

Listening

Task 1

Listen to the dialogue and decide to whom – John (A), Sarah (B) or to both of them (C) refer the following statements. You'll hear the dialogue twice.

		John	Sarah	Both
1	Have/has father's birthday in August	A	B	C
2	Think/s that Susan's newborn baby is big	A	B	C
3	Think/s that Susan's baby got a good name	A	B	C
4	Suggest/s visiting Susan and her baby	A	B	C
5	Have/has a car which needs repair	A	B	C
6	Live/s next to the State Bank	A	B	C
7	Suggest/s presenting to Susan a plant in a pot	A	B	C
8	Suggest/s chocolates as a present for Susan	A	B	C
9	Suggest/s buying a soft toy as a present for the baby	A	B	C
10	Propose/s to buy all the presents	A	B	C

Task 2

Listen to a part of a lecture and decide whether the following statements are True (A) or False (B). You'll hear the text twice.

	According to the lecturer...	True	False
11	... the culture shock is experienced by every person making the first trip to another country.	A	B
12	... the culture shock is viewed as application of different cultural rules.	A	B
13	... the culture shock is a relatively simple thing.	A	B
14	... he plans to conclude his lecture describing his own experience with the culture shock.	A	B
15	... a person grows up relying on the rules existing in his/her social group.	A	B
16	... a person always has knowledge of the existing social rules.	A	B
17	... the social rules are not important if a person doesn't encounter a social group living under a different set of rules.	A	B
18	... the culture shock is sure to take place when you are having cold water poured over you.	A	B
19	... the culture shock serves as a behaviour guide in a different culture.	A	B
20	... experiencing the culture shock people often behave unreasonably.	A	B

Transfer your answers to the ANSWER SHEET!

Listening

ANSWER SHEET

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	
12	A	B	
13	A	B	
14	A	B	
15	A	B	
16	A	B	
17	A	B	
18	A	B	
19	A	B	
20	A	B	

Reading

Time: 45 minutes

Text 1

Task 1

Read the article and match the paragraph summaries (A-G) from the box below with each paragraph (1-7).

- A A language Ken helped save
- B Ken's ability to learn languages quickly
- C How Ken learnt languages
- D Ken's origins
- E Reasons for protecting languages under threat
- F Ken's involvement in language theory
- G The biological basis of language

Kenneth Hale, Master Linguist

- 1 SOMETIMES Kenneth Hale was asked how long it would take him to learn a new language. He thought ten or fifteen minutes would be enough to pick up essentials if he were listening to a native speaker. After that he could probably converse; obviously not fluently, but enough to make himself understood. To those whose education, however admirable in other respects, had provided only rudimentary language skills, he seemed a marvel.

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- 2 As many of these languages had no written grammar or vocabulary, and indeed were spoken by few people, Kenneth picked them up orally. His tip for anyone who pressed him for advice on learning a language was to talk to a native speaker. Start with parts of the body, he said, then common objects. After learning the nouns, you can start to make sentences and get attuned to the sounds.

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- 3 This is all the more confusing as language is much more complex than, say, simple arithmetic, which often takes years to master. It is often hypothesised that language is an innate human faculty, with its own specialised system in our brain.

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- 4 He spent his childhood on a ranch in Arizona and started his education in a one-roomed school in the desert. Many years later, lecturing at MIT, he still felt most comfortable in cowboy boots. On his belt was a buckle he had won at a rodeo by riding bulls, and he had the slightly bowed legs of a horseman. His students were impressed that he could light a match with his thumbnail.

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- 5 One Indian language at its last gasp was spoken by the Wopanaak, the tribe that greeted the Pilgrim Fathers in 1620. It is now spoken again by several thousand people around Cape Cod. A Wopanaak who studied under Kenneth is preparing a dictionary of her language. ‘Ken was a voice for the voiceless,’ said Noam Chomsky. And he worked tirelessly to learn endangered languages.

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- 6 Despite these setbacks, Ken did contribute to an understanding of the apparently innate human capacity for speech. He made a number of what he called ‘neat’ discoveries about the structure of language, and had an instinctive sense of what all languages had in common. After his retirement from MIT, he said he would ‘really get down to work’, an ambition he was unable to achieve, though his other achievements were considerable.

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- 7 And these people are often particularly upset by a scholarly argument which surfaces from time to time about the desirability of keeping alive languages that have little chance of survival. Occasionally the argument turns nationalistic. For example, is what Kenneth called the ‘revitalisation’ of Welsh merely a nuisance in Britain where, obviously, English is the working language? Kenneth Hale had an indignant answer to that question. ‘When you lose a language’, he told a reporter, ‘you lose a culture, intellectual wealth, a work of art. The damage that’s done is irreparable. It’s like dropping a bomb on a museum, the Louvre.’

Task 2

Now choose from the paragraphs A-G the one which fits each gap in the text (8-13). There is one paragraph which you do not need to use.

- A And he had discovered his talent for language when playing with Indian friends who taught him Hopi and Navajo. Learning languages became an obsession. In Spain he picked up Basque, in Ireland he learnt Gaelic, and he mastered Dutch within a week. He sought to rescue languages that were dying out.
- B And so he was. He had a gift. But he was also an academic, a teacher of linguistics at the Massachusetts Institute of Technology (MIT). He was aware that many otherwise clever people find learning a second language extremely hard. He sought to find laws and structures that could be applied to all languages and the search took him into many linguistic byways, to the languages of Native Americans and Australian aborigines and the Celtic fringes of Europe.
- C However, for Kenneth bilingual dictionaries were an anathema and banned in his classes. He held that meanings were too fluid to be captured and readily translated word-for-word from one language to another. He always told his students that meaning was intuitive: you either grasped it, or you didn’t.
- D In addition to his feat of learning so many languages, he is likely to be remembered by *The Green Book of Language Revitalisation*, which he helped to edit. It was warmly welcomed, especially by those who may be a touch aggrieved by the spread of English, which is blamed for brutally sweeping other languages aside.

- E** Kenneth could converse in about 50 languages, perhaps a world record. He was the last person on earth to speak some languages. Hundreds are disappearing, he said. ‘They became extinct, and I had no one to speak them with.’
- F** Some students of linguistics believe that such an ability, if it exists, is normally lost at the age of 12. But for Kenneth it was around this age that his interest in language was just starting.
- G** Still, there is much more to language than that. Noam Chomsky, like Kenneth a teacher of linguistics at MIT, wrote: ‘Language is really weird. There is nothing else in the natural world that even approaches its complexity. Although children receive no instruction in learning their native language, they are able to fully master it in less than five years.’

Text 2

Task 3

You are going to read an extract from an autobiography. For questions 14-20, choose the answer (A, B, C or D) which you think fits best according to the text.

A Visit Home

Amid the swarming, clattering travellers, railway staff and suitcases, I saw the thick, dark eyebrows of my brother Guy lift by approximately one millimetre in greeting as I came down the steps of the footbridge and out into the station forecourt. Guy speaks like most men in the village we come from, i.e. not at all until he has spent five minutes considering whether there are other means of communication he can use instead. His favourites are the eyebrow-raise, the shrug, and the brief tilt of his chin; *if he is feeling particularly emotional, he may perform all three together*. That morning, as I worked my bags through the other passengers, he kept his eyebrows raised. Standing in his work clothes, he looked rather out of place, resembling a large, solitary rusty nail in the midst of, but apart from, the crowd of people: his steel-capped boots, battered, formless jacket and heavy stubble seemed to be causing many people to give him *a wide berth*¹, diverting their path to the exit rather than heading for it directly.

‘Hello, Guy’, I said.

‘Now then,’ he replied. ‘Give me one of your bags.’

‘Thank you,’ I said, and passed him a large bag.

‘Whatever have you got in here?’ he exclaimed.

My brother is appalled by indulgences such as luggage, although his exclamations are less aggressive than resignedly bemused. With Guy, you have to understand that when he asks what on earth you’ve got in a bag, it is a way of saying, ‘Hello, how are you?’

‘It’ll be the computer that’s heavy. And there are some books,’ I explained.

‘Books,’ he said wearily, shaking his head.

‘Sorry.’

‘Doesn’t matter,’ he said. ‘It’s not that heavy.’ He yanked the bag up onto his shoulder.

‘It’s nice to see you, Guy.’

Guy raised his eyebrows and chin five millimetres, and strode off towards the car park.

¹ a berth - a place for a ship or boat to stay in a port

I felt relieved by his distracted, unemotional expression because it was usual: since he was a small child he had gone through much of life looking as if he was pondering² the answer to a complex mathematical problem. But as I caught up with him and looked at him from the side, I noticed dark half-circles below his eyes.

‘Are you all right, then?’ I said.

He raised his eyebrow again, and blew out through pursed lips. He looked as if he were trying to pop the features off his face. Then he gave me the sort of consolation smile you give people when they’ve asked a stupid question, batted his lashed black-brown eyes and shrugged.

‘You look a bit worn out,’ I said.

‘I should think I do,’ he said. ‘I’ve been doing twelve-hour days on the farm since July. Sling your bags into the back of the van then.’

This was not as straightforward as he made it sound. He used the van as a workshop, storage unit and mobile home, and so as well as the usual driving-dregs of sweet wrappers and plastic bottles, there was farm equipment of an often surprising scale – straw bales, black polythene barrels, bundles of shovels and forks, metal toolboxes which were themselves almost as large as small cars, and other tools which I did not recognise or understand. Intermingled with that were random, inexplicable household articles: sofa cushions, half a dozen plant pots and a roll of carpets.

I gingerly³ balanced my bags on some boxes, and then walked round the van and climbed into the front passenger seat. Guy stamped down the accelerator and we shot out of the car park. Guy looked straight ahead into the traffic, lifted his eyebrows and moved his mouth in what may or may not have been a grin. As we drove through the city, I watched his face to try to catch his expression when the half-grin lapsed, but he just lost himself in nonchalant concentration on the other cars and vans around us. For something to do, I turned on the radio and began retuning it. This caused a very loud static noise to fill the cab, and Guy to jerk round in his seat, shouting, ‘Don’t fiddle with that radio.’

I snapped it off, and looked at him again. ‘Sorry’.

‘Never mind,’ he said. ‘It only plays one station and it takes me ages to get that. There are some CDs in the glove compartment. Put one of those on instead.’

I put a CD on but as we accelerated off at the bypass roundabout the music was drowned out by the engine noise anyway.

It takes only twenty minutes to drive through the hills to our village, but that day the journey seemed to take forever. Neither of us could think of anything to say to each other so Guy pretended to concentrate on the speed of his windscreen wipers which were keeping the driving rain off the windscreen so he could see the road ahead. I, on the other hand, leant my forehead against the side window, looking out at the scenery which was so familiar to me but was actually obliterated by the horizontal rain.

14. What aspect of Guy’s personality is the writer reinforcing when he says *‘if he is feeling particularly emotional, he may perform all three together’*?

- A His facial expressions are difficult to interpret.
- B His speech is always backed up by non-verbal expressions.
- C He is very controlled when expressing his feelings.
- D He can give out conflicting messages about what he is thinking.

15. What is meant by many people giving Guy *‘a wide berth’*?

² to ponder - to think about something for a long time

³ gingerly - in a way that is careful or cautious

- A People were staring at him because of the way he looked.
B People were getting annoyed with him because he was in their way.
C People did not understand what he was doing there.
D People did not feel comfortable getting too close to him.
16. How does the writer feel when Guy complains about his bag?
- A He knows he shouldn't take the complaint seriously.
B He thinks Guy is making an unnecessary fuss.
C He wishes Guy had not greeted him with a complaint.
D He is embarrassed about bringing so much luggage.
17. As they walk towards the car park, the writer realises that
- A he is not being sensitive enough about Guy's situation.
B there is a change in Guy's normal behaviour.
C Guy's expression seems more worried than usual.
D he had more reason to be concerned about Guy than he initially thought.
18. What does the writer exaggerate when he is describing the back of the van?
- A the combination of items
B the size of the items
C how old the items were
D how many items were unnecessary
19. Guy gets annoyed in the van because
- A the radio doesn't work properly.
B he prefers to listen to CDs.
C the radio made a terrible noise.
D his brother touched the radio.
20. What does the writer say about the journey in the van?
- A He preferred to look out at the countryside rather than talk.
B He didn't speak to Guy because the driving conditions were difficult.
C The fact that they travelled in silence seemed to make it longer.
D It was much slower than usual because of the weather.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Reading

ID NUMBER

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ANSWER SHEET

Item				
1				
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14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Карточка участника

Speaking

Set 1

Student 1

Task 1

Deliver a mini report, using the information from CHART 1 (Monologue; Time: 1,5 - 2 minutes).

Then answer 3 questions of your partner, using the information from CHART 1 (Dialogue; Time: 2 minutes).

CHART 1

Changes in modes of travel in England between 1985 and 2000

Average distance in miles travelled per person per year, by mode of travel.

	1985	2000
Walking	255	237
Bicycle	51	41
Car	3,199	4,806
Local bus	429	274
Long distance bus	54	124
Train	289	366
Taxi	13	42
Other	450	585
All modes	4,740	6,475

Task 2

Listen to the report of your partner, based on CHART 2, and ask 3 questions about the information presented in CHART 2 (Dialogue; Time: 2 minutes).

CHART 2

Underground railway systems in six cities

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

YOUR ANSWERS WILL BE RECORDED

Карточка участника

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Speaking

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CHART 1

Entertainment equipment in children's bedroom, by age of children (UK 2002)

Age of children	TV	Internet	Games	Computers	Satellite TV
4-9 years	50%	5%	27%	10%	5%
10-15 years	73%	7%	40%	23%	3%

Task 2

Listen to the report of your partner, based on CHART 2, and ask 3 questions about the information presented in CHART 2 (Dialogue; Time: 2 minutes).

CHART 2

Holidays by age of UK citizens (per person, 2002)

Holidays spent in	Under 30 years	30-49 years	50-64 years	65-75 years	Over 75
UK	£100	£150	£160	£210	£125
Abroad	£500	£730	£760	£720	£200

YOUR ANSWERS WILL BE RECORDED

Карточка участника

Speaking

Set 2

Student 2

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YOUR ANSWERS WILL BE RECORDED

Use of English

Time: 45 minutes

Task 1

For questions 1-10 read the text below and decide which word (A, B, C or D) fits the space best.

Example: (0) just

On the other hand?

We left-handed people lack collective pride. We **(0) just** try to get by, in our clumsy way. We make **(1)**_____ demands and we avoid a fuss. I used to say whenever someone watched me sign my name and remarked that he or she was also left-handed: “You and me and Leonardo da Vinci!” That was a weak joke, **(2)**_____ it contained my often unconscious desire to belong to *Left Pride*, a social movement that **(3)** _____ far doesn’t exist but I hope may one day come. There are many false stories about the left-handed **(4)**_____ circulation: for example, a few decades ago someone wrote that Picasso was left-handed, and others kept repeating it, but the proof is all **(5)**_____ the contrary. The great genius Einstein is often still claimed as one of ours, also **(6)**_____ proof. And sadly there is also no truth in the myth that the left-handed tend to be smarter and more creative.

(7)_____ the amount of research that has been carried out, researchers in the field still find it hard to decide precisely what we mean by left-handed. Apparently a third of those who write with their left hand throw a ball with their right. **(8)**_____, those using their right hand for writing rarely throw with their left. A difficult skill that becomes crucial at a most impressionable age, writing defines **(9)**_____ you will call yourself. I have never used scissors, baseball bat, hockey stick or computer mouse with anything but my right; **(10)**_____ so, I think I’m left-handed as does everyone else.

- | | | | | | | | | |
|----|---|----------|---|---------|---|--------------|---|---------|
| 1 | A | some | B | few | C | little | D | any |
| 2 | A | yet | B | while | C | still | D | even |
| 3 | A | so | B | as | C | this | D | by |
| 4 | A | on | B | by | C | in | D | under |
| 5 | A | for | B | at | C | to | D | on |
| 6 | A | despite | B | without | C | lacking | D | beyond |
| 7 | A | Although | B | However | C | Nevertheless | D | Despite |
| 8 | A | However | B | Whereas | C | Despite | D | Unlike |
| 9 | A | what | B | how | C | this | D | which |
| 10 | A | more | B | yet | C | even | D | and |

Task 2

For questions 11-20 match two parts of 10 idioms. There is one extra part in the second column.

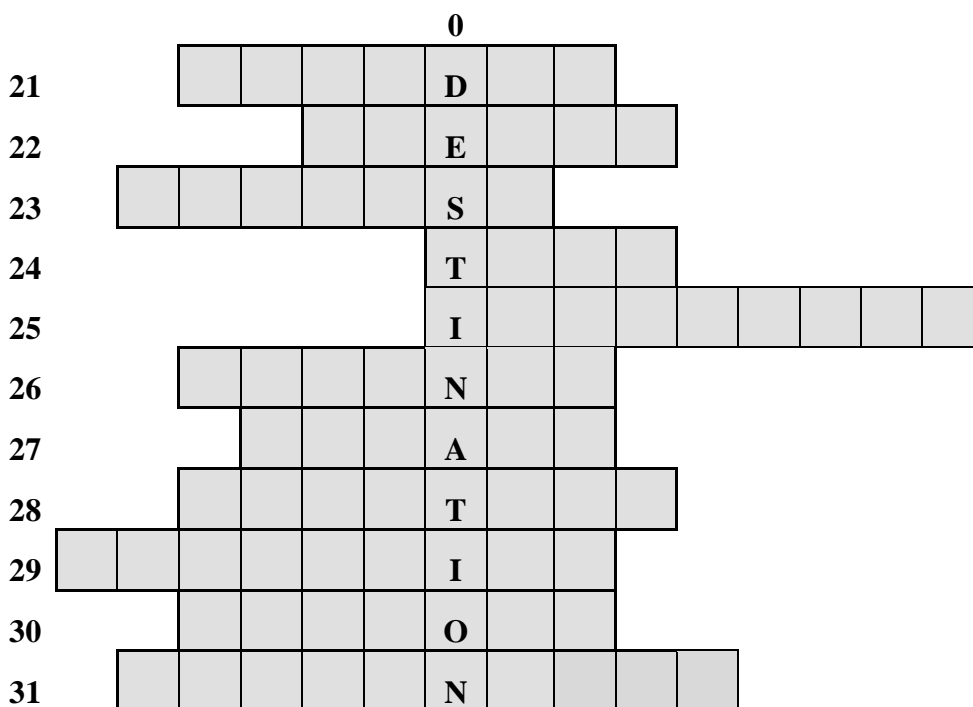
- | | |
|-----------------------------|-------------------------------|
| 11 To be as alike as | A chalk and cheese |
| 12 To be as different as | B daughter |
| 13 To be the apple of | C the family |
| 14 To be the black sheep of | D the mice will play |
| 15 To be tied to | E thicker than water |
| 16 To be your mother's | F two peas in a pod |
| 17 Blood is | G two sisters |
| 18 Follow in | H your father's eye |
| 19 Twist someone round | I your father's footsteps |
| 20 While the cat's away | J your little finger |
| | K your mother's apron strings |

Task 3

For questions 21-31 Solve the clues and complete the puzzle. The puzzle deals with different aspects of tourism. The sentence (0) is done for you as an example.

0. The place where someone is going or where something is being sent or taken is called destination.
21. A time, often one or two weeks, when people are free to do what they want is known as a/an_____.
22. A business, which represents one group of people when dealing with another group, is called a/an_____.
23. _____ is the business of providing services for people who are on holiday.
24. An act of travelling in which you go somewhere, usually for a short time, and come back again is called a/an_____.

25. _____ is an agreement in which you pay a company money and they pay you costs if you have an accident or injury.
26. An act of travelling from one place to another, especially in a vehicle is known as _____.
27. He was a young sailor on his first sea _____.
28. An American word meaning a period of time when you are allowed to be away from work or school is called a _____.
29. A/an _____ is a short trip arranged for a group of people so that they can visit a place of interest, especially while they are already on holiday.
30. A place at a border where travellers' bags are looked at to find out if any goods are being carried illegally is known as _____.
31. The airport was jammed with thousands of _____ from delayed or cancelled flights.



Task 4

For questions 32-36 look at the notices below with their 'translations' into everyday English. Fill in the gaps. The sentence (0) is done for you as an example.

Notices	'Translations'
0. <u>Reduce</u> speed now.	Start going more slowly.
32. T_____ will be prosecuted.	People who walk on this private land will be taken to court.
33. Kindly r_____ from smoking in the auditorium.	Please don't smoke in the theatre/hall.
34. Cyclists d_____ here.	Cyclists should get off their bikes here.
35. A_____ for ticket holders only.	You can enter only if you have a ticket.
36. P_____ for dropping litter up to £100 fine.	You can be taken to court and made to pay £100 for dropping rubbish.

Task 5

For questions 37-40 look at this gender-biased advertisement for an airline. Change the underlined words into more neutral equivalents to make the advertisement politically correct.

Example: 0. businessman – *business person*

Now! Eagle Airlines offers even more to those who need comfort.

Any 0. businessman knows 37. he must arrive fresh and ready for work no matter how long the journey. With Eagle Diplomat-Class you can do just that. Let us fly you to your destination in first-class comfort, looked after by the best-trained 38. air hostesses in the world. And, what's more, your 39. wife can travel with you on all international flights for only 25% of the normal fare! We even sell fancy 40. American Indian crafts on board!

37. he – t _____

38. air hostesses – **f** _____ **a** _____
39. wife – **s** _____
40. American Indian – **N** _____ **A** _____

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Use of English

ID NUMBER

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Answer Sheet

Item				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
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