

Listening & Reading

Time: 1 hour 40 minutes

Listening

Task 1

You will hear some passages of an audio guide for a walking tour in Bath, called '*In the footsteps of Jane Austen*'. For items **1-10** decide whether the statements are **True (A)** or **False (B)** according to the text you hear. You will hear the text twice.

1. Jane Austen spent in Bath more than 10 years.
2. The early 19th century official Bath guide claimed that Bath provided the best places for visitors to stay in Europe.
3. The temperatures of Bath natural spring waters vary from 50 to 100 degrees centigrade.
4. Bath spring waters were discovered by the Romans.
5. The baths were restored in the 19th century.
6. The facade of the Abbey Church represents a dream of Angels ascending Heaven headfirst.
7. Queen Anne visited Bath at the end of 17th century.
8. The architect John Wood decided to build his buildings with only Bath stone.
9. The Pump-room was described by Jane Austen in *Northanger Abbey*.
10. Nowadays one can still taste spa water in the Pump Room.

Task 2

For items **11-15** listen to another passage and choose an option from **A, B** or **C**. You will hear the text twice.

11. The Assembly Rooms used to be
 - A) government buildings.
 - B) a meeting place for upper classes.
 - C) a residence of John Woods the Younger.
12. Which of the following is **NOT** mentioned as an Upper Rooms activity?
 - A) Dancing
 - B) Gambling
 - C) Chess playing
13. Beau Nash set operation times for the Upper Rooms as
 - A) 6 pm – 11pm
 - B) 6 am – 11 pm
 - C) 11 am – 6 pm

14. What is said about tea in Jane Austen's times?

- A) It had been only recently introduced.
- B) It was the most common refreshment.
- C) It was not yet fashionable.

15. The Museum of Costume is dedicated to ...

- A) costumes of Jane Austen period.
- B) old costumes.
- C) history of costume from old to modern times.

Integrated listening and reading

Task 3

Read the text on the ability of apes to acquire language, then listen to a part of the lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the audio-recording, **C** if it can be found only in the reading text, and **D** if neither of the materials expresses the idea.

Now you have **7 minutes to read the text and then to look through the statements 16 to 25**. Then you will listen to a part of the lecture on the same topic. You will hear the lecture twice.

ARE APES ABLE TO ACQUIRE LANGUAGE?

Investigations made at laboratories in the various parts of the world indicate that apes are capable of understanding language and using linguistic responses at the level of young children. Just because these animals do not have the physical apparatus for producing the speech, we should not assume that they cannot understand and learn language. According to researchers who have worked closely with apes, when these animals are given other means to communicate, they do indeed show sophisticated communicative abilities. These researchers provide evidence of gorillas using signs to show humor, to insult, to threaten, to produce metaphorical language, and to engage in fantasy play.

Koko, a lowland gorilla, seems to have understood a poem written about her. Tests of Koko's auditory comprehension showed that she was able to distinguish between words such as 'funny', 'money', and 'bunny'. Similar claims have been made for Michael, a male companion of Koko's, who also learned to discriminate between many sounds.

Washoe, an adult chimpanzee raised as if she were a deaf child, was able to translate words she heard into American Sign Language. Another study consisted of teaching a chimpanzee named Kanzi how to communicate using a keyboard of symbols. This study compared the series of stages that a human child goes through with those of Kanzi. Kanzi moved through these stages in much the same way as children, up to a particular stage of development, and in fact, did better than a young child on a test that measured only the ability to comprehend given requests.

- 16. Emotional attachment to an animal can influence the researcher's conclusions.
- 17. Apes have no physical apparatus for producing speech.

18. Chimpanzees and gorillas showed the ability to comprehend human language.
19. There are many studies into apes' acquisition of language.
20. A lot is known about the origins of human communication.
21. Animals cannot comment spontaneously on interesting phenomena.
22. There is no evidence that gorillas can distinguish between sounds.
23. Some scientists believe that animals can use language creatively.
24. Apes' linguistic performance is similar to that of young children.
25. Brain scanning techniques may help compare what is going on in the brain of a human being and ape when they are involved in sending and receiving signals.

Reading

Task 4

For questions **26-30**, read the article and chose the best variant from **A, B, C** or **D**, according to the text of the article.

How about living in the Middle Ages?

In view of the stress to which we are subjected, it is remarkable that we tend to live longer than our medieval ancestors. They would not have known what to make of the word "stress" unless it was used in the context of shipbuilding, architecture or the weaving of cloth.

Consider the limits of their experience. For them, as for us, the sun was the most blinding of lights. But after this natural phenomenon there was nothing brighter than a fire in the hearth, a brazier and, finally, the candle.

The working day must have been considerably shorter and the eye only subjected to the strain of trying to work by flickering candlelight. Even an eight-minute mile could not have been possible in their wildest dreams, and fun and games were limited to maypoles for the poor and jousting for the rich.

If you had given a medieval man a modern car as a form of transport, he would have panicked at first. But if he had a foolhardy nature, he might have coaxed it up to 30 kilometres per hour before crashing it into some obstacle.

Even after many lessons his reflexes would have been utterly unable to cope with the new frontiers of possibility. As for attaining the legal speed limit, the crash would merely have come sooner.

The fastest thing he would ever have been liable to see was the flight of an arrow or, perhaps, a shooting star at night - but that was so unreal as to be merely decorative. In the realm of noise there was thunder and brass instruments in the cathedral, but nothing to match the total lack of silence we suffer from today.

The sirens of fire brigades and police, with their evil cadences, would have struck panic in the medieval heart. As for the sheer assault on the nerves practised by certain discotheques, in which the volume is accompanied by psychedelic lighting - that stammering, stuttering abuse of the optic nerves - the poor friar of long ago would have believed himself prematurely in a hell, out of range of even Dante's imagination.

Television would have proved painful to him also, the succession of images being far too rapid for his comprehension. His eye would be attuned to static religious pictures or to irreverent statues, high up on church towers, depicting well-known clerical figures as gargoyles.

But these objects allow themselves to be dwelt upon by the tranquil gazer. His eye would have wandered at its own pace over the hidden detail, not been bludgeoned into involuntary surrender by a mad montage of abstractions. In other words, we probably absorb more images in a day than our ancestor would have managed in a year, most of them ill-digested, lingering in the mind only as subliminal worry-beads,

recurring every now and then in the hopeless quest for interpretation.

There's no doubt about it - our bodies and our senses are pummelled in a way which would have been intolerable 600 years ago. And yet they surrendered to contagion and unhealthy living far more readily than we do.

For that reason, perhaps, death was perceived as a necessary adjunct to life. The concepts of heaven and hell, being devoutly believed in, lent a certain degree of morality to life and made death inevitable, sooner rather than later. Homeopathic medicine and herbalism were already far in advance of conventional medicine, but there was certainly a tendency towards fatalism which encouraged a gloomy acceptance of the worst.

There never seems to have been the almost hysterical flight before death which is apparent today, both in the sad bravery of those condemned by Aids and in the struggles of brilliant surgeons in the transplant of more and more unlikely organs into the bodies of the barely living.

Naturally, all this speaks highly for the resilience and the ingenuity of the human animal. In its contemporary form this animal is unwilling to accept the resignation of past times, and works overtime to negate the implacable rules of nature. There is no telling whether this tendency will continue.

Certainly the increased activity of today has prolonged youth far into what was once considered advanced middle age, and middle age stretches far into what was thought of as the ultimate years of life's span. Exercise, the voluntary exhaustion of the human mechanism, is partly due to the speed of life and the need for lightning reactions. The new preoccupations with diet and physical well-being, expressed in many ways from *cuisine minceur* to that orgy of hopping and skipping enjoying the typical pseudo-scientific name of aerobics, are valid reflections of the preoccupations of today.

And what lies ahead? Certain hand-picked individuals have already been introduced to the challenge of weightlessness. Eventually this may be a more general requirement, as the inhabitants of the Earth emigrate from the planet in search of pristine verities.

Incidentally, one genius this technique might have helped materially is Michelangelo, who could have knocked off the ceiling of the Sistine Chapel in a trice, instead of the age it actually took him. Many readers will still vividly remember Roger Bannister's cracking of the four-minute mile. Nowadays runners unable to qualify for the Olympics can manage this on occasions.

Even that briefest of distances, the 100 metres, is under permanent assault. These are all marks of human evolution, as is the development of sports equipment and other scientific aids to make the unbelievable possible.

And yet there must be limits to the speed of human reactions. It is a wonderful irony that speeds in the stratosphere are such that total immobility sets in, enabling astronauts to climb out into space and disentangle crossed wires.

The accidents involving formation fliers and individual warplanes suggest that the border between daring and foolhardiness is, at present, just too vague to chance. Human beings are under enormous pressure, not only from the stunning acceleration of technical development, but also from a gathering nostalgia for a past which seems so clear, so natural and so untroubled.

Is this so? How would you have enjoyed having a toothache in the 12th century? The dentist always came with a drummer to drown the patient's cries.

There's a lot to be said for the times we live in, especially once discotheques are not compulsory.

26. Life in the past wasn't as stressful as life today because

- A. people led healthier lives.
- B. people died younger.
- C. people's experience of life was smaller.
- D. people's diet was poorer.

27. Life today

- A. is immoral.
 - B. accepts the rules of nature.
 - C. does not accept death easily.
 - D. is hysterical and exhausting.
28. Why are people more concerned about their physical well-being today?
- A. They want to prove they can live longer than their ancestors.
 - B. Because they are unwilling to resign themselves to the rules of nature.
 - C. Because it is natural instinct.
 - D. Because they don't believe in heaven and hell.
29. The writer believes that people today
- A. live too long.
 - B. will continue to evolve until they meet the limits of human reactions.
 - C. have a dangerous lifestyle.
 - D. will have to achieve weightlessness.
30. What is the writer's attitude to life in the past?
- A. Life was easier than it is today.
 - B. People were happier because they were not under so much pressure.
 - C. Life was not as good as present nostalgia would have us believe.
 - D. Religion did not help people accept the future.

Task 5

For items **31-40** read the text below and complete it with the clauses **A-K**, there is one extra clause you don't need to use.

DO YOU GET ENOUGH SLEEP?

Despite evidence _____ (31) how sleep can affect our health, a large number of people suffer from a lack of it. Many adults get less than six hours of sleep a night. In fact, most of us need seven to eight hours, _____(32).

CAN SLEEP AFFECT YOUR WEIGHT?

Apparently, it can. Sleep affects the hormones controlling appetite. According to one study, people _____ (33) are more likely to be overweight.

WILL SLEEP MAKE ME MORE INTELLIGENT?

No, but sleeping on a problem can help solve it. When we sleep, the brain puts the day's memories into 'files', _____(34). In tests _____(35), researchers showed each group a list of related words. Both groups were asked to remember the words _____(36) after a period of time _____(37) and the other was awake. The people _____(38) remembered more words. When they were asked to remember the ideas linking the words, the group _____(39) forgot 25% more than the group who had.

WHAT SHOULD I DO IF I CAN'T SLEEP WELL?

See your doctor. Your difficulties may result from a problem _____(40).

- A. conducted on two groups of people
- B. he or she can help you with
- C. in which one group slept
- D. that shows
- E. they had seen
- F. which is recommended average
- G. which we can then access
- H. who get less than eight hours a night
- I. who had had a good night's sleep
- J. who had not slept
- K. which is not enough

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Listening comprehension

You will hear some passages of an audio guide for a walking tour in Bath, called *In the footsteps of Jane Austen*. For items 1-10 decide whether the statements are True (A) or False (B) according to the text you hear. You will hear the text twice.

(Intro Music)

Welcome to Bath! A UNESCO World heritage site since 1987.

From the Roman times to the present day visitors have been drawn to this beautiful city. Amongst Bath's famous visitors was Jane Austen who made it her home for six years. Two of her novels, *Northanger Abbey* and *Persuasion* are mostly set in Bath. She describes life in the city in her letters and novels capturing the importance of being part of the social scene here. In *Northanger Abbey* she writes, "They arrived in Bath. Catherine was all eager delight -- her eyes were here, there, everywhere, as they approached its fine and striking environs, and afterwards drove through those streets which conducted them to the hotel. She was come to be happy, and she felt happy already". The official Bath Guide of 1800 boasts, "It has become one of the most agreeable as well as most polite places in the kingdom owing chiefly to the elegant neatness of its buildings and the accommodations for strangers which are superior to those of any city in Europe." The wealthy, the gentry and the hangers on all came here. But Bath exists because of its natural hot spring waters. These waters gush out of the earth at a constant rate of a quarter of a million gallons or a million litres a day and at a constant temperature of 46,5 degrees centigrade or 120 degrees Fahrenheit, a phenomenon unique in Britain. The Celts first discovered the hot springs and they dedicated the waters to their goddess Sulis. Then the Romans arrived in 44AD and created a sophisticated series of baths surrounded by a small town which they called Aquae Sulis. After 300 years they deserted the baths which fell in disrepair. They were later restored in the late 1800s and are now open to visitors. The entrance to the Roman Baths marked on your map is in the Abbey churchyard. In the middle ages a small town grew up around a monastery which provided hospitality for people coming here to take the waters for their health. Central to the monastery was a beautiful Abbey which was the third church on this site dating from 1499. Look up at its highly decorated façade which tells a story of a dream in which angels on the ladders at each side go up and down to heaven. You can tell which ones are coming down as they are descending headfirst.

After 1702 Bath would never be the same again. Queen Anne came here to take the waters and after her visit the little town flourished and grew all through the 18th century. Three men were mainly responsible for its creation. They were Beau Nash who became the master of ceremonies and took charge of the social scene, John Wood –architect and creator of some Bath's most beautiful buildings and Ralph Allen who became mayor and declared that all buildings were to be made of Bath stone that came from the local quarry which he happened to own. You can see this stone as you look around you.

You can also see the Pump-Room which is marked on the map. This elegant room where the spa water can be sampled from the 18th century pump was pivotal to life in Bath at Jane Austen times. This is from *Northanger Abbey*, "they set off in good time for the pump-room, where the ordinary course of events and conversation took place; Mr. Allen, after drinking his glass of water, joined some gentlemen to talk over the politics of the day and compare the accounts of their newspapers; and the ladies walked about together, noticing every new face, and almost every new bonnet in the room." If you attended the pump-room your name was listed in the visitor's book and socially you had arrived. Today it's open for refreshments and you can still sample a glass of the spa water. To continue the tour, stand with your back to the Abbey. Walk straight on and underneath the colonnades. Turn left and take the first right into Bath street.

(pause 30 seconds)

Now listen to the text again.

(text repeated)

You have 30 seconds to finish the task.

(pause 30 seconds)

For items 11-15 listen to another passage and choose an option from A, B or C. You will hear the text twice.

You should now be standing outside the Assembly Rooms designed by John Wood the Younger, which served as a gathering place for high society living in this part of town. The Assembly rooms previously known as the Upper Rooms were the scene of evening gatherings for dancing, gambling, card playing and refreshment which would have started around 6 pm and finish strictly at 11 pm. This timing had been set by Bath's original and famous master of ceremonies Beau Nash. It is referred to often in Jane Austen. "Have you yet honoured the Upper Rooms?", asks the dashing Henry Tilney of Catherine in *Northanger Abbey*. "Yes, Sir, I was there last Monday", she replies. Jane Austen herself went there many times and writes in a letter to her sister Cassandra, "I dressed myself as well I could and had all my finery much admired at home. Before tea it was a rather dull affair but after tea we cheered up. Tea newly introduced as a fashionable and expensive drink was the main refreshment taken during that period. Jane's mother also gives an interesting glimpse when she writes "The ball on Monday was not very full one. Not more than a thousand" Rebuilt after bomb damage in World War II the three elegant Georgian rooms which make up the Assembly Rooms have many uses today including as a concert venue during Bath Music Festival and a location for wedding parties. In the basement is the Museum of Costume displaying not only the latest fashions with the dress of the year, but also historic fashion including examples of silks and muslins like those described by Jane Austen. The Museum is open to visitors. In *Persuasion* Sir Walter Elliot lived in this part of town renting "a very good house in Camden place a lofty dignified situation, such as becomes a man of consequence;

(pause 30 seconds)

Now listen to the text again.

(text repeated)

You have 30 seconds to finish the task and transfer all answers to the answer sheet.

(pause 30 seconds)

Integrated task

Read the text on the ability of apes to acquire language and then listen to a part of the lecture on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions **16-25** by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the audio-recording, **C** if it can be found only in the reading text, and **D** if neither of the materials expresses the idea.

Now you have 7 minutes to read the text and then to look through the statements 16 to 25.

(Pause 7 mins)

Now listen to a part of the lecture on the same topic. You will hear the text twice.

Some scientists claim that apes, like humans, also use languages. There are many studies into ape acquisition of language, some famous, such as the Koko studies. But are these animals really acquiring language? We really haven't done enough research to address the question of how and when humans started using language, but we can compare human and ape communicative abilities to determine whether the claims about ape language are valid.

First, for behavior to be called 'language', it must be communicative; in other words, the signers must be able to use language creatively. They should be able to take turns in conversation, must sign spontaneously rather than as a response to drilling or coercion, and must be able to comment on interesting phenomena. If you think about the apes have accomplished in communicating, these criteria have not been met.

However, according to the proponents of ape communication, the animals do meet these criteria. They maintain that those of us who question the validity of this research have never worked with apes. However, we wonder how much influence their probable emotional attachment to an

animal has on the conclusions they reach.

Is there a solution in sight that would put an end to this controversy? Yes, there might be. Studies are being undertaken at the neurophysiological level. Through the use of modern brain-scanning techniques such as MRI, we may be able to get a better picture of the brain activity of a healthy human during communication and an ape while supposedly communicating. A comparison of these scans should give us an insight into whether apes really do communicate.

You'll hear the text again in 45 seconds.

(Pause 45 seconds)

Now listen to the text again

(Text repeated)

Now you have five minutes to finish the task and transfer your answers to the answer sheet.

(Pause 5 mins)

This is the end of the integrated part; turn to the reading section of the test.

Use of English

Time: 30 minutes

Task 1

For questions 1-10, read the text below and choose A, B, C or D to fill in the gaps.

J.K. Rowling is the author of a successful series of books. She uses the initials J.K. because her publishers thought that a book by a woman might not appeal _____ (1) boys.

Rowling was born in 1965 and brought up in England and South Wales. After she finished university, she got a job in London.

In 1990, while she was traveling from Manchester to London, her train was held _____ (2) and during the four-hour delay she got the idea of writing about a young wizard. In 1991 she _____ (3) to Portugal, where she had a job teaching English, and she _____ (4) the manuscript for the first Harry Potter book with her. She returned to Britain in 1993 and carried _____ (5) writing it.

Rowling completed *Harry Potter and The Philosopher's Stone* in 1995. Twelve publishers turned _____ (6) before Bloomsbury agreed to publish it. The decision was apparently _____ (7) by the young daughter of the company's chairman, who loved the first chapter of the book.

In 1995 Bloomsbury advised Rowling that she had little chance _____ (8) making money writing children's books. Today she has a fortune of around \$ 1 billion. Rowling believes that people who have a lot of money should _____ (9) sure they use it responsibly. For this reason, she has given _____ (10) millions of dollars to charitable causes.

- | | | | | | | | | |
|----|---|---------|---|---------|---|---------|---|---------|
| 1 | A | for | B | of | C | on | D | to |
| 2 | A | up | B | on | C | in | D | back |
| 3 | A | arrived | B | left | C | reached | D | went |
| 4 | A | brought | B | fetched | C | came | D | took |
| 5 | A | off | B | on | C | over | D | through |
| 6 | A | it down | B | down it | C | it up | D | up it |
| 7 | A | had | B | done | C | given | D | made |
| 8 | A | to | B | for | C | of | D | about |
| 9 | A | do | B | make | C | have | D | get |
| 10 | A | away | B | back | C | in | D | out |





Task 2

For questions 11-16, read the text below and choose A, B, or C to fill in the gaps.

I went to a new Italian restaurant last night. It claimed to _____(11) for everyone's tastes. I went there with my brother. We both have a _____(12) preference for Italian food. We also both have a _____(13) liking for sitting out-of-doors and this restaurant had a lovely garden. Unfortunately, the food did not _____(14) us quite so much pleasure. Although the staff gave us a very warm welcome when we arrived, they didn't seem to _____(15) much pride in their service or their cooking. I certainly don't much relish the _____(16) of going there again.

- 11 A cater B cook C feed
- 12 A large B heavy C strong
- 13 A peculiar B special C particular
- 14 A make B give C pass

0	Errare humanum est.	B do	E1
17	Tempora mutantur et nos mutamur in illis.	C make	
18	Repetitio est mater studiorum.	C thought	
19	Scientia est potentia.		
20	Vivere est cogitare.		



Task 3

For questions 17-20 restore famous English phrases first matching their beginnings (A-E) with the endings (1-6), there is one odd ending you don't need to use, and then match the phrases with their Latin equivalents. There is an example (0) for you.

Карточка участника

Speaking

Set 1

Student 1

Task 1

Imagine you are a newscaster in a TV studio. Make 3 mini TV reports of the news, based on the headlines of 3 photographs for the TV news programme “A ROUND UP OF THIS WEEK TOP STORIES FROM THE ANIMAL KINGDOM” (Use Set 1 photos).

(Monologue; Time: 1, 5 - 2 minutes)

Then establish contact with a bystander correspondent (your partner), who is at the Zoo right now and is an eyewitness of these events. Ask him/her “on air” 3 questions to get additional details which were not mentioned in your stories.

(Dialogue; Time: 2 minutes)

Task 2

Now you are a bystander correspondent. Listen to the presentation of your partner, based on the news headlines of 3 photographs from Set 2, answer 3 questions from the TV newscaster to give some more exciting details on what is going on in the Zoo.

(Dialogue; Time: 2 minutes)

YOUR ANSWERS WILL BE RECORDED

Карточка участника

Speaking

Set 2

Student 2

Task 1

Imagine that you are a bystander correspondent. Listen to the presentation of your partner, based on the news headlines of 3 photographs from Set 1, answer 3 questions from the TV newscaster to give some more exciting details on what is going on in the Zoo.

(Dialogue; Time: 2 minutes)

Task 2

Now you are a newscaster in a TV studio. Make 3 mini TV reports of the news, based on the headlines of 3 photographs for the TV news programme "A ROUND UP OF THIS WEEK TOP STORIES FROM THE ANIMAL KINGDOM" (Use Set 2 photos).

(Monologue; Time: 1, 5 - 2 minutes)

Then establish contact with a bystander correspondent (your partner), who is at the Zoo right now and is an eyewitness of these events. Ask him/her "on air" 3 questions to get additional details which were not mentioned in your stories.

(Dialogue; Time: 2 minutes)

YOUR ANSWERS WILL BE RECORDED