

Министерство науки и высшего образования
Российской Федерации
ФГБОУ ВО «Удмуртский государственный университет»
Институт языка и литературы

О. Ю. Буйнова

Test your English

Part 1

Учебно-методическое пособие



Ижевск

2021

УДК 811.111(075.8)
ББК 81.432.1я73
Б905

Рекомендовано к изданию учебно-методическим советом УдГУ

Рецензент: к. пед. н., доцент кафедры перевода и прикладной лингвистики
(английский и немецкий язык) **Тройникова Е.В.**

Буйнова О. Ю.

Б905 Test your English. Part 1: учеб.-метод. пособие. – Ижевск: Издательский центр «Удмуртский университет», 2021. – 84 с.

ISBN 978-5-4312-0890-4

ISBN 978-5-4312-0891-1

В пособии предлагаются задания, направленные на формирование грамматических и лексических навыков, а также навыков аудирования и чтения. Особое внимание уделяется письменной речи и работе над разными форматами письма: рецензия, статья, эссе.

Пособие предназначено студентам направления подготовки бакалавриата 45.03.02 Лингвистика.

УДК 811.111(075.8)
ББК 81.432.1я73

ISBN 978-5-4312-0891-1

© О. Ю. Буйнова, 2021

© ФГБОУ ВО «Удмуртский государственный университет», 2021

Contents

Введение	4
Test 1	5
Part 1 Listening.....	5
Part 2 Reading.....	8
Part 3 Use of English.....	15
Part 4 Writing.....	17
Part 5 Country Studies.....	18
Test 2	20
Part 1 Listening.....	20
Part 2 Reading.....	22
Part 3 Use of English.....	29
Part 4 Writing.....	31
Part 5 Country Studies.....	32
Test 3	34
Part 1 Listening.....	34
Part 2 Reading.....	36
Part 3 Use of English.....	41
Part 4 Writing.....	43
Part 5 Country Studies.....	45
Test 4	47
Part 1 Listening.....	47
Part 2 Reading.....	50
Part 3 Use of English.....	56
Part 4 Writing.....	59
Part 5 Country Studies.....	60
Test 5	62
Part 1 Listening.....	62
Part 2 Reading.....	64
Part 3 Use of English.....	70
Part 4 Writing.....	72
Part 5 Country Studies.....	74
Answer sheets	76
References	81

Введение

Коммуникативная компетенция обучающихся – способность использовать языковые умения для решения практических задач – должна проверяться во всех видах речевой деятельности. Концепция современного образования определяет цели, где подчеркивается необходимость формировать целостную систему универсальных знаний, умений, а также самостоятельную деятельность, то есть ключевые компетентности, определяющие современное качество образования.

Название пособия «Test your English» – отражает главную цель автора – помочь студентам проверить уровень владения языковой компетенцией и, с учетом полученных результатов, наметить индивидуальную траекторию развития.

Данное учебно-методическое пособие предназначено для студентов первого-второго курсов направления подготовки бакалавриата 45.03.02 Лингвистика. Материалы пособия позволяют развивать у студентов-лингвистов критическое мышление, способность к самоанализу и эффективно готовиться к сдаче итоговых экзаменов по практическому курсу английского языка. Предложенный в пособии материал позволяет сформировать и укрепить систему знаний, умений и компетенций в соответствии с существующими стандартами. Вместе с тем, тесты обеспечивают вариативность коммуникативных заданий и создают основу для успешной сдачи любого международного экзамена, поскольку предложенные материалы помогут овладеть иноязычной коммуникативной компетенцией и универсальными стратегиями выполнения языковых текстов.

Пособие состоит из двух частей: сборника тестов с аудио приложением и методическими рекомендациями, которые включают ответы ко всем заданиям, критерии и дополнительные шкалы оценивания письменных высказываний.

Пособие содержит пять вариантов тестовых заданий, составлено на основе аутентичных материалов и может быть использовано как на практических занятиях по английскому языку, так и для самостоятельной работы и (само)контроля. Работая с подобными тренировочными упражнениями, студенты смогут выработать индивидуальную стратегию выполнения тестовых заданий повышенного уровня сложности.

При подборе текстовых материалов были использованы наиболее авторитетные источники современных английских учебных пособий, где уровень сложности по шкале Совета Европы соответствует уровню B2 (Upper-Intermediate) и B2+ / C1 (Upper-Intermediate, Advanced).

TEST 1

Listening

Part 1

Аудиодорожка: <https://yadi.sk/d/S76V7APJtiEXQ>

You will hear an interview with Owen Jackson, who is talking about his work as a film director. For questions 1 - 5, choose the answer (A, B, C or D) which fits best according to what you hear. **You will hear the recording twice.** Mark your answers on the separate answer sheet.

- 1 Owen says that the film which made him successful
- A was finished long before the 1990s.
 - B was rejected by the industry when it first came out.

	1
--	---
 - C overran its original budget.
 - D was made in very difficult conditions.
- 2 What motivated Owen to make the film in Australia?
- A a desire to be accepted into the Hollywood system
 - B a feeling that his next movie would be a winner

	2
--	---
 - C a determination to do what he wanted to do
 - D a fear that this might be his last chance to prove himself
- 3 According to Owen, what made his film *Task Force* unusual?
- A Genuine soldiers were brought in as actors.

	3
--	---
 - B The cast were put through rigorous training.
 - C Filming took months longer than anticipated.
 - D Owen based the characters on fellow soldiers.
- 4 What does Owen feel about all films?
- A They are part of an evolutionary process.
 - B They are significant landmarks.

	4
--	---
 - C They are rarely regarded as highly as they should be.
 - D They are regarded with envy by fellow directors.
- 5 What does Owen say about the future?
- A World events will always dictate how we perceive ourselves.
 - B Turmoil will continue unless we make a stand.
 - C People should not try to reproduce what he has created on film.

	5
--	---
 - D We can be optimistic about the human race.

Part 2

You will hear someone talking about a new scheme for those who have broken the law. For questions **6 - 14**, complete the sentences with word or short phrase. **You will hear the recording twice.** Mark your answers **on the separate answer sheet.**

Offenders are being given an opportunity to

6	
---	--

 for crimes they have committed.

The

7	
---	--

 is responsible for supervising the work of the offenders.

Because Mary Rose's bungalow was beside a

8	
---	--

 it made her vulnerable to attack.

The schemes provide an opportunity for using the

9	
---	--

 of the offenders.

A narrow boat project benefited those with in

10	
----	--

 West Yorkshire.

Anyone in

11	
----	--

 can take a trip on the Lady Rhodes.

Crimes committed locally during

12	
----	--

 have been greatly reduced.

Those previously unable to go on the waterways can now enjoy a

13	
----	--

 on a narrow boat.

Those previously unable to go on the waterways can now enjoy a

14	
----	--

 into consideration.

Part 3

You will hear two psychologists, Tim and Juliet, talking on the radio about the abilities of the human brain. For questions **15 - 20**, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. **You will hear the recording once.** Mark your answers **on the separate answer sheet.**

Write **T** for Tim,

J for Juliet,

or **B** for Both, where they agree.

15 The human brain's ability is not restricted to one type of knowledge.

	15
--	-----------

16 An inability to cope with mathematics could be due to a lack of encouragement from others.

	16
--	-----------

17 Everyone's brain is constantly doing mathematical calculations.

	17
--	-----------

18 Using something to direct your eyes towards figures can improve your mathematical ability.

	18
--	-----------

19 Keeping silent and focusing carefully on the numbers is a tricky technique to perfect.

	19
--	-----------

20 Scoring is not advisable in mathematical games.

	20
--	-----------

Reading

Part 1

You are going to read an article about the escapologist, Harry Houdini. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers **on the separate answer sheet**.

Mind over matter?

Harry Houdini, who died in 1927, was the entertainment phenomenon of the ragtime era. He could escape from chains and padlocks, from ropes and canvas sacks. They put him in a strait-jacket and hung him upside down from a skyscraper and he somehow untied himself. They tied him up in a locked packing case and sank him in Liverpool docks. Minutes later he surfaced smiling. They locked him in a zinc-lined Russian prison van and he emerged leaving the doors locked and the locks undamaged. They padlocked him in a milk churn full of water and he burst free. They put him in a coffin, screwed down the lid, and buried him and... well, no, he didn't pop up like a mole, but when they dug him up more than half an hour later, he was still breathing.

Houdini would usually allow his equipment to be examined by the audience. The chains, locks and packing cases all seemed perfectly genuine, so it was tempting to conclude that he possessed superhuman powers. Sir Arthur Conan Doyle's Sherlock Holmes was the very paragon of analytical thinking but Conan Doyle believed that Houdini achieved his tricks through spiritualism. Indeed, he wrote to the escapologist imploring him to use his psychic powers more profitably for the common good instead of just prostituting his talent every night at the Alhambra. However, Houdini repeatedly denounced spiritualism and disclaimed any psychic element to his act.

feats of escapism was that Houdini could do unnatural things with his body. It is widely held that he could dislocate his shoulders to escape from strait-jackets, and that he could somehow contract his wrists in order to escape from handcuffs. His ability to spend long periods in confined spaces is cited as evidence that he could put his body into suspended animation, as Indian fakirs are supposed to do.

This is all nonsense. If you ever find yourself in a strait-jacket, it's difficult to imagine anything less helpful than a dislocated shoulder. Contracting your wrists is not only unhelpful but, frankly, impossible because the bones of your wrist are very tightly packed together and the whole structure is virtually incompressible. As for

suspended animation, the trick of surviving burial and drowning relies on the fact that you can live for short periods on the air in a confined space. The air shifted by an average person in a day would occupy a cube just eight feet square. The build-up of carbon monoxide tends to pollute this supply, but, if you can relax, the air in a coffin should keep you going for half an hour or so.

In other words, there was nothing physically remarkable about Houdini except for his bravery, dexterity and fitness. His nerve was so cool that he could remain in a coffin six feet underground until they came to dig him up. His fingers were so strong that he could undo a buckle or manipulate keys through the canvas of a strait-jacket or a mail bag. He made a comprehensive study of locks and was able to conceal lock-picks about his person in a way which fooled even the doctors who examined him. When they locked him in the prison van he still had a hacksaw blade with which to saw through the joins in the metal lining and get access to the planks of the floor. As an entertainer he combined all this strength and ingenuity with a lot of trickery. His stage escapes took place behind a curtain with an orchestra playing to disguise the banging and sawing. The milk churn in which he was locked had a double lining so that, while the lid was locked onto the rim, the rim was not actually attached to the churn. Houdini merely had to stand up to get out. The mail sack he cut open at the seam and sewed up with similar thread. The bank safe from which he emerged had been secretly worked on by his mechanics for 24 hours before the performance.

All Houdini's feats are eminently explicable, although to explain them, even now, is a kind of heresy. Houdini belongs to that band of mythical supermen who, we like to believe, were capable of miracles and would still be alive today were it not for some piece of low trickery. It's said of Houdini that a punch in his belly when he wasn't prepared for it caused his burst appendix. Anatomically, it's virtually impossible that a punch could puncture your gut, but the story endures. Somehow the myth of the superman has an even greater appeal than the edifice of twenty-first century logic.

- 1** In the first paragraph, what does the writer say Houdini managed to do?
- A** jump upside down from a skyscraper
 - B** escape from a submerged box
 - C** break the locks of a Russian prison van
 - D** fight his way out of an empty milk churn

- 2 The writer mentions Houdini's burial alive to illustrate the fact that
- A his tricks sometimes went disastrously wrong.
 - B he was not always able to do what he claimed he could.
 - C he was capable of extraordinary feats of survival.
 - D he had overcome his fear of confined spaces.
- 3 The writer suggests that Conan Doyle
- A was less analytical about Houdini than one might have expected.
 - B asked Houdini if he could include him in a Sherlock Holmes story.
 - C felt that Houdini could make more money in other ways.
 - D thought there were scientific explanations for Houdini's feats.
- 4 The writer comes to the conclusion that Houdini
- A had an unusual bone structure.
 - B could make parts of his body smaller.
 - C was able to put himself in a trance.
 - D was not physically abnormal.
- 5 It appears that Houdini was able to escape from strait-jacket by
- A using hidden lock-picks.
 - B undoing buckles from inside the material.
 - C cutting the canvas with a hacksaw.
 - D turning keys he had concealed.
- 6 The writer states that when Houdini escaped from the milk churn
- A the role of the orchestra was important.
 - B he made use of the hacksaw to free himself.
 - C the container had been modified beforehand.
 - D he was in full sight of the audience.
- 7 How does the writer say people regard Houdini nowadays?
- A They want to hear the scientific explanations for his feats.
 - B They prefer to believe that he had extraordinary powers.
 - C They refuse to believe the story of how he died.
 - D They doubt the fact that he ever really existed.

Part 2

The article has six sections **A - F**. Choose the correct heading for each section from the list of heading below. Write the correct number **i - x** in boxes **8 - 14** on your answer sheet.

List of Headings	
i	Not enough sympathy
ii	The need for action
iii	An inaccurate comparison
iv	Is it really a new phenomenon?
v	The problem gets worse
vi	Not a complete solution
vii	Progress resulting from research
viii	How common is the problem?
ix	Changing attitudes
x	A variety of attempts

RSI

(8) Paragraph A

Pia Enoizi panicked when a specialist told her that she had repetitive strain injury (RSI) and would never be able to work with a computer. Then 19, she was studying history at Cambridge University. 'I saw my career being shot to pieces,' she says. 'What on earth was I going to do? At the time, I was thinking about an academic life.'

The first warning sign was cramp, which struck during a summer job that involved data entry and analysis. 'I sat at the computer on a plastic chair with no thought about posture or taking breaks. One evening, I was cooking pasta and was surprised when I could not lift a pan of boiling water.' The cramps recurred, but she was enjoying the work and put the discomfort out of her mind. Back at Cambridge for her final year, however, she quickly developed essay-writer's cramp. 'We handwrote essays,' says Enoizi, who is now 25. 'First, I found it a struggle to get through a full essay. Next, to my horror, the pain and cramp became so intense I

could not write at all. I began to have horrific pins and needles and pains shooting up my arm.’

(9) Paragraph B

More than half a million Britons suffer from RSI – or work-related upper-limb disorder, the description specialists prefer to use. However, this figure includes only reported cases, says Andrew Chadwick, the chief executive of the RSI Association. ‘Students and children are not included. Nor are the thousands of stoics who struggle in silence. Many who call helpline are desperate. They say they cannot afford to lose their jobs.

RSI is not a diagnosis, but an umbrella term for a range of about 30 painful inflammatory disorders linked to daily overuse of a muscle. Tennis and golfer’s elbow are common examples, but many more are occupational. Factory assembly workers and computer users are believed to be the most susceptible, followed by musicians, dressmakers, flight attendants – who repeatedly tear tickets in half – sign language interpreters and litter pickers, who repeatedly squeeze the handles on litter collectors. Text messaging has not yet been known to cause the condition, but Virgin Mobile was concerned enough two years ago to advise users to flex their fingers and shake their wrists occasionally.

(10) Paragraph C

Some specialists draw a parallel between the overuse of muscles and joints by RSI sufferers and the stress suffered by marathon runners. An athlete runs to exhaustion, but would never consider doing so every day; the body needs time to recover before the next event. Yet, with computer-related RSI, the fingers are honed to work faster and faster, says Chadwick: ‘It is often the hardest and fastest workers, who put in long hours without proper breaks, who develop a disorder.’

(11) Paragraph D

Enoizi’s recovery has taken several years’ determination and discipline. She missed a lot of work, but her college paid for an amanuensis – a postgraduate student to whom she dictated essays and her exams papers – and for physiotherapy. But even the repeated dictation led to a painful contraction of the neck muscles. ‘During finals, I had to lie on the floor to rest my neck,’ she says. Enoizi was delighted to graduate

with a first, but she then had to take a year off to rest and retrain her body. Her first stop was a residential chronic pain management course. ‘I realized that the damage caused by RSI was never going to go away. I had to learn how to control it.’ During her year off, Enoizi visited a chiropractor, an osteopath and a kinesiologist. She also tried magnet therapy and herbal supplements. But none of these made a difference. Pilates, with its emphasis on posture and balancing muscles, helped. Physiotherapy also proved crucial. ‘It made a big difference when my physiotherapist bandaged my arms and somehow lifted the forearm muscles away from the nerves. There was an instant feeling of liberation – everything felt less tight.’

(12) Paragraph E

Enoizi now uses a curved keyboard. ‘This helps me keep my wrists straight, but with my arms slightly curved, so my elbows do not dig into my ribs. Everything is more relaxed. My chair is fully adjustable and I take frequent breaks.’ She is now working at Boots as an assistant project manager. ‘I do a mixture of computer analysis, meetings and discussions,’ she says. ‘But, at the end of a long day, I might get a little pain. I walk briskly – jogging can aggravate joints – stretch gently at my desk and keep up the Pilates. I feel optimistic.’

(13) Paragraph F

Enoizi supports the RSI Association’s call for prevention. I am concerned about schoolchildren,’ she says. ‘Many use computers for several hours a day, yet are given little advice on posture and injury. Whether they are short, tall, aged 12 or 18, most sit at the same non-adjustable chairs, and the same height desks. And many send text messages and play games on their computers until late at night.’

(14) EXTRA HEADINGS

Complete the summary below using words from the box. Write your answers in boxes **15 - 20 on your answer sheet.**

What is RSI?

The **15** ... name for RSI is ‘work-related upper limb disorder’. The number of people suffering from it is **16** ..., because certain people are not included in the statistics and because for some people the problem is a **17** ... one. RSI is a **18** ... name that includes about thirty unpleasant conditions. Sports people suffer from it, but many other people do as a result of carrying out **19** ... tasks at work. It is not **20** ... whether text messaging can cause it but this is possible.

rising	concerned	general	secret
difficult	false	official	current
likely	complete	constant	characteristic
sure	unknown	clear	routine
simple	flexible	straight	firm

Use of English

Part 1

In the following extract from a composition, choose **four** underlined verbs that are not in a correct form. Mark your answers **on the separate answer sheet**.

In a recent report on hygiene in shops and restaurants, it is claimed that over forty per cent of the establishments involved in the survey fell below acceptable standards. One butcher quoted in the report even boasted that several of his customers have become ill after eating chicken bought at his shop. When one of the customers complained, she was told that it couldn't have been the chicken but anyway she must have washed it thoroughly under the tap before she cooked it. The butcher conceded he had acted somewhat irresponsibly but seemed happy to admit that he will sell the same chicken in the future if it was ever necessary. All this is rather worrying. Of particular cause for concern is the attitude expressed by a chef at an expensive restaurant who related how he had once served food reheated from three-day-old leftovers and sold it at a vastly inflated price. The author of the report, interviewed on television, said that as a result of his studies he had come to the conclusion that the more you will pay for a meal, the more likely you are to get ill.

1		2		3		4	
---	--	---	--	---	--	---	--

Part 2

Complete the paragraph using words from the box in the appropriate form. Mark your answers **on the separate answer sheet**.

desire	determine	devote	doom	heed	ignore
pin	reap	require	shot	strenuous	worth

Last year I decided to set up my own online company. I received conflicting advice about doing so from different people. My friends said it was (5)_____ a try and encouraged me to make a (6)_____ effort to get it going. My parents said my plans were (7)_____ to failure. I wish I

hadn't (8)_____ my parents' advice. I wouldn't have been in this mess now, had I (9)_____ their warnings. I should have known that such a vague business plan was risky, but I suppose I had such a desperate (10)_____ to succeed that I thought I might get away with it. It's not because I didn't give it my best (11)_____. I made (12)_____ efforts to get things going, (13)_____ more or less all my energy to getting it started. But in the end it just (14)_____ too much effort. I had been (15)_____ my hopes on getting enough publicity for my site but that just never happened. So, unfortunately, it seems I will never (16)_____ the rewards of my efforts.

Part 3

For questions 17 - 20, think of **one** word only which can be used appropriately in all three sentences. Mark your answers **on the separate answer sheet**.

17 The committee is totally against any new building in a belt area.

When Frank saw Sally's new car, he was with envy.

I obviously haven't got fingers because I can't get anything to grow.

18 As midnight approached, the guests slowly away from the party.

Overnight, the snow had into great piles up against the garden wall.

My thoughts back to the days when I believed everything was possible.

19 Our local football team has been trying to get into the first for the last two years.

Tim is no good at long, but he's brilliant at multiplication.

The seemingly unfair of wealth seems to be balanced in favour of those who have been well educated.

20 We were unable to the wedding due to a prior engagement.

The minister left the meeting suddenly to to some urgent business.

Would you please to your work and stop day-dreaming?

Writing

Directions:

Your English language teacher has selected a passage from a newspaper article about international languages. You have been asked to write an essay giving your opinion on the problem that is raised in the passage, commenting on the practical aspects of promoting an artificial language rather than English as a global language.

English comes with a heavy load of historical and political baggage, making it utterly unsuitable in many parts of the world. In addition, it is full of illogical complexities in both its grammar and spelling, which makes learning it properly an extremely time-consuming task. In view of this, it would be far better if the governments around the world came to an agreement to promote an artificial language with completely regular grammar and simple phonetic spelling. This would be far more democratic and efficient, and the goal of a true international language might finally be realized

Write an essay in **270 - 300** words. Entitle your essay.

Remember to:

- Give two strong ideas on each side
- Include relevant examples or evidence from your own experience
- Draw a logical conclusion, restating your opinion
- Organize your answer into fully coherent paragraphs
- Write grammatically correct sentences
- Use accurate spelling and punctuation
- Write in a formal impersonal style

Use the following words in your essay (put them in the correct grammar form if necessary):

- 1) to exaggerate claims
- 2) to shrink
- 3) to alleviate the situation
- 4) prominent
- 5) to lead to an impoverishment

Underline the required words when used in your essay.

Test in Literature

Complete the crossword. Mark your answers on the separate answer sheet.

			1				m								
2							i								
							3	d							
4							s								
5							u								
			6				m								
				7			m								
8							e								
				9			r								
			10				n								
				11			i								
12							g								
			13				h								
						14	t								
15							`s								
			16				d								
				17			r								
						18	e								
19							a								
				20			m								

1. What Bernard Shaw's play was the background for the musical "My Fair Lady"?
2. Who is the author of "Peter Pan"?
3. What profession did the author, who created the character of Sherlock Holmes, have?
4. "What's in a name? That which we call a rose by any other name would smell as sweet". Who does the quote belong to?
5. This literary creation is the longest epic poem in Old English.
6. Who created the character of James Bond?
7. "To be or not to be – That is the question!" Which play does this famous quote belong to?
8. In which century was Geoffrey Chaucer's "The Canterbury Tales" written?
9. "There's ne'er a villain dwelling in all Denmark but he's an arrant knave". Whom does Hamlet say this phrase to?
10. Who might have been the author of the plays signed on behalf of William Shakespeare?
11. Who wrote the crime novel "Ten Little Niggers"?
12. Name one of the feuding families of Verona.
13. This literary work is a historical novel written by Sir Walter Scott, describing the enmity between Anglo-Saxons and Normans.
14. What Shakespeare's play do these lines belong to?
15. "Tush! Never tell me; I take it much unkindly
16. That thou, Iago, who hast had my purse
17. As if the strings were thine, shouldst know of this".
18. Who is the author of the novel "Dealings with the Firm of Dombey and Son: Wholesale, Retail and for Exportation".
19. What Irish writer was called "Prince Paradox"?
20. Which of the Bronte sisters was "Jane Eyre" written by?
21. At the beginning of this Shakespeare's play the sorcerer Prospero conjures up a storm.
22. Name the book which opens with the line "All children, except one, grow up" (two words).
23. Name one of the most famous Kipling's novels.

TEST 2

Listening

Part 1

Аудиодорожка: <https://yadi.sk/d/UBeTdA17gb74og>

You will hear a talk between two movie critics on a radio program called Film Fanatics.

Duration of the track is 10 minutes.

As you listen to the radio program, identify which of the three people (the two critics and the presenter) says the following. Write:

- J (Jonathan)

- S (Sally) or

- P (presenter)

1. The UK has had a lot of recent success with one certain type of film. ____
2. The humour in *Helter Skelter* comes from the absurdity of what the main character is asked to do. ____
3. I started to feel uncomfortable during the film. ____
4. I think the cast selection creates an unrealistic situation. ____
5. It was easy to empathize with one of the characters. ____
6. People have said the camera work in the film is wonderful. ____
7. I was still thinking about aspects of the *Time Out* plot after it had finished. ____
8. I was surprised by the quality of this film. ____
9. I hope the director keeps producing this quality of film. ____
10. The film didn't need any star names to be a success. ____

Part 2

You will hear an interview on the radio about SETI (Search for Extra Terrestrial Intelligence).

Duration of the track is 10 minutes.

Listen to the recording and put one phrase below (A-N) into each empty gap.

A to survive

H gazing up at

B understands exactly what

I valuable mineral resources

C listening for signals

J intelligent life

D 1960s and 1970s

K arguments over money

E last few years

L silence from space

F environmental damage

M the distances

G destroyed

N life on other

There are 4 extra phrases that you do not need to use.

11. Both Hilary and Mike comment that not everybody _____ what SETI is.

12. Hilary says that SETI researchers all believe in _____ planets.

13. She uses the snail example to illustrate _____ involved.

14. NASA sent messages on spacecraft during the _____.

15. Current SETI techniques involve _____ rather than sending signals.

16. In an ideal world, NASA would like to find _____ and not just simple plant life.

17. It's possible to get depressed by the continued _____ but Hilary remains optimistic.

18. One reason an advanced form of life cannot be detected is that they may have _____ themselves.

19. Hilary mentions nuclear proliferation, overpopulation and _____ as examples of how our civilization puts itself in danger.

20. If Hilary met any aliens, she would ask them how it was possible for them _____

Reading

Part 1

Stars without the stripes

Managing cultural diversity is a core component of most masters programmes these days. The growth of Japanese corporations in the sixties and seventies reminded us that there were other models of business than those taught by Harvard professors and US-based management consultants. And the cultural limits to the American model have more recently been underlined by developments in Russia and central Europe over the past decade.

Yet in Britain, we are still more ready to accept the American model of management than most other European countries. As a result, UK managers often fail to understand how business practices are fundamentally different on the Continent. One outcome is that many mergers and acquisitions, strategic alliances and joint ventures between British and European companies do not achieve their objectives and end in tears.

Alternatively, managers may avoid a merger or joint venture which makes sense from a hard-nosed strategic point of view because they fear that different working practices will prevent their goals from being achieved.

Essentially, Anglo-Saxon companies are structured on the principles of project management. In the eighties, companies were downsized, with tiers of management eliminated. In the nineties, management fashion embraced the ideas of business

process re-engineering, so organizations were broken down into customer-focused trading units. Sometimes these were established as subsidiary companies, at other times as profit-and-loss or cost centres.

Over the past ten years, these principles have been applied as vigorously to the UK public sector as to private-sector corporations. Hospitals, schools, universities, social services departments, as well as large areas of national government, now operate on project management principles - all with built-in operational targets, key success factors, and performance-related reward systems.

The underlying objectives for this widespread process of organizational restructuring have been to increase the transparency of operations, encourage personal accountability, become more efficient at delivering service to customer, and directly relate rewards to performance.

The result is a management culture which is entrepreneurially oriented and focused almost entirely on the short term, and highly segmented organizational structures — since employee incentives and rewards are geared to the activities of their own particular unit.

This business model has also required development of new personal skills. We are now encouraged to lead, rather than to manage by setting goals and incentive systems for staff. We have to be cooperative team members rather than work on our own. We have to accept that, in flattened and decentralized organizations, there are very limited career prospects. We are to be motivated by target-related rewards rather than a longer-term commitment to our employing organization.

This is in sharp contrast to the model of management that applies elsewhere in Europe. The principles of business process re-engineering have never been fully accepted in France, Germany and the other major economies; while in some Eastern European economies, the attempt to apply them in the nineties brought the economy virtually to its knees, and created huge opportunities for corrupt middle managers and organized crime.

Instead, continental European companies have stuck to the bureaucratic model which delivered economic growth for them throughout the twentieth century. European corporations continue to be structured hierarchically, with clearly defined job descriptions and explicit channels of reporting. Decision making, although incorporating consultative processes, remains essentially top-down.

Which of these two models is preferable?

Certainly, the downside of the Anglo-American model is now becoming evident, not least in the long-hours working culture that the application of the decentralized project management model inevitably generates.

Whether in a hospital, a software start-up or a factory, the breakdown of work processes into project—driven targets leads to over-optimistic goals and

underestimates of the resources needed. The result is that the success of projects often demands excessively long working hours if the targets are to be achieved.

Further, the success criteria, as calibrated in performance targets, are inevitably arbitrary, and the source of ongoing dispute. Witness the objections of teachers and medics to the performance measures applied to them by successive governments. This is not surprising. In a factory producing cars the output of individuals is directly measurable, but what criteria can be used to measure output and performance in knowledge-based activities such as R&D labs, government offices, and even the marketing departments of large corporations?

The demands and stresses of operating according to the Anglo—American model seem to be leading to increasing rates of personnel burn-out. It is not surprising that managers queue for early retirement. In a recent survey, just a fifth said they would work to 65. This could be why labour market participation rates have declined so dramatically for British 50-year-olds in the past twenty years.

By contrast, the European management model allows for family—friendly employment policies and working hours directives to be implemented. It encourages staff to have a long-term psychological commitment to their employing organizations. Of course, companies operating on target-focused project management principles may be committed to family-friendly employment policies in theory. But, if the business plan has to be finished by the end of the month, the advertising campaign completed by the end of next week, and patients pushed through the system to achieve measurable targets, are we really going to let down our ‘team’ by clocking out at 5 p.m. and taking our full entitlement of annual leave?

Perhaps this is why we admire the French for their quality of life.

Questions 1-4

Do the following statements agree with the writer's views in the text?

YES *if the statement agrees with the views of the writer*

NO *if the statement does not agree with the views of the writer*

NOT GIVEN *if there is no information about this in the passage*

1. Attempts by British and mainland European firms to work together often fail.
2. Project management principles discourage consideration of long-term issues.
3. There are good opportunities for promotion within segmented companies.
4. The European model gives more freedom of action to junior managers.

Questions 5-10

Complete the summary below.

Choose the answers from the list of words and write the corresponding words in boxes 5-10 on your answer sheet. There are more choices than spaces, so you will not need to use all of them.

Adopting the US model in Britain has had negative effects. These include the 5 hours spent at work, as small sections of large organizations struggle to 6 unrealistic short-term objectives. Nor is there 7 on how to calculate the productivity of professional, technical, and clerical staff, who cannot be assessed in the same way as 8 employees. In addition, managers within this culture are finding the 9 of work too great, with 80% reported to be 10..... to carry on working until the normal retirement age.

List of words

argument	temperature	reach	manufacturing
increasing	able	office	pressure
negative	predict	declining	agreement
discussion	no	willing	unwilling

Part 2

Looking at Art

Art communicates to us primarily through our eyes. We look at art and we try to find some meaning in the experience. If we are to begin to think about art more seriously, we might do well to become more aware of the process of seeing itself. What is it to look?

Science tells us that seeing is a mode of perception, which is the recognition and interpretation of sensory data - in other words, how information comes in our eyes (ears, nose, taste buds, fingertips), and what we make of it. In visual perception our eyes take in information in the form of light patterns; the brain processes these patterns to give them meaning. [A] *The mechanics of perception work much the same way for everyone, yet in a given situation we do not all see the same things.* [B]

We can take great pleasure in merely looking at art, just as we take pleasure in the view of a distant mountain range or watching the sunset over the ocean. [C] But art, unlike nature, is a human creation. It is one of the many ways we express ourselves and attempt to communicate. [D] A work of art is the product of human intelligence, and we can meet it with our own intelligence on equal footing. This is where study comes in.

The understanding of process - the *how* - often contributes quite a lot to our appreciation of art. If you understand why painting in watercolor may be different from painting in oil, why clay responds differently to the artist's hands than does wood or glass, why a stone building has different structural needs than one made of poured concrete - you will have a richer appreciation of the artist's expression.

Knowing the place of a work of art in history - what went before and came after - can also deepen your understanding. Artists learn to make art by studying the achievements of the past and observing the efforts of their contemporaries. They adapt ideas to serve their own needs and then *bequeath* those ideas to future generations of artists. The more you know about this living current of artistic energy, the more interesting each work of art will become. For example, Matisse assumed that his audience would know that Venus was the ancient Roman goddess of love. But he also hoped that they would be familiar with one Venus in particular, a famous Greek statue known as the *Venus de Milo*. Knowing the Greek work deepens our pleasure in Matisse's version, for we see that in "carving" his Venus out of a sheet of white paper, he evokes the way a long-ago sculptor carved her out of a block of white marble.

An artist may create a specific work for any of a thousand reasons. An awareness of the *why* may give some insight as well. Looking at Van Gogh's *The Starry Night*, it might help you to know that Van Gogh was *intrigued* by the belief that people journeyed to a star after their death, and that there they continued their lives. "Just as

we take the train to get to Tarascon or Rouen," he wrote in a letter, "we take death to reach a star." The tree that rises so dramatically in the foreground of the painting is a cypress, which has often served as a symbol of both death and eternal life. This knowledge might help you to understand why Van Gogh felt so strongly about the night sky, and what his painting might have meant to him.

But no matter how much you study, Van Gogh's painting will never mean for you exactly what it meant for him, nor should it. An artist's work grows from a lifetime of experiences, thoughts, and emotions; no one else can duplicate them exactly. Great works of art hold many meanings. The greatest of *them* seem to speak anew to each generation and to each attentive observer. The most important thing is that some works of art come to mean something for *you*, that your own experiences, thoughts, and emotions find a place in them, for then you will have made them live

11. What is the main topic of this passage?

- A Visual perception of sensory material
- B The historical context for artistic expression
- C Studying Van Gogh's *The Starry Night*
- D The appreciation of works of art

12. What did Matisse reinterpret?

- A A story from mythology
- B A painting by another artist
- C An ancient sculpture
- D A woman in history

13. The word "bequeath" in the passage is closest in meaning to

- A make out
- B pass on
- C look over
- D take in

14. The word "intrigued" in the passage is closest in meaning to

- A very pleased
- B very confused
- C very interested
- D very surprised

15. The word "them" in the passage refers to

- A each attentive observer
- B thoughts and emotions

- C a lifetime of experiences
- D great works of art

16. According to paragraph 2, the process of visual perception

- A is not the same for all people
- B begins with patterns of light
- C is not very scientific
- D requires other senses to function

17. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

- A We see images differently because of the mode of perception.
- B Although we see images differently, the mode of perception is similar.
- C Since the mode of perception is similar, we see images in the same way.
- D When the mode of perception is the same, we see the same images.

18. The author mentions all of the following ways to enhance the appreciation of art EXCEPT

- A understanding the artistic process
- B becoming familiar with the history
- C experiencing the art by copying
- D knowing about the life of the artist

19. Why might Van Gogh have painted a cypress in *The Starry Night*?

- A To symbolize the journey of life after death
- B To create a dramatic contrast with the sky
- C To place a strong image in the foreground
- D To include nature from his early experience

20. Four squares [] indicate where the following sentence can be added to the passage.

For example, one person may focus on the image while another person may experience the color.

Where would the sentence best fit into the passage? [A] [B] [C] [D]

Use of English

Part 1

For questions **1-10**, read the text below and think of the word which best fits each space. Use only **one** word in each space.

THE HISTORY OF ENTERTAINMENT

Cinema and television are generally thought (1)..... as being distinct, whether as industrial practices or as viewing experiences. (2)..... fact, the two have been quite closely interwoven, ever (3)..... television first emerged (4)..... a possible rival to the cinema (5)..... an industrial scale. This was particularly true in the United States, where a crossover between radio and cinema interests began in the 1920s, extending to television with the start of commercial broadcasting in 1939. By the 1980s, with the advent of large-screen television on the one (6)..... and home video on the other, all the distinctions had come blurred.

Before television, in the United States, broadcasting developed as a system of privately-owned, commercial stations, tied together by two great networks and ineffectively regulated by the federal government. The Hollywood Studios were the (7)..... to propose an alternative programming structure which would have supported broadcasting from box-office profits. Paramount and MGM attempted to initiate (8)..... own film-based radio networks in the late 1920s, using film talent under contract to provide entertainment with publicity value in promoting films. However, a combination of exhibitors' objections, together (9)..... an inability to obtain necessary connecting land lines, blocked these efforts. In desperation, the studios turned to station ownership and the advertising agencies and sponsors who produced the bulk of radio programming in the 1930s and 1940s. Hollywood stars and properties figured large in radio's golden (10).... Paramount purchased an interest in CBS in 1928, which it was forced to surrender under financial pressure in 1932.

Part 2

For questions 11-15, think of one word only which can be used appropriately in all three sentences.

11. The government's decision to be disastrous for the educational system.

They never actually..... that the accused was guilty of the crime.

Everyone said William would never make it to the university but he..... them all wrong.

12. The police..... an appeal for witnesses to the murder.

Do you know where this passport was.....?

The publishers the most recent edition of this dictionary last month.

13. The hot weather may just..... us to head for the coast.

Don't fate by travelling on Friday the 13th!

Nothing would me to go on a camping holiday.

14. Don't put the on me for what happened!

Where does the for this tragedy lie?

We are prepared to accept some degree of as regards the condition of the National Health Service.

15. Unpacking the enormous suitcases was a slow.....

The strikers are in the of organising talks with the management.

By a of elimination, I worked out which street the house must be in.

Part 3

Write your answers using the part of the idiomatic expressions.

16. What can't leopard change? _____

17. What should you strike while it's hot? _____

18. What can't you teach an old dog? _____

19. What happens with too many cooks? _____

20. What shouldn't people in glass houses do? _____

Writing

Summarize the reading passage and the lecture.

You should link together the **key points** connected with the topic of telecommuting.

- Read the passage and take notes (3 minutes).
- Listen to the lecture and take notes (3 minutes).
- Organize the ideas in your notes into a logical order.
- Condense the information where possible.
- Write the summary of **200 - 250 words** in your own words.

Reading Passage

Telecommuting is any of several types of computer communication between employees in their homes and their offices at a distance. For employees whose jobs involve sitting at a terminal or a word processor to enter data or type reports, the location of the computer is of no consequence. If the machine can communicate over telephone lines, when the work is completed, employees can dial the office computer at a distant site and transmit the material to their employers. A recent survey in *USA Today* estimates that there are approximately 8.7 million telecommuters, but although the numbers are rising annually, the trend does not appear to be as significant as predicted when *Business Week* published "The Portable Executive" as its cover story a few years ago. Why hasn't telecommuting become more popular?

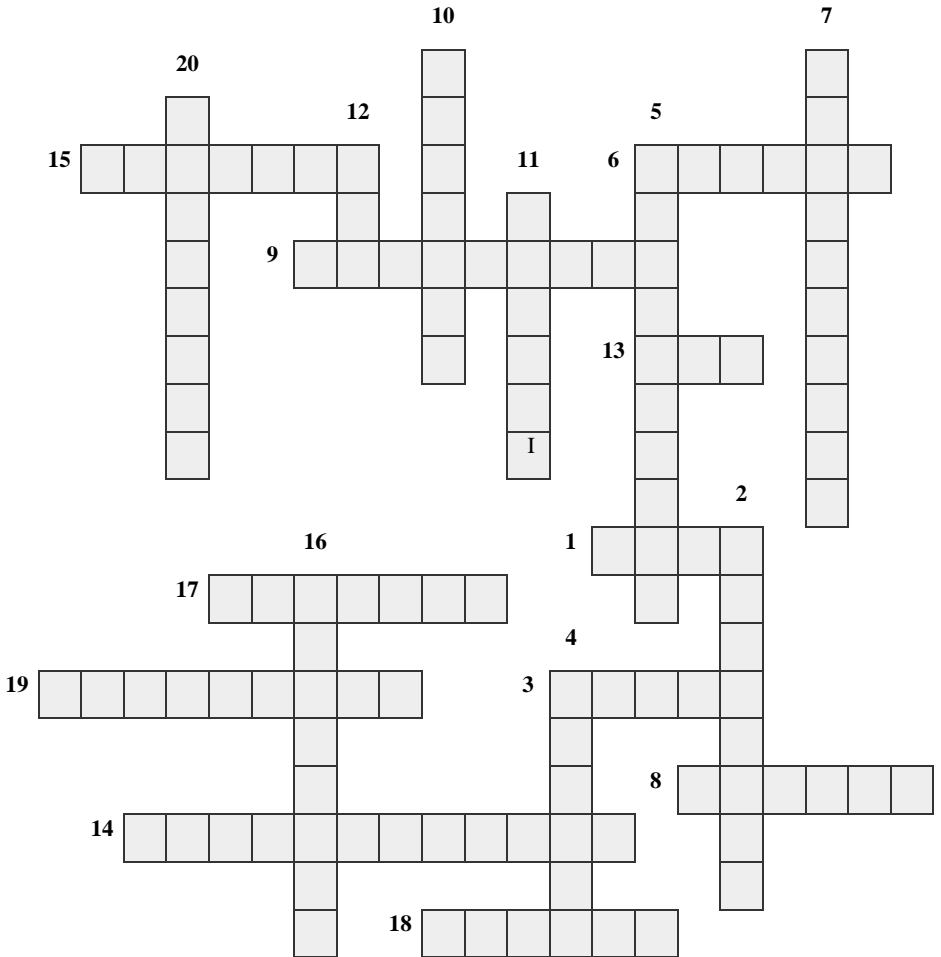
Clearly, change simply takes time, but in addition, there has been active resistance on the part of many managers. These executives claim that supervising the telecommuters in a large work force scattered across the country would be too difficult, or, at least, systems for managing them are not yet developed, thereby complicating the manager's responsibilities.

It is also true that employees who are given the option of telecommuting are often reluctant to accept the opportunity. Many people feel that they need regular interaction with a group, and more than a few are concerned that they will not have the same consideration for advancement if they are not more visible in the office setting. Some people feel that even when a space in their homes is set aside as a work area, they never really get away from the office. Taking a minute to look at e-mail can expand into several hours if a problem is communicated in one of the messages.

Narrator: Now listen to a professor's response to the reading passage

Test in Country Studies

Complete the crossword.



1. How many children did Queen Victoria, who ruled the United Kingdom from 1837 to 1901, have?
2. In British English it is a “aubergine”. How is it called in American English?
3. George V was the king who ruled the United Kingdom from 1910 to 1936 and had the best _____ collection in the world.
4. The tragic Queen of Scots is Mary _____.
5. What medicine was created by English inventor Alexandre Fleming?
6. Which birds, according to the legend, protect the Tower of London?
7. Royal Parks in London are: Hyde Park, Green Park, St. James’s Park, Regent’s Park and _____ Gardens.
8. Name one of the most famous and oldest British public schools for boys. As a rule, nowadays the British and world aristocracy, members of the Royal family and children of the largest business study there.
9. The Ivy League includes such American universities as Brown University, Harvard University, Dartmouth College, Yale University, Columbia University, Cornell University, University of Pennsylvania and one more. Name it.
10. What city in the USA is considered the headquarters and the birthplace of Coca-Cola?
11. This King, who ruled the UK from 1100 to 1135, died from eating too many eels. Name the King.
12. What title does a knight have before his name?
13. Which is the first 24-hour news channel in America?
14. Which of the US Presidents was a Hollywood actor? Give his first name and surname.
15. What nationality were people who conquered England in 1066?
16. Name one of the oldest automobile brands in the world, second in America only to Buick.
17. A surname of a famous sportsman and one of the most handsome men. He started his career in “Manchester United” and won six champion titles in the English Premier League.
18. IELTS is one of the tests which helps to determine the level of English. IELTS is deciphered as “International English Language Testing _____”.
19. New _____ was the first name of New York.
20. What word is missed in the first line of the English anthem: “God save our _____ Queen”?

Test 3
Listening
Part 1

Аудиодорожка: <https://yadi.sk/d/evUOiDWILRc59Q>

You will hear a hotel manager talking to her staff about the arrangement for event to be held at the weekend. Duration of the track is 8 minutes.

Choose the correct letter, A, B or C.

1. The next event at the hotel will be a
 - A. trade fair.
 - B. wedding.
 - C. party.
2. The number of guests will be
 - A. less than 50.
 - B. from 50 to 100.
 - C. more than 100.
3. Guests will start arriving at
 - A. 7.15
 - B. 7.30
 - C. 7.45
4. The entertainment will be a
 - A. live band.
 - B. comedian.
 - C. magician.

Who will be responsible for the following jobs as the guests arrive? **Choose three answers** from the box and **write** the correct letter, **A-E**, next to questions **5-7**.

- A Susan
- B Ahmed
- C Gary
- D Olav
- E Monica

5. offer drinks to guests _____
6. take guests' coats and hats _____
7. show guests where to go _____

Write **no more than three words** for each answer.

General instructions

In order to get guests to move to the restaurant the hotel manager will
8 _____

Seating plans will be placed on each table and also in the **9** _____

There will be a total of three **10** _____

HAIR

Facts about hair

- main purposes – warmth and **11** _____
- main component *keratin* – makes fingernails **12** _____
- full head of hair can support a large weight – equal to two **13** _____
- average number of strands of hair -**14** _____ for an adult
- large amount of money spent on **15** _____ for hair in the UK

Structure of hair

Three main parts:

- a) bulb – like a **16** _____ over end of hair follicle
- b) root – contains glands that supply **17** _____ to hair strand
- c) shaft – not **18** _____

Part 2

You will hear a lecture about hair. Duration of the track is 7 minute.

Complete the notes below. Write **one word and/or a number** for each answer.

Complete the summery below. Write **one word only** for each answer.

Health and Hair

Changes in diet will take longer to affect your hair than your

19 _____

Vitamins C, D and E are all important for healthy hair and

20 _____

are one of the best sources of Vitamin C.

Reading

Part 1

Questions 1-6

The Reading Passage has six paragraphs, **A-F**.

Choose the correct headings for paragraphs **A-F** from the list of headings below.

Write the correct number, **i-viii**, next to questions **1-6** below.

List of headings

i	The advantages of offering a variety of products
ii	Increasing profits by working with other industries
iii	Regaining customer trust
iv	Turning protection for the customer into profit for the company
v	Initial good intentions that may eventually lose you customers
vi	Industry that profits from a lack of commitment
vii	The main reason companies choose to ignore a core business belief
viii	Profiting from customers' wish to save money

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph D
5. Paragraph E
6. Paragraph F

Companies and the customers who hate them

Many companies encourage customers to make bad purchases

A. One of the most influential propositions in marketing is that customer satisfaction means loyalty and loyalty means profits. Why, then, do so many companies infuriate their customers with contracts, fees and fine print, penalizing them for their business? Because, unfortunately, companies have found that confused and ill-informed customers, who often end up making poor purchasing decisions, can be highly profitable indeed.

B. Some companies consciously and cynically exploit their customers' confusion in this way. However, in our conversations with dozens of executives in various industries we found that many firms have unwittingly fallen into this trap. Think of the cell or mobile phone service, and banking and credit card industries, each of which now profits from customers who fail to understand or follow the rules about minute use, minimum balances, overdrafts, credit limits, or payment deadlines. Most of the companies in these industries started out with product and pricing strategies designed to provide value to a variety of customer segments, each with its own needs and price sensitivities. Yet today, many companies in these industries find that their transparent, customer-centred strategies for delivering value have evolved into confusing company-centred strategies for extracting it. Although this approach may work for a while (many notable practitioners are highly profitable), businesses that prey on customers are always vulnerable to possible hostility. At any time, customers may retaliate with anger, lawsuits and defection.

C. Companies can profit from customers' confusion, ignorance and poor decision making using several means. The first stems from a legitimate attempt to create value by giving customers a broad set of options. A company creates a diverse product and pricing portfolio to meet the price range and needs of different customer segments. All else being equal, a hotel that has three types of room at three different prices can serve a wider customer base than a hotel with just one type of room at one price. However, customers benefit from such diversity only when they are guided towards the option that best suits their needs. A company is less likely to help customers make good choices if it knows that it can generate more profits when they make poor ones.

Of course, only the most flagrant companies would explicitly persuade customers into making bad choices. Yet there are subtle ways in which even generally well-intentioned firms use a complex range of choices to encourage poor decisions. A wide range of offers can confuse customers with a lack of transparency (hotels, for example, often don't reveal information about discounts and, along with car hire companies, fail to inform customers about possible upgrades); they can make it harder for customers to distinguish between products, even when complete information is available (as is often the case with banking services); and they can often take advantage of consumers' difficulty in predicting their needs (for instance, how many cell phone minutes they'll use each month).

D. Companies can also profit from customers' bad decisions by over-relying on penalties and fees. Such charges may have been conceived as a way to deter undesirable customer behavior and offset the costs that businesses incur as a result of that behaviour. Penalties for problems such as bouncing a cheque, for example, were originally designed to discourage banking customers from spending more money than they had and to recoup administrative costs. The practice was thus fair to customer and company alike. But many firms have discovered just how profitable penalties can be; as a result, they have an incentive to encourage their customers to incur them - or at least not to discourage them from doing so. Many credit card issuers, for example, choose not to deny a transaction that would put the cardholder over his or her credit limit; it's more profitable to let the customer overspend and then impose penalties.

E. These strategies are common across industries from hotels to video stores and car rentals. Health club companies also have a long history of luring customers with attractive short-term offers, assaulting them with aggressive sales pitches, and then binding them with long-term contracts. That's because some of their most profitable customers have been those who were enticed to sign up for a long-term membership but then rarely visited the club. Indeed, many companies, knowing the typical health club customer will underuse the facility, intentionally sell many more memberships than they have floor space to accommodate.

F. Some companies are challenging the industry's bad behavior. In fact one company, Life Time Fitness, has become one of the largest fitness chains in the US by eschewing contracts altogether. Membership can be cancelled at any time with no penalty. Other smaller companies are experimenting with less antagonistic ways to retain customers, such as reward points for customers who work out regularly. As Brad Fogel, chief marketing officer at 24 Hour Fitness explains, 'We learned that by giving customers incentives to visit the club more frequently, they become more loyal and ultimately remain with us longer.'

Questions 7 and 8

Which **TWO** of the following are mentioned in relation to banks?

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

A	Giving false information
B	Limiting customer choices
C	Giving confusing information
D	Customers paying for mistakes
E	Hiding discounts

Question 9-13

Complete the sentences below **NO MORE THAN THREE WORDS** from the passage.

9. Both hotels and car hire companies may choose not to tell their customers about _____ .

10. Credit card companies would help customers avoid penalties by deciding to _____ .

11. Health clubs use temping _____ to persuade new customers to join.

12. _____ is the name of the company that has decided not to make their customers sign an agreement.

13. _____ are one way of encouraging customers to stay with a company without a contact.

Part 2

Read the passage about a new tourism development in Bhutan.

Are the statements (14-20) on the opposite page **TRUE**, **FALSE** or **NOT GIVEN**?

From government ministers to rice farmers, every Bhutanese you speak with will declare that his country is in constant, imminent peril. But the invading armies they fear are those of tourists, and the threat is to their traditional way of life. After taking the throne in 1974, King Jigme Singye Wangchuck instituted a number of policies designed to preserve the country's cultural identity. While making education a priority, he restricted corrupting influence like television (which was introduced only in 1999) and required citizens to wear the nation's traditional kimono-like garb.

Looking with horror at the many negative social, cultural and environmental effects that virtually unrestricted tourism was having on nearby developing countries, the government instituted a 'low-volume, high-value' tourist policy in the 1970s that continues to this day. The only way to visit Bhutan is on a pre-arranged package deal that includes hotels, food, guide and driver. The packages cost a minimum of \$200 a day, although this is arguably not bad value, considering everything that comes with it. The policy succeeds in keeping the backpacking hordes away; only 7,000 tourists fly into Bhutan's one airport – which is serviced by just two planes – every year.

Bhutan is thus a place where travel still feels like an adventure, where the illusion of true exploration is occasionally still believable. Go to Bhutan, and you may well find yourself driving for hours along terrifying, winding mountain passes and then climbing to a monastery perched on a cliff that seems to defy all laws of physics. If you are lucky, you may be granted permission to enter the primary temple in the centre of the courtyard. Stepping over the high threshold and into the inner sanctuary, you can barely see, because the room is dark and the air is thick with a mixture of smoke from the gas lamps and incense. But slowly, brilliant murals reveal themselves, along with an elaborate altar, behind which a group of finely detailed gold and bronze Buddhas seems almost to glow. For a split second, it is possible to feel that you are the first non-Bhutanese who has ever seen such a sight. That feeling, of course, is solid travel-industry gold. And a new luxury resort is set to capitalise on the fact that until now, even at \$200 a day, no accommodation in Bhutan could be considered international quality. Even in the country's very best hotels, the best that can be promised is that the showers will probably be hot, the toilets will probably flush and the electricity will probably work.

14. The local people are worried about the future of their country.
15. The king was keen to change his country to attract more tourists.
16. The local people were unhappy with the restrictions on their dress.
17. The Bhutanese government was impressed with developments in nearby areas.
18. Visitors are unable to visit Bhutan without prior planning.
19. Children would find visiting Bhutan a boring experience.
20. The new resort will be similar to existing accommodation.

Use of English

Part 1

For questions **1-11**, read the article below and think of the word which best fits each space. Use only **one** word in each space.

Walk on the wild side

NEVER has life been more difficult for a would-be intruder! Burglars now had (1) _____ watch their step. Dutch engineers (2)_____ hard on the heels of poachers and prowlers with a footstep detector that can identify anything from the heaviest of hob-nailed boots to the daintiest of tiptoes. Really it's time engineers (3)_____ something to improve the situation.

As a result, developed by the Physics and Electronics Laboratory in the Hague, the novel device, (4)_____ as Footfall, outdoes current alarms. Only when a burglar is busy breaking in do present-day alarms indicate that someone or something has moved. Footfall, on the other hand, can react specifically to human footsteps well (5) _____ they have reached the house.

No longer will you need to emerge in dressing gown and slippers - only to find the neighbourhood cat rummaging in the dustbin!

The surveillance system attempts to exploit the fact that, just (6)_____ fingerprints, footprints are unique. Not only does this difference manifest itself in shape but also in the noises we make when tramping, trudging, pacing or plodding, which are characterized by certain acoustic patterns. Applying seismographic techniques, the tell-tale patterns show on a graph (7)_____ a jagged dance of frequency waves fluctuating in intensity.

'Only by carefully programming Footfall to recognize patterns (8)_____ data can we now reliably make a distinction (9)_____ footsteps and other movements,' says electrical engineer Huub van Hoof.

'But (10)_____ this, we can't differentiate between the footsteps of intruders and those of family members or neighbours. Let's (11)_____ imagine the system can solve all the problems.

Part 2

For questions **12-17**, complete the following sentences with the words from the box below, using plural forms where necessary. There are some words, which you do not need to use.

bird cat cow dog elephant goat goose horse kitten pig stag
--

- 12.** Your flat is so small! There is no room to swing a _____ .
- 13.** Pat cooked her _____ , and now she has no opportunity of getting good education.
- 14.** You can sit there until the _____ come home, but I don't think she'll turn up.
- 15.** Prague has become a haven for British _____ parties.
- 16.** When I tell my parents that Ann and I have decided to call off the wedding they're going to have _____ .
- 17.** It really gets my _____ - the way she keeps interrupting all the time.

Part 3

For questions **18-20**, think of one word only which can be used appropriately in all three sentences.

18. I can't stand Valerie: she is always trying to _____ a fight with people.

It's easier to _____ up a language if you have an ear for it.

We always _____ contestants out of the studio audience.

19. The statue rests on a huge _____ in the middle of the square.

A thin _____ of smoke rose from the small chimney.

Can you add up this _____ of figures for me?

20. The flowers we planted _____ in the damp conditions.

In Germany, baroque art _____ in the 17th and 18th centuries.

She raced down the street, _____ her winning lottery ticket at the man in the corner shop, then burst into tears of joy.

Writing

Аудиодорожка: <https://yadi.sk/d/WpJrSzPXGpnq-A>

Summarize the reading passage and the lecture.

You should link together the **key points** connected with the topic.

- Read the passage and take notes (3 minutes).
- Listen to the lecture and take notes (3 minutes).
- Organize the ideas in your notes into a logical order.
- Condense the information where possible.
- Write the summary of **200 - 250 words** in your own words.

Reading Passage

The Pearl by John Steinbeck is the retelling of a legend about a fisherman who finds a huge pearl, realizes that the discovery is destroying his life, and returns the pearl to the sea. Some critics have pointed out that the author was committed to ecology, and that this book was really his statement about the dangers of creating an imbalance in the natural environment. When the fisherman throws the pearl back into the sea, he is restoring the natural order. In fact, Steinbeck was a member of an expedition to explore marine life along the Gulf of California when he heard the legend of the «pearl of the world». Other critics have suggested that Steinbeck's concern for the conditions of the working class was reflected in the relationships among the characters. The priest becomes interested in the poor fisherman's family after the pearl is found because he hopes to receive a donation that will enable him to improve his church. The doctor who has refused to treat the fisherman's baby in the past is solicitous when it becomes known that the fisherman has found a valuable pearl. An even more direct example of exploration is the way that the pearl merchants take advantage of the fisherman in the village. It is true that the plight of the disenfranchised is a consistent theme in Steinbeck's work, including *Tortilla Flat*, *Of Mice and Men*, and *The Grapes of Wrath*. In *The pearl*, however, the exploitation of a native culture by a colonial society elevates this theme from the individual to the societal level.

Narrator: Now listen to a professor's response to the reading passage.

Test in Country Studies

Complete the crossword. You have 40 minutes to do this task.

Mark your answers on the separate answer sheet. Capital letters in proper names might be replaced by small letters. Add the definite article where necessary.

15

16

17

18

19

20

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

1. The first name of an American film actress and singer (1926-1962), whose real name was Norma Jean Baker.
2. The surname of the world famous British writer (1832-1898), who wrote two very famous children's stories; he was also a teacher of mathematics at Oxford University.
3. What is the name of the most important football ground in England? The English national football team play against other countries at this stadium.
4. Who is the author of "All the world's a stage" - the phrase that begins a monologue from a humorous play "As You Like It".
5. A type of a large, powerful and expensive US motorcycle, which is considered to be a cultural icon.
6. The nickname for the Great Bell of the clock at the north end of the Palace of Westminster in London.
7. The capital of Scotland.
8. What is the principal industry in the UK?
9. The surname of an American writer (1871-1945) who is famous for such books as Sister Carrie, American Tragedy, Jenny Gerhard etc.
10. The name of the Bell kept in Philadelphia in the US which was rung on July 8th, 1776, during the American revolutionary war to tell people of the Declaration of Independence from Britain.
11. The name used especially by newspapers for the present British royal family, whose family name is _____.
12. The first name of a prehistoric monument in Wiltshire, England.
13. An American musical about crime and celebrities that was first performed in a theatre in 1975.
14. The sea which lies to the east of England and Scotland is the _____.
15. Waterloo is one of the main railway stations in London, just south of the River Thames. Trains from Waterloo go to the south and southwest of England strictly according to the _____.
16. "The Heart of England", "The Workshop of the World", "The Black Country" are the names of the city of _____.
17. 40th President of the United States from 1981 to 1989. He was known as "The Great Communicator" because of his ability to make speeches in a friendly and sincere way that made people trust him.
18. Who played the male lead in the film "Doctor Strange"? Write the surname of the actor.
19. The longest river of the United Kingdom is the _____.
20. The famous British group from Liverpool. Also, the group is called "Liverpool Four".

TEST 4

Listening

Part 1

Аудиодорожка: <https://yadi.sk/d/HtA0Gq3xjjLe2A>

Аудиодорожка: <https://yadi.sk/d/77D8TIH5Fwq6IA>

You will hear three different extracts. For questions **1-6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

You hear two friends discussing a new job that the man is about to start.

- 1** What attracted Donald to his new job?
 - A** He will be able to live within easy reach of mountains.
 - B** He will be back in the town where he was brought up.
 - C** He will have more responsibility than he had previously.

- 2** Donald thinks the problem with selling his house is that
 - A** it is in a locality that is unattractive.
 - B** it lacks some amenities that are generally expected.
 - C** it is too unusual for the people who want a house at that place.

You hear two friends discussing a novel.

- 3** What does the man think about the book?
 - A** He could identify with the main character.
 - B** He felt it was inconclusive.
 - C** He didn't get used to the style.

- 4** Why does the woman want to read the novel?
 - A** It has just won an award for fiction.
 - B** It has been chosen by the book club she belongs to.
 - C** It was written by an author whose work she enjoys.

- 5 You hear a husband and wife discussing new appliances for their home. Why are they going to contact the shop?
- A to ask for the dishwasher to be exchanged for a different model.
 - B to ask for some information for customers to be corrected.
 - C to ask for a refund of the money they paid for delivery.
- 6 What do they agree about the cooker the woman mentions?
- A It would be too complicated to operate.
 - B There is not sufficient room for it in the kitchen.
 - C They would not use it enough to justify the expense.

Part 2

You will hear Gavin McFarland, the manager of a football club, talking to some students about his work. For questions 7-14, complete the sentences with a word or short phrase. You will hear this recording once only.

A FOOTBALL MANAGER'S LIFE

Like most football managers, Gavin has got very little (7).....in his job.

Only Gavin's title is printed on the (8).....that identifies his office.

Unlike many football managers, Gavin doesn't live in (9).....

Most clubs have very limited (10) of all types, compared with some well-known clubs.

Last summer, Gavin painted all the (11) in the club.

The most important part of Gavin's job is the (12)of suitable footballers.

Gavin enjoys meetings with (13)

Yesterday's training focused on developing the players' skills at (14), and making it fun.

Part 3

You will hear an interview on local radio with Jane Robinson, the Public Relations Officer of a company developing a former air base. For questions **15-20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear. You will hear this recording twice.

- 15** What benefit of the Buckworth East development does Jane emphasise?
A It will mean the shops in Buckworth village will have more customers.
B It will remove pressure on other villages in the area.
C It will form a self-supporting community.
D It will fulfil the council's requirement for new housing in Buckworth village.
- 16** Jane admits that the development is likely to
A provide housing that is too expensive for many people.
B cause a large increase in the use of cars during the rush hour.
C provide too few jobs to meet the needs of new residents.
D create parking problems for residents with cars.
- 17** The interviewer thinks local people protesting against the plan are right with regard to
A protection of the environment.
B public transport links.
C the amount of housing planned.
D facilities for pre-school children.
- 18** With regard to objections, Jane makes the point that
A they shouldn't prevent basic requirements from being provided.
B it is necessary to explain why some objections have to be overruled.
C they are rarely based on accurate information.
D it is useful to evaluate the motives of objectors.
- 19** Concerning the relationship between residents of Buckworth East and of the existing village, Jane says that
A a shared building is planned that will bring the communities together.
B new residents are unlikely to be interested in the existing community.
C part of the responsibility for integration lies with existing residents.
D the focus of village activities is likely to move to the new site.
- 20** According to the interviewer, what is the overall opinion of villagers?
A They resent the fact that their views have been overruled.
B They believe the development is undesirable but inevitable.
C They welcome the opportunities that the development will create.
D They think the development will seriously damage village life.

Reading

Part 1

You are going to read an article about a woman who invented the concept of computer software. Five paragraphs have been removed from the extract. Choose from the paragraphs **A-F** the one which fits each gap (**1-5**). There is one extra paragraph which you do not need to use.

How the concept of software was invented

In 1842, more than a century before the start of the information age, in a brilliant flash of penetrating insight, Ada Lovelace had a glimpse of the future. She saw that with suitable modifications, Charles Babbage's proposed Analytical Engine would be capable of much more than its intended purpose of simple mathematical calculation.

Ada Lovelace was born in London in 1815, the daughter of the poet Byron. She never met her father: her parents separated a month after her birth, he left England four months later and eventually died abroad. Her upbringing was unusual for the period, in that her mother was determined she should have a thorough grounding in logic, mathematics and the sciences. To that end, Ada was provided with a succession of tutors.

1 _____

Among their number was the mathematician, philosopher, inventor and Professor of Mathematics at the University of Cambridge, Charles Babbage, one of several people credited with being 'the father of the computer'. His importance lies in the fact that he invented several devices which paved the way for modern computers. Lovelace was introduced to him while still in her late teens, and soon afterwards visited his workshop to see his 'Difference Engine'.

2 _____

The device was incomplete, weighed over a ton and was not yet working. Despite these limitations, Lovelace grasped its true significance, whereas Babbage saw it purely being used to increase the accuracy of mathematical processes, it was Lovelace who saw its far greater potential.

3 _____

At this event, Babbage described his proposal for a more advanced computing machine, his Analytical Engine. A mathematician who was present subsequently wrote up the ideas in a memoir in French, and Babbage asked Lovelace to translate it. Because she understood the machine so well, at his request she added a

comprehensive set of notes to her translation, much longer than the memoir itself. It was these notes that have established her importance in the development of computers.

4 _____

In this insight, she anticipated the development of both modern computing and artificial intelligence by more than a hundred years. Again, she saw that the Analytical Engine could be used to do much more than even Babbage perceived.

Unlike him, Lovelace realized that it could be set to execute any logically coherent sequence of instructions. This in effect made her the world's first computer programmer, as she demonstrated in the document.

The memoir, and Lovelace's notes, attracted little attention at the time, but that does not detract from her achievement, the essence of which is that she grasped how to create physical instances of wholly abstract concepts. In any computer, it is the software which gives the hardware the ability to perform its wonders, a totally new, and very strange, idea for the time.

5 _____

Although her insight is astonishing, that is not all that Lovelace should be remembered for. She also demonstrated beyond any possibility of doubt that women could attain the highest levels of scientific understanding and achievement – something that seemed remarkable in her lifetime. She helped to blaze a trail for later generations of women to become scientists.

A Neither this prototype nor his later devices were completed in his lifetime, although working versions have since been built. However, his efforts to construct them aroused widespread interest, particularly when he attended a scientific conference in Italy and presented his work.

B Of course, the same could be said of many scientists: Leonardo da Vinci, for instance, designed flying machines several centuries before they became a reality, but at least he had the advantage of having seen birds flying.

C In them, as well as describing the revolutionary implications of Babbage's ideas, Lovelace wrote out the first computer program and made the sensational suggestion that such a device should be able to compose music if a suitable set of rules could be devised.

D One of these was Augustus de Morgan, a leading mathematician of the time. De Morgan soon confirmed Ada's outstanding mathematical ability and, importantly, communicated his admiration to his scientific friends. As a result, long before women were eligible to study for degrees, Ada came to more than hold her own with the leading scientists of the day.

E This realisation, that the right instructions could enormously increase the capabilities of the device, is extraordinary for such an early stage in the history of the computer. Lovelace could see beyond the relatively rudimentary nature of Babbage's machines to the immense possibilities opened up by programmable computers.

F This mechanical calculator was Babbage's first invention, He, like others before him, had realized that logarithmic tables – at that time produced by human 'calculators', and notoriously full of errors – could be generated by machinery.

Part 2

1. The tree of language

The first voice spoke, and the sounds faded on the drifting wind; yet those words that were uttered at the dawn of the time have echoed through the centuries. Generations upon generations of languages have flourished, and though they may themselves have died, they have left daughter languages, which in turn have split up and developed into new tongues.

The early language that has been the most painstakingly researched is proto-Indo-European, which was spoken perhaps 7,000 years ago. It started in Transcaucasus (not far from the site of the Tower of Babel itself), and then spread eastwards and northwards, round the Caspian Sea towards Europe. As the mainly agricultural communities migrated and separated from each other, the language changed into different dialects and then daughter languages, and, by about 4,000 years ago, proto-Indo-European had split into twelve distinct languages, not all of which survived.

Linguists have been able to reconstruct the vocabulary of proto-Indo-European, and the words themselves give a unique insight into ancient cultures. For example, it contains words for domesticated animals and crops, indicating that these ancient societies were agricultural. The word for the father of the gods, Dyeu p'ter, reflects too upon both their anthropomorphic religious beliefs and the patriarchal nature of their societies.

2. The Babel Fish

The Babel Fish is small, yellow and leech-like, and probably the oddest thing in the Universe. It feeds on brainwave energy received not from its own carrier but from those around it. It absorbs all unconscious mental frequencies from this brainwave

energy to nourish itself with. It then excretes into the mind of its carrier a telepathic matrix formed by combining the conscious thought frequencies with nerve signals picked up from the speech centres of the brain which has supplied them.

The practical upshot of all this is that if you stick a Babel Fish in your ear you can instantly understand anything said to you in any form of language. The speech patterns you actually hear decode the brainwave matrix which has been fed into your mind by your Babel Fish. Meanwhile, the poor Babel Fish, by effectively removing all barriers to communication between different races and cultures, has caused more and bloodier wars than anything else in the history of creation.

3. Early Medieval Literature

Before 1200, almost all French 'literature' had been in verse and had been communicated orally to its public. The jongleurs, professional minstrels, travelled and performed their extensive repertoires, which ranged from epics to the lives of saints (the lengthy romances were not designed for memorization), sometimes using mime and musical accompaniment. Seeking an immediate impact, most poets made their poems strikingly visual in character, more dramatic than reflective, and revealed psychology and motives through action and gesture.

More than 80 chansons de geste ('songs of deeds') are known, the earliest and finest being the Chanson de Roland (c.1100).

Controversy surrounds the origins of the genre. It is not known how most of the poems came to contain elements, somewhat garbled, from Carolingian history some 300 years before their composition.

Some scholars believe in a continuous process of oral transmission and elaboration culminating in the writing down of the epics as they have survived. Others suppose the historical facts were inserted much later by poets wishing to celebrate certain heroes associated with particular pilgrim routes, which the jongleurs could then ply with profit. Some evolutionary process seems probable; yet the author of the Chanson de Roland (perhaps the Turolodus named in the last line) was undoubtedly a poet of both genius and learning.

Multiple-choice questions

For questions **6-11** choose the answer (**A, B, C or D**) which you think fits best according to the text.

Text 1

6. What does the author say about the origins of proto-Indo-European?

- A Its daughter languages were spread by seafarers.
- B Its descendants are not spoken any more.
- C It changed dramatically 4,000 years ago.
- D Its speakers were predominantly farming people.

7. The writer uses the words 'Dyeu p'ter' as an example of

- A how society became religious.
- B how language reflects a society.
- C the similarity between modern and ancient language.
- D the relationship between agriculture and words.

Text 2

8. In this text, the author's main intention is

- A to present the dietary habits of the Babel Fish.
- B to discuss the causes of past military conflicts.
- C to emphasise the importance of understanding other languages.
- D to describe the effects and consequences of the Babel Fish.

9. What does the writer imply about our normal inability to know what other people are thinking?

- A It should be overcome.
- B It serves a useful purpose.
- C It can provoke conflicts.
- D It varies from country to country.

Text 3

10. According to the writer, the stories that the minstrels related

- A had no religious content.
- B dealt with the nature of love.
- C were performed theatrically.
- D were read out from books.

11. Scholars who have studied the 'chansons de geste' disagree principally on

- A how accurate the historical facts are.
- B where the poems were performed.
- C how the poems came to be created.
- D whether Turolodus was a good poet.

Plastic

The multi-purpose material

Complete the text (12-20) about three types of plastic using words from the box. There are some words you do not need.

absorbent biodegradable durable flexible fragile lightweight magnetic rigid tough transparent versatile water-resistant
--

Polyurethane is a simple plastic that's cheap to produce. It's made up of a network of fibres, called polymers, which gives it the ability to bend and stretch without breaking and then spring back to its original shape. That makes it a very ¹² _____ material, but because of its strength and ability to keep its shape even with repeated use, it's also ¹³ _____ and hard-wearing. The combination of these two properties make it a very ¹⁴ _____ material with multiple uses, used in everything from fabrics to furniture to surfboards. It's also the most commonly used plastic in the manufacture of cars. **Polystyrene** is familiar to most of us as the ¹⁵ _____ foam that's used to make takeaway coffee cups or protective packaging. It can also come in a clear, hard form that can be made into things like lids, bottles and disposable cutlery. It's solid at room temperature, but when heated it softens and can be very easily formed into almost any shape. It then becomes

¹⁶ _____ when cooled. Although it's a widely used plastic, it's controversial because it isn't ¹⁷ _____ and is one of the most common forms of litter, especially along coastlines.

Polythene is the most common type of plastic. We're all most familiar with it in the form of plastic bags. It's a very light material, but ¹⁸ _____ enough not to break or tear too easily. As it's also ¹⁹ _____, it's ideal for packaging foods so that they're sealed and don't leak. Like other plastic, polythene degrades very slowly, leaving landfill sites full of plastic bags. Progress has been made in producing polythene from natural substance, like starch, which break down naturally, but at present, plastic made like this tend to be rather ²⁰ _____ and lack the strength needed for many everyday purposes.

Use of English

Part 1

For questions 1-7, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

Exercise addition

Lisa Andrews was looking for a quick fitness fix. The 34-year-old had “a bit of weight to lose” a year after having her first baby and, **1** _____ both time-poor and on a budget, she decided to do it with the help of an online 12-week training programme she'd seen advertised on Facebook. “There were hundreds of transformations on there,” Lisa tells me. “I couldn't **2** _____ to start. The programme had several different levels so you could begin at whatever level you thought worked for **3** _____. Surely, it couldn't be that hard? Nevertheless, I picked Intermediate. It turned **4** _____ to be really challenging, with daily sets of high-intensity exercises, and I **5** _____ frequently feel exhausted and totally out of breath by the end of it. However, I'm made of strong stuff and, as I got fitter, I began to really love the training. I looked forward to it, talked about it all the time and even got friends to sign **6** _____. I became quite obsessed. Sometimes I'd

even do two sessions a day. I'd skip other activities in order to 7 _____ out, because if I had to miss a session, I'd feel depressed and worried that it would derail my progress."

Part 2

Complete the conversations with the correct body idiom from the box (8-12). There is one idiom which you do not need to use.

last legs

all fingers and thumbs

all ears

out of my mind

sharp tongue

cold feet

A Oops! Oh, Clare – I'm really sorry! I've just broken your pink coffee cup. I'm ⁸ _____ today.

B Oh, don't worry. I didn't like it anyway.

A I told my boss that I thought the company was on its ⁹ _____, and would go bust if we didn't make some big changes.

B Whoah! I bet he didn't like that.

A Well, actually he was ¹⁰ _____. He asked me to say more and give my ideas on the best way forwards.

A It's nearly midnight and I've been ¹¹ _____ with worry. Where have you been, young lady?

B Sorry, Dad! The taxi was late bringing us back from the party.

A Hi, Jake. What's up with you? Are you all right?

B Well, I was supposed to be going to a job interview, and at the last minute I got ¹² _____, and I just couldn't do it.

Part 3

For questions **13-16** put the words in the correct order.

13. service / They / got / to / the engineer / the entire heating system

14. 2% / only present / The / is / the population / gene / in / of / about

15. the entire / cleaned / apartment / had / We / professionally

16. afoot / into / the old / There / plans / an arts centre / to convert / are / factory

Part 4

For questions **17-20**, think of one word only which can be used appropriately in all three sentences.

17.

a The candidates are preparing for a presidential _____ next spring.

b The _____ winner was presented with a trophy and a cheque for €500.

c Employers cannot discriminate on the basis of _____, religion or gender.

18.

a Contestants score extra _____ by answering bonus questions.

b We just didn't see the _____ in carrying on any longer.

c Be careful as that knife has a very sharp _____.

19.

a The government's decision _____ to be disastrous for the educational system.

b They never actually _____ that the accused was guilty of the crime.

c Everyone said William would never make it to university but he _____ them all wrong.

20.

a The hot weather may just _____ us to head for the coast.

b Don't _____ fate by travelling on Friday the 13th!

c Nothing would _____ me to go on a camping holiday.

Writing

Theatre reviews wanted

An international arts magazine has asked readers to send in reviews of live theatre performances they have attended. Write a review of a play or other performance you have recently seen at the theatre. Your review should briefly describe the performance and should comment on its strengths and weaknesses. You should also give your opinion on how good a venue the particular theatre where you saw the performance is.

The best reviews will be posted. Good luck!

Write the review of **200 - 250 words**.

Use the following words in your review (put them in the correct grammar form if necessary):

- 1) *culture vulture*
- 2) *implausible*
- 3) *flawed*
- 4) *riveting*
- 5) *to deliver lines*

Underline the required words when used in your review.

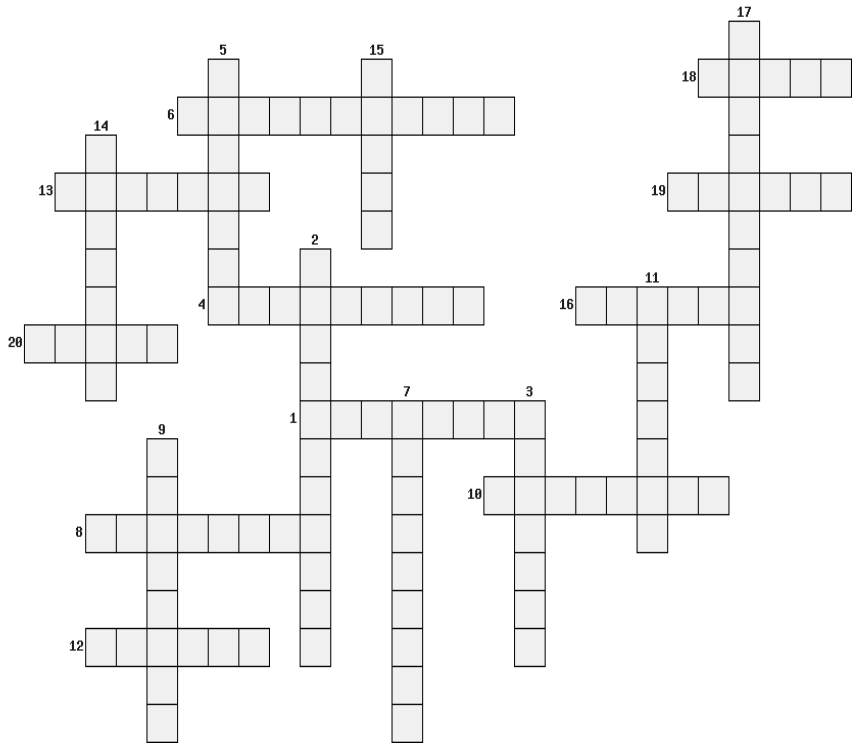
Organize the ideas in your notes into a logical order.

Check your grammar, spelling and punctuation.

Test in Country Studies

Mark your answers on the separate answer sheet. Capital letters in proper names might be replaced by small letters.

1. The lake on shores of which Chicago and Milwaukee are situated.
2. A gothic church in London which is included in the list of World Heritage Sites by UNESCO is _____ Abbey.
3. A famous waterfall that lies between the Canadian province of Ontario and the US state of New York.
4. The home city of legendary "The Beatles".
5. The undersea railway tunnel that connects Britain and France is called the _____ Tunnel.
6. A prominent English writer who was born in Stratford-upon-Avon.
7. A famous American writer, the author of such novels as "A Farewell to Arms" and "For Whom the Bell Tolls".
8. The highest mountain in the British Isles, located in Scotland (two words).
9. The form of government in Great Britain.
10. The capital of Australia.
11. A famous American actor and singer who sang such songs as "New York, New York", "Let It Snow" and "My Way".
12. The most popular sport in Canada.
13. In the 18th century Australia was known a New _____.
14. The largest city in Canada.
15. The most famous building in Sydney is Sydney _____ House.
16. The type of landscape that occupies the largest part of the continent of Australia.
17. The first President of the United States of America.
18. The symbol of Canada.
19. A traditional English dessert made with fruit, cake and cream.
20. The first European people who reached the coast of Australia in 1606 were _____ (nationality).



TEST 5

Listening

Part 1

Аудиодорожка: <https://yadi.sk/d/mhY1q59-duf9aw>

You will hear Jack Charlesworth, the manager of UK supermarket, talking to a group of business students about his work. For questions 1-10 complete the sentences with a word or short phrase.

Working in a supermarket

The supermarket contributes the profit to the company`s 1 _____.

Jack`s main concern is what he calls the customers` 2 _____.

Jack believes it is important to treat customers in a friendly way, particularly if they feel 3 _____ on arrival.

Managers and other staff working as 4 _____ look for customers who need help.

All staff are encouraged to contribute to a 5 _____.

The store sometimes organises what Jack calls a 6` _____ `for employees to consult him about promotion.

Some of the supermarket staff start work at 6 am to deal with all the 7 _____ that has been delivered to the store.

Most supermarkets use a(n) 8 _____ system.

However, the store uses a 9 _____ system to order goods from the distribution centre.

When placing orders, managers always evaluate the impact of various things, including the 10 _____, on sales.

Part 2

You will hear five short extracts in which people are talking about living in a foreign country.

Task 1

For questions 11-15, choose from the list (A-H) the reason why each speaker moved abroad.

While you listen you must complete both tasks.

- | | | |
|----|--|-----------|
| A. | to get a better job afterwards | Speaker 1 |
| | | 11 |
| B. | because a foreign organization approached them | Speaker 2 |
| | | 12 |
| C. | to study at a well-known institution | Speaker 3 |
| | | 13 |
| D. | to work on an international project | Speaker 4 |
| | | 14 |
| E. | to accompany their partner | Speaker 5 |
| | | 15 |
| F. | to have more job opportunities | |
| G. | because their research could best be done abroad | |
| H. | because their employer asked them to relocate | |

Task 2

For questions 16-20, choose from the list (A-H) what each speaker mentions about their experience of living abroad.

- | | | |
|----|--|-----------|
| A. | Reassessing their work-life balance | Speaker 1 |
| | | 16 |
| B. | Realizing the benefit of encountering other cultures | Speaker 2 |
| | | 17 |
| C. | Not being able to adapt to the way of life | Speaker 3 |
| | | 18 |
| D. | Re-evaluating their ideas about their own country | Speaker 4 |
| | | 19 |
| E. | Meeting a number of people who became good friends | Speaker 5 |
| | | 20 |
| F. | Their personal relationships being put under strain | |
| G. | Gaining insight into their strengths and weaknesses | |
| H. | Learning to be less materialistic | |

Reading

Part 1

Choose the correct heading for each section from the list of headings below.

LIST OF HEADINGS

- I. A possible explanation
- II. Why names of objects are unhelpful
- III. Checking out the theory
- IV. A curious state of affairs
- V. The need to look at how words are formed
- VI. How age impacts on learning colours
- VII. Some unsurprising data

Questions 1-4:

- 1. Section A _____
- 2. Section B _____
- 3. Section C _____
- 4. Section D _____

Learning color words

Young children struggle with color concepts, and the reason for this may have something to do with how we use the words that describe them.

A. In the course of the first few years of their lives, children who are brought up in English-speaking homes successfully master the use of hundreds of words. Words for objects, actions, emotions, and many other aspects of the physical world quickly become part of their infant repertoire. For some reason, however, when it comes to learning color words, the same children perform very badly. At the age of four months, babies can distinguish between basic color categories. Yet it turns out they do this in much the same way as blind children. "Blue" and "yellow" appear in older children's expressive language in answer to questions such as "What color is this?", but their mapping of objects to individual colors is haphazard and interchangeable. If shown a blue cup and asked about its color, typical two-year-olds seem as likely to come up with "red" as "blue." Even after hundreds of training trials, children as old as four may still end up being unable to accurately sort objects by color.

B. In an effort to work out why this is, cognitive scientists at Stanford University in California hypothesized that children's incompetence at color-word learning may be directly linked to the way these words are used in English. While word order for color adjectives varies, they are used overwhelmingly in pre-nominal position (e.g.

"blue cup"); in other words, the adjective comes before the noun it is describing. This is in contrast to post-nominal position (e.g. "The cup is blue") where the adjective comes after the noun. It seems that the difficulty children have may not be caused by any unique property of color, or indeed, of the world. Rather, it may simply come down to the challenge of having to make predictions *from* color words to the objects they refer to, instead of being able to make predictions *from* the world of objects to the color words.

To illustrate, the word "chair" has a meaning that applies to the somewhat varied set of entities in the world that people use for sitting on. Chairs have features, such as arms and legs and backs, that are combined to some degree in a systematic way; they turn up in a range of chairs of different shapes, sizes, and ages. It could be said that children learn to narrow down the set of cues that make up a chair and in this way they learn the concept associated with that word. On the other hand, color words tend to be unique and not bound to other specific co-occurring features; there is nothing systematic about color words to help cue their meaning. In the speech that adults direct at children, color adjectives occur pre-nominally ("blue cup") around 70 percent of the time. This suggests the most of what children hear from adults will, in fact, be unhelpful in learning what color words refer to.

C. To explore this idea further, the research team recruited 41 English children aged between 23 and 29 months and carried out a three-phase experiment. It consisted of a pre-test, followed by training in the use of color words, and finally a post-test that was identical to the pre-test. The pre- and post-test materials comprised six objects that were novel to the children. There were three examples of each object in each of three colors – red, yellow, and blue. The objects were presented on trays, and in both tests, the children were asked to pick out objects in response to requests in which the color word was either a prenominal ("Which is the red one?") or a post-nominal ("Which one is red?").

In the training, the children were introduced to a "magic bucket" containing five sets of items familiar to 26-month-olds (balls, cups, crayons, glasses, and toy bears) in each of the three colors. The training was set up so that half the children were presented with the items one by one and heard them labelled with color words used pre-nominally ("This is a red crayon"), while the other half were introduced to the same item described with a post-nominal color word ("This crayon is red"). After the training, the children repeated the selection task on the unknown items in the post-test. To assess the quality of children's understanding of the color words, and the effect of each type of training, correct choices on items that were consistent across the pre- and post-tests were used to measure children's color knowledge.

D. Individual analysis of pre- and post-test data, which confirmed parental vocabulary reports, showed the children had at least some knowledge of the three color words: they averaged two out of three correct choices in response to both pre- and post-nominal question types, which, it has been pointed out, is better than chance. When children's responses to the question types were assessed independently, performance was at its most consistent when children were both trained and tested on post-nominal adjectives, and worst when trained on pre-nominal adjectives and tested on post-nominal adjectives. Only children who had been trained with post-nominal color-word presentation and then tested with post-nominal question types were significantly more accurate than chance. Comparing the pre- and post-test scores across each condition revealed a significant decline in performance when children were both pre- and post-tested with questions that placed the color words pre-nominally.

As predicted, when children are exposed to color adjectives in post-nominal position, they learn them rapidly (after just five training trials per color); when they are presented with them pre-nominally, as English overwhelmingly tends to do, children show no signs of learning.

Questions 5-10

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

The Hypothesis

Children learn many words quite quickly, but their ability to learn colour words takes 5 _____ than expected. In fact, despite 6 _____, many four-year-olds still struggle to arrange objects into colour categories. Scientists have hypothesised that this is due to the 7 _____ of the adjectives in a phrase or sentence and the challenges this presents.

While objects consist of a number of 8 _____ that can be used to recognise other similar objects, the 9 _____ of colour cannot be developed using the same approach. As a consequence, the way colour words tend to be used in English may be 10 _____ to children.

Questions 11-14

Choose TWO letters, A-E.

Questions 11-12

Which TWO of the following statements about the experiment are true?

- A. The children were unfamiliar with the objects used in the pre- and post- test.
- B. The children had to place the pre- and post-test objects onto coloured trays.
- C. The training was conducted by dividing the children into two groups.
- D. Pre-nominal questions were used less frequently than post-nominal questions in the training.
- E. The researchers were looking for inconsistencies in children`s knowledge of word order.

Questions 13-14

Which TWO of the following outcomes are reported in the passage?

- A. Average results contradicted parental assessment of children`s knowledge.
- B. Children who were post-tested using post-nominal adjectives performed well, regardless of the type of training.
- C. Greatest levels of improvement were achieved by children who were trained and post-tested using post-nominal adjectives.
- D. Some children performed less well in the post-test than in the pre-test.
- E. Some children were unable to accurately name any of the colours in the pre- and post-test.

Part 2

Read the article. Six paragraphs have been removed from the extract. Choose from the paragraphs A-G the one which fits each gap (15-20). There is one extra paragraph.

DRESSING FOR SUCCESS

The next time you get dressed, cast your mind eastwards towards Qiaotou. For no matter whether you are wearing bell-bottomed jeans, a pencil skirt or tailored trousers, the chances are that the button or zip comes from this dusty, dirty town. Located in the middle of nowhere, this is the sort of place you might drive through without noticing. It is too small to be marked on most western maps of China, too insignificant to merit a mention in newspapers, and barely known outside the local area. But in just twenty-five years, this humble community has destroyed most of its international rivals to become the undisputed global capital of buttons and zips.

15 _____

The commercial revolution here is on a scale and at a pace that exceeds anything experienced before. The first small workshop was established in 1980 by three

brothers who picked their first buttons off the street. Now the town's 700 family- o run factories churn out 15 billion buttons and 200 million metres of zips a year. The low-investment, labour-intensive industry was ideal for this remote community. And it could not have timed its rise better. Qiaotou began popping buttons just as China started dressing up. Out went the Mao suits, and in came chic western clothes. So this is the place to head for if you're looking for a button of exactly the right shape, size and material, to adorn those new fashions hanging in your wardrobe.

16

Such mind-boggling export statistics, until recently, were used as evidence of the Chinese miracle. Now, however, the global domination of manufacturing towns such as this is increasingly being discussed in very different terms: as a sign of a threat to other manufacturing countries. After the Cultural Revolution, the world cheered on the market-oriented reforms. Growth of more than 9% a year for more than two decades has lifted hundreds of millions out of poverty. Consumers across the globe have benefited from the cheap goods made by factory workers in Qiaotou and elsewhere.

17

But Chinese businessmen are unfazed by this action. 'Even if we lose a few customers in the short term, they will have to come back', says the president of the Great Wall Zipper group. 'There is almost nowhere else in the world that makes zips.'

18

Take, for instance, Yiwu. If China is the workshop of the world, Yiwu is its showroom. Selling everything from engine parts to hair clips and costume jewellery, this town's market has grown from a few dozen street stalls ten years ago to become the world's biggest commodity trading centre.

19

And it is hard to imagine that this worldwide monopoly will end any time soon; Lanswe, the biggest sock manufacturer in the world, spins out two million socks a day. Within two years the company plans to triple its workforce to 15,000 and increase output to five million socks a day. Textile quotas or no textile quotas, half of them are destined for export.

20

The view from China is that foreign countries say they want China to develop, but when it does, they become nervous. China is changing. The countryside is changing and change is a cause for hope. But China needs to be given time to make sure its miracle does not sour.

A. And buyers do indeed come here from all over the world. Attracted by prices of less than penny a zip and the decent quality, international retail outlets and fashion houses are increasingly purchasing from Qiaotou. The local chamber of commerce

estimates that three out of every five buttons in the world are made in the town, which boasts 1,300 button shops selling 1,400 varieties of buttons. It ships more than two million zips a day, making it the biggest winner of China's 80% share of the international zip market.

B. Talk of unfair currency manipulation and the need for trade quotas is nothing new. The domination of the world markets for cars and electronics in the 1980s led to a fierce trade dispute and pressure for appreciation of the yen. When this eventually did happen, the flood of money into the country inflated an enormous speculative bubble in the early 90s.

C. And what was once a modest farming village is now a manufacturing powerhouse - a microcosm of what has happened to the entire Chinese economy in the last few decades. It is a familiar story: paddy fields have been cleared for factories and peasants have become industrialists. The river, which used to be a clean source for irrigation, is now a heavily polluted outlet for brightly coloured plastic waste.

D. The same confidence prevails throughout the south coastal provinces. With endless streets of giant factories and company dormitories, the most developed areas are modern-day equivalents of Western cities at the peak of the Industrial Revolution. The many small towns, some not even on maps, have become world-beaters by focusing on labour-intensive niches.

E. The company's president says he can understand why countries want to restrict this growth and impose certain limits, even though it might hurt his business. "Even if the yuan gets stronger, rich countries will still import socks because they cannot make them cheaply enough themselves." He believes that, in the long run, change must come through market forces rather than export quotas and currency manipulation. "If rich nations really want to compete with China, they need to make us richer. That's the best way to make prices rise here."

F. After a decade of towns like this one growing almost unnoticed, the world has suddenly realised just how powerful they have become. Thanks to globalisation, the clothes of the world are being zipped and buttoned up by deft-fingered migrant workers, our teeth are being brushed with bristles from Huang Zi, and our toes are being kept warm by the products of Yiwu.

G. But recently, the rejoicing has been replaced by warnings. A flood of Chinese goods has swept into European and American markets, threatening jobs and alarming governments. One administration responded by setting a limit on shipments of jackets, trousers and shirts. Others have taken a less aggressive line, by setting quotes to protect their clothing industries from the competition in China.

Use of English

Part 1

Rewrite the second sentence from 1-7, keeping the meaning the same. Use three to eight words including the word given.

1. It is unusual to see graffiti in this part of the town.

ACCUSTOMED

We _____ in this part of town.

2. Good working relations depend on effective management.

MORE

The _____ the working relations will be.

3. The alarm went off just as they came out of the building.

WHEN

Scarcely _____ the alarm went off.

4. I think this type of mobile phone would be the best choice for you.

SUGGEST

I _____ this type of mobile phone.

5. They think a minor earthquake has affected parts of the city.

THOUGHT

A minor earthquake _____ parts of the city.

6. I would prefer you to come on Wednesday if you can.

RATHER

I _____ on Wednesday if you can.

7. You could easily become ill unless you give up smoking.

RISK

If you don't stop _____ ill.

Part 2

For questions 8-13, read the text and think of the word which best fits each gap.

Use only the word.

College news

Professor Tim Scholes has been nominated for a national award, the Taymon Environmental Prize, in recognition of his research into the impact of deforestation (8) _____ land in the Amazon basin. He is interested in both its potential benefits for agriculture and the risk of desertification, a process by which formerly fertile land becomes desert. Scholes's most recent study was undertaken (9) _____ part of an international project led by Professor Clara Berminton.

According to Scholes, a lucrative prize (10) _____ the Taymon would make a significant contribution to funding for the next stage of his research. The awards ceremony will take place in London on 19 March. Scholes jokes that he (11) _____ well be the first person in the Taymon's history to be nominated six times without winning. (12) _____ this prove to be the case, though, Scholes won't be too upset. He believes the publicity generated by the event will raise awareness of the problem of deforestation, if (13) _____ else.

Part 3

For questions 14-20, write sentences using words from each column.

Let's tighten	back	the regulations
The standard's gone	down	and think about it
They knocked	apart	the shopping centre
Just stand	on	since she lost her job
Her life has fallen	up	in recent years
The towel soaked	up	insects
They feed	down	the moisture

- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

Writing

You have seen this announcement in a travel magazine.

Articles wanted!

A place worth visiting

Tell us about a place that you think is particularly interesting in Russia, and say what you most remember about your visit there.

We will publish the best articles next month.

Write the article of **240 - 270 words**.

Organize the ideas in your notes into a logical order.

Check your grammar, spelling and punctuation.

Test in Country Studies

Part 1

Language is the vessel of culture. There are many idioms in the English language connected with aspects of people`s personality and behaviour.

Match these idiomatic words and expressions with the explanations. There are two extra words (expressions) which you do not need to use.

a. A stuffed shirt	1. It means you are totally incomprehensible
b. Bob`s your uncle!	2. A pompous, self-opinionated person
c. Double-Dutch	3. Somebody who gets money, free meals from other people and does nothing for them
d. Black Maria	4. Used to say that something will be easy to do
e. Gatecrasher	5. All ordinary people and their thoughts, feelings and situations
f. Tough cookie	6. Somebody who likes to mention all the famous and important people they have met
g. Killjoy	7. Somebody who knows what they want and is not easily influenced by other people
h. Joe Bloggs	8. Someone who spoils other people`s pleasure
i. Jack-out-of-office	9. Somebody who visits other people without being invited
j. Queen Ann is dead	10. To say nothing new
k. Sponger	
l. Name-dropper	

a-	d-	g-	j-
b-	e-	h-	k-
c-	f-	i-	l-

Part 2

Complete the sentences with the word (word-combination) in the box.

slob, crank, tear-away, scrounger, daredevil, wet blanket, wind-bag, road hog, high flyer, slave-driver

11. David has unusual ideas and behaves strangely. Sometimes he is unpleasant and easily annoyed. What a _____!
12. Tom is a young person who is difficult to control and often does stupid or illegal things. He is considered to be a _____.
13. Lilly always gets anything she wants by asking someone else for it instead of providing it herself. She is a real _____.
14. Why are you so lazy, untidy and rude? Come on, get up and do something, you big _____.
15. I am afraid for my younger son. He is such a _____ always taking dangerous risks!
16. She is so boring and negative about everything, always preventing others from enjoying themselves. She is a real _____.
17. Ann is such a _____, talking on and about her ideas!
18. What a _____ he is! Always driving carelessly! He is bound to cause a serious problem one day!
19. Steve is already a CEO! He is a _____, an ambitious person who is very successful in his work.
20. I am a hardworking executive who is known to be a bit of a _____.

11-	13-	15-	17-	19-
12-	14-	16-	18-	20-

Test 2

Listening		Reading		Use of English			Test in country study
Part 1	Part 2	Part 1	Part 2	Part 1	Part 2	Part 3	
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	11. 12. 13. 14. 15.	16. 17. 18. 19. 20.	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20.

References

1. Pauline Cullen Cambridge English. Vocabulary for IELTS. Advanced / Pauline Cullen. – URL: <https://obuchalka.org/20200815123830/cambridge-english-vocabulary-for-advanced-with-answers-haines-s-2012.html>
2. Tim Falla, Paul A Davies Oxford Solutions Advanced. 3rd edition / Tim Falla, Paul A Davies. – URL: https://vk.com/wall-155289243_850
3. Kathy Gude, Michael Duckworth Cambridge Proficiency Master Class / Kathy Gude, Michael Duckworth. – URL: https://www.studmed.ru/gude-k-duckworth-m-proficiency-masterclass-students-book_c754bd98a61.html
4. Kathy Gude, Mary Stephens Cambridge English. Advanced Result / Kathy Gude, Mary Stephens. – URL: <https://11klasov.com/13254-cambridge-english-advanced-result-students-book-workbook-teachers-pack-kathy-gude-mary-stephens.html>
5. John Hughes, Jon Naunton Oxford. Business Result. Advanced / John Hughes, Jon Naunton. – URL: <https://ebookpdf.com/business-result-2nd-edition-advanced>
6. Michael McCarthy, Felicity O’Dell Cambridge. English Collocations in Use. Advanced / Michael McCarthy, Felicity O’Dell. – URL: <https://archive.org/details/CambridgeEnglishCollocationsInUseAdvancedFinal>
7. Felicity O’Dell, Michael Black Advanced Trainer Six Practice Tests With Answers / Felicity O’Dell, Michael Black. – URL: https://www.academia.edu/31502895/Advanced_Trainer_6_Practice_Tests_with_Answers_book4joy
8. Felicity O’Dell, Michael McCarthy Cambridge. English Idioms in Use. Advanced / Felicity O’Dell, Michael McCarthy. – URL: <https://11klasov.com/13184-english-idioms-in-use-advanced-mccarthy-m-felicity-o.html>

9. Clive Oxenden, Christina Latham-Koenig, and Paul Seligson American English File / Clive Oxenden, Christina Latham-Koenig, and Paul Seligson. – URL: http://frenglish.ru/american_english_file.html

10. Richard Side, Guy Wellman Grammar and Vocabulary for Cambridge Advanced and Proficiency / Richard Side, Guy Wellman. – URL: <https://thisisenglish.files.wordpress.com/2008/05/4-grammar-and-vocabulary-for-cambridge-advanced-and-proficiency.pdf>

11. Liz and John Soars, Paul Hancock Headway. Advanced. 5th edition / Liz and John Soars, Paul Hancock. – URL: <http://frenglish.ru/headway.html>

Учебное издание

Буйнова Ольга Юрьевна

Test your English

Part 1

Учебно-методическое пособие

Подписано в печать 14.04.2021. Формат 60x84 ¹/₁₆.

Усл. печ. л. 4,8. Уч.-изд. л. 3,2

Тираж 300 экз. Заказ № 763.

Издательский центр «Удмуртский университет»
426034, Ижевск, Университетская, 1, корп. 4, каб. 207
Тел./факс: +7(3412) 500-295 E-mail:editorial@udsu.ru

Типография Издательского центра «Удмуртский университет»

426034, Ижевск, ул. Университетская, 1, корп. 2.

Тел. 68-57-18