

INTEGRATED LISTENING AND READING (15 баллов)

Task 1. Read the text below, then listen to a radio programme on the same topic. You will notice that some ideas coincide and some differ in them. Answer the question 1 by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expresses the idea. Transfer your answers to your answer sheet.

Now you have 10 minutes to read the text and the question.

The first day of school brings many changes. Students must acclimate themselves to a new routine and curriculum, while teachers must acquaint themselves with an entirely new crop of students. On the first day of school, students may be seated in alphabetical order, but over time seating assignments may change as the teacher quickly learns who is friends with whom, which students tend to be disruptive, which may need extra motivation, and which may need to hone their concentration skills. Many teachers find that seating charts make it easier to manage a classroom and facilitate the learning process. In general, as students sit farther away from the “action zone,” an area of the classroom that comprises the centre and the front rows, participation declines and absenteeism increases. Various studies illustrated that the right seating arrangement can benefit students. Students who were not performing well in the classroom performed better on the test after they were carefully seated by teachers. The results showed that there was a huge attainment increase for those students with lower abilities. In addition, the arranged seating did not have an adverse effect on the high ability students.

1. On the first day of school, students whose names are at the beginning of the alphabet are made to sit at the front of the class and so alphabetically advantaged students get more attention from the teacher and it later may impact their learning potential. (A, B, C, D)

Task 2. For items 2-6 listen to the radio programme for the second time and complete the tasks. Transfer your answers to your answer sheet.

2. *What is the main topic of the text?*

The journalist is talking about _____ and defines alphabetism, a recently highlighted type of discrimination, as _____.

- A. the impartiality of the society / a rudimentary form of literacy and the arrangement of letters in names
- B. the unjust treatment of people / prejudice resulting from a person's position on an alphabetical list
- C. the humiliation of disadvantaged / unfairness to people whose first names begin with letters from the latter part of the alphabet

3. *Define the category of radio programmes that this recording represents.*

- A. Obituary
- B. Leaders
- C. Society

4. Choose 5 out of 8 words and phrases (A - H) that can be used as hashtags to search for this recording.
- A. Discrimination
 - B. Japanese characters
 - C. English names
 - D. Ageism
 - E. Seating arrangements
 - F. Job interviews
 - G. Alphabetically advantaged
 - H. The rich and famous
5. True or false? Choose A or B.
The names of twenty-six US Presidents including George Bush began with a letter in the first half of the alphabet.
- A. True B. False
6. True or false? Choose A or B.
One consolation for those whose names begin with a letter in the ‘wrong’ half of the alphabet is that such people are better at running a big business.
- A. True B. False

Reading (15 баллов)

The Origin of Inspiration

How are discoveries made? We can learn a lot about the origins of inspiration from the famous account of Archimedes' Eureka moment in his monumental discovery in 260 BC.

As the story goes, the King of Syracuse had commissioned a goldsmith to make an elaborate golden crown. The goldsmith was known for his great skill, and indeed, he crafted a fine crown for the king. However, the king was suspicious by nature, and he suspected that the goldsmith may have mixed silver with the gold used in the crown. Believing he had been charged too much for the crown, the king asked Archimedes confirm to assist him in proving his case. Could Archimedes confirm the king's suspicions? Archimedes knew that he would be rewarded considerably for finding the answer, and safe from trouble with the king, so long as he did not damage the crown in finding the truth.

The easiest way to prove whether the crown was pure gold would be to melt the crown into a block measure its density, as gold is more dense than silver, but this was out of the question. Melting the crown would destroy it.

Archimedes was frustrated. He faced setback after setback. He found that constantly thinking about the problem exacerbated his frustration, so he decided to do something different – take a long, warm bath. Archimedes believed that he could overcome his lack of inspiration, provided that he relaxed and allowed a breakthrough to emerge.

of this – he could measure the volume of the king's crown by submerging it in a tub of water. When the crown was put in the water, the water level would rise as the crown displaced it. The shape of the crown was irrelevant. And more importantly, putting the crown under water would not damage it. The submerged crown would displace an amount of water equal to its own volume. Archimedes worked out that by dividing the mass of the crown by the volume of the water displaced, the density of the crown could be calculated. If cheaper and less dense metals, such as silver, had been added, the density of the crown would be lower than the density of gold.

In an instant, Archimedes leapt from the tub, shouting, "Eureka! Eureka!" or "I found it! I found it!"

This incident provides some insight into an important ingredient for inspiration – relaxation. Intelligence alone was not enough to enable Archimedes to solve his problem. He needed something else to make his discovery, specifically the relaxation a warm bath offered. He needed to take a break from thinking.

This story shows that relaxation and knowledge go hand-in-hand when it comes to inspiration. If Archimedes hadn't watched the water flow over the top of his bathtub, he probably wouldn't have realized that he could find the crown's purity by measuring its density. Conversely, someone who did not have Archimedes' mathematical and scientific expertise would have watched the water flow onto the floor without coming to any conclusion at all.

1. The king thought the goldsmith may have mixed silver with the gold because

A the king was naturally suspicious.

B the goldsmith had cheated the king before.

C the crown didn't look like it had been made of pure gold.

D the goldsmith had charged too much for the crown.

2. Archimedes didn't melt the crown because

A he didn't know how to melt the crown.

B melting the crown would have damaged it.

C he couldn't have found out if it was pure gold by melting it.

D he didn't know density of gold.

3. Archimedes wanted to take a bath because

A he was dirty.

B he wanted to relax.

C he didn't want to think about his problem.

D he knew that he could solve his problem in the bath.

4. If the goldsmith had mixed silver with the gold, the crown

A would have been less dense than a crown made of pure gold.

B would have been more dense than a crown made of pure gold.

C would have been more valuable than a crown made of pure gold.

D would have looked different.

5. Archimedes shouted *Eureka!* because

A he had to report to the king.

B he had burned himself in the bath.

C he had finished his bath.

D he had found the answer to his problem.

6. The author of this text believes

A Archimedes' discovery was solely due to chance.

B the role of relaxation is not very important to Archimedes' discovery.

- C almost any intelligent person could have made the discovery that Archimedes made.
D a combination of knowledge and relaxation led to Archimedes` discovery.

Task 2. Read the text again. Decide if the sentences 1-5 are True or False. Transfer your answers to your answer sheet.

- 7.The crown had been a gift to the king from the goldsmith. _____
- 8.The king promised to give Archimedes a small reward if he could determine whether the crown was pure gold. _____
- 9.Archimedes believed he would get into trouble with the king if he damaged the crown. _____
- 10.Silver has a higher density than gold. _____
- 11.Eureka! means "I have found the answer"! _____

Task 3. Find words in the text to match with these definitions. Transfer your answers to your answer sheet.

12. The thickness of a solid, liquid or gas. _____
13. Moved or shifted something from its normal position. _____
14. To have a rest or to relax after or between activities. _____
15. Something not important or connected with a situation. _____

Use of English (35 баллов)

Task 1. Complete the text with the missing words (1-10). Use one word only in each gap. Transfer your answers to your answer sheet.

If you travel through the UK, you are bound, 1 _____ or later, to pass an allotment site. 2 _____ you will see is a group of small plots of land being used for growing fruit and vegetables. Allotments, available in most town and cities across the UK, are owned by local authorities and rented out to residents 3 _____ a small annual fee. The history of allotments goes 4 _____ to the 1500s. However, 5 _____ was the Allotments Act of 1887 which made it a legal duty for local authorities to provide allotments. After 6 _____ used extensively until 1940s, allotments became less popular during the 1950s and 60s. Some sites were closed and the land was used instead 7 _____ building new houses or offices. 8 _____ the 1990s, however, things have changed. 9 _____ has been a resurgence of interest in allotment gardening, especially among young people. It seems that, with all the issues surrounding food production, 10 _____ more and more people want is simple, fresh, home-grown food.

Task 2. For items 11-20 complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. The number of words you should put in the gap is specified in each case. Do NOT

use contracted forms. There is an example at the beginning. Transfer your answers to your answer sheet.

Example: 0. “Let’s go to the cinema on Sunday”, said Ann.

wanted

Ann _____ to the cinema on Sunday. (4 words)

0	<i>wanted us to go</i>
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11. I am totally convinced that you will pass the exam.

CHANCE

In my opinion, there _____ your failing the exam. (4 words)

12. Not many people came to the wedding.

NUMBER

Only _____ people came to the wedding. (4 words)

13. I do not have any money left.

RUN

I _____ money. (4 words)

14. The play was shorter than we had expected.

LAST

The play did not _____ we had expected. (4 words)

15. I could not concentrate fully because of the noise coming from the next room.

HARD

The noise coming from the next room _____ to concentrate fully. (3 words)

16. The twins described their experience to me in detail.

DESCRIPTION

The twins gave _____ their experience. (5 words)

17. You can go to the cinema but you must get a taxi home afterwards.

LONG

You can go to the cinema _____ a taxi home afterwards. (5 words)

18. The flooding led to the road being closed.

RESULT

The road had to _____ of the flooding. (5 words)

19. That contestant did not succeed in getting to the final round of the quiz show.

TO

That contestant did not _____ to the final round of the quiz show. (3 words)

20. Carol would rather not come to the beach with us today.

FEEL

Carol _____ to the beach with us today. (5 words)

Task 3. For items 21-25, match the two columns to make English proverbs. In the right column, there are three extra phrases you don’t need. There is an example at the beginning. Transfer your answers to your answer sheet.

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0	Necessity is	A	cannot change its spots.
21	Actions speak	B	than sorry.
22	A cat in gloves	C	better than no bread.
23	Half a loaf is	D	gets the worm.
24	Better safe	E	the mother of invention.
25	The leopard	F	the best policy.
		G	louder than words.
		H	than never.
		I	catches no mice.

Task 4. For items 26-35, match the names of some popular British and American dishes (column 1) with their description (column 2). There are five extra descriptions. The first example is done for you. Transfer your answers to your answer sheet.

0. Cobb Salad

0. D

1	2
0. Cobb Salad 26. Bangers and Mash 27. Bubble & Squeak 28. Custard 29. Haggis 30. Hot Cross Bun 31. Irish Stew 32. Key Lime Pie 33. Shepherd`s Pie 34. Tikka Masala 35. Toad-in-the-Hole	A. a British dish consisting of usually leftover potatoes, greens (such as cabbage), and sometimes meat fried together B. thick soup made from lamb, potatoes, onions and other root vegetables. C. a dish made of sausages cooked in batter D. a tossed salad made typically with chopped chicken or turkey, tomatoes, bacon, hard-boiled eggs, blue cheese and lettuce and dressed with vinaigrette E. a cold lunch served especially in an English pub typically including bread, cheese and pickled onions F. a meat pie with a mashed potato crust G. a puffy bread dish made from a batter of eggs, flour and milk that is baked in meat drippings H. sausages and mashed potatoes I. a sweet dough spread with a filling, rolled, baked or steamed J. swede, yellow turnip or rutabaga and potatoes boiled and mashed separately K. a meat dish combining British and Indian ingredients (cream, yoghurt, spices, etc.), developed by Indian chefs for British tastes L. a Scottish soup made from smoked haddock, potatoes, onions and milk M. a Scottish dish consisting of a sheep`s or calf`s offal mixed with suet, oatmeal and seasoning and boiled in a bag, traditionally one made from the animal`s stomach N. a dessert or sweet sauce made with milk and eggs, or milk and a proprietary powder O. a raisin pastry marked with a Christian symbol made of sugar frosting traditionally served on Good Friday P. a usually meringue-topped custard pie traditionally made from a kind of citrus fruit