns           | B. Thomas Hardy                     | C. Christopher Wren                 | D. Aldous Huxley         |
| 39 | A. dedicated              | B. deviated                         | C. accomplished                     | D. apprenticed           |
| 40 | A. <i>Brave New World</i> | B. <i>Tess of the D'Urbervilles</i> | C. <i>Rip Van Winkle</i>            | D. <i>Scarlet Letter</i> |
| 41 | A. the Tower of London    | B. Buckingham Palace                | C. Westminster Abbey                | D. St Paul's Cathedral   |
| 42 | A. Dylan Thomas           | B. Thomas Hardy                     | C. James Joyce                      | D. Robert Burns          |
| 43 | A. Scotland               | B. England                          | C. Wales                            | D. Ireland               |
| 44 | A. 1638                   | B. 1759                             | C. 1837                             | D. 1907                  |
| 45 | A. Korney Chukovsky       | B. Samuil Marshak                   | C. Sergey Mikhalkov                 | D. Daniil Harms          |
| 46 | A. Post                   | B. Council                          | C. Mint                             | D. Family                |
| 47 | A. James Joyce            | B. Thomas Hardy                     | C. Dylan Thomas                     | D. Washington Irving     |
| 48 | A. 1759                   | B. 1775                             | C. 1783                             | D. 1792                  |
| 49 | A. mate                   | B. namesake                         | C. sibling                          | D. twin                  |
| 50 | A. <i>Rip Van Winkle</i>  | B. <i>Brave New World</i>           | C. <i>Tess of the D'Urbervilles</i> | D. <i>Scarlet Letter</i> |

## Writing

**Time:** 1 hour 30 minutes

You have seen this advertisement in an international youth magazine:

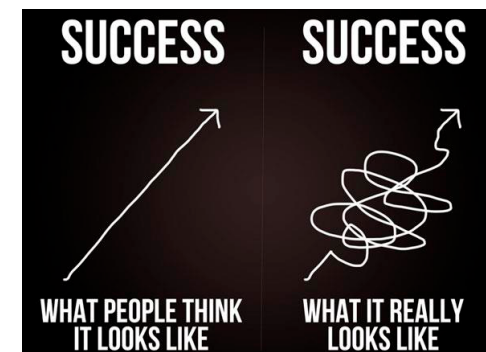
Tell us about a successful person you know and admire. What does success really mean? What helps people to be successful?

We will publish the most interesting articles next month.

Write your article in 300-350 words (including the title) in an appropriate style.

In your article:

- ◆ Make sure the following picture illustrates the main idea of your article:



- ◆ Use 1-2 quotations from the list of quotations:
- ◆ The difference between winning and losing is most often not quitting. (Walt Disney)
- ◆ I find that the harder I work the more luck I seem to have. (Thomas Jefferson)
- ◆ It often requires more courage to dare to do right than to fear to do wrong. (Abraham Lincoln)
- ◆ Be yourself. Everyone else is already taken. (Oscar Wilde)
- ◆ Success does not consist in never making mistakes but in never making the same one a second time. (George Bernard Shaw)

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Пособие Great Lengths [tea4er.com/lengths](http://tea4er.com/lengths)

## Speaking

**Set 1 Student 1 Preparation – 15 minutes**

**Presentation and questions – 10 minutes**

**“It’s our World and its Future is in our Hands”**



Imagine you are at the meeting of your English School Club. The meeting is devoted to international world organizations. The purpose of the meeting is to choose one of the organizations your schoolmates want to work with as volunteers. Your task is to make a presentation about one organization and explain why it is the best choice for your school to cooperate with.

### Task 1

**1. Monologue:** Time depends on the length of the video

Your task is to make a presentation about UNICEF and explain why it is the best choice for your school to cooperate with.

**Use the fact file to speak about its:**

|              |            |
|--------------|------------|
| Headquarters | History    |
| Objectives   | Evaluation |

You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them during the presentation.

Your presentation is limited by the time of the video.

**2. Questions/ Answers:** Time: 2- 3 minutes

Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

### Task 2

**1. Listen to the presentation of your partner (Set 2 STUDENT 2: GREENPEACE).**

**2. Questions/ Answers:** Time: 2- 3 minutes

Ask 2 QUESTIONS about the organization to get ADDITIONAL INFORMATION not mentioned in the presentation.

Гулов Артем Петрович [gulov@tea4er.org](mailto:gulov@tea4er.org)

## Listening and Reading

Time: 1 hour 15 minutes

### LISTENING

#### Task 1

For items 1-10 listen to part of a lecture about bilingualism 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. The speaker claims that her children are bilingual.

A True B False

2. The speaker teaches Chinese.

A True B False

3. The speaker's husband is French.

A True B False

4. The speaker communicates with her children in English.

A True B False

5. When the speaker's family lived in France, the dominant language in their family was French.

A True B False

6. The speaker followed the advice of psychologists.

A True B False

7. The first Mother Language Day was celebrated in 1952.

A True B False

8. Mother Language Days are dedicated to different themes each year.

A True B False

9. In 2002 the Mother Language Day was dedicated to Sign language.

A True B False

10. The speaker speaks Mandarin Chinese fluently.

A True B False

#### Task 2

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

11 Liz is speaking at an exhibition of ...

- A. home appliances.
- B. kitchen gadgets.
- C. electronic devices.

12 Into how many categories is Liz dividing the exhibits she analyzes?

A. 3

B. 4

C. 5

13 What is, according to Liz, the main disadvantage of the vacuum flask?

- A. The materials it's made of.
- B. The time it can keep drinks hot.
- C. Its price.

14 What is, according to Liz, one of the advantages of the whistle key holder?

- A. Its size.
- B. Its price.
- C. The noise it makes.

15 To which group does Liz refer the army flashlight?

- A. Must buy.
- B. Maybe buy.
- C. Never buy.

### Integrated listening and reading

#### Task 3

Read the text below, then listen to part of a lecture 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 7 minutes to read the text.

### Formation of stars and planets

A nebula is an interstellar cloud consisting of dust, hydrogen, helium and other ionized gases. Originally, *nebula* was a name for any diffuse astronomical object including galaxies beyond the Milky Way. Some nebulae can be viewed with the naked eye due to fluorescent effect caused by the embedded hot stars, while others are so diffuse that they can only be detected with the help of powerful telescopes as they are extended and contain no well-defined boundaries.

All nebulae in the Milky Way Galaxy are forms of interstellar matter – namely, the gas between the stars that is almost always accompanied by solid grains of cosmic dust. Their appearance differs widely, depending not only on the temperature and density of the material observed but also on how the material is spatially situated with respect to the observer. Their chemical composition, however, is fairly uniform and corresponds to the composition of the universe in general.

According to our current understanding, a star and its planets form out of collapsing cloud of dust and gas, i.e. nebulae are often star-forming regions. In these regions the formations of gas, dust, and other materials stick together to form denser regions, which attract further matter, and eventually will become dense enough to form stars. The remaining material is believed to form planets.

The birthplace of planets is the so-called proto-planetary disk. As the proto-planetary disk spins, the material contained within it travels around the new star in the same direction forming various celestial objects. Many of the celestial objects eventually become planets, and as they form, they «sweep up» other material that surrounds them. However, to be classified as a planet, an object must orbit a star, have sufficient mass in order to acquire a nearly round shape, and have enough gravitational power to attract smaller objects.

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

- 16 In the past, the term nebula was used to denote any diffuse astronomical object.
- 17 Some nebulae cannot be seen with the naked eye.
- 18 Stars are formed as a result of collapse.
- 19 High-speed computers can be used for modelling the processes which cannot be observed in natural conditions.
- 20 The formation of planets is believed to follow the formation of a new star.
- 21 Planets are formed in a proto-planetary disk.
- 22 Some planets in other solar systems can be inhabited by living organisms.
- 23 Interstellar matter always has fluorescent effect due to diffuse gas and dust.

- 24 Our solar system belongs to the Milky Way Galaxy.
- 25 To be considered a planet, a celestial object must meet several conditions.

## READING

### Task 4

**Read the text and answer questions 26-40 below.**

#### The Design of Living Spaces

**A** Home. It is where we cook our meals, invite our friends to visit, and go to sleep. It is also a place that can reflect our personality. The process of buying or renting a house or room and giving it colour, furniture, and style is called interior design. Think about where you live. What would a stranger know about you if he or she walked into your home or room? White walls, wooden floors, and a few pieces of modern furniture suggest that you are a calm and organized person. Colourful walls, books and pictures, and lots of furniture suggest you are a more energetic and active person. How you choose to design your home or room says something to the world about who you are. It tells the world about your interests and about your personal identity.

**B** One important aspect of interior design is balance. This means there is a good combination of colours and furniture so that a room feels

comfortable. How do people achieve balance in their homes? Some people use *feng shui* to help them with this aspect of design. *Feng shui* is an Eastern philosophy. It teaches that all parts of people's lives should balance two kinds of energy – *yin* and *yang*. *Yin* is the quiet, passive energy, whereas *yang* is the strong and active energy. According to this philosophy, a living space with a good balance of these two types of energy brings good luck, health, and happiness.

**C** *Feng shui* provides guidelines about how to decorate a room. In a bedroom, for example, the head of the bed should point in the correct direction. It should point north for an older married couple. North is a quiet, peaceful direction. For a young adult, however, *feng shui* says the head of the bed should point south. This direction has more energy and passion. The head of the bed must not point northeast because this direction causes nightmares. Also, a bedroom should not have any mirrors in it because mirrors make it difficult to remove negative energy.

**D** Colour is another important aspect of interior design. Different colours have different emotional and physical effects on people. For example, people usually feel that red is the most exciting and stimulating colour. For this reason, it is not good for a bedroom. Many people say they have nightmares if they sleep in a red room. In contrast, green is a more peaceful colour. In some cultures green means health and good luck, so it is a popular colour. Blue is also a good colour in most cultures. It represents peace and stability. According to

some studies, it is a masculine colour; men often choose it for their living spaces. White, however, is used more than any other colour in interior design. White is the combination of all colours, so it is a colour of balance. It is often used in small rooms because it reflects light and therefore makes a small room look bigger. In addition, it does not conflict with other colours in the room.

**E** Small homes and rooms create special challenges for architects and interior designers. Some architects and designers are specialists in small living spaces. They try to make them both functional and attractive. In Japan, these small living spaces are called *kyosho jutaku*. For example, windows appear anywhere across a wall or in the ceiling, to allow as much light as possible into narrow spaces. Furniture folds into the wall, which allows one room to be used in many different ways. A bed may have a desk, chair, and dresser underneath it. Traditional designers think of horizontal, or floor space. In contrast, designers of small living spaces say that they try to use three-dimensional space. For example, they may put storage space, such as closets or bookshelves, high on walls, above other furniture.

### Questions 26-30

**Match ideas 26-30 expressed in the text with paragraphs A-E of the text.**

- 26 Small living spaces need careful design.
- 27 Feng shui designers believe it is important to arrange furniture in a specific way.

- 28 The design of our home or room reflects who we are.
- 29 Colours can produce specific impressions on people.
- 30 Feng shui teaches that balance is an important part of design.

### Questions 31-35

**For questions 31-35 choose one answer A, B, C or D which best fits according to the text.**

- 31 What kind of person is probably living in a room that is painted yellow and orange and is full of furniture and books?  
A A disorganized and artistic person.  
B A quiet person who prefers staying at home alone.  
C A busy person who enjoys an exciting life.  
D An organized and very intelligent person.
- 32 A husband and wife, who are both 65 years old, are designing a peaceful bedroom. What principle of design is not applicable to their situation?  
A There should be a lot of pictures on the walls.  
B The head of the bed should point north.  
C There should not be any mirrors in the room.  
D The walls should be blue.
- 33 Why do most people paint their rooms white?  
A It makes rooms appear larger than they are.  
B It is the most popular masculine colour.



C It helps people to sleep better.

D It is the colour of health.

- 34 Which of the following is not a way to solve the problem of small living spaces?

A Using three-dimensional space.

B Painting the walls a bright colour.

C Folding furniture into the walls.

D Putting bookshelves high up on the walls.

- 35 Which of the following is not stated in the text?

A Blue is an appropriate colour for men.

B The head of a bed should not face northeast.

C Red is a masculine colour.

D Some people believe that rooms have energy.

### Questions 36-40

Are the statements 36-40 true, false or not given? If a statement is true, circle A on your answer sheet. If it is false, circle B on your answer sheet. If it is not given, circle C on your answer sheet.

- 36 Yin is strong active energy.

- 37 The door should point north to remove negative energy.

- 38 The colour of a bedroom that may cause nightmares is white.

- 39 If the room is small, a desk and a chair may be kept underneath the bed.

- 40 Soft music can make the home environment more peaceful.

## Use of English

Time: 60 minutes

### Task 1

For items 1-10 read the text about taking care of things and solve the puzzle by putting the missing words into the crossword below, using the definitions given in the brackets. USE THE CORRECT GRAMMAR FORM IN THE CROSSWORD. The first two words (0 and 00) are done for you as an example.

It is always worth 0 ... (to examine closely and minutely) numerous labels, which 00 ... (to hang loosely and usually so as to be able to swing freely) on different items of clothing. All those little 1 ... (a cardboard marker on an article of clothing showing the price at which it is offered for sale) give directions for cleaning, washing and pressing 2 ... (an article of clothing). Most 3 ... (made of the soft thick undercoat of various hairy mammals, especially sheep) sweaters can be hand-washed in 4 ... (moderately warm) or cold water. They should be 5 ... (to exert pressure) gently without twisting. Some fabrics, such as corduroy or 6 ... (cloth with a soft, furry surface), should be left to drip dry without 7 ... (to twist especially so as to make dry or to extract moisture or liquid). Some clothes that are 8 ... (having a line or mark made by or as if by folding a soft substance) after wearing may lose these imperfections if they are carefully hung up

ВСОШ по английскому языку. ФИНАЛ - 2018 г.

overnight. 9 ... (leather whose surface has been made slightly rough so that it is soft but not shiny) pocketbooks and shoes should be 10 ... (to clean with an object with short pieces of stiff hair or plastic attached to a base or handle) before and after each wearing. Calfskin shoes should be polished to keep the leather soft.



### Task 2

For items 11- 15, fill in the gaps in the sentences, using captonyms. One meaning of the word is a proper name, the first letter of which is given to you, the second meaning of the required word is given in brackets. The first example (0) is done for you.

- 0 M... realized that her memories of childhood were triggered by eating a sweet ... (a small rich shell-shaped cake) cake.  
0. Madeleine
- 11 C... loved to sing her favourite ... (a popular song or ballad of religious joy) at Christmas.
- 12 A... entered the room, which was illuminated by the ... (a variable colour averaging a dark orange yellow) light of the setting sun.
- 13 H... had short brown hair and kind ... (brown) eyes.
- 14 J... bought a ... (tough compact typically green gemstones that take a high polish) silver pendant to match her green eyes.
- 15 T ... gave its name to a ... (a large bird grown for its meat on farms) by mistake.

## Task 3

**For items 16 - 20, complete the sentences with one word, making puns. A pun is a joke that plays on the multiple meanings of a word, or on two words that sound the same. The first example (0) is done for you.**

- 0 You were right, so I ....  
0. left
- 16 Do you know why it's easy for a hunter to find a leopard? Because a leopard is always...

- 17 Always trust a glue salesman. They tend to ... to their word.
- 18 I'm not scared of insects, but they really ... me.
- 19 The best way to communicate with fish is to drop them a ... .
- 20 I'm pretty sure these stairs are up to something. But I'm going to take ... to prevent it.

## Task 4

**For items 21 - 30, complete each description with the name of the castle/ palace and the year, choosing the correct number and letter from the boxes. There are 2 extra options in the boxes, which you do not have to use.**

**The first example (0) is done for you.**

|                        |         |
|------------------------|---------|
| 1. Blarney Castle      | A. 1066 |
| 2. Blenheim Palace     | B. 1312 |
| 3. Buckingham Palace   | C. 1563 |
| 4. Dover Castle        | D. 1650 |
| 5. Edinburgh Castle    | E. 1690 |
| 6. Kenilworth Castle   | F. 1761 |
| 7. Monticello          | G. 1778 |
| 8. Mount Vernon        | H. 1800 |
| 9. The Tower of London | I. 1826 |
| 10. The White House    | J. 1939 |
| 11. Warwick Castle     | K. 1940 |
| 12. Windsor Castle     | L. 2016 |

0. \_\_\_\_\_

This Irish castle was built by Dermot McCarthy, King of Munster, in 1446 over the remains of an older stone castle dating to 1210. The Protestant Jefferyes family acquired this castle after William III's war against the deposed Catholic monarch, King James II, in \_\_\_\_\_. They added a Georgian Gothic house beside the keep, followed by a new castle nearby in 1874. The castle's most famous feature is the Stone, reputed to endow anyone who kisses it with eloquence.

0. 1E

21. \_\_\_\_\_

The biggest castle in the world, it was begun in the 11th century to guard the western approach to London. Easy access from the capital and proximity to a royal hunting forest made it an ideal location for a royal residence. Since the time of Henry I, it has been used by succeeding monarchs and it is the longest-occupied castle in Europe. It is an official residence of Queen Elizabeth II, whose standard flies from the Round Tower when Her Majesty is in residence. In \_\_\_\_\_, the Queen celebrated her 90th birthday in the castle with a huge concert.

22. \_\_\_\_\_

The first American president, George Washington, selected the site for this building. After eight years of construction, President John Adams and his





wife, Abigail, moved into the unfinished house in \_\_\_\_\_. At various times in history, it has been known as the "President's Palace" and the "Executive Mansion." President Theodore Roosevelt officially gave it its current name in 1901.

23. \_\_\_\_\_

William the Conqueror, whose reign started in \_\_\_\_\_, began the castle keep but today it is surrounded by numerous fortifications and other buildings belonging to its notorious history as a place of imprisonment, torture and execution including that of Lady Jane Grey. The castle was also used as the royal mint, and is today famous for its yeoman warders, the Beefeaters, and its ravens.

24. \_\_\_\_\_

Thomas Jefferson, who had a keen interest in architecture and gardening, designed this home and its elaborate gardens himself. Over the course of his life, he remodeled and expanded the house called *little mountain* in Italian and filled it with art, fine furnishings and interesting gadgets and architectural details. Jefferson died here on July 4, \_\_\_\_\_, the 50th anniversary of the Declaration of Independence, which he wrote.

25. \_\_\_\_\_

Sitting astride the basalt remains of an extinct volcano, this castle has one of the most picturesque settings. It stands high on a rock above the capital city. Research undertaken in

2014 identified 26 sieges in its long history, giving it a claim to having been the most besieged place in Great Britain and one of the most attacked in the world. One of the longest sieges in \_\_\_\_\_ lasted for 3 months, after which the castle surrendered to Oliver Cromwell.

26. \_\_\_\_\_

The place is the only non-royal non-episcopal country house in England to hold the title of palace. This estate was built as a gift to John Churchill, 1st Duke of Marlborough, from Queen Anne and a grateful nation in thanks for his victory on 13th August 1704. Nowadays it is best known as the birth place of Sir Winston Churchill, the most famous British politician.

Winston Churchill reached the peak of his popularity in \_\_\_\_\_, when he became the prime minister of Great Britain and led the country through World War II.

27. \_\_\_\_\_

The estate is an iconic American landmark, an enduring reminder of the life and legacy of George Washington. Washington personally supervised each renovation, advising on design, construction and decoration. Conscious that the world was watching, Washington selected architectural features that expressed his growing status as a Virginian gentleman planter and ultimately as the leader of a new democratic nation. The construction of the mansion was

finished in \_\_\_\_\_, three years after the beginning of the Revolutionary War.

28. \_\_\_\_\_

The palace started its history from George III, who acquired the site in \_\_\_\_\_ to serve as a family home for him and Queen Charlotte. The balcony of this palace is one of the most famous in the world. The first recorded Royal balcony appearance took place in 1851, when Queen Victoria stepped onto it during celebrations for the opening of the Great Exhibition. Since then, Royal Balcony appearances have marked many occasions, such as the Queen's annual official birthday celebrations, royal weddings, as well as special events of national significance.

29. \_\_\_\_\_

Towering over the busy port, the site of the castle was vitally important from Roman times to the Second World War. A Roman lighthouse still stands here. It is the largest castle in England and has been described as "the key to England" due to its defensive significance throughout history. In \_\_\_\_\_, when the Second World War began, its underground tunnels from the Napoleonic Wars were converted into a command centre and underground hospital.

30. \_\_\_\_\_

First built in the 1120s and a royal castle for most of its history, it was expanded by King John, John



of Gaunt (fourth son of Edward III) and Henry V. In \_\_\_\_\_ Elizabeth I granted it to Robert Dudley, Earl of Leicester, who converted the place into a lavish palace. Elizabeth visited it several times. It is believed that Shakespeare saw one of her visits and described it in his play. The castle achieved international fame with the publication in 1821 of Sir Walter Scott's tragic novel revolving around Queen Elizabeth, Robert Dudley and his wife, Amy.

does he feel that he has to find this person? Read the story! You will get the answer.

The story is short and full of direct speech, which makes it more dynamic. Although it looks like a detective story at first sight, it turns out to be a story about different generations. As for the title of the story, it should be taken as a piece of irony, since in the case of the author a bit of luck went together with a lot of effort.

## Writing

**Time:** 1 hour 30 minutes

**You have decided to enter a short story competition in an English-language magazine. The competition rules say that your story should be written in full accordance with the following review:**

It is an exciting story from the life of a young boy, who, all of a sudden, found an old photo, which changed his life. The author describes the event in detail. He remembers the day when it all happened. The story starts with a trivial phrase: "I usually go to school through the park..." The phrase promises nothing but a dull narration about the everyday life of a schoolboy. Do not be misled. Actually, it is only the first half of a longer sentence. The quiet beginning quickly develops into a dramatic investigation.

The author rolls up his sleeves and sets out on an amazing race after the person in the photo. Why

**Write 250–500 words**

Гулов Артем Петровиич [gulov@tea4er.org](mailto:gulov@tea4er.org)



## Speaking

### Карточка участника

## Set 1 Student 1

**Preparation – 15 minutes**

**Presentation and questions – 15 minutes**

**“National Heritage Treasures”**

### Task 1

1. Monologue: Time **3-4 minutes**, depending on the length of the video.

You have to present a video tour for foreign students of one of the most famous Russian museums

**The Armoury and Diamond Fund, Moscow**

**Speak about:**

|                       |                    |
|-----------------------|--------------------|
| Location of Buildings | History/Background |
| Halls/ Collections    | Masterpieces       |

- You can make notes during the preparation time while watching the video and studying the data from the fact file, but YOU ARE NOT ALLOWED TO READ your notes during the presentation.

- Your presentation is limited by the time of the video clip.
- Coordinate your narration with the action on the screen (the original sound track is not recorded).

2. Questions/ Answers: Time 2- 3 minutes.

Answer 2 QUESTIONS from your partner – ‘a foreign student’, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

### Task 2

1. Listen to the video tour presentation of your partner (Set 2 STUDENT 2: The Russian Museum, St. Petersburg).

2. Questions/ Answers: Time **2 - 3 minutes**

Ask 2 QUESTIONS about the museum to get ADDITIONAL INFORMATION not mentioned in the presentation.

Гулов Артем Петровиич guilov@tea4er.org

## Listening and Reading

Time: 60 minutes

### LISTENING

#### Task 1

For items 1-10 listen to part of a talk on some aspects of climate change 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. The speaker is against adjustments to climate change.

A True B False

2. Leading scientists support the use of fossil fuels.

A True B False

3. Leading economists think that there are not enough fossil fuels on the market.

A True B False

4. Poor people are more affected by the energy prices.

A True B False

5. Dr James Hansen has just given a talk on climate change.

A True B False

6. Dr James Hansen was the director of a NASA institution for 30 years.

A True B False

7. Dr James Hansen thought that it would not be difficult to remedy the situation with climate change.

A True B False

8. Dr James Hansen thought that fossil fuels should be more accessible.

A True B False

9. The plan suggested by Dr James Hansen would help poor people to switch from coal to gas.

A True B False

10. The speaker is for the propagation of Dr James Hansen's ideas.

A True B False

#### Task 2

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

11 How old were Gloria's pupils?

- A. 6.
- B. 14.
- C. They were of different ages.

12 Gloria started her hat-making project with hats of .... shape.

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- A. conical
- B. pillbox.
- C. a combination of conical and pillbox

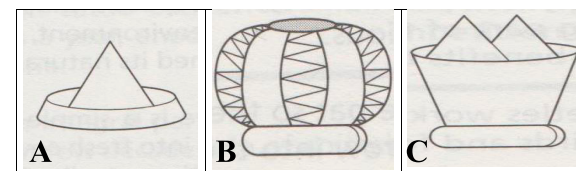
13 Gloria needed covers for tables to...

- A. use them as paper for hats.
- B. discipline her pupils.
- C. protect them from glue.

14 Gloria didn't allow her students to use...

- A. white paper.
- B. glue.
- C. card.

15 Which of the hats was made by Theresa?



### Integrated listening and reading

#### Task 3

Read the text below, then listen to part of a lecture 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 7 minutes to read the text.



It is impossible to identify and isolate an «English» culture that is common to all speakers of English. The cultures represented by Nigerian, Singaporean, Indian, Scottish, Filipino or Australian Aboriginal English are all very different. So, while a language must be linked to a culture, a language is not inextricably tied to one specific culture. Specific cultural identities can be represented by new varieties of English.

In East and Southeast Asia English plays a major role in the region as a lingua franca of the political elite and the Association of Southeast Asian Nations. It is also used as a lingua franca between professionals and the business community.

However, what variety of English will serve as the region's lingua franca? I suggest that a variety, which reflects local cultural conventions and pragmatic norms, is developing to serve this role. I further suggest that it is this regional variety that will be taught in schools, rather than an external «native speaker» variety.

It is a regional variety of English, not an external model that needs to be promoted, because it is a regional variety of English that people in the region will want to use. People will be able to maintain their identity while speaking their variety of English.

The curriculum of a new variety of English should reflect the lives, cultures and values of the learners. Speakers of this new variety will want to preserve their identity by reflecting that identity

in the local variety of English they use.

This will not only liberate generations of Asian children who have had to learn how to ask what time the next train to Liverpool Street leaves, but will also alter the nature of what represents an authentic text. Japan's current English teaching goals are that learners should become American English speakers. This is unrealistic and damaging to the cause of ELT. Students are fearful of speaking, because they falsely consider themselves poor speakers unless they sound like Americans. However, if students were given a regional variety of English to learn, educated speakers of the regional variety could provide the models. Suitably qualified and trained speakers of the regional variety could be the teachers. External models could, of course, be introduced into the classroom, but as examples of external models, not as the model that the learners are expected to acquire.

Dr. Andy Kirkpatrick, Professor in the Department of Languages and Linguistics at Griffith University.

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

- 16 Languages and cultures are interconnected.
- 17 Varieties of English are different from dialects.

- 18 English varieties have different vocabulary, structure, phonetic and pragmatic norms.
- 19 Learners should be exposed to all varieties of English.
- 20 Students must be taught their own regional version of English.
- 21 Students must learn only one variety as their main means of communication.
- 22 Students do not trust those teachers who know only one variety of English.
- 23 There used to be a clear-cut opposition of British English and American English.
- 24 American English should be more preferable than British English to be taught in Japan.
- 25 English in different countries should be taught by native speakers of English.

## READING

### Task 4

**Read the text and answer questions 26-40 below.**

#### Some ways to boost your self-esteem

**A.** How we value and perceive ourselves and our abilities is believed to be strongly tied to influences in childhood. A recent **36** study following nearly 9,000 participants in the US from birth to age 27 found that family

environment (covering parenting, cognitive stimulation and physical home environment) in childhood, and especially in the first six years of life, has a long-term impact on self-esteem. The first step to achieving healthy self-esteem as an adult, suggests the NHS<sup>1</sup>, is to challenge negative beliefs you have about yourself, perhaps by writing down self-critical thoughts and the evidence against them, or by speaking to yourself the way you would of a friend.

B. It's impossible to get an accurate view of other people, says the clinical psychologist Linda Blair, especially from their online presence. "You're comparing yourself with a fantasy, and that will lead to either **37** \_\_\_\_\_ and stressful striving or disappointment." She advises focusing on what you yourself want to accomplish instead. Her other advice is to "get rid of the word 'should'". People can put a lot of effort into what they think others want or expect from them, which they may have misjudged – a recipe for unhappiness, she says.

C. Aiming for too-ambitious a goal can be setting yourself up for failure, knocking your self-confidence even if you have taken big steps towards it. A sense of accomplishment is key to **38** \_\_\_\_\_ your pride, says Blair, who suggests setting short- to mid-term goals. Although keeping to your comfort zone can offer short-term relief, it can backfire in the long term,

says Chris Williams, professor of psychosocial psychiatry at the University of Glasgow. "It teaches you the unhelpful rule that the only way to cope is by avoiding things." Think of that boost you feel once you tick off a challenge.

D. Low self-esteem can sometimes lead to neglect of physical health. The mental health charity Mind recommends considering any negative impacts on your life of stress, exercise, sleep, diet etc. Finding ways to relax and **39** \_\_\_\_\_ any issues you may have with your diet can have a significant effect on your sense of self-worth.

E. It has been found that self-esteem and wellbeing can be positively influenced by physical activity. A 2016 study found that physical activity, perceived physical fitness and body image play an important role in self-esteem, and recommended that "regular physical activity should be promoted, in particular among adults reporting lower self-esteem". Research published in The Journal of Public Health in 2015 found that just one session of gardening on your own or a temporarily given plot yielded significant improvements in mood and self-esteem. If a(n) **40** \_\_\_\_\_ isn't an option and you don't have your own garden, search online for nearby gardening groups.

#### Questions 26-30

Match the titles 26-30 with paragraphs A-E of the text.

- 26 Value your own individuality
- 27 Take care of yourself
- 28 Check negative self-talk
- 29 Exercise
- 30 Challenge yourself but within reason

#### Questions 31-35

For questions 31-35 choose one answer A, B, C or D which best fits according to the text.

- 31 NHS study was about people's ...
  - A family environment.
  - B self-evaluation.
  - C childhood.
  - D friendship.
- 32 The word *striving* in paragraph B means ...
  - A frustration.
  - B suffering.
  - C strain.
  - D enthusiasm.
- 33 Linda Blair suggests...
  - A aiming at achievable.
  - B avoiding one's comfort zone.
  - C completing every task set.
  - D value one's achievements.
- 34 Text (paragraph D) suggests that one's diet ...
  - A is not an important issue.
  - B depends on mental health.
  - C should be very strict.



<sup>1</sup> National Health Service



D should not have a negative impact on self-image.

35 Gardening in paragraph E is presented as ...

A a preferable pastime.

B a useful physical activity.

C the best mood improving activity.

D a substitution for regular physical activities.

### Questions 36-40

In each of the paragraphs (A-E) a word is missing. These words in a DIFFERENT WORD FORM are listed below:

address

allot

excess

longitude

maintain

**DERIVE NEW WORDS from the given words to fill in the gaps 36-40.**

## Use of English

**Time:** 1 hour 15 minutes

**Task 1** For items 1-10, read the following informal note about starting a college Film Society and use the information to complete the gaps in the formal announcement. Then write the new words in the correct spaces on your answer sheet. Use one word for each gap. The words you need do not occur in the informal note. The words in the correct grammatical form should also fit the crossword. The first example (0) is done for you.

### INFORMAL NOTE

Do you think you could come up with some sort of notice about the Film Club we decided should be started at the committee meeting the other day? Since you were made the organizer of it, it's best that you let everyone know about it.

Obviously, the fact that so many people have said they want a club like this is the main reason why we've decided to set it up. So make it clear that we're doing it because of that. Since we didn't have any strong idea ourselves about which particular films we should show, mention that you'd be glad of any suggestions. Don't forget to mention that we're going to meet every week and that students won't have to pay to join. But make sure that you point out that they'll have to pay a small amount for each screening – just enough to pay for the films and equipment we

ВСОШ по английскому языку. ФИНАЛ - 2019 г.

have to hire. Oh, and don't forget to mention that they can get things like ice-cream and cold drinks while the film's on. And get them to sign a list if they want to join.

Best wishes,  
Jane

### FORMAL ANNOUNCEMENT

It was decided at the (0) ..... committee meeting that a college Film Society is to be (1) ..... and I have been (2) ..... its organizer. The committee was aware of the (3) ..... for such a club that many of you have expressed and it is in (4) ..... to this that the decision has been taken.

As the committee has no firm opinions regarding the exact titles of the films we will be showing, I would (5) ..... any suggestions that you might make. It is (6) ..... that the society will meet on a weekly basis and that no charge will be made for (7) ..... There will, however, be a small charge for each screening to (8) ..... the costs of film and equipment hire.

Screenings will take place in the Central Hall and a selection of (9) ..... will be (10) .....

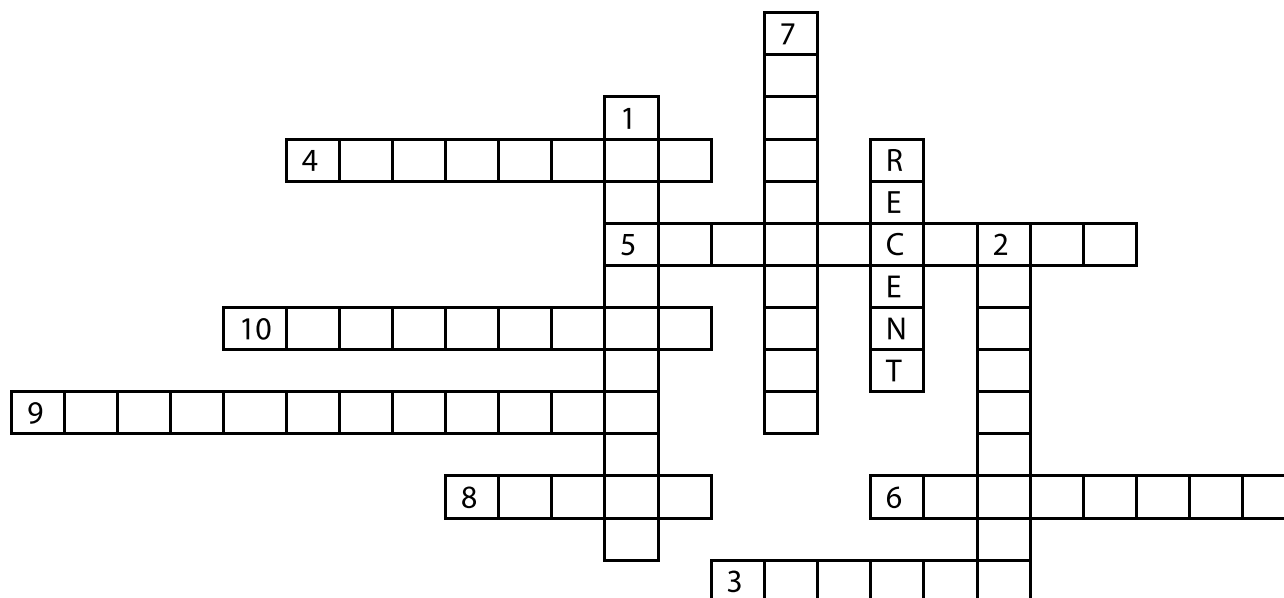
Those wanting to join should sign below.

Alan Brown

Example:

0 recent

Улов Артем Петрович gulov@tea4er.org



## Task 2

For items 11 - 20, complete the sentences with one word, making binomials. Binomials are expressions (often idiomatic) where two words are joined by a conjunction. The order of the words is usually fixed, for example «bread and butter». The definition is given in brackets. The first example (0) is done for you.

**Example:** The inspectors have checked, the building is safe and .... We can move in tomorrow! (out of danger)

0. sound

- 11 All I want on this vacation is some peace and ..., so I'm not bringing my phone, my laptop, or anything else that could remind me of work! (the state of not being interrupted or annoyed by worry, problems, noise, or unwanted actions)
- 12 John likes to keep the garden neat and ... . He's good at it, but I think he might need to get out a bit more. (in good order)
- 13 This assignment will make or .... Jane as a reporter. (cause either total success or total ruin)
- 14 We promised we would finish the project tomorrow, rain or.... (no matter what the circumstances are)

- 15 The departure of several key employees has left the business high and ... (in a very difficult situation)
- 16 Samantha's delivery business has been growing by leaps and ... recently. (rapidly)
- 17 It takes about five hours to get there, give or ... (approximately)
- 18 I've been writing my thesis slowly but ... — it will probably take me all year to finish it, but it's getting there! (making slow progress, gradually)
- 19 Working overtime is part and ... of my job. (a basic or essential part)
- 20 I took most of the big things to the new house, but there are a few odds and ... left to pick up. (small, unimportant things)



## Task 3

For items 21 - 30, fill in the gaps in the text with the words derived from the words on the right. Put the words in the correct grammatical form. The first example (0) is done for you.

An Alberta arbitration board GRIEVE has recently released a decision concerning the dismissal of an employee as a result of the contents of the employee's online blog site. In this case, an administrative employee in the Alberta Public Service (the "0. ....") was dismissed after the employer became aware of the contents of her personal blog.

The employee's blog contained 21. FLATTER  
..... comments about a number  
of her co-workers and management,  
referring to them as "imbeciles",  
"idiots", and "lunatics-in-charge".

After an investigation, the plaintiff PERCEIVE  
was interviewed about her blog.  
The employer's 22. .... was that  
the woman was unrepentant,  
the employer terminated her  
employment.

The employer took the position that REPAIR  
the contents of the blog postings  
and the plaintiff's lack of remorse and  
understanding as to why the blog  
had been so offensive undermined  
the employment relationship 23.  
.....

In this way the employer tried to 24. JUST  
..... the woman's termination.

The employees' union, in challenging REACT  
the dismissal, argued that the  
employer had 25. ...., that the  
woman's attempts at an apology  
had been derailed by management,  
and that the plaintiff had a previously BLEMISH  
26. .... record of six years' service.

The employer replied that in a 27. RELATE  
..... small workplace, it would  
be very unfair to the woman's co-  
workers for her to be reinstated in  
her employment.

The Arbitration Board dismissed the ARGUE  
employee's complaint and upheld  
the 28. .... decision of the  
employer.

The Board concluded that the CONDUCT  
plaintiff, in expressing contempt  
for her co-workers and managers,  
engaged in serious 29. .... that  
largely severed the employment  
relationship.

Employees cannot simply invoke CLOSE  
freedom of speech to publicly  
make derogatory comments  
online or to 30. .... confidential  
information obtained in the course  
of employment.

### Example: 0. GRIEVOR

## Task 4

**For items 31 - 50, read the texts and complete each description with the name of an explorer (box A) and the place he explored (box B), choosing the correct letter from the boxes. There is 1 extra option in each box which you do not have to use.**

**The example (0 and 00) is done for you.**

**Example: 0D, 00G**

In 1524, the French king commissioned 0. \_\_\_\_ to  
search for a passageway through the New World.

He spotted the coast of South Carolina and sailed  
north as far as 00 \_\_\_\_, but found no such water  
route or valuable treasure. So he sailed the full  
length of the east coast of America. However, he  
anchored his ship in what is now the harbor of  
New York in 1524. Therefore, he discovered the  
harbor of New York before Henry Hudson. Today  
the suspension bridge which carries his name is  
one of the city's most impressive sights, it spans  
New York Harbour, connecting Brooklyn and  
Staten Island. It's interesting to know that this  
Bridge plays host to the New York Marathon.

**31.** \_\_\_\_\_ sponsored the first English colony  
in America on **32.** \_\_\_\_\_ in 1585. He explored  
the area from North Carolina to present-day  
Florida. He named the lands 'Virginia' in honour of  
Queen Elizabeth I, the 'Virgin' Queen. In 1595 he  
undertook his first expedition to find the fabled  
golden city of El Dorado. He is credited with the  
introduction of the potato into Britain.

This was the age when the Vikings ruled, they  
were brutal, bold and adventurous. They lived  
in the area we now know as Scandinavia. One of  
them was **33.** \_\_\_\_\_, himself the elder son of  
another daring explorer and feared land-taker. At  
the age of 25 he set sail with a crew of 35 men to  
explore the seas even further to the West, going  
well beyond his own land. He was sailing through  
uncharted waters without maps or a compass.  
This would be a journey of unrivalled discovery.  
Eventually, he landed in a place he would call **34.**  
\_\_\_\_\_ and history would call North America  
as it was part of the mainland of North America.

So he now has taken his rightful place in world history. In the United States his achievement is commemorated every year on October 9<sup>th</sup>, that is the day named in his honour.

In 1492 **35.** \_\_\_\_\_, the great Genoese captain, arrived in the New World and brought back knowledge of its inhabitants. He brought back a message to King Ferdinand II and Queen Isabella of Spain, as he undertook his expeditions for them. The message ran: "They had no iron or steel weapons... Should your majesties command it, all the inhabitants could be made slaves." In 1493 he goes back again and he starts the first colony in America that is known as Hispaniola, which is on the island that is modern day Haiti. He made a total of four trips to the Caribbean and the mainland of South America during the years 1492-1504. As he thought he had made it to Asia, he called this area **36.** \_\_\_\_\_.

**37.** \_\_\_\_\_ played an important role in the establishment of the first permanent British settlement in North America, in the early 17th century. When the colony was established in 1607, he trained the first settlers to farm and work, thus saving the colony from early devastation. He publicly stated, «He that will not work, shall not eat". Harsh weather, lack of food and water, the surrounding swampy wilderness, and attacks from local Indians almost destroyed the colony. With his leadership, however, the colony survived and eventually flourished. His books and maps were important in encouraging and supporting English colonization of the New World. He gave

the name **38.** \_\_\_\_\_ to the region that is now the Northeastern United States.

**39.** \_\_\_\_\_ was a Portuguese explorer who organised the Spanish expedition to the East Indies from 1519 to 1522, resulting in the first circumnavigation of the Earth, proving that the earth is round and also that it is far larger than the geographers of his day believed. Apart from that, it was he who made up the name for **40.** \_\_\_\_\_, which he passed through. Unfortunately, he did not complete the entire voyage, as he was killed in the Philippines in 1521.

**41.** \_\_\_\_\_ was a Portuguese explorer and the first European to link Europe and Asia by an ocean route. His discovery of the sea route to **42.** \_\_\_\_\_ (1497-1499) was significant and opened the way for an age of global imperialism and for the Portuguese to establish a long-lasting colonial empire in Asia. Traveling the ocean route allowed the Portuguese to avoid sailing across the highly disputed Mediterranean and traversing the dangerous Arabian Peninsula.

Selected by Peter the Great to captain the First Kamchatka expedition, **43.** \_\_\_\_\_ departed from St. Petersburg in February 1725. The party sailed to the Kamchatka Peninsula, preparing new ships there and sailing north (repeating a little-documented journey of another Russian explorer eighty years previously). In August 1728, he was sure that there was a straight between Asia and America, which later got his name. His new expedition towards North America set off in

1741. During this voyage he sighted the southern coast of **44.** \_\_\_\_\_. On 19 December 1741 he died on the island, which was named after him, near the Kamchatka Peninsula, reportedly from scurvy, along with 28 men of his company.

In 1534 a fisherman from Normandy named **45.** \_\_\_\_\_, discovered the St. Lawrence River. He returned to France and reported that the forests lining the river's shores were full of fur-bearing animals and that its waters were full of fish. The next year he sailed further up the river, reaching the site of the present-day city of Montreal. He failed to find the way to Asia that he was looking for, but he gave France a claim to what would later become **46.** \_\_\_\_\_.

In May 1497, with the help of English King Henry VII, **47.** \_\_\_\_\_ decided to sail west from Bristol to find out a direct route to Asia. In June, he discovered parts of North America and named it Newfoundland. At that time, he believed it was Asia and claimed it for England. This is widely considered to be the first European discovery of North America since the Viking journeys of the 11th century. In 1997 the 500th anniversary of his crossing of **48.** \_\_\_\_\_ was officially celebrated on Newfoundland by Queen Elizabeth II, along with members of the Italian and Canadian governments.

**49.** \_\_\_\_\_ made groundbreaking voyages to the Pacific Ocean. He charted its coastline in 1769. He was the first European to reach **50.** \_\_\_\_\_ and chartered the islands



of the Pacific from New Zealand to Hawaii. During February 1779 this captain was murdered in Hawaii. He is largely accepted as the greatest British explorer.

NAMES (Box A)

PLACES (Box B)

A. Amerigo Vespucci

A. Alaska

B. Christopher Columbus

B. Australia

C. Ferdinand Magellan

C. California

D. Giovanni da Verrazano

D. Canada

E. India

E. Jacque Cartier

F. New England

F. James Cook

G. Nova Scotia

G. John Cabot

H. Roanoke Island

H. John Smith

I. The Atlantic Ocean

I. Leif Ericson

J. The Pacific Ocean

J. Sir Walter Raleigh

K. The West Indies

K. Vasko da Gama

L. Vinland

L. Vitus Bering

## Writing

Time: 1 hour 30 minutes

### Task 1

**Write a short review of the book by Steve Moss *The World's Shortest Stories of Love and Death* (1999) for a school English-language magazine.**

- Use the beginning of the review that is given (these words will not be counted):

The science fiction writer, Frederic Brown, is credited to write the shortest story in the world in 1948, which he called "Knock". The story was this: "The last man on Earth sat alone in a room. There was a knock on the door." The story paved the way to a new fashion of writing very short stories ... (continue your review on your answer sheet)

- Use the information about the book from the fact file below.
- Compare the given samples in your review.
- Express your attitude to the book.
- Give recommendations to the readers.

**Write 250 – 300 words**

#### Fact File

##### Information about the book:

- Steve Moss, an editor of the American magazine *New Times*, started a competition called 55 Fiction (1987).

ВСОШ по английскому языку. ФИНАЛ - 2019 г.

- The competition still runs annually in *New Times*.
- A literary work is considered 55 Fiction if it has:
  1. Fifty-five or fewer words;
  2. A setting;
  3. One or more characters;
  4. Some conflict;
  5. A resolution.
- The collection of the best stories was published by Steve Moss in the book *The World's Shortest Stories of Love and Death* (1999).

#### Samples from the book:

##### Gratitude (Andrew E. Hunt)

The street lights were a warm welcome from the oncoming chill of darkness. The park bench's curvature felt familiar under his tired old spine. The wool blanket from the Salvation Army was comfortable around his shoulders and the pair of shoes he'd found in the dumpster today fit perfectly. God, he thought, isn't life grand.

##### Higher Education (Ron Bast)

"College was a breeze," Jennings said, washing his grimy hands. "With all those budget cuts, they couldn't teach much. They just gave us our grades and sent us on our way." "How did you learn?" "We didn't, but so what? Look at me now."



A nurse opened the door.  
"Dr Jennings, you're wanted in surgery."

### In the Garden (*Hope A. Torres*)

Standing there in the garden, she saw him running toward her. "Tina! My flower! The love of my life!" He'd said it at last. "Oh, Tom!" "Tina, my flower!" "Oh, Tom! I love you, too!" Tom reached her, knelt down, and quickly pushed her aside. "My flower! You were standing on my prize-winning rose!"

### The Search (*Robert Tompkins*)

Finally, in this remote village, his quest ended. There, by the fire, sat Truth. Never had he seen an older, uglier woman. "Are you truth?" The wizened, wrinkled hag nodded. "What message can I take from you to the world?" he pleaded. She replied, spitting into the fire, "Tell them I am young and beautiful."

## Task 2

Knock inspired a response by Ron Smith, who gave his story a tongue-in-cheek title that was almost as long as the story itself. He called it A Horror Story Shorter by One Letter than the Shortest Story Ever Told. Fill in the gap with one word to finish Ron Smith's story.

The last man on Earth sat alone in a room. There was a . . . on the door.

**(Complete the story on your answer sheet)**

## Speaking

### Set 1 Student 1

**Preparation** – 15 minutes

**Presentation and questions** – 10 - 15 minutes

**"Recreation Parks of Russia: Experience through Entertainment"**

**Imagine you are at the meeting of your English School Club. The meeting is devoted to recreation parks of Russia. The purpose of the meeting is to choose one of the parks to go to during your holidays. Your task is to make a presentation about one park and explain why it is the best choice for your school to visit.**

## Task 1

**Monologue:** Time depends on the length of the video

Your task is to make a presentation about Culture Ethnographic Centre MY RUSSIA, Sochi and explain why it is the best choice for your school to visit.

Use the fact file to speak about its:

|          |                       |
|----------|-----------------------|
| Premises | History               |
| Events   | Cultural Significance |

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You can make notes during the preparation time, but **YOU ARE NOT ALLOWED TO READ** them during the presentation.

Your presentation is limited by the time of the video.

**2. Questions/ Answers:** Time: 2 - 3 minutes

Answer 2 **QUESTIONS** from your partner, who wants to get **ADDITIONAL INFORMATION** not mentioned in your presentation.

## Task 2

**1.** Listen to the presentation of your partner (Set 2 STUDENT 2: Ethnic Park NOMAD, Khotkovo, Moscow Region).

**2. Questions/ Answers:** Time: 2 - 3 minutes Ask 2 **QUESTIONS** to get **ADDITIONAL INFORMATION** not mentioned in the presentation.



## Listening & Reading

Time: 1 hour 15 minutes

### Listening

#### Task 1

For items 1-10 listen to an interview 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. Carol says that it's easier to write a book with someone else than alone.

A True B False

2. Ben and Carol's drawings in children's books are completely realistic.

A True B False

3. Carol thinks that it is better if one person does the research and the other does the final version.

A True B False

4. Ben and Carol believe that children's books can be amusing for parents too.

A True B False

5. Carol says that children's books should also have a serious purpose.

A True B False

6. Carol mentions that characters in children's books sometimes frighten them.

A True B False

7. Carol believes that children's books should contain a large variety of things.

A True B False

8. Carol says that children's books should be read from start to finish in one go.

A True B False

9. Some children dislike the whole idea of books.

A True B False

10. Carol mentions that children's books often have unattractive titles.

A True B False

#### Task 2

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

11. Jack Ma's secret of success is
- A. learning more about technology.
  - B. making smart people work as a team.
  - C. being smarter than other people.

12. Jack Ma does NOT think that globalization
- A. can be stopped.
  - B. has done a fantastic job.
  - C. has caused many problems.
13. Jack Ma says it is our generation's responsibility to improve
- A. communication.
  - B. technology.
  - C. globalization.
14. We should teach our kids
- A. to compete with machines.
  - B. something that machines cannot do.
  - C. the lessons of history.
15. Jack Ma says the best age to try something new is
- A. 40-50.
  - B. 30-40.
  - C. 20-30.

### Integrated listening and reading

#### Task 3

Read the text below, then listen to a 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.**

For most of history, interpretation was mainly done consecutively, with speakers and interpreters making pauses to allow each other to speak. But after the advent of radio technology, a new simultaneous interpretations system was developed in the wake of World War II. In the simultaneous mode interpreters instantaneously translate a speaker's words into a microphone while he speaks without pauses. Those in the audience can choose the language in which they want to follow.

On the surface, it all looks seamless, but behind the scenes, simultaneous interpreters work incessantly to ensure every idea gets across as intended. That is no easy task. It takes about two years of training for already fluent bilingual professionals to expand their vocabulary and master the skills necessary to become a conference interpreter. To get used to the unnatural task of speaking while they listen, students shadow speakers and repeat their every word exactly as heard in the same language. In time, they begin to paraphrase what is said. At some point, a second language is introduced. Practising in this way creates new neural pathways in the interpreter's brain, and the constant effort of reformulation gradually becomes second nature. Over time and through much hard work, the interpreter masters

a vast array of tricks to keep up with speed, deal with challenging terminology, and handle a multitude of foreign accents. They may resort to acronyms to shorten long names, choose generic terms over specific, or refer to slides and other visual aids. They can even leave a term in the original language, while they search for the most accurate equivalent. Interpreters are also skilled at keeping calm in the face of chaos.

Remember, they have no control over who is going to say what, or how articulate the speaker will sound. A curveball can be thrown at any time. Also, they often perform to thousands of people and in very intimidating settings, like the UN General Assembly. To keep their emotions in check, they carefully prepare for an assignment, building glossaries in advance, reading voraciously about the subject matter, and reviewing previous talks on the topic. Finally, interpreters work in pairs. While one colleague is busy translating incoming speeches in real time, the other gives support by locating documents, looking up words, and tracking down pertinent information. Because simultaneous interpretation requires intense concentration, every 30 minutes, the pair switches roles. Success is heavily dependent on skillful collaboration. Language is complex, and when abstract or nuanced concepts get lost in translation, the consequences may be catastrophic. As Margaret Atwood famously noted, «War is what happens when language fails.» Conference interpreters of all people are aware of that and work diligently behind the scenes to make sure it never does.

**Now listen to a part of an interview taken with a conference interpreter and then do the tasks (questions 16-25), comparing the text above and the interview. You will hear the interview TWICE.**

16. Interpreters work in pairs and change every 20 minutes.
17. The interpreter who has a break helps their colleague.
18. Interpreters are taught to cope with a speaker's pronunciation.
19. The terms "a conference interpreter" and "a simultaneous interpreter" are used as synonyms.
20. The job of a simultaneous interpreter involves a lot of traveling.
21. Interpreters have to be calm and resist stress.
22. A good interpreter has a sense of register.
23. Consecutive interpreting is more difficult than simultaneous.
24. The hardest thing to manage when you are doing simultaneous interpreting is to switch between English and French.
25. Working in a soundproof booth adds stress to the work of a simultaneous interpreter.



## READING

### Task 4

Read the text and answer questions 26-40 below.

#### Revolution in Time

(A) «I know what time is,» said Augustine in the sixth century, «but if someone asks me, I cannot tell him.» Things have not changed very much since then. The (26) ... man, physicist or philosopher, is not at all sure he knows, but is ready to write volumes on the subject of his conjectures. The ordinary man couldn't care less. What matters to him is that he can measure time. If, for instance, he lives in a rural society, his time is measured for him by natural events: sunrise, high noon, sunset. He needs no more accurate division, for these are the events that demarcate his round of waking, working, and sleeping. City dwellers measure time by the clock. Animals do not wake them; an alarm does. Their activities are punctuated by points on an abstract continuum, points designated as hours and minutes. If they have a job or class that starts, say, at nine o'clock, they try to get there *on time*. They have *appointments*, and these are fixed by points on the time scale. The world of social and personal interaction works only because the member units have learnt a common language of time measurement. Without this language and without general access to instruments accurate

enough to provide uniform indications of location in time, urban life and civilisation, as we know it, would be impossible. Just about everything we do depends in some way on going and coming, meeting and parting.

(B) Indications, of course, are not enough. Knowledge of the time must be combined with obedience - what social scientists like to call 'time discipline'. The indications are in effect commands, for responsiveness to these cues is imprinted on us and we ignore them at our peril. Punctuality is a virtue, lateness a sin, and repeated lateness may be grounds for (27) .... The sense of punctuality is inculcated very early, indeed from infancy. Parents may feed their babies on demand, but their own schedules inevitably impinge on the consciousness of their children. As soon as children understand language, they pick up such notions as mealtime and bedtime. A child whose parents live and work by the clock soon learns that time is the most inexorable of disciplinarians. It passes slowly for children; but it waits for no one. It compels the laggard to hurry, for what one member of the family does with time affects the others. One of the most powerful notions to shape a child's consciousness is that of being late or of missing something - missing a party or missing a plane.

(C) Most people operate within a margin of plus or minus several minutes. If they have a train to catch, they arrive a few minutes early; likewise for appointments. For this range of tolerance, it is sufficient to check one's timepiece by radio

and television announcements given to the nearest minute. Only the most precise people will want to know the time to the nearest ten-second interval as given by the telephone or internet. For some, however, hours and minutes are not enough. Astronomers were the first to want to measure time in seconds and fractions of a second, well before instruments existed that could do so. It was not until the 1970s that timers calibrated in (28) ... of seconds were used by officials at the Olympic Games. But the demands of sport are nothing compared to those of some branches of science. When one enters the world of the physicist assigning times to subatomic events, one enters the world of microseconds and nanoseconds - units invented for scientific analysis.

(D) The invention of the mechanical clock in medieval Europe was one of the great inventions in the history of humankind - not in the same class as fire and the wheel, but comparable to the advent of typesetting in its revolutionary (29) ... for cultural values, social and political organisation, and personality. Why so important? After all, man had long known and used other kinds of timekeepers - sundials, water clocks, sand clocks - some of which were at least as accurate as the early mechanical clocks. Wherein lay the novelty, and why was this device so much more influential than its predecessors?

(E) The answer, briefly put, lay in its enormous technological potential. The mechanical clock was self-contained, and once horologists learned

to drive it by means of a coiled spring, it could be miniaturised so as to be portable, whether in the household or on the person. It was this possibility of widespread private use that laid the basis for *time discipline*, as against *time obedience*. One can use public clocks to summon people for one purpose or another, but that is not punctuality. Punctuality comes from within, not from without. It is the mechanical clock that has made possible, for better or worse, a civilisation attentive to the **(30)** ... of time, hence to productivity and performance.

### Questions 26-30

In each of the paragraphs (A-E) a word is missing. These words in a DIFFERENT WORD FORM are listed below:

dismiss

hundred

imply

learn

pass

**DERIVE NEW WORDS from the given words to fill in the gaps 26-30.**

### Questions 31-34

**Are the statements 31-34 true, false or not**

**given? If a statement is true, circle A on your answer sheet. If it is false, circle B on your answer sheet. If it is not given, circle C on your answer sheet.**

31. Communal quantification of time allows society to live in an orderly way.
32. Time perception is governed by the environment we live in.
33. Adults perceive time as a fast-moving phenomenon.
34. Means of measuring time before the mechanical clock were faulty.

### Questions 35-40

**For questions 35-40 choose one answer A, B, C or D which best fits according to the text.**

35. What does the writer say about attempts to define the meaning of time?
  - A) They have led to a strong sense of conviction in many people.
  - B) It would require an educated person to do this successfully.
  - C) There has been considerable progress made in this area.
  - D) It is a matter of speculation with little relevance to most people.
36. In the second paragraph, the writer says that people respond to time pressures because

- A) it enables them to lead less complicated lives.
- B) failure to do so can have severe consequences.
- C) they enjoy the sense they get of being organised.
- D) it is part of human nature to obey commands.
37. The writer believes it is inevitable that young people
  - A) resent the consequences of being late.
  - B) try to alter the schedules forced on them.
  - C) become conditioned in their attitude towards time.
  - D) have a different approach to timekeeping from adults.
38. What overall point does the writer make about time measurement in the third paragraph?
  - A) The majority of people trust the accuracy of their watches.
  - B) The purpose of the measurement determines the scale used.
  - C) Some instruments that measure time are of no practical use.
  - D) Constantly checking the time is a compulsive form of behaviour.
39. What does the writer say about the invention of the mechanical clock?
  - A) It was of equal significance to that of the printing press.







- B) It had an immediate and extensive impact on other inventions.
- C) It provided people with their first reliable means of telling the time.
- D) It led to greater technological change than the creation of the wheel.
40. According to the writer, the most important effect of the invention of the mechanical clock was that
- A) it could be mass-produced at an affordable price.
- B) it eliminated the need for cities to build public clocks.
- C) it allowed people to choose the time when they performed certain tasks.
- D) it resulted in a population whose individuals accepted responsibility for timekeeping.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

## Use of English

**Time:** 1 hour 15 minutes

**Task 1 For items 1-10, fill in the gaps in the text choosing the word from the table that FITS BEST. Choose one word only once. Use the correct grammatical form. There are some extra words in the table which you don't have to choose. Write the correct word on your answer sheet. Use one word for each gap. The first example (0) is done for you.**

Example:

0 sinister

abolition, absolution, barbaric, crude, deem, embrace, evaluate, fiddly, founding, genius, hierarchy, indigenous, oppression, pastime, reinforce, sinister

### Cricket

**The game of the Empire had (0) ... origins**

Now commonly played in many Commonwealth countries, cricket's popularity spread quickly through the colonies of the British Empire. The 1787 (1)... of the MCC (Marylebone Cricket Club) and passing of the 1788 Code of Laws kick-started the professionalization of the sport, which was first played in Barbados in 1806 and South Africa in 1808. Cricket was also (2)... elsewhere in the Empire and the sound of leather on willow was

ВСОШ по английскому языку. ФИНАЛ - 2021 г.

heard in Australia, New Zealand, India and the Caribbean. Cricket wasn't just a sport, though – it was used as a political tool by the British. The rules and regulations were used to remind the (3) ... people of the (4) ...between them and the white settlers. It (5)... racial stereotypes and was a symbol of social control. It was seen as a (6) ... way of spreading civilized values to those who the British Empire (7)... uncivil. The Empire always based itself on an aura of superiority, and this control continued even after the (8) ... of slavery.

Cricket remained a popular (9)... even after many of the colonies gained independence. Now it was the sport of the people rather than a symbol of (10)... . The most famous contest between Australia and England was held in 1882. The former colony recorded a shock victory causing the *Sporting Times* to remark that "English Cricket had died." The Ashes were born and the sport became even more popular than before.

**Task 2 Each text (11-20) contains ONE mistake where a word has an extra letter, or one letter in a word is missing, or one letter in a word is wrong. For items 11 - 20, correct the texts. On your answer sheet, write down the wrong word and the correct one. The first example (0) is done for you. Example:**

0. Commuters in Manchester faced a frustrating time getting to work yesterday. At one point traffic tailed back for five miles from the Salford junction where a bride is being re-painted.

wrong correct  
bride bridge

language.

**11.** The authorities warned the residents against leaving their homes until the epidemic comes to an end. According to experts, herd immunity is attainable, but the cost might be too heavy.

**12.** Twenty-six passengers were treated for shock at a hospital in London yesterday after receiving slight injuries as they slid down the emergency escape chutes from a Pan Am jumbo jet at Heathrow Airport. The chutes were activated by a faulty switch on the fright deck.

**13.** 45 guerrillas walked out of the jungle yesterday and surrendered to government troops. They were taken to the presidential palace, where a lavish meal had been prepared for them. Most of them said they considered the meal a threat.

**14.** Peter Ferguson, manager of Colchester United Football club, has decided not to pay the team's top goal scorer, Mark Taylor, because he has a bad cold. Mr Taylor said that he was not happy and that he might ask for a transfer.

**15.** Four hundred years ago there were about six million English speakers in the world. Today there are over 350 million people who use English as their other tongue, and about one billion people who use English as a foreign

**16. COME TO SUNNY MAJORCA** Majorca is the largest of the Balearic Islands, which live close to the south-east coast of Spain. The island's many fine beaches and its exciting night life have made it one of the most popular holiday resorts in the world.

**17.** Everything in nature is recycled. Animal and vegetable remains feed the soil, which nourishes new life. The concept of rubbish is a very decent idea peculiar to modern man. Britain produces 20 million tonnes of rubbish from houses, shops and offices every year.

**18.** Arsonists are believed to have started the fire which razed the one hundred and sixty year old wooden clubhouse of the Kent Cricket Club to the ground last night. At the site this morning club officials managed to find some of their precious silverware among the dying members.

**19.** The development of the Space Shuttle has dramatically reduced the cost of sending satellites into space. The Shuttle takes off like a rocket but lands like an ordinary plane. It can be used time and time again. The Shuttle's large cargo-hold is capable of carrying huge loads into space.

**20. DIY BLOG** If you have to climb a ladder to hang something high up, throw a magnet in your pocket first. You can keep metal nails

and shrews at the ready, without having to put them in your mouth.

**Task 3 For items 21-30, do the crossword puzzle. The words missing from the idioms are related to houses and household objects. The first example (0) is done for you.**

Example:

0. I'd like all the information you get, so please keep me in the .... (across)

0 picture

**21.** My sister tends to sit on the ... when it comes to making decisions. She's very indecisive. (down)

**22.** We are on the ... of exciting new developments in medicine. New drugs will be invented soon. (down)

**23.** Her news reports have really brought ... to me the horrors of the war. (across)

**24.** Don't talk to the boss now, he's furious. Seems he got out of ... on the wrong side. (down)

**25.** Don't burn the ... at both ends. You shouldn't allow yourself so little sleep. (across)

**26.** Jenny's father flew off the ... when she said she wasn't going to return to university. (down)

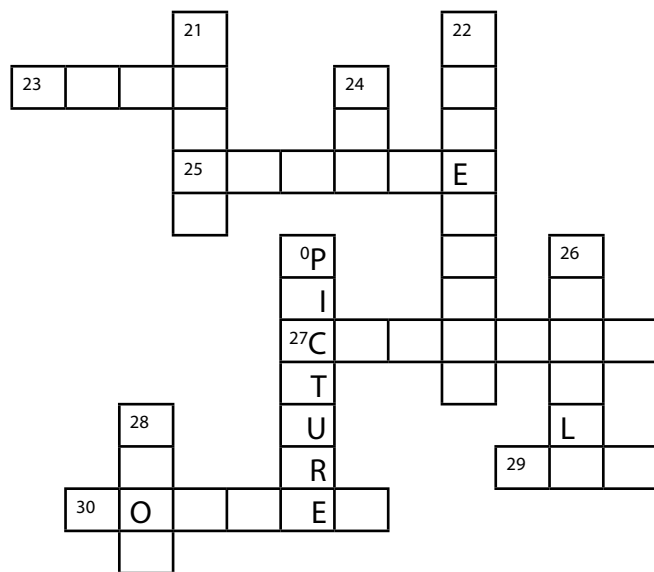


27. Bob is the most irritable person I know. He hits the ... at the slightest provocation. (across)

28. I haven't been promoted in my new job but at least I've got my foot in the ... (down)

29. The results of the elections are quite unexpected. I think female voters hold the ... to the party's success. (across)

30. The new car is extremely safe. It's as safe as ... (across)



**Task 4** For items 31 - 40, read the texts and complete each description with the slogan (box A) and the period in which it appeared (box B), choosing the correct letter from the boxes. There are some extra options in each box which you do not have to use.

**The example (0 and 00) is done for you.**

Example: 0B, 00K

*The slogan 0. ... has been used 00. ... It's a campaign run by the environmental charity, which is partly funded by the UK government. The slogan is used to describe their mission as creating effective action to achieve a sustained improvement in local environmental quality and reduce anti-social behavior.*

The slogan 31. ... was used by President John F. Kennedy to describe his goals and policies in 32. ... . Kennedy maintained that, like the Americans of the 19th century, Americans of the 20th century had to rise to new challenges, such as space exploration and achieving equality of opportunity for all.

The slogan 33. ... was used by those who believed that the US had a special fate – given by God, some said – to expand to the Pacific Ocean in the 19th century. The slogan became popular in 34. ....

The slogan 35. ... became the slogan of the Spanish-American war in 36.... The US battleship mysteriously exploded and sank in the harbor of Havana, Cuba. Stirred up by the yellow press, the American public blamed the sinking on Spain, which then owned Cuba. President McKinley, who had opposed war, yielded to public pressure and asked Congress to declare war.

The slogan 37. ... expressed the colonies' anti-British sentiments regarding the laws passed by their mother country under which they were taxed. It became popular in 38. ... and was one of the principal offences of their mother country listed in the Declaration of Independence.

39. ... is the name for government programs and policies established under President Franklin D. Roosevelt in 40. ... and designed to improve desperate conditions for people suffering in the Great Depression.

| Slogans (Box A)                               | Period (Box B)  |
|---|---|
| A. Art nouveau pour tous                      | A. 1775 - 1781  |
| B. Keep Britain tidy                          | B. the 1810s  |
| C. Keep calm and carry on                     | C. the 1840s  |
| D. Laissez-faire                              | D. 1898   |
| E. Loose lips [might]sink ships               | E. the end of the 19th century - the turn of the 20th century |
| F. Manifest Destiny                           | F. 1901 - 1909  |
| G. New Deal                                   | G. since World War I  |
| H. New Frontier                               | H. the 1930s  |
| I. Remember the Maine                         | I. 1939   |
| J. Speak softly and carry a big stick         | J. 1942 - 1945  |
| K. Taxation without representation is tyranny | K. since 1955   |
| L. Yankee, go home                            | L. 1961- 1963   |

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

## Writing

Time: 1 hour 25 minutes

### Task 1

An English language magazine invites young people interested in literature to participate in a Fairy Tale writing competition. The participants are expected to use this poem as an epigraph:

*Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.*

*Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.*

(Langston Hughes)

You decide to take part and submit your own fairy tale. Your fairy tale must have a title, a detailed setting, a description of the main character(s), and direct speech.

**Write 250–300 words (the words in the epigraph are not counted).**

## Speaking

### Set 1 Student 1

Preparation – 15 minutes

Presentation and questions – 10 - 15 minutes

#### “Great Journeys Aboard”

**Imagine you are at the meeting of your English School Club. The purpose of the meeting is to choose the best route for travelling during your holidays. Your task is to make a presentation about one of the ways of travelling and explain why it is the best choice for your classmates.**

#### Task 1

**Monologue:** Time depends on the length of the video

Your task is to make a presentation about the journey Canada Coast to Coast with Great Rail Journeys and explain why it is the best choice for your classmates.

Use the fact file to speak about:

|         |                    |
|---------|--------------------|
| Route   | Sights of Interest |
| History | Activities         |

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You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them during the presentation.

Your presentation is limited by the time of the video.

2. Questions/ Answers: Time: 2- 3 minutes

Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

#### Task 2

1. Listen to the presentation of your partner (Set 2 STUDENT 2: Grand Canyon Railway).

2. Questions/ Answers: Time: 2- 3 minutes

Ask 2 QUESTIONS to get ADDITIONAL INFORMATION not mentioned in the presentation.

**YOUR ANSWERS WILL BE RECORDED**



## Listening & Reading

Time: 1 hour 10 minutes

### Listening

#### Task 1

For items 1-10 listen to part of a lecture about reading in Great Britain. The lecture was delivered in 1995. 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. The British are comparatively uninterested in reading books.

A. True B. False

2. Salman Rushdie won the Nobel Prize in 1981.

A. True B. False

3. Fourteen winners of the Booker Prize were writers from former British colonies.

A. True B. False

4. Detective fiction is a typically British literature genre.

A. True B. False

5. Romances written by Norah Lofts are reviewed in the serious literary press.

A. True B. False

6. In 1993, the most popular novels among British readers were of average or low quality.

A. True B. False

7. British publishers sell as many poetry books as novels.

A. True B. False

8. Many of the British poets who perform on radio and at arts festivals do not teach at colleges and universities.

A. True B. False

9. The British library contains a copy of all the books produced in Great Britain.

A. True B. False

10. There are 6,000 copies of Shakespeare's plays in the British library.

A. True B. False

#### Task 2

For items 11-15 listen to an episode of Pushkin House Podcast and answer the questions. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text only ONCE.

11. Which is NOT true about Frenkie
- A. she's a volunteer at Pushkin house.
  - B. she has never been to Russia.
  - C. she is interested in Russia.

12. Vijay Menon made his journey to Russia in
- A. 2013
  - B. 2018
  - C. 2015
13. Vijay's day job is
- A. making software.
  - B. publishing.
  - C. writing.
14. People in Moscow underground
- A. laughed at him.
  - B. trapped him.
  - C. were glued to him.
15. Vijay thinks the Russians are
- A. attractive
  - B. outgoing
  - C. helpful

### Integrated listening and reading

#### Task 3

Read the text below, then listen to a talk 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.**

### Why Do We Teach?

“Why do you teach?” It is a question we quietly ponder at times and one that those outside the profession occasionally ask. How we answer this question reveals a lot about the profession.

Often we recall those rare and special occasions when our actions result in a breakthrough moment for a student. Many years ago, I had a girl in my junior special needs class who passionately loved the colour purple. The staff of the school knew that wearing purple was dangerous. Her response to seeing the colour was extreme and at best would result in her throwing herself at whoever was wearing the purple item and clinging to them with all her might. At worst, it would be a catalyst for a fit and would end with calls for medical assistance. One day we were cleaning paint brushes in the sink. Blue paint mixed with red in the sink and the signs of over-excitability emerged as the water flowing down the drain turned purple. I removed one of the brushes and almost immediately the purple vanished and the water returned to a much less exciting colour. I slowly returned the brush to the flow and the purple came back. Repeating the process a few times allowed the girl to enjoy her favourite colour without the usual dangers. By the end of that year her family was able to paint a wall in her bedroom purple. It remained her favourite colour but became one she could calmly enjoy. Moments like this are special.

Teaching is something closely linked to our concept of self. We are teachers. It is part of our nature and our professional practice is an expression of who we are. It connects with a desire to share and to partake in something bigger than ourselves. An opportunity to make the world a better place by shaping the next generation. We teach because we believe what we do matters and has purpose.

We teach because we choose a career path where every day brings a new challenge, every day is different and our creative abilities are required. Teaching is an art form, a rich canvas for self-expression and imagination. We take the raw material from the syllabus, blend it with our understandings of our students' needs and create patterns of learning that engage, inspire and empower. Our classrooms reveal our passions, our creativity and our values. We maintain a performance schedule like no other artist, with morning, matinee and afternoon shows every day of the week and frequent evening, pre-dawn and all-day events. It is no wonder that by Friday we are ready to collapse.

Our roles are diverse. We are, on a daily basis a mix of administrator, counsellor, nurse, cleaner, photocopier repairer, data analyst, detective, consultant, curriculum expert, mathematician, entertainer, scientist, author, actor and so much more. Learning new skills and adapting to change are the norm and it is this diversity that ensures we are never bored. We work with limited resources and discover novel ways of turning

every moment into a chance for learning. We are worn down by the challenges and built back up by the triumphs.

Only those who have taught a class for a year, who have struggled with the challenges faced by students and who have shared in the moments of success will truly understand why we teach. Teaching is a beautiful thing to be a part of.



By Nigel Coutts

**Now listen to a talk made by a teacher and then do the tasks (questions 16-25), comparing the text above and the talk. You will hear the talk TWICE.**

16. Teachers make mistakes sometimes.
17. Teaching will never make you bored.
18. Teachers become actors when doing their job.
19. Teachers' main task is to teach their subjects.
20. Teaching is a way of self-expression.
21. Teachers may raise their students' self-esteem.
22. Teachers are worn down by tough kids.
23. It is not all their students that teachers like.
24. Teachers influence their students' lives.
25. 25 Teachers are adaptable.

## READING

### Task 4

Read the text and answer questions 26-40 below.

#### The Dreamy Aesthetic of Cottagecore

(A) On Saturdays, Jessica knits. Maybe she'll go to the farmer's market for some fresh fruit or try a new craft, like beeswax candle-making. She wears long flowing dresses in floral patterns with puff sleeves and spends her free time reading with her cat and tending to her plants. On Instagram and TikTok, where she shares images of her rosy-tinted life, her followers look on in wonder, asking if she lives in a forest cottage somewhere in the English countryside of *The Secret Garden* or *Middle Earth*. Jessica has amassed a following of more than 200,000 on TikTok because she makes Orlando in central Florida seem like a fairy tale. She is an influencer of cottagecore, the soothing, (26) ... aesthetic dominated by meadows, teacups, and pretty cottages.

(B) Here is what cottagecore looks like. It's the stuff of flowy prairie dresses and sourdough starters, of hand-dried wildflower arrangements and hand-stitched quilts strewn on antique beds, of handmade pies cooling in open windows with the sun shining in. It is illustrations from *Frog & Toad*, it is a laughably difficult (27) ... on how to make homemade rosewater whispered to you

in a British accent. It is eyelet blouses and soft cardigans and hair ribbons and much blush.

(C) The word "cottagecore" first appeared as a hashtag around 2018 and quickly boomed as an internet phenomenon. But what *The New York Times* called a "budding aesthetic movement" is in fact just the latest iteration of movements that romanticize the countryside, an age-old nostalgia for an agricultural life that humans routinely long for when human invention accelerates the pace of modern life. (28) ..., the Arts and Crafts movement of the 19th and 20th centuries was a reaction to the Industrial Revolution and Victorian-era opulence. The countercultural movement of the 1960s and its back-to-nature, DIY ideal that carried into the 1970s was in part a rejection of capitalism.

(D) Nevertheless, cottagecore has become the standout aesthetic of 2020 for the same reason that everything else happened in 2020. When the pandemic hit, idle homemaking became more like an inescapable reality. Cottagecore under lockdown, then, became a way to change the terror and (29) ... into something adorable. Every time there was a spike in cases, there was a spike in cottagecore posts and hashtags right along with it.

(E) The sentiments around and about the aesthetic are described as "wistful". Like, "Oh God, if only I could have this." Or "Just looking at this thing brings me joy and this is what I need right now." It is like a wish that "maybe things would be and feel different if we went back to our roots,

and looked a little bit like in our parents' times.' The glaringly obvious irony is that cottagecore is the first movement that has existed almost exclusively online, posted and participated in through a smartphone from cluttered apartments or suburban bedrooms.

(F) Most online cottagecore followers praise the virtues of second-hand shopping, growing vegetables, and cooking food at home. They're also proponents of all cute and handmade clothing things. Through that lens, cottagecore is a subculture devoted to a simpler and more considerate lifestyle. In times of anxiety, people seek self-soothing products such as weighted blankets, slime, organic skincare, food-making videos, and more. With eco-friendly blankets, vegan leather handbags, and billowy dresses, Cottagecore fashion completes the idea of a thoughtful, 'in sync with nature' lifestyle.

(G) But for many, cottagecore is more than just an aesthetic. Noemie Sérieux, founder of the Instagram account CottagecoreBlackFolk, says that her account is "a community," one that has allowed her to expand the traditional definitions of cottagecore that referred to it nearly exclusively as a white, colonial-era, European aesthetic. She recounts, that when she set up her own Instagram account, "I wanted to be as inclusive as possible for my people," consciously showcasing a wide variety of Black people (30) ... a range of sizes, genders, skin tones, and religions. For Noemie, it's important to remember that cottagecore takes place in the present, and that it's capable

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of reclaiming the past. "For those of us who don't see people who look like us, a little reimagining of these periods as inclusive rather than exclusive is just as important as preserving the complete history," she says.

### Questions 26-30

In each of the paragraphs (A-G) a word is missing. These words in a DIFFERENT WORD FORM are listed below:

compass  
drudge  
escape  
similar  
tutor

**DERIVE NEW WORDS from the given words to fill in the gaps 26-30.**

### Questions 31-35

**Are the statements 31-35 true, false or not given? If a statement is true, circle A on your answer sheet. If it is false, circle B on your answer sheet. If it is not given, circle C on your answer sheet.**

31. Cottagecore as a subculture exists mostly in a digital form.
32. Cottagecore subculture recreates actual life of the countryside.

33. A strong connection to environmentalism underlies the aesthetic of cottagecore.
34. Stylistic components of cottagecore are in natural colors or palettes of warm tones.
35. The pandemic brought about the appearance of cottagecore.

### Questions 36-40

**For questions 36-40 choose one answer A, B, C or D which best fits according to the text.**

36. Being the cottagecore trend follower Jessica
- A) makes posts demonstrating her genuine life.
- B) perceives herself as a fantasy book character.
- C) creates images of picture-perfect pastoral fantasy.
- D) tries to make her home town resemble rural England.
37. During the pandemic the interest in cottagecore
- A) ran counter to what happened outside.
- B) dropped due to the fear of the outside world.
- C) was in no way affected by the disease.
- D) helped to cope with daily routine.
38. The cottagecore perception is mostly about

- A) yearning for a rural lifestyle.
- B) moving house to the countryside.
- C) finally returning to your ancestral home.
- D) spending time in the great outdoors.
39. In Part F cottagecore lifestyle is described as
- A) inconsistent and debatable.
- B) ordered and consistent.
- C) "green" and comforting.
- D) inexpensive and rational.
40. The stereotyped cottagecore imagery
- A) offers an opportunity to pay tribute to the past.
- B) summarizes new limited elements.
- C) highlights racial and gender issues.
- D) praises white, female, and colonialism.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**



## Use of English

Time: 1 hour 15 minutes

**For items 1 - 5, fill in the gaps in the text choosing the word from the table that FITS BEST. Choose one word only once. Use the correct grammatical form.**

**There are some extra words in the table which you don't have to choose. Write the correct word on your answer sheet. Use one word for each gap. The first example (0) is done for you.**

**Example:** 0 judge

encounter, establish, hold, judge, mode, reflect, strong, sweeping, take, trait

### PERSONALITY AND PREFERENCE

'You can't **(0)**..... a book by its cover', goes the saying, and if the frequency of its use is anything to go by, there are plenty of people willing to vouch for its validity.

However, it might be that this saying requires modification since several psychological studies have revealed strong associations between personality **(1)** ... and aesthetic tastes. Although researchers have guarded against making **(2)** ... generalizations, they can, to a fair extent, **(3)** ... links between an individual's characteristics and preferences with regard to media. Through extensive research, psychologists have

determined that someone who is social is likely to gravitate towards songs, magazines and television shows in the public eye. Alternatively, those who are highly emotional will probably turn to culture and art for comfort or distraction. Thus, personality **(4)** ... tremendous sway over what a person reads, listens to or watches. So, given these findings, adding 'but the cover of the book **(5)**... the personality of its reader' might make it more complete.

### Task 2

**For items 6 – 10, look at the words and figure out what they have in common.**

**Write the correct word on your answer sheet. The first example (0) is done for you.**

**Example:** 0 – stars

- 0. The U.S. flag, Hollywood, the night sky – they all have ...**
6. An airplane, a tuxedo, comet – they all have ...
7. A battery, an ocean, electricity - they all have ...
8. Eyeglasses, a bed, a picture – they all have...
9. A pair of jeans, a pool table, a catcher's mitt – they all have ...
10. A pen, a newspaper, a squid - they all contain ...

### Task 3

**For items 11-20, fill in the gaps in the text choosing the word from the table that FITS BEST. Choose one word only once. Form NEW WORDS from the words in the table. There are some extra words in the table which you don't have to choose.**

**Write the correct grammatical form of the word on your answer sheet. Use oneword for each gap. The first example (0) is done for you.**

|             |             |             |
|-------------|-------------|-------------|
| BYRON       | CHURCHILL   | DICKENS     |
| FREUD       | HYPPOCRATES | LONDON      |
| MACHIAVELLI | ROOSEVELT   | SHAKESPEARE |
| STEVENSON   | ADVERTENT   | DEPENDENCE  |
| INFLUENCE   | MEMORY      | MARVEL      |
| NIGHTMARE   | SCRUPLE     |             |

**Example:** (0) Hippocratic

Science is full of examples of family names becoming adjectives. The most famous is of the Greek medic born around 460 BC, who gave his name to the **...(0)...** Oath still used by doctors today.

In cases where most people know something of the life or work of the person in question, their adjective often takes on a broader meaning. For example, we use the phrase '**...(11)...** slip' alluding to something that people say unintentionally, which **...(12)...** reveals their true thoughts.



Many adjectives formed from authors' names have also taken on a wider meaning based on characteristics of their works. We use Kafkaesque to talk about **...(13)...**, ghastly and illogical situations, while **...(14)...** describes scenes of poverty and squalor such as those depicted in the author's novels.

Unusually among writers, an adjective can derive as much from the author's life as from his works. For example, a **...(15)...** character is brooding, lonely and romantic.

Politics is another area in which names often become adjectives, not always flattering. For instance, **...(16)...** means using clever lies and tricks and derives from the name of the politician who wrote about **...(17)...** political practices in Renaissance Florence. And conversely, when we praise articulate public speakers, we characterize their speech as **...(18)...**

Becoming an adjective is a strange kind of **...(19)...**, but it is often a sign of a person being or having been enormously **...(20)...**

#### Task 4

**For items 21-30, 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 any  
00 V

- 0 It is often said that there are no any more frontiers to explore. Alaska is the great exception.
- 00 America's 49th state is so broad, so unpeopled, and so roadless that small airplanes are more common than cabs in other states.
- 21 There are much more private pilots than truck drivers and cabbies combined, and men outnumber women, although women have coined the phrase 'The odds are good, but the goods are odd'.
- 22 The population numbers just over 730,000, almost half of whom live in one city, Anchorage. Nearly the entire state is raw, wild and impressive.
- 23 The Last Frontier has taunted early explorers and still challenges modern-day researchers, while attracting more and more travellers looking for something that conventional vacations cannot give them.
- 24 The hint of urban sophistication in Anchorage and Juneau rapidly gives its way to the frontier, where outdoor survival skills are among the most useful attributes residents can possess.

- 25 Alaska has lush rain-drenched forests and fragile windswept tundras. There are lofty mountains and spectacular glaciers, as well as three million of lakes and endless swamps.
- 26 Alongside with a handful of modern high-rise buildings, there are countless onerom log cabins. Within hours of dining in a first-class restaurant it is possible to tread on ground no human has ever stepped on.
- 27 This varied land cannot be seen properly from a car (though increasing numbers of people are exploring parts of the state by travelling in the highways). And, although it would take forever to cover on foot, hiking is often the best way to appreciate its vastness and discover its mysteries.
- 28 Alaska is an outdoor world, a wilderness, a land of many faces, few of which can be explored by moving from the hotel to hotel. No one person has ever seen it all or ever will.
- 29 The Alaskan experience includes the sheer wonder of finding what hides beyond the horizon or over the next ridge. Something very rare in today's world always awaits for the traveller around the next bend of the river or twist of the trail.
- 30 Only those who have been looked upon Alaska, however briefly, can appreciate its fierce and wild majesty. Its huge, untamed spaces, it has been said, are the great gift Alaska can give to a hectic world.





## Task 5

**For items 31 - 40, read the texts and complete each description with the suggested time periods, choosing the correct letter from the box. There are some extra options in the box which you do not need.**



Margaret Thatcher was the United Kingdom's first female prime minister. During her time in office (31...), she reduced the influence of trade unions, privatized certain industries, scaled back public benefits and changed the terms of political debate, much like her friend and ideological ally, U.S. President Ronald Reagan. Nicknamed the "Iron Lady," she fought a war to maintain control of the Falkland Islands. The longest-serving British prime minister, she was eventually pressured into resigning by members of her own Conservative Party. In 2007 she became the first living ex-prime minister in British history to be honored with a statue in the Houses of Parliament. It stands opposite a statue of Winston Churchill in the lobby of the House of Commons.

The long reign (32...) of Elizabeth I coincided with the flowering of the English Renaissance, associated with such renowned authors as William Shakespeare. The arts flourished during Elizabeth's reign. Miniature painting reached its high point, theatres thrived. Composers such as William Byrd and Thomas Tallis worked in Elizabeth's court. Her reign also saw many brave voyages of discovery, including those of

Francis Drake, Walter Raleigh, particularly to the Americas. These expeditions prepared England for an age of colonisation and trade expansion. She passed into history as one of England's greatest monarchs.

Queen Victoria (reigned 33....) was the last of the House of Hanover and gave her name to an era. During her reign the English monarchy took on its modern ceremonial character. She and her husband had nine children, through whose marriages were descended many of the royal families of Europe. Her reign saw advances in industry, science (Darwin's theory of evolution), communications (the telegraph, popular press), and other forms of technology; the building of the railways and the London Underground, bridges and other engineering feats; a vast number of inventions; a greatly expanded empire; with the growth of great cities like Manchester, Leeds and Birmingham.

Following her election as Leader of the Conservative Party, Theresa May was appointed Prime Minister. As Prime Minister, she oversaw the largest ever cash boost to the NHS and the largest expansion of mental health services in a generation; launched a 25-Year Environment Plan and introduced legislation to end the UK's contribution to global warming entirely; published a Modern Industrial Strategy to ensure that the jobs of the future are created across the whole country not just in London; and established the first ever Race Disparity Audit to shine a light on injustices. During her time in Downing Street

(34...), the UK's national debt fell, there were more people in work than ever before.

In her phenomenally popular novel set in Georgia in one of the hardest periods of the US history Margaret Mitchell tells of the three marriages of the central character, Scarlett O'Hara, and of the devastation caused by the war. The film version of *Gone with the Wind*, made shortly after the book had been published, is one of the most successful films ever made. Steeped in the mythology of the south, Margaret claimed that she didn't realize that the Confederacy didn't win the Civil War until she was 10 years old. She grew up hearing stories about the war, the burning of Atlanta, and Reconstruction. A story began to take shape, though writing it was agonizing to the fledgling writer. When the book went on sale (35...), the person most surprised by the book's immediate success was the author herself, a writer completely unknown to the public.

Her husband was born into the Greek and Danish royal families and gained greater fame when he married his distant English cousin. But he continued active service with the Royal Navy until his wife's accession on February 6, 36....., from which time he shared with her official and public life. Elizabeth II surpassed the record of 63 years and 216 days on the throne set by Queen Victoria (her great-great-grandmother) to become the longest-reigning British monarch in history. Extremely popular for nearly all of her long reign, the Queen is known for taking a serious interest in government and political affairs, apart from

her ceremonial duties, and is credited with modernizing many aspects of the monarchy.

Emily Brontë (37...) produced one of the most iconic novels of passion and tragedy in the English language. *Wuthering Heights* remains an enduring classic. A rather dark study of desire and obsession, it also touches upon economic, social, and psychological issues and is often cited as the ideal "romantic novel." The novel was published when the author still found herself having to use the male pen name Ellis Bell. Emily was still very young when she died of tuberculosis, so close on the heels of *Wuthering Heights*' publication that it remained her first and last novel.

Harriet Beecher Stowe was a world-renowned American writer, staunch abolitionist and one of the most influential women of her day. Although she wrote dozens of books, essays and articles during her lifetime, she was best known for her novel, *Uncle Tom's Cabin, or Life Among the Lowly*, which brought unprecedented light to the plight of enslaved people and, many historians believe, helped incite the American Civil War. Stowe became the first American author whose book could claim the distinction of being an international best seller. After the publication of *Uncle Tom's Cabin* (38...), no book sold faster out of the gate. 1.5 million copies were sold worldwide by the end of its first year, and in the entire century, only the Bible sold more copies.

At age 11, Agatha Christie published her first piece, a poem about electric trams that appeared

in an English newspaper. As a teenager, she then had several additional poems printed in *The Poetry Review*, while also working on short stories that at the time failed to attract publishers' interest. Detective novels did not appear on her radar until after her sister bet that she couldn't write a good one. Her initial attempt, *The Mysterious Affair at Styles* (39...), in which retired Belgian policeman Hercule Poirot solves the murder of a wealthy widow, was eventually picked up by a publisher on the condition that she alter the ending. From that point forward, detective novels would dominate her career. To celebrate the centenary of Agatha Christie's first triumphant attempt, HarperCollins issued a new edition of *The Mysterious Affair at Styles*, now featuring a "missing chapter" and exclusive content from the Queen of Mystery.

This English writer is best known for her horror novel *Frankenstein, or the Modern Prometheus* (40...). Mary Shelley wrote several other books, including *Valperga*, *The Last Man*, the autobiographical *Lodore* and the posthumously published *Mathilde*.

One summer, her husband, the English poet, and she were in Switzerland with Jane Clairmont, Lord Byron and John Polidori. The group entertained themselves one rainy day by reading a book of ghost stories. Lord Byron suggested that they all should try their hand at writing their own horror story. It was at this time that she began work on what would become her most famous novel.

- A. 1558-1603
- B. 1641-1686
- C. 1818
- D. 1818-1848
- E. 1852
- F. 1837-1901
- G. 1920
- H. 1936
- I. 1952
- J. 1979-1990
- K. 1995 - 2002
- L. 2016-2019

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**



## Writing

Time: 1 hour 30 minutes

### Task 1

**Below is a piece of news from a newspaper:**

*Astronomers searching for alien life spot signs of intelligence beyond the solar system Parkes Observatory's Murriyang radio telescope has detected "promising" radio signals that seem to be extraterrestrial. The strange signals appeared to come from Proxima Centauri, the Sun's nearest neighbouring star.*

*Proxima Centauri is a mere 4.24 light years away, and is orbited by two planets. One of them is Earth-like and thought to be in the "habitable zone" where liquid water exists.*

*Scientists involved in the search for extraterrestrial intelligence (Seti) have processed the signals and found them to be a "technosignature", evidence of alien technology.*

The news has inspired the editors of a student magazine to run a writing competition. Readers are invited to send in short science-fiction stories based on the piece of news given above.

You decide to take part in the competition and write your own science-fiction story with the following quotation as an epigraph:

*"The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom." (Isaac Asimov)*

Your science-fiction story must be related to the epigraph, it must have a title, a clear storyline, a risky situation and direct speech.

**Write 250–300 words (the words in the epigraph are not counted).**

## Speaking

### Set 1 Student 1

**Preparation – 15 minutes**

**Presentation and questions – 10 - 15 minutes**

**"Amazing World of Intelligent & Smart Robots"**

Imagine you have to make a report at your English School Club workshop on Robotics, to inform your fellow students about existing robots. Your task is to encourage your fellow students to participate in the robot development project which is organized in partnership with foreign schools.

#### Task 1

Monologue: Time depends on the length of the video

Your task is to make a presentation about robot

ВСОШ по английскому языку. ФИНАЛ - 2022 г.

Sophia (Set 1 STUDENT 1: Sophia) and explain why it is worth joining the project.

Use the fact file to speak about its:

|  |  |
|--|--|
| History of Development                 | Areas of Application                   |
| Functions /Special Qualities/ Features | Pros and Cons of Developing This Robot |

You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them during the presentation.

Your presentation is limited by the time of the video.

**2. Questions/ Answers: Time: 2- 3 minutes**

Answer 2 QUESTIONS from your partner, who wants to get ADDITIONAL INFORMATION not mentioned in your presentation.

#### Task 2

1. Listen to the presentation of your partner (Set 2 STUDENT 2: Robo-C).

2. Questions/ Answers: Time: 2- 3 minutes

Ask 2 QUESTIONS to get ADDITIONAL INFORMATION not mentioned in the presentation.

**YOUR ANSWERS WILL BE RECORDED**

## Answer Booklet

2013

### Listening and Reading

|      |      |      |      |
|------|------|------|------|
| 1 A  | 11 A | 21 C | 31 B |
| 2 B  | 12 B | 22 B | 32 H |
| 3 B  | 13 A | 23 D | 33 A |
| 4 A  | 14 A | 24 B | 34 E |
| 5 A  | 15 A | 25 D | 35 F |
| 6 A  | 16 B | 26 D | 36 D |
| 7 B  | 17 B | 27 G | 37 H |
| 8 A  | 18 C | 28 E | 38 B |
| 9 A  | 19 C | 29 C | 39 A |
| 10 B | 20 D | 30 G | 40 F |

### Use of English

|             |                         |
|-------------|-------------------------|
| 1 V         | 16 reply                |
| 2 of        | 17 regards              |
| 3 V         | 18 prior                |
| 4 V         | 19 apologize            |
| 5 V         | 20 inconvenience        |
| 6 of        | 21 sincerely            |
| 7 not       | 22 fancy                |
| 8 V         | 23 attach               |
| 9 have      | 24 enquiries/ inquiries |
| 10 the      | 25 invite               |
| 11 grateful | 26 schedule             |
| 12 require  | 27 fall                 |
| 13 draft    | 28 feel                 |
| 14 should   | 29 tuxedo               |
| 15 hesitate | 30 anyway               |

31 variety

32 memorable

33 household

34 surprisingly

35 Welshman

36 liking

37 sale

38 replacement

39 disappeared

40 ensure/ insure

41 Jane Austen

42 Pride and Prejudice

43 Sir Walter Scott

44 Ivanhoe

45 Charles Dickens

46 Oliver Twist

47 William Makepeace  
Thackeray

48 Vanity Fair

49 William Wilkie  
Collins

50 The Woman in  
White



2014

## Listening and Reading

## Use of English

|      |      |      |      |                       |                       |
|------|------|------|------|-----------------------|-----------------------|
| 1 B  | 11 A | 21 C | 31 C | 1 wear                | 16 slippery/ slippery |
| 2 C  | 12 B | 22 D | 32 C | 2 excuse              | 17 truly              |
| 3 A  | 13 A | 23 B | 33 B | 3 relate              | 18 A                  |
| 4 C  | 14 B | 24 D | 34 G | 4 hand                | 19 C                  |
| 5 B  | 15 A | 25 D | 35 D | 5 issue               | 20 C                  |
| 6 A  | 16 B | 26 D | 36 E | 6 settled             | 21 B                  |
| 7 C  | 17 A | 27 C | 37 A | 7 drop                | 22 A                  |
| 8 B  | 18 B | 28 B | 38 C | 8 see                 | 23 pace               |
| 9 B  | 19 C | 29 C | 39 B | 9 interest            | 24 assignment         |
| 10 A | 20 A | 30 A | 40 A | 10 treat              | 25 tutorials          |
|      |      |      |      | 11 leaflet            | 26 assess             |
|      |      |      |      | 12 employees          | 27 supervisors        |
|      |      |      |      | 13 jewelry/ jewellery | 28 feedback           |
|      |      |      |      | 14 excessively        | 29 autonomy           |
|      |      |      |      | 15 footwear/ footgear | 30 submit             |

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2015

## Listening and Reading

|      |      |      |         |
|------|------|------|---------|
| 1 A  | 11 B | 21 B | 31 B    |
| 2 B  | 12 A | 22 D | 32 C    |
| 3 B  | 13 B | 23 D | 33 A, C |
| 4 A  | 14 C | 24 C | 34 A, D |
| 5 A  | 15 A | 25 D | 35 A    |
| 6 B  | 16 A | 26 F | 36 C    |
| 7 A  | 17 A | 27 E | 37 C    |
| 8 A  | 18 C | 28 A | 38 B    |
| 9 B  | 19 B | 29 E |         |
| 10 A | 20 D | 30 B |         |

## Use of English

|                    |                        |
|--------------------|------------------------|
| 1 He               | 16 daunting            |
| 2 Jh               | 17 enchanting          |
| 3 Eb               | 18 expanding           |
| 4 Ac               | 19 Ernest Hemingway    |
| 5 Kd               | 20 to                  |
| 6 Df               | 21 generally           |
| 7 lg               | 22 strikingly/ notably |
| 8 Ci               | 23 yet                 |
| 9 locales          | 24 farthings           |
| 10 notably         | 25 me                  |
| 11 despite         | 26 rich                |
| 12 Edgar Allan Poe | 27 be                  |
| 13 boundaries      | 28 know                |
| 14 although        | 29 seventy             |
| 15 on              | 30 thrown              |

|                 |      |
|-----------------|------|
| 31 Boston       | 36 B |
| 32 levied/ laid | 37 E |
| 33 George       | 38 G |
| 34 I            | 39 K |
| 35 A            | 40 F |

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2016

## Listening and Reading

## Use of English

1 A 11 C 21 C 31 B

2 B 12 A 22 D 32 C

3 B 13 B 23 D 33 D

4 A 14 C 24 C 34 B

5 B 15 A 25 C 35 C

6 B 16 A 26 E 36 generation

7 A 17 A 27 D 37 citizen

8 A 18 B 28 C 38 abstract

9 B 19 B 29 E 39 music

10 A 20 D 30 A 40 mnemonic

1 granted

2 in / through

3 with

4 by / under /  
obeying / following

5 or

6 to

7 are

8 to

9 than

10 as

11 14 F

12 18 I

13 16 D

14 4 K

15 6 G

16 2 B

17 1 H

18 19 J

19 11 C

20 17 A

21 glove / leather

22 Latin

23 university / college

24 London

25 ERRORS

26 TAMING

27 DREAM

28 kings / monarchs /  
royalty / rulers

29 ROMEO

30 language

31 VENICE 41 g

32 ADO 42 h

33 TWELFTH 43 k

34 Rome 44 m

35 KING 45 e

36 character(s) /  
hero(es) 46 d

37 tragedy 47 o

38 TALE 48 n

39 sonnets 49 b

40 centuries 50 l

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2017

## Listening and Reading

|      |      |      |      |
|------|------|------|------|
| 1 B  | 11 C | 21 C | 31 A |
| 2 A  | 12 B | 22 D | 32 A |
| 3 B  | 13 A | 23 A | 33 B |
| 4 B  | 14 B | 24 B | 34 B |
| 5 A  | 15 C | 25 D | 35 A |
| 6 B  | 16 C | 26 C | 36 C |
| 7 A  | 17 B | 27 A | 37 F |
| 8 A  | 18 D | 28 E | 38 G |
| 9 B  | 19 D | 29 D | 39 D |
| 10 A | 20 A | 30 B | 40 B |

## Use of English

|                 |      |
|-----------------|------|
| 1 blue          | 18 A |
| 2 green         | 19 C |
| 3 brown / black | 20 C |
| 4 silver        | 21 A |
| 5 black         | 22 D |
| 6 pink          | 23 B |
| 7 black         | 24 B |
| 8 golden        | 25 C |
| 9 green         | 26 D |
| 10 red          | 27 A |
| 11 anthem       | 28 D |
| 12 applique     | 29 A |
| 13 recipe       | 30 C |
| 14 constitution | 31 B |
| 15 physicist    | 32 C |
| 16 D            | 33 B |
| 17 B            | 34 D |

35 A  
36 A  
37 C  
38 B  
39 D  
40 B  
41 C  
42 D

43 A  
44 B  
45 B  
46 C  
47 D  
48 C  
49 B  
50 A

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2018

## Listening and Reading

## Use of English

|      |      |      |      |            |            |
|------|------|------|------|------------|------------|
| 1 B  | 11 A | 21 B | 31 C | 1 tags     | 16 spotted |
| 2 B  | 12 A | 22 C | 32 A | 2 garments | 17 stick   |
| 3 A  | 13 C | 23 D | 33 A | 3 woollen  | 18 bug     |
| 4 A  | 14 A | 24 D | 34 B | 4 lukewarm | 19 line    |
| 5 A  | 15 C | 25 B | 35 C | 5 squeezed | 20 steps   |
| 6 B  | 16 B | 26 E | 36 B | 6 velvet   | 21 12 L    |
| 7 B  | 17 B | 27 C | 37 C | 7 wringing | 22 10 H    |
| 8 A  | 18 A | 28 A | 38 B | 8 creased  | 23 9 A     |
| 9 B  | 19 C | 29 D | 39 A | 9 suede    | 24 7 I     |
| 10 B | 20 A | 30 B | 40 C | 10 brushed | 25 5 D     |
|      |      |      |      | 11 Carol   | 26 2 K     |
|      |      |      |      | 12 Amber   | 27 8 G     |
|      |      |      |      | 13 Hazel   | 28 3 F     |
|      |      |      |      | 14 Jade    | 29 4 J     |
|      |      |      |      | 15 Turkey  | 30 6 C     |

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2019

## Listening and Reading

|      |      |      |                 |
|------|------|------|-----------------|
| 1 A  | 11 B | 21 A | 31 B            |
| 2 B  | 12 A | 22 C | 32 C            |
| 3 B  | 13 C | 23 C | 33 A            |
| 4 A  | 14 C | 24 D | 34 D            |
| 5 B  | 15 B | 25 D | 35 B            |
| 6 A  | 16 B | 26 B | 36 longitudinal |
| 7 A  | 17 D | 27 D | 37 excessive    |
| 8 B  | 18 C | 28 A | 38 maintaining  |
| 9 B  | 19 C | 29 E | 39 addressing   |
| 10 A | 20 B | 30 C | 40 allotment    |

## Use of English

|                |                 |
|----------------|-----------------|
| 1 established  | 16 bounds       |
| 2 appointed    | 17 take         |
| 3 demand       | 18 surely       |
| 4 response     | 19 parcel       |
| 5 appreciate   | 20 ends         |
| 6 intended     | 21 unflattering |
| 7 membership   | 22 perception   |
| 8 cover        | 23 irreparably  |
| 9 refreshments | 24 justify      |
| 10 available   | 25 overreacted  |
| 11 quiet       | 26 unblemished  |
| 12 tidy        | 27 relatively   |
| 13 break       | 28 arguable     |
| 14 shine       | 29 misconduct   |
| 15 dry         | 30 disclose     |

31 J

32 H

33 I

34 L

35 B

36 K

37 H

38 F

39 C

40 J

41 K

42 E

43 L

44 A

45 E

46 D

47 G

48 I

49 F

50 B

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2021

## Listening and Reading

- |    |   |    |                  |
|----|---|----|------------------|
| 1  | A | 22 | D                |
| 2  | B | 23 | C                |
| 3  | B | 24 | D                |
| 4  | A | 25 | D                |
| 5  | B | 26 | learned          |
| 6  | B | 27 | dismissal        |
| 7  | A | 28 | hundredths       |
| 8  | B | 29 | implication(s)   |
| 9  | A | 30 | passage, passing |
| 10 | B | 31 | A                |
| 11 | B | 32 | A                |
| 12 | A | 33 | C                |
| 13 | C | 34 | B                |
| 14 | B | 35 | D                |
| 15 | B | 36 | B                |
| 16 | C | 37 | C                |
| 17 | A | 38 | B                |
| 18 | B | 39 | A                |
| 19 | A | 40 | D                |
| 20 | C |    |                  |
| 21 | A |    |                  |

## Use of English

- |    |            |         |
|----|------------|---------|
| 1  | FOUNDING   |         |
| 2  | EMBRACED   |         |
| 3  | INDIGENOUS |         |
| 4  | HIERARCHY  |         |
| 5  | REINFORCED |         |
| 6  | CRUDE      |         |
| 7  | DEEMED     |         |
| 8  | ABOLITION  |         |
| 9  | PASTIME    |         |
| 10 | OPPRESSION |         |
|    | wrong      | correct |
| 11 | NERD       | HERD    |
| 12 | FRIGHT     | FLIGHT  |
| 13 | THREAT     | TREAT   |
| 14 | PAY        | PLAY    |
| 15 | OTHER      | MOTHER  |
| 16 | LIVE       | LIE     |
| 17 | DECENT     | RECENT  |
| 18 | MEMBERS    | EMBERS  |
| 19 | RACKET     | ROCKET  |
| 20 | SHREWS     | SCREWS  |

- |    |           |
|----|-----------|
| 21 | FENCE     |
| 22 | THRESHOLD |
| 23 | HOME      |
| 24 | BED       |
| 25 | CANDLE    |
| 26 | HANDLE    |
| 27 | CEILING   |
| 28 | DOOR      |
| 29 | KEY       |
| 30 | HOUSES    |
| 31 | H         |
| 32 | L         |
| 33 | F         |
| 34 | C         |
| 35 | I         |
| 36 | D         |
| 37 | K         |
| 38 | A         |
| 39 | G         |
| 40 | H         |

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2022

## Listening and Reading

- |      |                 |
|------|-----------------|
| 1 B  | 22 D            |
| 2 B  | 23 C            |
| 3 B  | 24 A            |
| 4 A  | 25 B            |
| 5 B  | 26 escapist     |
| 6 A  | 27 tutorial     |
| 7 B  | 28 similarly    |
| 8 A  | 29 drudgery     |
| 9 A  | 30 encompassing |
| 10 B | 31 A            |
| 11 B | 32 B            |
| 12 A | 33 A            |
| 13 A | 34 C            |
| 14 C | 35 B            |
| 15 C | 36 C            |
| 16 C | 37 D            |
| 17 B | 38 A            |
| 18 A | 39 C            |
| 19 D | 40 D            |
| 20 B |                 |
| 21 C |                 |

## Use of English

- |  |
|--|
| 1 TRAITS   |
| 2 SWEEPING   |
| 3 ESTABLISH  |
| 4 HOLDS  |
| 5 REFLECTS   |
| 6 (A)TAIL(S)   |
| 7 (A)CURRENT(S)  |
| 8 (A)FRAME(S)  |
| 9 (A)POCKET(S)   |
| 10 INK   |
| 11 Freudian  |
| 12 inadvertently   |
| 13 nightmarish   |
| 14 Dickensian  |
| 15 Byronic/ Byronian/<br>Byronean/ Byroneal/<br>Byronial/ Byronesque |
| 16 Machiavellian   |
| 17 unscrupulous  |
| 18 Churchillian/Churchillean   |
| 19 memorial/commemoration  |
| 20 influential   |

- |         |
|---------|
| 21 much |
| 22 V    |
| 23 has  |
| 24 its  |
| 25 of   |
| 26 with |
| 27 in   |
| 28 the  |
| 29 for  |
| 30 been |

- |      |
|------|
| 31 J |
| 32 A |
| 33 F |
| 34 L |
| 35 H |
| 36 I |
| 37 D |
| 38 E |
| 39 G |
| 40 C |

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## Scripts

2013

### Task 1



In the square outside the British Library in London is a sculpture of Sir Isaac Newton - the first man who asked why apples seem always to fall towards the centre of the earth. Maybe they chose it for the spot because it shows a great scientist at work. Actually, it is a critical view of a great scientist, which comes originally from a drawing by William Blake, the romantic poet and artist. Blake wanted to show the limits of science, that it could never understand the beauty and strangeness of nature. The sculpture shows a man crouching down to draw a right-angle on the ground or to measure something he can't see. Maybe he's trying to find the direction to the centre of the earth. In Blake's original you can see strange complicated rocks around Newton that he does not seem interested in studying.

A lot of things in the universe can be measured, but people want to know why they are that size. We know the mass of a quark and the charge on an electron. These are constants. It turns out that these numbers HAVE to be exactly what they are, because if they were different we would not be here. You, me and the physicists, we're part of the universe. We have to be here to make physics, so physics has to describe a universe where there

can be people. Gravity is another problem for physics - because it is everywhere and acts on everything, including space itself. It's different from other forces like electricity or radiation, because you can't stop it or turn it off.

Modern physicists still look mostly at things we can't see. (They think gravity might happen because of something no-one has ever detected called the Higg's boson.) Either very small things in quantum physics or very big things like galaxies. Putting them together is the main problem of modern physics. The universe and space and time described by Einstein and the fuzzy fast-moving little sub-atomic particles and small things that might make them up. If you want to know how the universe began - with a tiny size but very big mass, then you need a theory that fits both together. At the moment, the theory suggests that the things we can see - stars and planets, etc. make up only 5% of the universe. The rest is 25% "dark matter" and 70% "dark energy".

A theory that could explain all that would be a "theory of everything" - the real laws of nature. There are already suggestions of what it might be. Scientists think that the laws of nature might be rather simple, even though the real world is full of strange and beautifully complicated things. One suggestion is called "string theory", the idea is that inside every particle there is some energy that is like the string of a musical instrument - the way it vibrates makes a different sort of particle. At the moment they say there are 18 sorts.

Physicists say that string theory needs extra dimensions. There are other directions where energy can get carried away, and other particles which no one has seen. They try to find them in particle accelerators where protons go round in circles in tunnels getting faster and faster until they reach almost exactly the speed of light. In 2008 the Large Hadron Collider started work in Switzerland and it is just possible that they will find the Higg's boson, or even the little strings inside it. But there are also still poets and romantics who would prefer to look for nature's secrets in other places.

### Task 2

OK, so you all know something about DDT and its apparent environmental risks, but these risks are not necessarily valid. The evidence that DDT led to population declines of various birds of prey - the bald eagle, for instance - has come under criticism. Apparently, the bald eagle populations were in decline well before the widespread use of DDT. On the contrary, in 1960 - that's about 15 years after the introduction of DDT - observers were reporting a rise in bald eagle numbers. Similar results have been found among other high food-chain birds. Brown pelicans, for example, reached their lowest number before the introduction of DDT. The fact is they were hunted to near extinction. I've found studies showing that this bird, as well as the peregrine falcon, actually experienced no difficulty in reproducing during the DDT years.

So, what about the evidence that DDT led to eggshell thinning? Unfortunately, the experiments associating the DDT with the phenomenon involved doses massively higher than could ever be encountered in the wild. Even then, the degree of thinning was less than that found in eggs in the wild. In other words, the evidence shows that eggshell thinning and DDT are not correlated. However, other substances are, for example, oil spills, lead and mercury poisoning, and other factors, such as stress from noise, fear, or excitement, may be tied to the eggshell thinning.

Even the human cancer scare seems to have been exaggerated. Again, several studies show that there may be no link between DDT and cancer at all. Research into DDT as a pesticide has indicated that overuse of the pesticide can result in its loss of effectiveness against insect-borne diseases, but responsible use is an effective method of fighting the spread of malaria and its reintroduction should be seriously reconsidered.

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2014

## Task 1

Modern life is stressful. Many of us walk around all day with tight muscles in our necks, our chests, our backs. It's not surprising that we get headaches, and feel tired, and sometimes even make ourselves physically ill. But just as our minds can make our bodies feel more *stressed*, our minds can also help us relax. We're now going to do a relaxation exercise called «mind over matter.» The expression «mind over matter» simply means that your mind is very powerful, and it can control your physical state. In this relaxation exercise, your mind is going to tell your body how to feel. And your body will listen to your mind, and it will become deeply, deeply relaxed.

First, sit comfortably. Now, close your eyes and take a couple of deep breaths. Breathe in slowly and deeply through your nose. Then, breathe out slowly through your mouth. Keep your eyes closed. As you breathe, repeat these words in your mind: *I am feeling very peaceful and quiet. I am feeling very peaceful and quiet.* Keep your eyes closed and continue to breathe gently, but normally. Relax your shoulders and let the air push your stomach out as you breathe in.

Now focus on your left arm. Think about nothing but your left arm, and say these words in your mind: *My left arm feels warm and heavy.* Keep saying it to yourself: *My left arm feels warm*

*and heavy.* Soon your left arm will begin to feel warm and very, very heavy. Feel that now.

Continue to breathe quietly and gently, with your eyes closed. Now focus on your right arm. Tell yourself that it feels warm and heavy. Warm and heavy. Warm and heavy. Now your left leg: My left leg feels warm and heavy. Now your right leg. Now take one last deep breath and stretch. Open your eyes and pay attention to how you feel. Your body should feel much more relaxed and your mind should feel clear.

## Task 2

**Interviewer:** Sam, how long have you been a police officer?

**Sam:** I've been a police officer for twenty-five years.

**Interviewer:** Twenty-five years. And you've had different types of assignments on the police force?

**Sam:** Yeah, I've done everything from patrol to undercover work to detective work, and now I'm supervising investigations.

**Interviewer:** Sam, I think most people would say that being a police officer is a very *stressful* job. Would you agree?

**Sam:** Yes, it's *definitely* a stressful job.

**Interviewer:** OK.

**Sam:** But of course it depends on your assignment.

**Interviewer:** So, what's probably the most stressful assignment you can have?

**Sam:** Uh, I'd say patrol is the most stressful assignment.

**Interviewer:** Interesting! In what way?

**Sam:** Well, I guess the biggest part of the stress is the fear factor - the fear of the unknown. In patrol work, you don't know from moment to moment who you are talking to or what their reaction is going to be to just your *presence*.

**Interviewer:** Hmm.

**Sam:** Let's say, for example, a patrol officer stops someone for a traffic violation. Now, it would seem as though that would be a very low-stress situation. But the truth is, there are more police officers stopped - pardon me - *injured* during a routine stop like that than in any other facet of police work.

**Interviewer:** Really?

**Sam:** Really! All police officers are taught from the very beginning that *that* is a time when they *must* be aware of their surroundings, of what the person in the car is *doing*, because they could be *dead* before they get back to their car. People back over policemen, people *shoot* policemen, people *jump out* at policemen - different things. So that's probably the most stressful time.

**Interviewer:** I see. Sam, there's some research to suggest that there's a connection between stress and illness. Do you think that there's a higher percentage of illness among police officers than in the general population? I mean, do they get more colds or anything? Is this really true?

**Sam:** Yes, it is, and the stress level not only manifests itself, um, in daily health - whether or

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not you're feeling well on any given day. It also manifests itself in things like ulcers, heart disease - police officers tend to have a higher rate of heart disease and ulcers than people in other professions.

**Interviewer:** Really? That's documented?

**Sam:** Yes, it's documented. And also the divorce rate among police officers is much higher.

**Interviewer:** Really? Is there something that the police department *does* to help you deal with this stress?

**Sam:** Yes, there are several programs that most police departments have in place. One is a physical training or exercise program - an established program where some part of your day is spent on some type of physical exercise. They've found that that's a great stress reducer. Um, there's also a psychological program with counseling for officers to help them reduce their stress. And there are several discussion groups. They've found that sometimes just sitting around and *talking* about the stress -with other officers - helps to reduce it. So, those things are available.

**Interviewer:** And what do you do, *personally*, to help you deal with the stress of your job?

**Sam:** Well, during the baseball season, I'm the biggest baseball *fanatic*, and I will either be *reading* about baseball, or *listening* to baseball, or *watching* baseball. Another thing I try to do is to get some sort of exercise every day. And then, I work hard at keeping my personal relationships, especially my relationship with my wife, at its peak. I'm very fortunate that I have a good relationship with my wife, and a good marriage.

So when I come home, I can talk about my day with her, and then just forget about it.

## Task 3

Okay, today I want to talk to you about a hypothesis that explains where humans might have evolved and how they might have migrated around the world. It's an alternative hypothesis to the *replacement hypothesis* that you read about earlier. It's called the *multiregional hypothesis* but I've also heard it referred to as the *continuity hypothesis*. Now, according to the scientists who support this view, modern humans spread throughout Eurasia about a million years ago and regional populations retained some unique anatomical features for hundreds of thousands of years, but they also exchanged some inherited traits with neighboring populations when they mated with them. And we call this exchange of traits gene flow.

So through this gene flow, certain characteristics that we consider crucial to modern mankind were inherited, as, for example, an increase in brain size with accompanying change in the skull. And this gene flow resulted in the evolution of the early humans whose remains are found throughout Europe and Asia as well as Africa.

Now, scientists who support this theory contend that the populations that migrated were linked by gene flow so that the features that all people have in common spread throughout the

world. The relatively slight differences among modern people would have been caused by hundreds of thousands of years of regional evolution. But actually, researchers who support the *continuity hypothesis* tend to focus on the genetic similarities among human populations world-wide, not the differences. We're really amazingly similar as a species. And the fossils of archaic and modern humans in some regions do suggest a continuous evolution in regional traits, like the cheekbone structure, for example, which is further evidence that modern humans may have evolved over a broad area among multiple groups of human ancestors.



2015

## Task 1

**Lisa:** Start at the church of St Clement Danes. The closest tube stop is called Temple. It's easiest to just ride the tube there but some may wish to walk from Trafalgar Square heading east one mile on a busy boulevard called the Strand. To reach the church of St Clement Danes from the Temple tube stop walk uphill on Arundel Street until it intersects with the Strand. As you make your way to St Clement Danes listen to Rick giving overview of the City's history. Rick,...

**Rick:** This district called the City stretches from St Clement Danes to the Tower of London. This was the London of the ancient Romans, of William the Conqueror, Henry VIII, Shakespeare and Queen Elizabeth I.

London began its life as Londinium, the settlement founded by the Romans in about 50 AD right here on the north bank of the Thames. It quickly became the hub of Britain and the river port complete with the Roman Coliseum, Forum and the Baths and a bridge across the Thames and a City Wall. This Wall arching from what now is St Paul's to the Tower of London defined the city's boundaries for the next 1500 years. When Rome could no longer defend the city it fell to the Saxons. Next came the Normans who invaded from France in 1066 and established their rule here by building the Tower of London.

In 1348 the medieval city was devastated by the black plague. As London recovered and grew even bigger, it became clear that one of the kings that whoever controlled London controlled Britain.

When Queen Elizabeth I brought peace to the land, London came into its own – blossoming into a world capital. Imagine the City in Elizabeth and Shakespeare's day around year of 1600 with a population of nearly 200,000. It looked like a big village full of half-timbered buildings with thatched roofs. Streams crisscrossed the city. The streets were narrow, winding, unpaved and unlit. Horses and animals jockeyed for space with milkmaids, cobblers, actors, ladies in velvet dresses and gentlemen in striped leotards. This bustling port town on the Thames was Britain's gateway to the world. Businessmen from all around Europe gathered here to trade exotic goods. Theatres like Shakespeare's Globe drew patrons across the river to Southwark for their evening's entertainment. And the budding publishing industry was making London the centre of words and ideas it remains to this day.

Just when things were going so well London suffered a catastrophe that would change it forever. In 1666 this city was incinerated by the Great Fire and had to be rebuilt nearly from scratch. Within decades it was thriving again as the capital of a growing global empire.

London expanded westward to the fashionable West End, Trafalgar and Westminster. The City

became the notoriously grimy soot crested place portrayed in Charles Dickens' novels.

In World War II the City suffered another catastrophe when Nazi air raids leveled the landscape and it had to be rebuilt once again.

Today the city is a concrete jungle. On our walk we'll see remnants of London's 2000 years of history. But we'll also see how the City has been stripped of its history by the Great Fire, the World War II blitz and by modern economic realities. It's a neighborhood of honking horns, modern bank buildings and retail stores. Only about 7000 people actually live here but on work days it's packed with hundreds of thousands of commuters – bankers, lawyers, secretaries, accountants and coffee shop barristers. Yes, it's a concrete jungle. Swinging through the street as it unwinds, we'll pass desk monkeys clutching cell phones as if bananas...

**Lisa:** OK, Rick! I'd better take it from here...

## Task 2

### The Church of St Clement Danes

The church with its wedding cake steeple sits in the middle of a tangle of traffic. Welcome to the City. Cars going every direction at this busy intersection. Notice how the traffic cruises completely around St Clement Danes. It's an island church left stranded in the middle of the Strand when the road was widened around it.

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St Clement Danes introduces us to two themes we'll encounter time and time again on this walk Christopher Wren and the blitz of World War II. This is the first of several Wren built churches on this walk. After London was leveled by the Great Fire of 1666, Christopher Wren was hired to rebuild the City. Of the 50 some churches he built, 23 decorate London to this day. This church was also blitzed heavily during the Nazi air raids in World War II.

Today it's a Royal Air Force Chapel dedicated to the memory of 125,000 RAF servicemen who gave their lives in both World Wars. Outside the church stand statues of brave airmen. If you go inside (we won't go in on our tour) you'll find hundreds of grey medallions in the pavement dedicated to various squadrons. Books of Remembrance lie in the walls including one for Americans. Ten big volumes full of names are displayed with a page respectfully turned each day.

### Task 3

Well, it is certainly true that Malthus has had an enormous impact on the study of population, and in fact, many of his predictions about limitations on population appeared to be true for a time, but right now the major debate in economic population theory is between a group who believes that population growth has reached a critical mass and can no longer be controlled through the events and forces that Malthus predicted and, on the other side of the


debate, a group that views birth control as part of a larger demographic transition. Here's what I mean. Demographic transition is a model in which large populations move from Stage 1, with very high birth and death rates like Malthus predicted, to Stage 2 in which the birth rates remain high but the death rates begin to decline, mostly because of progress in food production, sanitation methods, and medical treatment, all of these modern advances that couldn't have been predicted when Malthus was developing his theory. So, the population grows very rapidly in Stage 2. Okay, in Stage 3, population continues to increase because, although the birth rate decreases, the death rate also decreases, so fewer people are born, but they tend to live longer. Now Stage 4 is the point at which the population increases very slowly, or it may even start to decline because both the birth rate and death rates are even lower than in the previous stage. So we see this in Japan, Europe, and North America. In fact, in Europe, we see something that appears to be a Stage 5. In Europe, the decline in the birth rate has dropped to a level of 1.7, which is below the 2.0 replacement level for a couple. So, unless immigration rates increase, Europe's population may be an indication of future demographics for other industrialized regions.

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2016

## Task 1



I'm going to talk to you today about climate change because I think it's one of the most serious problems that faces humanity at the beginning of the 21st century. Climate change seems to be on everybody's lips these days. Quite frequently in the news media we hear about extreme weather events – floods, droughts, strange snowfalls... And increasingly people are questioning whether these are actually natural events or they're perhaps the result of the impacts of man's activities on the Earth's climate. But what I want to know is if there's apparently such widespread concern and belief in climate change, why is it apparently so difficult for international governments to tackle? So in this talk I'm going to start off by reviewing the evidence for believing that climate change is a real phenomenon and is actually happening. And then I'm going to go on to think about why is it so difficult to get international action to address climate change.

So, turning to the evidence, my comments are going to draw on the most recent report from the Intergovernmental Panel on Climate Change. This is an international panel of scientific experts that was set up in 1988 by the United Nations and the World Meteorological Office to advise governments on the current state of knowledge concerning the climate system. The report they made in 2001 is the most recent

and most authoritative overview of the state of climate science. There are really three main types of evidence that confirm our belief in climate change. Firstly, there are observations. People have measured the climate since about 1850. The climate is, of course, interesting particularly to farmers. So, as soon as the thermometer was invented, people started to measure temperature on a regular basis. These measurements of temperature show that through the 20th century global temperature, global mean average surface temperature, has increased by about 0.6 degrees centigrade. Earlier, in previous reports from the IPCC there were some doubts about whether temperature change of this magnitude had actually occurred because people said that they were biased. There was bias in the temperature records primarily coming from the urban heat island effect. That is, that many of the temperature measuring stations are close to cities and cities have climates that are not the same as the average climate over the earth's surface because a great deal of energy use takes place in cities and so city climates are a little bit warmer than the general rural climate. So some people claimed that the apparent increase in temperature could be just due to the effect of urbanisation on the temperature recording system. But in the most recent report the global temperature dataset has been very carefully quality controlled and corrected to this effect and there's now increasing confidence that a temperature change of that order has indeed occurred. But as well as these measurements it is also possible to reconstruct temperature back

in time from other so-called *proxy measures*. There are many natural organisms that, uh, they leave traces of their previous activities in the environment that we can look at today. We can measure the thickness of tree rings and the growth of trees is responsive to temperature and rainfall. We can also look at the width of bandings in corals and we can even extract information from lake sediments and ice cores. So, putting all the data of this type together, it's been possible to reconstruct the changes in temperature over the whole of the last millenium. This data shows very clearly that the 20th century was very much warmer than the previous 900 years. From the ice core data alone it's possible to reconstruct temperature back to 420,000 years ago. And these data show that the temperature now is warmer than any time during that period.

## Task 2

Today I want to discuss problems of urbanisation. In particular, I want to talk about those problems which are peculiar to developing economies and to discuss three possible policies which could be used to control or to stem uncontrolled urbanisation in developing countries.

Certain urban problems, of course, are common to both developed and developing countries. For example: poor housing, unemployment, problems connected with traffic, for example, air pollution, congestion and so on... However, there are problems which are



very peculiar to developing economies and this is due to the fact that developing countries need to create a basic infrastructure which is necessary for industrialisation and, consequently, for economic growth. In fact, it's the provision of this infrastructure which constitutes the urbanisation process itself and this infrastructure, or rather the provision of this infrastructure, may have undesired effects on the economy as a whole.

Now it's these undesirable consequences... or effects which I'd like to deal with first. I'm going to talk about five main consequences of this uncontrolled urbanisation. In the first instance there's the problem of the migration of people from the country to the city. People living in the country often see the city as a more desirable place to live whether they're living in developing or developed countries. But the problem is much more serious in a developing country because there are, in fact, more people who wish to migrate to the city. Now the fact of people migrating to the city causes a certain depopulation of rural areas. And a second consequence is the result, or the result of this is a decrease in the production of food and in the supply of food to the country as a whole. This, in turn, can also lead to a rise in prices because of the law of supply and demand. As a result of people moving to the city you get a high urban population growth rate. Now this isn't..., not..., this isn't due not only to the fact of more adults moving to the city but can also be due to traditions of these people from the country who, perhaps, from rural areas have a tradition of large families and so on ... So, the

population of the cities increases with these numerous children of large families. This leads to a fourth consequence which is a dramatic pressure on the supply of social services in urban areas. In particular, services related to health and education. In relation to health services, we can see that there are endemic diseases, which could be made worse by overcrowding, people coming from the country to the city. And, for example, in the stresses on services in education, with more children, there's a need for more schools and more teachers and so on and so on...

A fifth area which is affected by uncontrolled urbanisation is that of the labour supply. Often uncontrolled urbanisation leads to an excess of labour supply in the cities and this can lead in turn to an informal kind of labour activity which might be called low-productivity activities. For example, people selling things in the streets or, for example, you often find in large urban areas in a developing country children who watch cars while their owners are doing something else and then they ask for tips when the owners return. This is really a sort of undesirable type of labour. So, these are in fact the main consequences of uncontrolled urbanization.

### Task 3

As you will recall from the reading in your textbook, Freud's psychodynamic theory is premised on the assumption that dreams arise from a troubled subconscious mind, and so they have deep meaning. But there are other

points of view that you should be familiar with. Allan Hobson and Robert McCarley propose a very different theory of dreams. They turn to biochemical research and physiology for answers. Using data from their study of sleep activity in cats, and by the way, they used cats because cats have brain waves and muscle movements during sleep that are very similar to those of humans. In any case, Hobson and McCarley determined that the kind of sleep associated with dreams is controlled from the brain stem and, furthermore, that there are chemicals in the stem that regulate the firing of certain neurons. So they posit that during dream sleep, brain cells that control movement and balance are activated, but the messages don't transfer to the body and, consequently, no movement is initiated. Still, the brain is trying to interpret the messages, so dreams occur.

But how does this explain what we dream about? I mean the content. Well, let's take the example of a common dream. Let's say, you are trying to escape from something. The brain receives a message to run, but the legs don't respond. According to the activation-synthesis theory, the dream that results will probably include something about being chased and running away. In other words, you will play out the physical movement in a dream. But, according to the proponents of the activation-synthesis theory, there isn't any hidden meaning in your dream. Your unfulfilled desires have nothing to do with it. For the neurophysiologists, a dream is just a chemical response to brain cells.





2017

## Task 1

Once upon a time societies were organised around religion, farming, trade or industry. In many parts of the world today this is still true, but something else is becoming more important - the exchange of information, and the technology that we use to do this. Twenty-four hour news, e-commerce, international call-centres, mobile phones, Global Positioning Systems ... all these are making the world smaller and faster.

The growth in telecommunications is now giving more and more people access to democratic ideas, to the principles of international law and human rights, to the science that will help their country to develop or to the medical knowledge that can fight disease. It is starting a real global village which people only dreamed of a generation ago.

But how can everybody in the world share the recent technological advances? Millions of people cannot read these words because they don't have access to a computer. They don't understand English either, the language that 80% of the information is written in. They don't even have a telephone. They are more worried about how far they will have to walk today to get clean water or if they can feed themselves and their families. For most people on this planet, information is not a priority.

The contrast between countries that have information technology and those that don't is called the "digital divide". Scandinavia and South East Asia have a high number of people who use Information Communication Technologies (ICT). Central Africa and the Pacific have almost none.

The United Nations is trying to make the information society a reality for more of the developing world. It wants to see rich countries transfer new technology and knowledge to poorer nations.

Ten years from now, the plan is that everybody in the world will have a radio or television and that 50% of the world's population will have access to the Internet from schools and universities, health centres and hospitals, libraries and museums. This will improve medical care and education, science and agriculture, business opportunities and employment. At the same time, they say, local communities, languages and cultures will become stronger.

Just a dream? Certainly there are some contradictions. Does only good come with freedom of information? If information is power, why will people share it? Doesn't more technology mean fewer jobs? And how can the exchange of information keep local cultures alive if most of that information is only in one language?

It is much easier to get people connected to broadband or put government online in Europe than in South America or the Middle East.

However, developing countries often leapfrog the process which richer nations went through, and avoid their mistakes. Brazil collects most of its taxes online these days. There are cyber cities in Dubai and Mauritius. And Taiwan and Hong Kong have better access to ICT than the United Kingdom. Maybe the English language isn't so important after all.

Perhaps the spread of technology means that the old centres of power are also changing. The United States introduced Internet technology in the 1970s. But people are asking why they should continue to be in charge. Why should a small organisation in California tell the rest of the world how computers talk to each other?

The US says it makes the rules, but it doesn't control the flow of information. The domain name system (DNS) controls how Internet addresses work, but not what a website or database contains. Many want a more international approach, however. But they also want the Internet to remain open and free for all to use.

Can the world create an information society for all? If a farmer in Bangladesh can read this in the year 2015, then maybe the answer is yes.

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## Task 2

**Interviewer:** So, Allen, can you just tell me a bit about the part of the UK that you're from?

**Allen Roome:** Right, I come from London. I was born in the West End. I don't remember much about that because we moved on to Kings Cross and then we moved up to Tufnell Park where I've spent most of my life. I did move back to the West End when I was a bit of a younger man, you know – to see what was going on down there, obviously. And then I moved back to Tufnell Park and now I'm in Islington. I suppose in all those – I had moved within that area; I suppose, you could say that it's a seven-mile square area that I've never moved out of.

**Interviewer:** Good heavens. And can you tell me about any changes in this area of, well, perhaps Tufnell Park in North London where you were living most of the time?

**Allen Roome:** Well, yeah the Tufnell Park area, where I lived was just off of Tufnell Park. In your eyes what has changed greatly is the shops. There are all different types of shops there. You could literally buy anything that you needed in sort of general. Not furniture, but there was a couple of dairies there, a pub, off-licence, there was a launderette – Westerns they were called. They was a big company when I was younger and we used to get what we called our bag washed there and I had to pick it up on a Thursday. Number ninety-seven was always wet; I remember that, yes.

**Interviewer:** You went and collected the wet laundry?

**Allen Roome:** We took it on Monday and collected it on Thursday and I can't remember how much it was. It was only sort of, in those days, coppers. It wasn't a great deal of money at all. But it was the sort of period of time when people never had washing machines and that was the ideal sort of thing to do.

**Interviewer:** Yeah. And would you say your area, perhaps the area that you're living in now – Islington; is that famous for anything?

**Allen Roome:** I don't think it's all that famous for anything. Not the part I live in anyway. The ex-prime minister lived there, Tony Blair. I don't know what you make of that if that's famous or not. But I did think on it and there are some little areas in there where I think there's a lot of, sort of, actors and actresses live. But I'm not into that sort of thing, so that passes me by.

**Interviewer:** And just tell me something about how people speak in your area of North London, would you say.

**Allen Roome:** Well, it's such... there's a diversity there that you couldn't say anybody speaks, it's a general accent or a general thing. What I do notice is the young people now, they have this type of speak where they use a lot of American phrases and things like this. I remember a kid a week or so ago. He was shouting out 'oh that is wickedly evil,

man'. Which, that sort of terminology comes from the United States of America. And that's 'cause they watch this rubbish television.

**Interviewer:** What does that mean 'it's wickedly evil, man'?

**Allen Roome:** I think it's supposed to mean it's good, which it means obviously the opposite. But that's what they do. They do speak like that, you know.

## Task 3

There was only a small reference in your textbook to the Sydney Opera House, so let me make a few more remarks about it. Personally, I think it's the masterwork of architecture in the modern period for any number of reasons, but primarily because it's totally unique. I mean it doesn't really fit into any category. Sure, it's modern, but it isn't really part of that whole International School that was so popular at the time. Although he did take advantage of advances in structural engineering and the newer materials that had replaced masonry in the International Style buildings, and yes, even the clean geometric lines that were stripped of the ornamentation of an earlier period, but the Opera House isn't strictly International because it's so imaginative and the shape completely breaks out of the skyscraper mold associated with the International Style. So is it an example of Organic architecture then? Again, I would say not. True, it has elements of the Organic School,



which makes sense because Utzon worked under the supervision of Frank Lloyd Wright for a time and there's no doubt that the design fits into the surrounding environment. It's a ship in the harbour. But then, the function that Wright insisted upon didn't dictate the form as much as the aesthetic shape. The purpose of the sails is to please the eye, not to contribute to the function of the spaces inside them. There's the High Tech aspect of the project that pointed the way for architects and engineers to collaborate in the creation of fantastic structures. So in that sense, it's a creature of the computer age, and might be considered part of the High Tech revolution among architects. But no. It's a blend of art and architecture, engineering and technology. It's one of the most widely recognised buildings in the world, and is still considered one of the most extraordinary and beautiful structures built in the twentieth century. I simply cannot categorize it as representative of any one school of architecture. To me, the Sydney Opera House is one of a kind.



2018

## Task 1

Being the mother of two potentially bilingual children (the youngest is only three months old) and the teacher of French and English bilingual children, the subject of bilingualism is very important to me. In fact, we have recently moved to China and are now considering multilingualism. But what are the advantages of learning several languages from an early age? What are the dangers? What's the best way to teach your child two or more languages simultaneously? I don't suggest I have the answers here but like most mothers and teachers I certainly have a point of view!

The way I see it, being bilingual means being able to communicate almost perfectly in two languages and also knowing something about both cultures. If I take the example of my daughter, it's about being able to understand when someone is speaking another language and being able to switch automatically into speaking it with them. At two and a half she has already grasped the concept of 'Daddy speaks French and Mummy speaks English'. She has even picked up that Bai Yuoine speaks Chinese! I think it's very important for her to know that the cartoon character Noddy is also called Oui Oui by her friends at playgroup and that Marmite and Cadburys chocolate exist as well as croissants. This is what makes it possible for her to communicate with the people around her regardless of whether they are French or English.

In our case it is logical that with an English mother and French father our children should be able to speak both languages to communicate, not only with us, but with their grandparents and extended family. On a wider scale, learning two or more languages helps children to accept cultures other than their own. If speaking their mother tongue(s) at home and at school is encouraged, they are more likely to enjoy their difference and view difference in general as a positive thing.

There may be a dominant language and this will normally depend on the country you live in or the language your child uses most at school. However, it will also depend on what language is spoken in the home. We lived in France and spoke French at home but I always speak to my children in English. It's imperative that the child has consistency. They know that their English auntie will always speak to them in English and that for her to understand them they should speak to her in English.

It can be very difficult for people around you to support what you do. Grandparents can be upset if they don't understand what you're saying to their grandchild and worry that they will never be able to communicate with them. This is of course highly unlikely and you should stick to your guns.

Another problem we have encountered was when our daughter refused to listen to either of us. A psychologist advised us that as there wasn't a common language at home between the

parents and child I should stop speaking English and spend the weekend speaking only in French. Thankfully I decided to ignore this piece of advice and persisted with my English!

I also know of one child who had problems at school because his friends made fun of him. His parents eventually gave up speaking English to him. Unfortunately, children can be cruel, and differences whatever they may be are often a source of bullying. Differences need to be promoted and valued, and celebrations such as the International Mother Language Day help to do just that.

21st February 2000 saw the first Mother Language Day celebrated internationally. However the importance of this date originated in Bangladesh where in 1952 a handful of students, now known as language martyrs, were killed in demonstrations defending Bangla, their mother language. In 1999 UNESCO decided to take this cause onto an international scale in order to encourage cultural diversity and worldwide tolerance.

Each year the celebration is devoted to a different aspect of language. This has ranged from how children learn their literacy skills at school to how to preserve some of the 6000 languages that exist worldwide. One year was about developing the teaching of mother languages, and in 2002 the celebration helped raise awareness of linguistic and cultural traditions around the world. Another year the International Mother Language Day was dedicated to Braille and Sign Language, two non-verbal languages that are an





invaluable source of communication for many people around the world.

It's essential that we limit alienation throughout the world. By speaking other languages as well as your own, or having two or more mother languages, you can contribute to the creation of a global community. My contribution to this multilingual community is exposing my children to varied cultures and languages, maintaining their mother language, while trying to learn the language of the people around me. Although with my ten or so words of Mandarin I am far from being multilingual!

## Task 2

**Presenter:** Good evening. Tonight's show comes to you from the Good Home Exhibition in Duke's Court, where we've been trying out some of the latest gadgets on show here and getting our resident expert – Liz Shearer – to tell us which ones are worth buying and which will die a death.

**Liz Shearer:** Well, hello. Yes, John, I've been investigating four new household gadgets and sorting out the advantages and disadvantages and then really deciding what are 'Must buys', what are 'Maybe buys', and what are 'Never buys'.

Let's start with this vacuum flask for keeping drinks hot. Well... I felt this had quite a lot going for it, most of all is the fact that it contains no glass and is therefore unbreakable to all intents and purposes. It's made of stainless steel which is guaranteed for 20 years ... hope that's long

enough... and it's true what the manufacturer claims – that it does maintain heat for 18 hours. So, that's pretty good. On the down side, it really works out to be quite expensive and, much more surprisingly, it unfortunately leaves a strange taste... you know when you've drunk from it... so all in all, my recommendation would be it's got plenty of advantages, but it is rather expensive, so I'd say you should maybe buy it.

Moving on to a natty little device... the whistle key holder. Basically, this is where you whistle and the key holder gives off a high-pitched noise and flashes light so you can find it. One advantage of this model is that it also has a small light. You press the button and this means you can find keyholes easily. I also felt the small size was a real advantage. On the weaker side, I did find the noise unpleasant. Which I'm sure the designers could have done something about. And I found that it didn't work through metal, so it's mainly useful for finding in coat pockets, cushions, etc. But taken as a whole I thought it was a masterpiece of design and would highly recommend it.

The third gizmo is called the army flashlight because it was developed initially for military use. It works by squeezing the handle to generate the power. Its advantages are that it can be used for outside activities, and also ... and this is one of the surprising features ... it does work underwater. My main objection to it though was although it did work in these conditions, this model gave off a weak light. So my recommendation I'm afraid would have to be to avoid this one.

The decoy camera.... **(fade out)**

## Task 3

Newer high-speed computers have allowed us to perform experiments by modelling events that would be very difficult to duplicate under natural conditions. And we have been able to do some interesting research with models of the collapse of an interstellar cloud under the influence of its own gravitational pull. The modelling has led to a general consensus that stars form in that way – a process of collapse, I mean. So, although the experiments are not definitive, they lead us to the logical conclusion that when a star is born, it will probably have a circumstellar nebula with conditions that are very favorable to the formation of planets. In effect, we have been able to watch the conditions that existed at the beginning of the formation of the solar system, and observe how the planets were formed. And that's pretty amazing. Furthermore, the modelling suggests that the planetary formation seems to be a natural consequence of the process that initiates the formation of a star. So, this suggests that planetary systems are the rule, rather than the exception. And that means that an organized search for other planetary systems should yield some rather interesting results. We may find that the nebular hypothesis is valid not only for our solar system but also for other systems in the universe. Besides that, when we do the math, we have to assume that at least some of the stars would produce solar systems with planets that could support life.



2019

## Task 1

I'm scared by the emphasis of some journalists on "adapting" to climate change. You don't "adapt" to a raging fire, do you? You have to stop it. And the first thing you need to do is stop pouring fuel on it. Leading scientists worldwide now agree that the main cause of the climate crisis is the burning of fossil fuels, and leading economists agree that the solution is to price fossil fuels out of the market. Until that happens, we will be paying – with our health, our lives and our children's future. Why don't we hear more about this? Two main reasons, perhaps: our economy is largely run on fossil fuels, and those on low incomes suffer most from higher energy prices. Yet there's a solution. It's over six years since the leading scientist Dr James Hansen – in a historic talk on climate change, which laid out how his warnings had been suppressed in his 30-year tenure as director of NASA's Goddard Institute – memorably declared that "the greatest tragedy is that it would be so easy to stop it". What is needed, he said, is a substantial, rising fee on fossil fuels, imposed at the source (oil well, coal pit, port of entry) – with the revenue not kept by the government but returned to every citizen in equal shares. This would not only ease the transition for those on low incomes but promote every kind of green behaviour, as well as incentivising the development and deployment of alternative energy sources. It's an elegant

solution – easy to implement, transparent in its operation, immediate in its effect, and fair. We should spread the word that there is a solution. Telling our friends and writing our MPs are actions we can take today. And we may still have a tomorrow.

## Task 2

**Tutor:** Right. Are we all here? OK. As you know, today Gloria is going to do a presentation on the hat-making project she did with her class during her last teaching practice. So, over to you, Gloria.

**Gloria:** Thanks. Um... Mr Johnson has asked me to describe to you the project I did as a student teacher at a secondary school in London. I was at this school for six weeks and I taught a variety of subjects to a class of fourteen-year-old pupils. The project I chose to do was a hat-making project and I think this project could easily be adapted to suit any age.

After we'd done the research, we went back to the classroom to make two basic hat shapes using a roll of old wallpaper. We each made, first of all, a conical hat by ... er... if I show you now... cutting out a circle and then making one cut up to the centre and then ... er ... overlapping the cut like this this ... a conical hat that sits on your head. The other hat we made was a little more complicated... er... first of all we cut out a circle again... like this... then you need a long piece with flaps on it – I've already made that bit which

I have here – you bend the flaps over and stick them... with glue or Prittstick... to the underside of the circle... like this. Again, I've prepared this so that I don't get glue everywhere. The pupils do, of course, so you need plenty of covers for the table. And there you have a pillbox hat as in pill and box. Now variations and combinations of these two hat shapes formed the basis of the pupils' final designs.



The next stage of the project was the design phase and this involved, first of all, using their page of research to draw a design of their hat on paper. That's the easy part. They then had to translate their two-dimensional design into a form to fit their head. I encouraged them to make a small-scale, three-dimensional hat first so that they could experiment with how to achieve the form they required and I imposed certain constraints on them to keep things simple. For example, they had to use paper not card. Paper is more pliable and easier to handle. They also had to limit their colours to white, grey or brown shades of paper which reflected the colours of the buildings they were using as a model for the hats and they had to make sure their glue didn't show!

Well, it was very enjoyable and just to give you an idea of what they produced, I've brought along three hats to show you. This one here is based on a circular stairway in an old building in London. It uses three pillbox hats one on the top of the other. This was designed by Vivien. Here's another one that has a simple strip going round the base of the hat but has then gone on to add

strips of paper that come out from the base and that meet at the top of the hat – rather like a crown – making a fairly tall hat. This was made by Theresa. And lastly there's a combination of the pillbox or single strip around the base and then the conical hat shape on top to form a castle turret. This was made by Muriel, and there are many more that I could have brought.



**Tutor:** Thank you, Gloria. That was most interesting.

### Task 3

It's essential that English learners know about what's going on in English language around the world. For the simple reason that English is not a single variety. It's a conglomeration of different varieties, dialects if you like. There is British English, there is American English, and there is Australian English and so on. Now these different varieties of English are different in the sense there is different vocabulary, different grammar, different pronunciation, different strategies of discourse. And one of the biggest problems affecting any language learner and indeed any language teacher is "which variety do you teach?" And what happens when you teach one variety and a student comes up to you and says, "But please, teacher, I've heard this yesterday from a native speaker of English. You told me that we don't say this." And it turns out to be an American usage or an Australian usage or something like that. The more the student can become aware that these variations exist, the

better. They will learn one variety of English as their primary mode of communication, of course, but to know that there are these alternative ways of expression is absolutely essential. Otherwise, credibility disappears from the classroom situation. Now the thing that's happened over the last 10 or 20 years is that a once clear scenario of British English versus American English has been complicated by the arrival of other forms of regional English from around the world. Australian English for example, New Zealand English, South African English and so on and so forth. And as a result the teaching situation has become more complex, there are more variants out there now which the student really ought to be advised about. No, you can't teach everything, but the very least you can do is warn the student that these variations exist, explain why they are there, and in other words give the student a general sense of what's happening to English as a global language.

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2021

## Task 1

**For items 1-10, listen to an interview. Decide which of the statements (1-10) are True according to the text you hear (A) and which are False (B). You will hear the text TWICE. You have 20 seconds to look through the items.**

(pause 20 seconds)

Now we begin.

Presenter: My guest today is Carol Morris. She and her husband Ben are the authors of some of our most successful children's books. Carol, what's it like working at home together? Does it present difficulties and is there a temptation to waste time just chatting?

Carol: No, it works very well. I think it's very important to be able to talk to somebody there so that you can say "What do you think of this idea? How do you think this drawing is going?" And there's very little lost time because there are two of us.

Presenter: Is it that one of you does the drawings and one of you does the text?

Carol: No, it's not as simple as that. We both draw and we both do the text. We do lots of rough drafts – each drawing in the book can sometimes take up

to five stages. You'll have your initial idea for your page, and you might have to research something – like on one book we did lots of spacecraft and things – so that they looked semi-realistic. So there's lots of drawing that goes into doing each book and we both work on them. Ben's actually been researching a book recently and producing sketches for a book about cats and ... because he's been involved with that I've been able to finish off another book for the same publisher, which simply requires artwork. So that's how it is today. If you come and see us maybe in a month's time, then perhaps we'll both be into the cat book and deciding which drawings, which jokes, which visual jokes can go in.

Presenter: You mentioned visual jokes. That's quite interesting because your books are very much part of an idea – perhaps you could almost call it a movement – that has taken books for the very young away from the idea of just simply a picture, one line of text, turn over the page, a picture, one line of text. Your books have moved right away from that, haven't they? Is that something you worked out or that just happened?

Carol: I think it's probably because, as a parent, when you start to read books to your children – and certainly some years ago – you'd be reading a book and, er, it would become tedious. There'd be very little in it to keep your attention going and often you'd be jumping pages and the child would say "Oh, you've missed that, go back" and you'd go back and you'd be reading this terrible,

repetitive book. And we thought if there could be books where you could build in another layer to it ... So we did a series of books and we had the story running and then we had cartoon characters at the bottom, making fun of the whole thing, commenting on it. And that was almost for ourselves, to sort of keep our interest going and that seems to be the thing that the parents feel. The parents realize that these two little characters are sending the whole thing up and that it's not getting too serious.

Presenter: Do you think that books can be toys?

Carol: Fun. I think it's our overriding drive with the books, to make them fun for children. We don't want them to open a book and get frightened by all the print. We want the children to work their way through each page, find bits and pieces, go back in the book, find a little rhyme or something that they missed, so that they are constantly amused and they don't actually realize that they're reading. If you can make a book fun ... It's to do with the whole concept of a book, isn't it? You can say "book" to some children and it puts them off immediately but if you say it's a toy rather than a book – it's almost as if books have the wrong name – and if a child enjoys playing with a book, the book becomes a game and that makes reading fun.

Presenter: Well, your books are very inventive and very funny. Can you keep the jokes coming, are they ever going to run out?



Carol: I hope not. I'm sure we have lots more ideas in us yet!

Presenter: Carol, thanks very much. Next week Jane Smith joins me to look at new fiction for older children.

**You have 20 seconds to check your answers.**

(pause 20 seconds)

**Now listen to the text again. (text repeated)**

**You have 20 seconds to check your answers.**

(pause 20 seconds)

## Task 2

**For items 11-15 listen to a part of an interview. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text only ONCE.**

**You now have 25 seconds to study the questions.**

(pause 25 seconds)

Now we begin.

Interviewer: Welcome our guest, a Chinese business magnate, investor, and politician, the co-founder and former executive chairman of Alibaba Group, a multinational technology

conglomerate running retail website AliExpress.com, Jack Ma. Jack, what is the main secret of your success?

Jack Ma: At first, I knew nothing about technology. I knew nothing about management. But the thing is, you don't have to know a lot of things, you have to find people who are smarter than you are. For so many years, I always tried to find people who are smarter than I am. And when you find so many smart people, my job is to make sure that smart people can work together. Stupid people can work together easily; smart people can never work together.

Interviewer: What is your attitude to globalization?

Jack Ma: I think globalization can't be stopped. Nobody can stop globalization, nobody can stop trade. I think globalization did a fantastic job in the past 30 years, enriched a lot of countries, but, of course, it caused a lot of problems – young people didn't have opportunities, small business didn't have opportunities, developing countries were neglected. But it's only 30 years, it's a baby. Today we have better technology; we have better knowledge about globalization and it's our generation's responsibility or opportunity to improve it.

Interviewer: What should we do with the younger generation? How should we educate them?

Jack Ma: Education is a big challenge now. If we do not change the way we teach, 30 years later

we'll be in trouble. Because the way we teach, the things we teach our kids, are the things from the past 200 years. We cannot teach our kids to compete with machines. They are smarter. We have to teach something unique, so that a machine can never catch up with us.

Interviewer: What career advice can you give to the younger generation?

Jack Ma: When you are 20 to 30 years old, you should follow a good boss. Join a good company to learn how to do things properly. When you are 30 to 40 years old, if you want to do something yourself, just do it. You still can afford to lose. But when you are 40 to 50 years old, my suggestion is that you should do things that you are good at, and not do something like "Oh, that's very interesting. I want to try something new" – it's a bit dangerous. When you are 50 to 60 years old, spend time training and developing young people, the next generation. When you are over 60, you'd better stay with your own grandchildren.

**This is the end of the listening comprehension part. You have 1 minute to complete your answer.**

## Integrated listening and reading

## Task 3

**Read the text below, then listen to a 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 in the reading text only, C – if it can be found in the audio recording only, D – if neither of the materials expresses the idea.**

**Now you have 10 minutes to read the text below.**

(pause 10 minutes)

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

Interviewer: You've been working as a conference interpreter for 25 years, why did you start working together with your friend?

Charles: It's a tough profession so it's essential to work with someone you get on with. The job in itself is extremely demanding so you can only work for 20 minutes until your colleague takes over, and it is essential that during your 'off' time you have a real break, but at the same time stay alert, just in case. And we help each other automatically. I know if my partner is struggling for a word and she knows if I am.

Interviewer: Interpreters sometimes have a reputation for being divas. Why do you require certain standards of travel and accommodation?

Charles: It is because these conditions are

essential in order to be able to work properly. Flying does add an extra strain. Tonight, for example, we're landing in Malta at 12.30 a.m., we'll be at our hotel probably at 1.30 and we have to be at the conference centre tomorrow morning at 8.15, which of course for us is 7.15. There was one summer when we were travelling for 10 weeks on the trot.

Interviewer: It sounds exhausting. How do you cope?

Charles: To be in this profession you've got to be relaxed and not easily fazed – you need to be healthy. The great thing with simultaneous interpreting is that you always work from a soundproof booth, which means that for the duration of the conference you have your own environment, almost like a cocoon, where you can make yourself comfortable. It is much harder doing consecutive interpretation; it is more tiring and demanding. Yet when you're in a booth the delegates are hardly aware of your presence.

Interviewer: What is the most stressful thing about being a conference interpreter?

Charles: What I find the most stressful is when we work with lawyers. We're far more exposed, often they speak very good French themselves. Legal vocabulary is very specific. Moreover, at a conference, the first half hour is always the most difficult because you have to attune yourself to the various speakers and recall all the new vocabulary that you have acquired especially for

that meeting.

**You'll hear the interview again in 30 seconds.**

(pause 30 seconds)

**Now listen to the interview again.**

(Text repeated)

**Now you have five minutes to finish the task and transfer your answers to the answer sheet.**

(pause 5 minutes)

**This is the end of the integrated task. Now you can start working on your reading task.**





**2022****Task 1**

**For items 1-10, listen to part of a lecture about reading in Great Britain. The lecture was delivered in 1995. Decide which of the statements (1-10) are True according to the text you hear (A) and which are False (B). You will hear the text TWICE. You have 20 seconds to look through the items.**

*(pause 20 seconds)*

Now we begin.

Although the British are comparatively uninterested in formal education, and although they watch a lot of television, they are nonetheless enthusiastic readers.

Many people in the literary world say that British literature lost its way at the end of the twentieth century. The last British author to win the Nobel Prize for literature was William Golding, in 1983. Many others disagree with this opinion. But what is not in doubt is that a lot of the exciting new literature written in English and published in Britain in recent years has been written by people from outside Britain. The Booker Prize is the most important prize in Britain for a work of fiction. Starting with Salman Rushdie in 1981, nine of its next fourteen winners were writers from former British colonies such as Canada, India, Ireland and Nigeria.

Although many of the best 'serious' British writers manage to be popular as well as profound, the vast majority of the books that are read in Britain could not be classified as 'serious' literature. Britain is the home of what might be called 'middlebrow' literature. (That is, midway between serious, or 'highbrow' literature and popular, or 'pulp' fiction.) For example, the distinctly British genre of detective fiction (the work of writers like Agatha Christie and Ruth Rendell) is regarded as entertainment rather than literature - but it is entertainment for intelligent readers. There are many British authors, mostly female (for example, Norah Lofts and Rumer Godden), who write novels which are sometimes classified as 'romances' but which are actually deeper and more serious than that term often implies. They are neither popular 'blockbusters' nor the sort of books which are reviewed in the serious literary press. And yet they continue to be read, year after year after year, by hundreds of thousands of people.

In 1993 more than half of the hundred most-borrowed books from Britain's public libraries were romantic novels. Many were of the middlebrow type. The rest were more simplistic stories about romance (she is young and pretty, he is tall, dark and handsome with a very firm jaw; whatever happens during the story, they end up in each other's arms - forever). The British publisher which sells more books than any other is Mills & Boon, whose books are exclusively of this type.

It is more than 200 years since poetry stopped being the normal mode of literary self-expression. And yet, poetry at the end of the twentieth century is surprisingly, and increasingly, popular in Britain. Books of poetry sell in comparatively large numbers. Their sales are not nearly as large as sales of novels, but they are large enough for a few small publishers to survive entirely on publishing poetry. Many poets are asked to do readings of their work on radio and at arts festivals. Many of these poets are not academics and their writing is accessible to non-specialists. Perhaps the 'pop' idiom and the easy availability of sound recording have made more people comfortable with spoken verse than they were fifty years ago.

For the really scholarly reader, the British Library (a department of the British Museum) has more than 10 million volumes, occupying 320 kilometres of shelf space. At present, the library is obliged to house a copy of every book published in the country. This obligation, however, will probably disappear in the future. It is just too difficult to organize. By 1993, its collection was expanding at the rate of 150 centimetres of books per hour. It possesses more than 6,000 different editions of Shakespeare's plays and more than 100 different editions of most novels by Charles Dickens. The result of all this is that it can take up to two days to find a particular book!

**You have 20 seconds to check your answers.**

*(pause 20 seconds)*

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**Now listen to the text again.**

(text repeated)

**You have 20 seconds to check your answers.**

(pause 20 seconds)

**For items 11-15 listen to an episode of Pushkin House Podcast and answer the questions. Choose the correct answer (A, B or C) to answer questions 11-15. You will hear the text only ONCE.**

**You now have 25 seconds to study the questions.**

(pause 25 seconds)

Now we begin.

Interviewer: Hello, I'm Frenkie Shalom, a volunteer at Pushkin House, London. I've had interest in Russia since 2015. I love travelling there, reading about Russia. And when I came across your book "A Brown Man in Russia: Lessons Learned on the Trans-Siberian", I thought we could have a good conversation about it. Vijay, would you mind introducing yourself to our listeners.

Vijay Menon: Good to meet you! I'm Vijay Menon. I'm the author of "A Brown Man in Russia: Lessons Learned on the Trans-Siberian" published in 2018. The book is based on my experiences back in the winter of 2013 backpacking through Russia. I'm

originally from San Francisco and The Bay Area. I obviously came from a perspective of being American and a person of colour. In my day job I work in technology, I'm the founder of a small software company called Butter Payments in San Francisco.

Interviewer: When was the first time you felt like a "Brown man in Russia"? Had you ever felt that way before?

Vijay Menon: My initial experience landing in the airport, going to the subway, and frantically looking for someone who looks a little bit like me – hey maybe he knows English, maybe he'll help me out? People were very dismissive, and that was the moment when I realized: Wow, ok, I am "other." But it was also walking through the subway later and feeling sort of like a celebrity. You feel like you're magnetic. People in St. Petersburg and Moscow were a bit more used to that, but as you go more east, they aren't. And I'd never really had that experience: you feel trapped and you feel good, but you don't know whether they're laughing at you or with you.

Interviewer: One thing I've personally noticed is that it's not always that you look different – it's that the way you behave is different. Was there any point you started to feel a bit less foreign than before?

Vijay Menon: One of the things I noticed about uniquely being Russian is how not to attract attention to yourself, and one of the unique things

about being American is attracting attention to yourself – being loud, purposefully being loud – embracing individuality and "I'm going to have a loud conversation because I want the person to hear it."

Interviewer: Your book includes many lessons throughout your trip, and what you got to know about Russians. What do you think the world can learn about Russia from your experience?

Vijay Menon: There were experiences that make me feel uncomfortable, but the majority of my experiences are actually filled with super nice people, and I wouldn't have been able to make it through that trip by myself without the help of other people. I think Russian people are less gregarious and less outgoing than American people, but they want to help. That's the main takeaway.

**You have 1 minute to complete your answer.**

**Integrated listening and reading**

**Task 3**

**Read the text below, then listen to a talk 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 in the reading text only, C – if it can be found in the audio recording only, D – if**



**neither of the materials expresses the idea.**

**Now you have 10 minutes to read the text below.**

*(pause 10 minutes)*

**Now listen to a talk on the same topic and then do the tasks (16-25), comparing the text above and the talk. You will hear the talk TWICE.**

I have spent my entire life either at the schoolhouse, on the way to the schoolhouse, or talking about what happens in the schoolhouse. Both my parents were educators, my maternal grandparents were educators, and for the past 40 years, I've done the same thing. And so, needless to say, over those years I've had a chance to look at education reform from a lot of perspectives. Some of those reforms have been good. Some of them have been not so good. And we know why kids don't learn. It's either poverty, low attendance, negative peer influences... We know why. But one of the things that we never discuss or we rarely discuss is the value and importance of human connection. Relationships.

Some people think that you can either have it in you to build a relationship, or you don't. I think Stephen Covey had the right idea. He said you ought to just throw in a few simple things, like seeking first to understand, as opposed to being understood. Simple things, like apologizing. You ever thought about that? Tell a kid you're sorry,

they're in shock. I taught a lesson once on ratios. I'm not real good with math, but I was working on it. And I got back and looked at that teacher edition. I'd taught the whole lesson wrong. So I came back to class the next day and I said, «Look, guys, I need to apologize. I taught the whole lesson wrong. I'm so sorry.» They said, «That's okay, Ms. Pierson. You were so excited, we just let you go.» For years, I watched my mother take the time at recess to review, go on home visits in the afternoon, buy combs and brushes and peanut butter and crackers to put in her desk drawer for kids that needed to eat, and a washcloth and some soap for the kids who didn't smell so good. And so she kept those things in her desk, and years later, after she retired, I watched some of those same kids come through and say to her, «You know, Ms. Walker, you made a difference in my life. You made it work for me. You made me feel like I was somebody, when I knew, at the bottom, I wasn't. And I want you to just see what I've become.» Can we stand to have more relationships? Absolutely. Will you like all your children? Of course not. And you know your toughest kids are never absent. Never. You won't like them all, and the tough ones show up for a reason. It's the connection. It's the relationships. So teachers become great actors and great actresses, and we come to work when we don't feel like it, and we teach anyway.

We teach anyway, because that's what we do. Teaching and learning should bring joy. How powerful would our world be if we had kids who were not afraid to take risks, who were not afraid

to think? Every child deserves a teacher, who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. Is this job tough? Oh God, it is. But it is not impossible. We can do this. We're educators. We're born to make a difference.

**You'll hear the talk again in 30 seconds.**

*(pause 30 seconds)*

**Now listen to the talk again.**

*(Text repeated)*

**Now you have five minutes to finish the task and transfer your answers to the answer sheet.**

**This is the end of the integrated task. Now you can start working on your reading task.**

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