

LISTENING

Time: 15 minutes (10 points)

You will hear a speech of a boy who invented some applications. Decide whether the statements **1–5** are TRUE according to the text you hear (**A**), or FALSE (**B**), or the information on the statement is NOT STATED in the text (**C**). Then for items 6-10, choose the best option (A, B or C). You will hear the text **twice**.

1. The speaker's favourite app was "Justin Bieber".
 2. The speaker created the second app because most of his friends admire Justin Bieber.
 3. The speaker decided to release the apps because he had nothing to do during his holidays in 2010.
 4. The speaker tried programming such languages as Java and Python.
 5. The speaker's parents continued using the apps for 99 dollars in the App Store.
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6. The main function of the first app was ...
 - A) To display the place on Earth you live
 - B) To tell what colour the Earth was
 - C) To tell about one's luck
 7. Who donated to the app club at school?
 - A) Steve Jobs
 - B) Teachers
 - C) Parents
 8. The money from the apps goes to ...
 - A) Local districts
 - B) The speaker's own foundation
 - C) Education
 9. According to the speaker the students know about the technology ...
 - A) More than teachers
 - B) A little as well as teachers

C) A bit less than teachers

10. What is not said about the speaker's plans?

A) He wants to educate other fellows

B) He is about getting cash from Android

C) He's going to develop game apps

Transfer your answers to the answer sheet!

READING

Time: 35 minutes (15 points)

Task 1

Complete the text with the given items **A – I** according to the sense. There's an extra item that cannot be used.

How Similar Are Animals and Human Beings?

Over the centuries, plenty of animals have been charged with an offence and even a crime, tried in a court of law, found guilty and punished — even executed. The last time was as recently as 1906. Animals were thought to be like human beings **(1)**. Then ideas about animals changed **(2)**. They were therefore considered dull for true suffering and for criminal behaviour.

But new research suggests that animals have far more complex cognitive and social skills than we thought. The focus in recent decades has been on wildlife **(3)**. First for some findings. In 2004, researchers in Cambridge, UK, reported that when individual sheep were isolated from the flock of sheep that they belonged to, they experienced stress. This was shown by increases in heart rate, stress hormones and bleating — a sheep's call. But showing them pictures of familiar sheep faces reduced all three measurements. The same effect was not produced **(4)**. Donald Broom, Professor of animal welfare at the University of Cambridge, says that cows often form long-lasting, cooperative partnerships.

Those that learned the task were more likely to experience a sudden increase in heart rate **(5)**. This was called “the eureka response”, and resembles the human reaction to making a discovery. Other research has shown that if offered a choice of two places to feed, pigs will avoid the one **(6)**. None of these findings proves that animals feel pain or joy in the same way that humans do, but according to Broom, the evidence suggests that animals may be aware of **(7)**. That awareness is the basis of collaboration among human beings — for instance, knowing not to attack a familiar face. In animal communities too, it now seems, animals with big

teeth, or weighing several tones, will move carefully so as not to damage others. In the past, this was explained as their fear that if they accidentally hurt another animal, it will attack them.

According to Broom, however, this is not true in every case. He claims that a great deal of this behaviour has a more general aim of ensuring (8). American animal rights lawyer Steven Wise has gone a step further. He argues that people have basic civil liberties because they possess a sense of self, plus the ability to want something and to have the intention of gaining what they want.

- A. and they were thought to lack awareness of their own internal states and relationships to others
- B. where they had previously been shut in for several hours after eating
- C. when they were shown pictures of goat faces or inverted triangles
- D. able to decide their actions and morally responsible for the outcomes
- E. that the society will function
- F. and to run around than those that did not
- G. therefore deserve basic rights such as freedom from being raised as food for human beings
- H. but it now seems that something similar is also true of farm animals
- I. what has happened in the past, and capable of acting on it in the future

Task 2

Read the text and answer the questions 9 – 15.

Day Without Sight

On Friday afternoon, Sam’s teacher had a special assignment. “Next week, we’ll be studying humanitarian efforts around the world since the time of the Renaissance, including those to help the blind,” she said. “Over the weekend, I

want each of you to wear a blindfold for an entire day. The premise of this experiment is that it will help you understand what it's like to be blind," she said.

Sam was a skeptic. He really didn't think the assignment would be too challenging. On Saturday morning, Sam took a piece of cloth and tied it around his head to cover his eyes. Then he went into the kitchen for breakfast. He heard the voices of his parents and brothers but couldn't specify where each voice was coming from. He thought about how important hearing is for blind people.

"Could you pass me the newspaper, please?" he asked. Just then, he remembered he couldn't see the words on the page. He wondered if Braille newspapers were ever made.

After finishing breakfast, his brothers asked him to play soccer. As he followed them, he accidentally walked into the baker's rack. He also found that he couldn't play soccer. He wouldn't be able to coordinate his actions without being able to see. Without his optic senses, he had no spatial awareness. Furthermore, he couldn't do simultaneous activities because he had to make sure he was safe first.

He sat on the lawn. Suddenly, he realized that though he couldn't see, his other senses worked perfectly fine. In fact, he began to realize new and different aspects of common objects. For example, he took a flower bud and felt it with his finger. He realized for the first time that it seemed to be covered with wax.

His hypothesis about being blind was disproved. The informative experiment had an imprint on him. It showed him sight was an asset that should be appreciated and taught him to revere the talents of blind people.

9. What was the crucial factor to carry out the experiment?
- A) To study the Renaissance
 - B) To conceive the state of cecity
 - C) To include the assignment to the list of humanitarian studies for the following week

10. Covering his eyes Sam ...
- A) Couldn't understand whose voice was in the kitchen
 - B) Couldn't utter a word
 - C) Couldn't help appreciating the significance of the sight
11. What is true about Sam's actions according to the text?
- A) They were certainly simultaneous
 - B) They were chaotic
 - C) They were predictable
12. What did Sam think about when he took a newspaper?
- A) He thought about whether there was a special font.
 - B) He thought about people who couldn't read.
 - C) He thought about Mr. Braille who made a newspaper.
13. When Sam touched the pot, he ...
- A) Felt the texture of the surface
 - B) Knew it was made of wax
 - C) Could feel it was done out of metal
14. At the beginning Sam supposed that the task would be ...
- A) Tough
 - B) Challenging
 - C) Trivial
15. The experiment taught Sam
- A) To respect blind people
 - B) To blame blind people
 - C) To reveal blind people

Transfer your answers to the answer sheet!

USE OF ENGLISH

Time: 30 minutes (20 points)

Task 1

Multiple choice. Choose the best variant (A, B, C or D) for each gap 1 – 10.

Nick Kinlock has (1) with pneumonia. The illness struck him yesterday during Question Time in the Commons. He was (2) a matter which a colleague of his recently (3) to his attention: the Conservatives' plan to (4) the National Health Service and how it would affect senior citizens. The opposition leader had just (5) the subject of hypothermia among the aged when he had to (6) in mid-sentence owing to a fit of coughing. He then collapsed and (7) half an hour later in hospital. Doctors say that the attack may have (8) as a result of overworking, stress and a bad diet. Members of Mr. Kinlock's family, fellow MPs and well-wishers have been (9) at the hospital to see how he's (10).

1	A) come down	B) taken up	C) block off	D) abide by
2	A) explaining for	B) allowing for	C) taking up	D) beefing up
3	A) caught	B) paid	C) made	D) brought
4	A) boot up	B) break away	C) break up	D) carry over
5	A) checked out	B) dragged on	C) brought up	D) fallen through
6	A) get rid	B) break off	C) keep up	D) nod off
7	A) opted out	B) ran into	C) told off	D) came to
8	A) wiped off	B) come about	C) passed away	D) went off
9	A) dropping by	B) cutting out	C) ending up	D) clamming on
10	A) getting on	B) growing up	C) getting rid	D) getting off

Task 2

Word formation. For items 11 – 20, read the text below. Use the word given in capitals and form a word that fits in the space.

Michael Oppenheimer and Jesse Anttila-Hughes begin with a primer on how the greenhouse effect works, how we know that Earth is (11) getting warmer,	RAPID
and how we know that the recent warming is caused by human (12) .	ACT
They explain the sources of (13) knowledge about climate change as well as the basis for the models scientists use to predict how the climate will behave in the future.	SCIENCE
Most children around the world will face hotter, more extreme temperatures more frequently. Higher temperatures will directly affect children’s health by increasing the rates of heatstroke, heat (14) , and heat-related mortality.	EXHAUST
Excessive heat is also likely to affect children (15) by disrupting agricultural systems, driving up prices, and increasing food scarcity.	DIRECT
Many of the world’s children may see local demand for water outstrip supply, as shifting (16) patterns dry out some regions of the world,	PRECIPITATED
make other regions (17) , and increase the frequency of both unusually dry periods and unusually severe rains.	WETTING
Mountain (18) will recede further, significantly reducing storage of winter snows and thus springtime runoff, which has traditionally been used to water fields and recharge reservoirs.	GLACIAL
Damage to ecosystems from climate change may also harm children; for example, (19) the world’s oceans will reduce food supplies,	ACID
and disease-carrying insects will (20) new areas in response to changing rains and temperatures.	INVASION

Transfer your answers to the answer sheet!

WRITING

Time: 40 minutes (15 points)

You booked a room at a hotel. But unfortunately the staff forgot to register your reservation. When getting to the destination, you have no check in reservation. The staff was trying to explain you that there was no free room left. Task: write a complaint letter (200 – 250 words) to the manager of the hotel according to the rules. Stick to the formal style.

Transfer your review to the answer sheet!