

VARIANT 1

PART I. LISTENING AND READING (12POINTS).

Task 1.

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker says. Change the words that are different and write them in the space provided for the task.

You will have 30 seconds to read the transcription.

When explorer Roald Amundsen set out to find the Northwest Passage, his official mission was scientific - a search for the magnetic south pole. But as a historian Roland Huntford describes, the real drive behind the expedition came from a deep desire to colonize the unknown. "One of the reasons that Amundsen would have been challenged by the Northwest Passage is simply that it was one of the last great geographical goals accomplished. What you have to realize is that by the 1880s, most of the earth had been discovered."

PART II. LISTENING AND WRITING (20 POINTS).

Task 1.

You will hear a short lecture only once. Write a summary of **50-70 words** covering the main points. You will have **30** minutes to finish the task. Your response will be judged on the quality of your writing and on how well your response presents the **key points** of the lecture.

Write your summary in the space provided for the task.

PART III. USE OF ENGLISH (43 POINTS).

Task 1.

Idioms. Fill in the gaps with a word from the box to make the sentence idiomatic.

Two words are extra.

Write your answers in the space provided for the task.

Bird, blue, dog, goose, white, green, bee.

1. What's wrong with you? Are you OK? Why are you looking so ... ?
2. When he came bothering me at my work I gave him the
3. Of course when he did that he cooked his ... so far as promotion was concerned. Now he's got no chances.
4. A car would be a ... elephant to him as he doesn't drive and hasn't got a garage. It's not a good gift for him.
5. As he spoke he made a ... line for the door.

Task 2.

Confusing verbs. Fill in the gaps with ONE suitable verb from the box. You may need to change the form of some verbs. The verb can be used only once.

Write your answers in the space provided for the task.

Bring, go, make, take, remark, be, steal, do, notice, borrow, raise, lend, speak, lay, rise, lie, talk, have, fetch, rob.

1. I think he's ... on the sofa watching TV now.
2. What are you ... next Sunday?
3. The Government will ... taxes next year.
4. The gang ... the head office of the company.
5. The petrol prices have ... sharply last year.
6. Can you ... the glasses from the kitchen. They are in the cupboard on the right.
7. Who has ... the table? Where's salt and pepper?
8. Who have you ... this money from?
9. I couldn't help ... on her youth and beauty.
10. Can you ... me your car for two days. I promise to be very careful.

Task 3.

Prepositions. In each sentence choose the best alternative in CAPITAL letters. Write your answers in the space provided for the task.

1. There has been no sign of the ship SINCE/UNTIL nightfall.
2. She worked AS/LIKE a teacher for most of her life.
3. This toy is made OF/FROM Venice glass.
4. I was born IN/ON evening of the 24 July.
5. Mr. Brown was attacked BY/WITH a baseball bat.

Task 4.

Adverbs. Fill in the gaps with ONE suitable adverb from the box. Two are extra. Write your answers in the space provided for the task.

Bitterly, utterly, hideously, heavily, highly, perfectly, seriously

1. She was ... hurt when he didn't give her a single look.
2. It was raining ... on the weekend.
3. This substance is ... toxic. You can't use it without any skin protection.
4. He was ... involved in the trade union activity.
5. Men and women are so ... different.

Task 5.

Modals. Fill in the gaps in the sentences (1-5) with ONE variant (A-D) which you think fits best. Write your answers in the space provided for the task.

1. The author _____ extremely ambitious indicating only desirable targets instead of attainable ones.
A. must have been
B. ought to have been
C. should have been
D. was to have been

2. The company is considering whether any new products _____ to the line for sale in foreign countries.
A. need to be added
B. should be adding
C. need add
D. ought to add

3. The Ford theatre where Lincoln was shot _____ .
A. must restore
B. must be restoring
C. must have beenrestored
D. must restored

4. If you have a high blood pressure, you _____ stop eating salt and go on a saltless diet.
A. had better
B. are better
C. need better
D. may better

5. Because of variety of developing countries participated in the OPEC, their potential impact _____ no longer _____ .
A. had _____ ignored
B. could _____ be ignored
C. had _____ to be ignored
D. should _____ have been ignored

Task 6.

Structures. Finish each of the following sentences so that it means **exactly** the same as the sentence above it.

Write your answers in the space provided for the task.

1. I would prefer you to wear something more formal to work.
I'd rather

2. This is the worst coffee I've ever drunk.
Never
3. I'm not friendly with him; in fact, I hardly even know him.
Far from
4. Without your sound advice, I would never have made such a good investment.
If it hadn't
5. Don't press the alarm button unless there's a real emergency.
The alarm button
6. I'd better be getting home now.
It's time
7. Someone stole my handbag while we were playing tennis.
During
8. The train journey from Bristol to London took only 90 minutes.
It was
9. If I have plenty of warning I'll willingly baby-sit for you.
Provided you

PART IV. READING (25POINTS).

Task 1.

The sentences below are given in a random order. Put the letters (A-D) in the correct order to restore the original text.

Write your answer in the space provided for the task.

- A. Clearly a number of factors have contributed to its remarkable appearance.
- B. The result is a unique story of land collisions and erosions, and of rising and falling water levels.
- C. Experts who have analysed the rock formations say that, historically, it goes back nearly two billion years.
- D. Anyone who has visited the Grand Canyon will agree that it is one of the most incredible sights in the world.
- E. The geological processes that have taken place since then are exposed for everyone to see, not hidden beneath vegetation or a fast-flowing water course.

Task 2.

Read the text and answer the questions (1-10) that follow choosing the answer (a-d) which you think fits best.

Write your answers in the space provided for the task.

In the 1500's when the Spanish moved into what later was to become the southwestern United States, they encountered the ancestors of the modern-day Pueblo, Hopi, and Zuni peoples. These ancestors, known variously as the Basket Makers, the Anasazi, or the Ancient Ones, (5) had lived in the area or at least 2,000 years. They were an advanced agricultural people who used irrigation to help grow their crops. The Anasazi lived in houses constructed of adobe and wood. Anasazi houses were originally built in pits and were entered from the roof. But around the year 700 A.D., the Anasazi began to build their homes above ground

(10) and join them together into rambling multistoried complexes, which the Spanish called pueblos or villages. Separate subterranean rooms in these pueblos — known as kivas or chapels — were set aside for religious ceremonies. Each kiva had a fire pit and a hole that was believed to lead to the underworld. The largest pueblos had five (15) stories and more than 800 rooms. The Anasazi family was matrilinear, that is, descent was traced through the female. The sacred objects of the family were under the control of the oldest female, but the actual ceremonies were conducted by her brother or son. Women owned the rooms in the pueblo and the crops, once they were harvested. While still (20) growing, crops belonged to the men who, in contrast to most other Native American groups, planted them. The women made baskets and pottery; the men wove textiles and crafted turquoise jewelry. Each village had two chiefs. The village chief dealt with land disputes and religious affairs. The war chief led the men in fighting during occasional (25) conflicts that broke out with neighboring villages and directed the men in community building projects. The cohesive political and social organization of the Anasazi made it almost impossible for other groups to conquer them.

1. What does the passage mainly discuss?

- (a) The culture of the Anasazi people
- (b) European settlement in what became the southeastern United States
- (c) The construction of Anasazi houses
- (d) Political structures of Native American peoples

2. The Anasazi people were considered "agriculturally advanced" because of the way they ---
- (a) stored their crops
 - (b) fertilized their fields
 - (c) watered their crops
 - (d) planted their fields
3. The word "pits" in line 8 is closest in meaning to
- (a) stages
 - (b) scars
 - (c) seeds
 - (d) holes
4. The word "stories" in line 15 is closest in meaning to
- (a) articles
 - (b) tales
 - (c) levels
 - (d) rumors
5. Who would have been most likely to control the sacred objects of an Anasazi family?
- (a) A twenty-year-old man
 - (b) A twenty-year-old woman
 - (c) A forty-year-old man
 - (d) A forty-year-old woman
6. The word "they" in line 19 refers to
- (a) women
 - (b) crops
 - (c) rooms
 - (d) pueblos
7. The word "disputes" in line 23 is closest in meaning to
- (a) discussions
 - (b) arguments
 - (c) developments
 - (d) purchases

8. Which of the following activities was NOT done by Anasazimen?

- (a) Making baskets
- (b) Planting crops
- (c) Building homes
- (d) Crafting jewelry

9. According to the passage, what made it almost impossible for other groups to conquer the Anasazi?

- (a) The political and social organization of the Anasazi
- (b) The military tactics employed by the Anasazi
- (c) The Anasazi's agricultural technology
- (d) The natural barriers surrounding Anasazi villages

10. The passage supports which of the following generalizations?

- (a) The presence of the Spanish threatened Anasazi society.
- (b) The Anasazi benefited from trading relations with the Spanish.
- (c) Anasazi society exhibited a well-defined division of labor.
- (d) Conflicts between neighboring Anasazi villages were easily resolved.

Task 3.

Read the text and complete the following statements (1-5) by choosing the answer (a-d) which you think fits best.

Write your answers in the space provided for the task.

The first time it appeared it didn't seem possible: a poster promising new school equipment for those children who collected labels from the cans of a certain brand of baked beans.

Since then a pox of advertising billboards has confirmed the gist of the soft-sell. It seems that things are now so bad in the aftermath of public sector spending cuts that a multi-national company was inviting us to eat our way to our children's education facilities.

If the state no longer proposes to provide, perhaps God has disposed the commercial hearts of giant business to find a way of doing so and making money at the same time; but oddly the implications of this recent advertising campaign have attracted no comment. Apathy, or indeed gratitude makes it unremarkable that the breakdown of a social service has led private enterprise capitalists to mask the deficiencies of government-funded departments.

Yet this is a marketing revolution. Gimmicks and give-aways have gone before, but the moral over tones of selling on the basis of making penny-pinched mothers aware that the more beans they buy, the better their children's school facilities will be, is something else again.

The baked beans company is not the only concern selling on the basis of helping family tight-spots in other ways. Take the chocolate ad on television, offering vouchers for rail tickets or lawnmowers if the kids eat enough bars. But the baked beans company is different in that it is actually plugging a hole in the state dam. We are all used to supporting the life boats or guide dogs for the blind, but the need to help a full-blown department of a democratic state takes Robin Hood into the realms of Kafka.

Recently there has been a shift in attitudes - or at least emphasis - among the multi-nationals themselves. They have begun to admit, rather than hide, how powerful they are as a social force. The trouble governments take just to have them build factories or set up shop in their countries demonstrates their political clout; now they are tending to set up departments within themselves, such as the 'Division for International Social Action' at General Motors, or Shell's recently formed committee to take care of social responsibility for the company. Conscience is beginning to make commercial sense.

The baked beans poster campaign, though, raises questions which could shift marketing out of psychology and into domination. It has changed the accepted selling philosophy that you try to make people choose a particular brand or product by giving away a plastic submarine or a picture of a famous cricketer.

This campaign - coming at a time when everyone is pressed for money as unemployment rises and the value of earnings evaporates in inflation - adds the element of guilt. If you do not spend the money, your child may be deprived at school; if you buy another brand of beans, which might be cheaper, will the school go without?

1. The writer was surprised when she saw the new poster because the offer it made was so

- (a) generous.
- (b) unusual.
- (c) amusing.
- (d) dishonest.

2. The circumstances which prompted the new advertisement were

- (a) a decline in the standards of teaching.
- (b) a reduction in the budget for education.
- (c) an increase in the numbers of unemployed.
- (d) an improvement in the rate of inflation.

3. The new advertisement differs from others in that its offer

- (a) is aimed at adults.
- (b) is not connected with the product.
- (c) concerns a worthwhile cause.
- (d) concerns public welfare.

4. The importance of the multi-national companies can be seen from the fact that governments

- (a) are keen to attract them to their countries.
- (b) are anxious to restrict their political influence.
- (c) co-operate with them in providing social services.
- (d) encourage them to take a responsible attitude.

5. What worries the writer about this new development in advertising is that it could

- (a) remove a responsibility from the government.
- (b) lead to a decline in educational facilities.
- (c) exert an unfair pressure on the consumer.
- (d) have a damaging effect on children's diet.

VARIANT 2

PART I. LISTENING AND READING (12 POINTS).

Task 1.

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PART II. LISTENING AND WRITING (20 POINTS).

Task 1.

You will hear a short lecture only once. Write a summary of **50-70 words** covering the main points. You will have **30** minutes to finish the task. Your response will be judged on the quality of your writing and on how well your response presents the **key points** of the lecture.

Write your summary in the space provided for the task.

PART III. USE OF ENGLISH (43 POINTS).

Task 1.

Idioms. Fill in the gaps with a word from the box to make the sentence idiomatic.

Two words are extra.

Write your answers in the space provided for the task.

Cat, bull, black, red, sharks, pink, elephant
--

1. He was so angry with me and gave me such a ... look that I felt really scared.
2. Do no business with that firm: they deal largely with wild ... schemes.
3. He's like a ... in a china shop.
4. His company was ruined by
5. I feel so well, I'm in the ... now, so I hope you are, too.

Task 2.

Confusing verbs. Fill in the gaps with ONE suitable verb from the box. You may need to change the form of some verbs. The verb can be used only once.

Write your answers in the space provided for the task.

Bring, go, make, take, remark, be, steal, do, notice, borrow, raise, lend, speak, lay, rise, lie, talk, have, fetch, rob.

1. I'm ... to make a comment on his work.
2. Who will be ... the responsibility for the project?
3. I've ... the book you asked me about yesterday.
4. Who would like to ... up at the meeting?
5. I need to ... a word with your sister.
6. It's high time you ... a decision.
7. I've just ... my electric drill to Paul.
8. What has been ... from your office last night?
9. The Government ... away with the death penalty ten years ago.
10. You should have ... all the parts on the table before assembling them.

Task 3.

Prepositions. In each sentence choose the best alternative in CAPITAL letters.

Write your answers in the space provided for the task.

1. She will have finished the work BY/ON the 2d March.
2. EXCEPT/APART for a few less experienced individuals, all other applicants were taken on.
3. The police failed to find anything important BETWEEN/AMONG the dead man's papers.
4. Don't be late for the concert – they always start dead ON/IN time.
5. The report should be completed IN/WITH handwriting.

Task 4.

Adverbs. Fill in the gaps with ONE suitable adverb from the box. Two are extra.

Write your answers in the space provided for the task.

Entirely, utterly, painfully, totally, hideously, perfectly, highly

1. The town was ... destroyed by the earthquake.
2. The car was ... deformed in the accident.
3. He had no friends when a child. He was so ... shy.
4. Your proposal is ... unconvincing. I can't accept it.
5. This man is ... respected by the community.

Task 5.

Modals. Fill in the gaps in the sentences (1-5) with ONE variant (A-D) which you think fits best. Write your answers in the space provided for the task.

1. "When _____ we _____ expect you?" – "Soon after half past five."
A. are ____ to
B. must _____
C. do _____ have to
D. need _____

2. Don't contradict her. You _____ respect her old age.
A. are to
B. has to
C. ought to
D. can

3. All the samples of new products must be ready by Friday because the exhibition _____ on Saturday.
A. is to open
B. Bhas to open
C. Cshould be open
D. should open

4. You _____ go out without coat.
A. are better not
B. were better not
C. better not
D. had better not

5. This rule _____ here. It's an exception.
A. doesn't apply
B. is not apply
C. shall not be applied
D. must not have been applied

Task 6.

Sentence structure. Finish each of the following sentences so that it means **exactly** the same as the sentence above it.

Write your answers in the space provided for the task.

1. It's high time we were leaving.
We'd better
2. I never expected such congestion on the roads.

I never expected the roads

3. She concealed her nervousness from us.
She didn't let us

4. I'm on duty from 6 pm till midnight.
My job involves

5. You've got a nerve, implying that it was all my fault.
How dare you

6. Is it really necessary for me to type the application?
Does the application

7. It was good of you to vote for me. I really appreciated it.
I really appreciated

8. You seem to do nothing but complain. I've had enough of it.
I'm fed up

9. As he grew older, he became more and more forgetful.
The

PART IV. READING (25 POINTS).

Task 1.

The sentences below are given in a random order. Put the letters (A-D) in the correct order to restore the original text.

Write your answer in the space provided for the task.

- A. It is mainly due to the quality of the fabric which effectively resists salt water, direct sunshine and cold winds.
- B. Traditionally they are navy blue and they basically square in shape, without a curved armhole or inset sleeve.
- C. Fishermen's knitted jerseys have always been recognizable in Britain by their colour and their shape.
- D. This continuing popularity cannot just be put down to a fondness for tradition.
- E. These navy jerseys are still a familiar sight on any quay or harbor in the land.

Task 2.

Read the text and answer the questions (1-9) that follow choosing the answer (a-d) which you think fits best.

Write your answers in the space provided for the task.

Another early Native American tribe in what is now the southwestern part of the United States was the Anasazi. By A.D. 800 the Anasazi Indians were constructing multistoried pueblos - massive, stone apartment compounds. Each one was virtually a stone town, which is why the Spanish (5) would later call them pueblos, the Spanish word for towns. These pueblos represent one of the Anasazis' supreme achievements. At least a dozen large stone houses took shape below the bluffs of Chaco Canyon in northwest New Mexico. They were built with masonry walls more than a meter thick and adjoining apartments (10) to accommodate dozens even hundreds, of families. The largest, later named Pueblo Bonito (Pretty Town) by the Spanish, rose in five terraced stories, contained more than 800 rooms, and could have housed a population of 1,000 or more. Besides living quarters, each pueblo included one or more kivas — circular underground chambers faced with stone. They functioned (15) as sanctuaries where the elders met to plan festival, perform ritual dances, settle pueblo affairs, and impart tribal lore to the younger generation. Some kivas were enormous. Of the 30 or so at Pueblo Bonito, two measured 20 meters across. They contained niches for ceremonial objects, a central fire pit, and holes in the floor (20) for communicating with the spirits of tribal ancestors. Each pueblo represented an astonishing amount of well-organized labor. Using only stone and wood tools, and without benefit of wheels or draft animals, the builders quarried ton upon ton of sandstone from the canyon walls, cut it into small blocks, hauled the blocks to the construction site, (25) and fitted them together with mud mortar. Roof beams of pine or fir had to be carried from logging areas in the mountain forests many kilometers away. Then, to connect the pueblos and to give access to the surrounding tableland, the architects laid out a system of public roads with stone staircases for ascending cliff faces. In time, the roads reached out to more (30) than 80 satellite villages within a 60-kilometer radius.

1. What is the main topic of the passage?

- (a) The Anasazi pueblos
- (b) Anasazi festivals of New Mexico
- (c) The organization of the Anasazi tribe
- (d) The use of Anasazi sanctuaries

2. The word "supreme" in line 6 is closest in meaning to

- (a) most common
- (b) most outstanding
- (c) most expensive
- (d) most convenient

3. The word "They" in line 14 refers to

- (a) houses
- (b) bluffs
- (c) walls
- (d) families

4. The author mentions that Pueblo Bonito had more than 800 rooms as an example of which of the following?

- (a) How overcrowded the pueblos could be
- (b) How many ceremonial areas it contained
- (c) How much sandstone was needed to build it
- (d) How big a pueblo could be

5. The word "settle" in line 16 is closest in meaning to

- (a) sink
- (b) decide
- (c) clarify
- (d) locate

6. It can be inferred from passage that building a pueblo probably

- (a) required many workers
- (b) cost a lot of money
- (c) involved the use of farm animals
- (d) relied on sophisticated technology

7. The word "ascending" in line 29 is closest in meaning to

- (a) arriving at
- (b) carving
- (c) connecting
- (d) climbing

8. It can be inferred from the passage that in addition to pueblos the Anasazis were skilled at building which of the following?

- (a) Roads
- (b) Barns
- (c) Monuments
- (d) Water systems

9. The pueblos are considered one of the Anasazis' supreme achievements for all of the following reasons EXCEPT that they were

- (a) very large
- (b) located in forests
- (c) built with simple tools
- (d) connected in a systematic way

Task 3.

Read the text and complete the following statements (1-6) by choosing the answer (a-d) which you think fits best.

Write your answers in the space provided for the task.

During the early stages of the Industrial Revolution, advertising was a relatively straightforward means of announcement and communication and was used mainly to promote novelties and fringe products. But when factory production got into full swing and new products, e.g. processed foods, came onto the market, national advertising campaigns and brand-naming of products became necessary. Before large-scale factory production, the typical manufacturing unit had been small and adaptable and the task of distributing and selling goods had largely been undertaken by wholesalers. The small non-specialised factory which did not rely on massive investment in machinery had been flexible enough to adapt its production according to changes in public demand.

But the economic depression which lasted from 1873 to 1894 marked a turning point between the old method of industrial organization and distribution and the new. From the beginning of the nineteenth century until the 1870s, production had steadily expanded and there had been a corresponding growth in retail outlets. But the depression brought on a crisis of over-production and under-consumption - manufactured goods piled up unsold and prices and profits fell. Towards the end of the century many of the small industrial firms realized that they would be in a better position to weather economic depressions and slumps if they combined with other small businesses and widened the range of goods they produced so that all their eggs were not in one basket. They also realized that they would have to take steps to ensure that once their goods had been produced there was a market for them. This period ushered in the first phase of what economists now call 'monopoly capitalism', which, roughly speaking, refers to the control of the market by a small number of giant, conglomerate enterprises. Whereas previously competitive trading had been conducted by small rival firms, after the depression the larger manufacturing units and combines relied more and more on mass advertising to promote their new range of products.

A good example of the changes that occurred in manufacture and distribution at the turn of the century can be found in the soap trade. From about the 1850s the market had been flooded with anonymous bars of soap, produced by hundreds of small manufacturers and distributed by wholesalers and door-to-door sellers. Competition grew steadily throughout the latter half of the century and eventually the leading companies embarked on more aggressive selling methods in order to take custom away from their rivals. For instance, the future Lord Leverhulme decided to 'brand' his soap by selling it in distinctive packages in order to facilitate recognition and encourage customer loyalty.

Lord Leverhulme was one of the first industrialists to realise that advertisements should contain 'logical and considered' arguments as well as eye-catching and witty slogans. Many advertisers followed his lead and started to include 'reason-why' copy in their ads. For example, one contemporary Pears soap ad went into great detail about how the product could enhance marital bliss by cutting down the time the wife had to spend with her arms in a bowl of frothy suds. And an ad for Cadbury's cocoa not only

proclaimed its purity but also detailed other benefits: 'for the infant it is a delight and a support; for the young girl, a source of healthy vigour; for the young miss in her teens a valuable aid to development...' and soon. As the writer E. S. Turner rightly points out, the advertising of this period had reached the 'stage of persuasion as distinct from proclamation or iteration'. Indeed advertise or bust seemed to be the rule of the day as bigger and more expensive campaigns were mounted and smaller firms who did not, or could not, advertise, were squeezed or bought out by the larger companies.

1. An example of a product which might well have been advertised during the early stages of the Industrial Revolution is
 - (a) a cooking utensil.
 - (b) a new child's toy.
 - (c) tinned fruit.
 - (d) household soap.

2. The small-scale manufacturers of this period did not need to advertise because
 - (a) there was no competition between different firms.
 - (b) customers bought goods directly from the factory.
 - (c) the demand for most goods was fairly constant.
 - (d) they were not committed to producing one type of product.

3. It is explained that during the depression small businesses combined in order to
 - (a) spread their commercial risks.
 - (b) gain control of the market.
 - (c) increase their profits.
 - (d) finance mass advertising.

4. The account of the soap trade in paragraph 3 illustrates how
 - (a) products came to be distributed by travelling salesmen.
 - (b) products came to be given separate identity.
 - (c) leading manufacturers produced an excess of goods.
 - (d) wholesalers drove their competitors out of business.

5. The Pears soap advertisement suggests that, compared with similar products, Pears soap
 - (a) is more economical to use.
 - (b) is more pleasant to use.
 - (c) makes the task less difficult.
 - (d) makes the task less lengthy.

6. Early twentieth century advertising differed from previous mass advertising in that it
 - (a) contained more factual information.
 - (b) included more pictorial detail.
 - (c) relied more on appearing rational.
 - (d) relied more on memorable phrases.