

Listening & Reading

Time: 1 hour 30 minutes

Task 1

Listening

For items **1-10** listen to the text about an Australian song. To do the items **1-5** decide which of the two words from the song (A or B) has the same meaning as the one given in the item. To do the items **6-10** decide whether the statement is True (A) or False (B). You will hear the text twice. You now have 30 seconds to look through the items.

- | | | |
|------------------------|----------------|-----------|
| 1. lake – | A billabong | B billy |
| 2. happy – | A thoroughbred | B jolly |
| 3. travelling worker – | A squatter | B swagman |
| 4. sheep – | A coolibah | B jumbuck |
| 5. food – | A tucker | B trooper |

According to the text,

6. the song was written in Sydney.
A True B False
7. Banjo Peterson wrote only the words of the song.
A True B False
8. “Waltzing Matilda” got about 30% of votes in referendum for the national anthem.
A True B False
9. “Waltzing Matilda” is older than “Advance Australia Fair”
A True B False
10. many Australians consider Waltzing Matilda to be their national song.
A True B False

Task 2

Integrated listening and reading.

Listen to a part of a lecture on tidal power, then read the text on the same issue. You will notice that some ideas coincide and some differ in them. Answer questions **11-19** by marking on your answer sheet: **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.

Tidal Power

Technology is available to exploit the potential energy formed by tides for the generation of electrical energy. The basic structure is a barrage or dam built across a river estuary or at the mouth of a bay. This dam is similar to that used in hydroelectric power plants built across flowing rivers. At regular intervals along the dam, gates and turbines are installed. When the tide is rising, the gates are opened. This allows water to flow into the area behind the barrage, raising the water level there. When the water has reached its highest level, the gates are closed. Then the tide drops on the seaward side, and this trapped water is several meters above the sea level. The gates are then opened, allowing the water to discharge out. The force of the flow turns the turbines and generates electricity. It is also possible to use tidal energy when the water flows in the other direction - through the gates into the estuary from the sea.

In this way, four periods of energy production are possible every day, since coastal regions experience two high and two low tides in just over 24 hours. In order for practical amounts of electricity to be generated, the difference between high and low tides must be at least five meters. Tidal power is renewable, non-polluting, and contributes no greenhouse gases to the atmosphere. This kind of system can provide a useful energy supplement to other sources in an era of diminishing fossil fuel reserves.

Questions 11-19

11. Tidal power cannot be used for generating electricity.
A. Both B. Audio recording C. Reading text D. Neither
12. The engineering structure needed for generating tidal power is similar to that of hydroelectric plants.
A. Both B. Audio recording C. Reading text D. Neither
13. The water collected by the dam when the tide was high falls from the height of several meters to turn the turbines and produce electricity.
A. Both B. Audio recording C. Reading text D. Neither
14. Tidal power stations can provide alternative energy in some regions.
A. Both B. Audio recording C. Reading text D. Neither
15. Ecological effect of tidal power stations can only be negative because wildlife will suffer in many ways.
A. Both B. Audio recording C. Reading text D. Neither
16. Facilitation of wildlife migration through the barrage requires costly technical solutions.
A. Both B. Audio recording C. Reading text D. Neither
17. Five-metre difference between high and low tides is insufficient for practical purposes of energy-production.
A. Both B. Audio recording C. Reading text D. Neither
18. Tidal power is good for the environment because it is non-polluting and has no green-house effect.
A. Both B. Audio recording C. Reading text D. Neither
19. Tidal power stations can play a destructive role in the economy of the whole region, particularly, fishing.
A. Both B. Audio recording C. Reading text D. Neither

Task 3

Reading

Read the text and answer questions 20-30 below by marking letters A, B, C or D on your answer sheet.

The Battle of Gettysburg

1. In June 1863, a Confederate army under the command of General Lee encountered a Union army commanded by General Meade near the town of Gettysburg, Pennsylvania. The ensuing battle, which lasted three days, is considered the most important single engagement of the American Civil War in that it effectually ended the Confederates' last major invasion of the North. Once the Southern Confederate army's offensive strategy was destroyed at Gettysburg, the Southern states were forced to fight a defensive war in which their weaker manufacturing capacity and transportation infrastructure led ultimately to defeat.
2. General Lee had ordered his Confederate army to invade the northern state of Pennsylvania in the hope of enticing the Union army into a vulnerable position. The strategy was also aimed at increasing the war weariness of the North and ultimately at leading Abraham Lincoln's government into concluding a peace deal and recognizing the independence of the Confederate South.
3. On the morning of July 1, the battle opened with Confederate troops attacking a Union cavalry division to the west of Gettysburg at McPherson Ridge. The Union forces were outnumbered but managed to hold their positions initially. Reinforcements came to both sides, but eventually the Union forces were overpowered and were driven back to the south of Gettysburg. Thousands of their soldiers were captured in this retreat. During the night the bulk of the Union army arrived and the troops labored to create strong defensive positions along Cemetery Ridge, a long rise of land running southward from outside the town, and on two hills just to the north and east of this crest. When it was fully assembled, the whole Union army formed a defensive arc resembling a fishhook. The Confederate forces, about one mile distant, faced the Union positions from the west and north in a larger concave arc.
4. Throughout July 2 Lee's forces attacked both Union flanks, leaving thousands of dead on both sides. To the south the Confederates overran the Union's advance lines, but they failed to dislodge the Union forces from their main positions. A strategically important hill on the Union army's left flank known as Little Round Top was stormed by the Confederates, but Meade's forces fought a skillful defensive battle and the attacks were unsuccessful. There was a devastating number of casualties on both sides.
5. On the third day of battle, General Lee decided to concentrate his attack on the center of the Union forces ranged along Cemetery Ridge. A He reasoned, against the advice of others in his senior staff, that since the Union forces had reinforced both their flanks, their central defensive positions would be weaker and easier to overrun. B As a prelude to the attack, the Confederate artillery bombarded the ridge for two hours, but inflicted less damage than they had expected, due to poor visibility. C When the bombardment ceased, a Confederate infantry force of about 13,000 men charged courageously across the open land towards the Union lines on Cemetery Ridge about a mile away. D This attack, now known as Pickett's Charge after the general whose division led it, failed in its objective to break the Union line.
6. With the failure of Pickett's Charge, the battle was essentially over and Lee's retreat began the following day. His exhausted army staggered toward safer territory in the South, leaving

behind a scene of terrible devastation. Both sides had suffered excessive losses of men, but the Union had succeeded in preventing the Confederates from invading the North. So Gettysburg proved to be a decisive turning point in the Civil War and was celebrated as the biggest Union victory of the war.

20. In paragraph 1, the author suggests that the Confederates lost the Civil War largely because their:

- A leaders were ineffective
- B industrial capacity was weaker
- C soldiers were unprofessional
- D strategy was poorly planned

21. Which of the sentences below best expresses the essential information in the following sentence?

General Lee had ordered the Confederate army to invade the northern state of Pennsylvania in the hope of enticing the Union army into a vulnerable position.

- A General Lee tried to lure his soldiers into invading the North in order to defeat the Union army.
- B The Union army was in danger of an invasion by General Lee's army due to its location in Pennsylvania.
- C In the hope of luring the Union army into an exposed situation, General Lee's forces marched into Pennsylvania.
- D The state of Pennsylvania was a suitable location for drawing out the Union army into a dangerous situation.

22. What can be inferred from paragraph 2 about the North's attitude about the war?

- A It was angry at the loss of freedoms.
- B It was keen on continuing the war.
- C It was keen on independence.
- D It was tired of waging war.

23. We can infer from the text that, at Gettysburg, the Union army largely played which kind of strategy?

- A An offensive strategy
- B A strategy of hit and run
- C A defensive strategy
- D A strategy of wait and see

24. The phrase "this crest" in paragraph 3 refers to

- A the Confederate forces
- B Cemetery Ridge
- C Union army reinforcements
- D the town of Gettysburg

25. Why does the author say the positions of the Union army resembled a fishhook?
- A To give the reader a mental picture of the troops' positions
 - B To explain the appearance of the sharp pointed hooks used as weapons
 - C To suggest that taking a fishhook formation is a good tactic in war
 - D To imply that the ridge had a curved shape like that of a fishhook
26. The word "devastating" in paragraph 4 is closest in meaning to
- A important
 - B desperate
 - C decisive
 - D ruinous
27. All the following are implied in paragraph 5 as contributing to the failure of Pickett's Charge EXCEPT
- A General Lee's refusal to listen to his generals' opinion
 - B the Confederate artillery's failure to cause much damage
 - C the Union's center being stronger than anticipated
 - D the Confederate infantry not performing at full strength
28. Look at the four gaps A, B, C and D in paragraph 5 that indicate where the following sentence could be added to the paragraph to fit it best:
- They were subjected to heavy artillery and rifle fire and sustained a huge number of casualties.*
29. According to the text the battle of Gettysburg ended with
- A Lee signing a document of surrender
 - B the Southern territories becoming much safer
 - C Lee's army devastating the countryside in their retreat
 - D a high death toll for both the Union and the Confederates
30. According to the text why was the battle of Gettysburg so decisive?
- A The Confederates lost so many troops.
 - B It created war weariness on both sides.
 - C The Confederates failed to capture Northern territory.
 - D The Union troops gained confidence.

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

Use of English

Time: 1 hour

Task 1

For questions 1-10, read the text below and choose the correct variant (A, B, C or D). (0) is done for you as an example.

Example: (0) A

(0) _____ the time people sit an exam they usually (1) _____ for several weeks. (2) _____ it is a stressful time, students should find time to relax as well as work. Many factors are involved in passing an exam. Some research suggests that the colour of the paper may make a difference. In the experiment green paper increased the results by up to 10%. Not only can the paper make a difference, (3) _____ the time of day. Most people work better in the morning. Although it is natural to worry before an exam, if you are too nervous you are less likely (4) _____ well.

It is also natural to remember your mistakes. As soon as the exam has finished most candidates think of things that they wish they (5) _____ differently.

‘If I had remembered more, I think I (6) _____.’

‘(7) _____. I knew a man who tried to cheat in an exam by writing all the answers on the soles of his shoes.’

‘Did he pass?’

‘No. It (8) _____, so the ink had washed off.’

‘I’m not kidding! (9) _____. I knew a woman who had not done any preparation at all. Of course, she panicked the night before, believing she would fail. So she (10) _____ all her notes on the bed hoping that by sleeping on her notes she would learn everything.’

‘And?’

‘She failed.’

- | | | | |
|----|---------------------|-----------------|----------------------|
| 0 | A By | B At | C Before |
| 1 | A have been revised | B were revising | C have been revising |
| 2 | A In spite | B Although | C Despite |
| 3 | A but also | B but | C and also |
| 4 | A to do | B to make | C do |
| 5 | A did | B had done | C have done |
| 6 | A will pass | B had passed | C could have passed |
| 7 | A I too | B Me too | C I also |
| 8 | A had been raining | B was raining | C rained |
| 9 | A Honest | B Honestly | C Absolutely honest |
| 10 | A lied | B lay | C laid |

Task 2

For questions 11 - 15 fill in the gaps in the Set Menu with the words given in the box below. There is an example (0) done for you.

A bed B clove C dollop D drop E knob F hunk

SET MENU

Soup

Freshly made soup of the day, with a **F (0)** of bread.

Garlic Chicken

(one _____ (11) of garlic in every helping!) served on a _____ (12) of rice or with baked potato and a _____ (13) of butter.

Apple pie

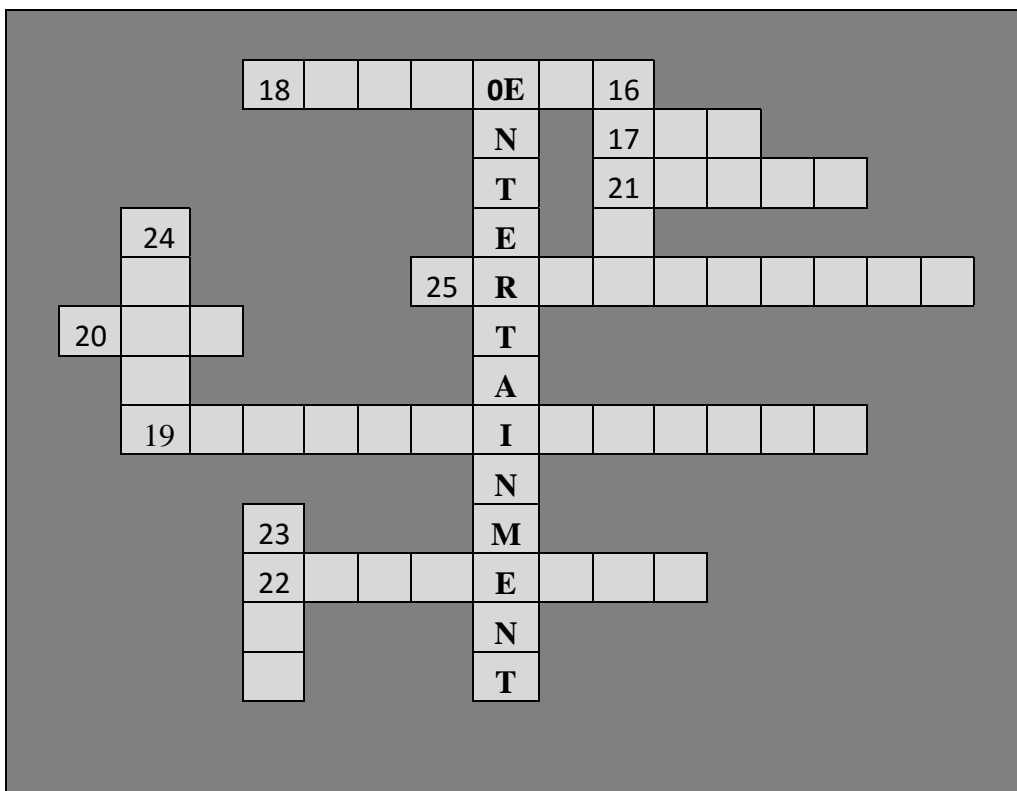
Served with a generous _____ (14) of cream.

To finish, try our speciality coffee with a _____ (15) of brandy and a sprinkling of cinnamon on top.

Task 3

For questions 16 – 25 read the text about alternative comedy and solve the puzzle by putting the missing words into the crossword below. (0) been done as an example to help you.

One of the changes in **0 (down)** recent years has been the arrival of alternative comedy. In this type of comedy, performers work with what is considered to be **16 (down)** or controversial. It's a very strong kind of humour, the main **17 (across)** of which is the desire to shock people out of their comfortable complacent lives and make them think about what is important in life today. Some of the most common **18 (across)** areas that alternative comedians work on are politics, sex and religion. Alternative comedy takes place mainly in adult clubs and comedy venues; because it questions and threatens the **19 (across)**, public TV channels have been reluctant to give it much **20 (across)** time, except to try to **21 (across)** ratings occasionally among certain **22 (across)** sectors. In **23 (down)**, whenever alternative comedy has appeared on **24 (down)** time TV, viewers with children have complained about them being somehow corrupted by the nature of the humour. Fortunately for alternative comedians, the section of society it is intended for – younger people who themselves question the values and **25 (across)** of society – continue to support it.



Task 4

For questions 26 – 30 put the abbreviations from the box in the appropriate context and write down the full form of the abbreviation. One abbreviation is not used.

Note! In your answer sheet write only the full form.

c/o	FYI	BTW	PTO	ext.	asap	Dr
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Example: 0. From a business report: *A recent example is the project led by Dr Alan Green at Brown University.*

Full form: Doctor

26. An e-mail message: *“Susan, check those figures _____!”*

Full form:

27. An e-mail message: *“I am, _____, very interested in what you said about the high cost of software.”*

Full form:

28. The address on a letter *(used on letters to a person staying at sb. else’s house):* “Mr. Brown, _____ John Smith”

Full form:

29. An instruction: *“If you want to reach a coworker whose _____ is 8529, simply press 8529 on your phone.”*

Full form:

30. An e-mail message: *“ _____: Tomorrow I’ll be out of office.”*

Full form:

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

gggg

Карточка участника

Speaking

Set 1

Student 1

Task 1

Analyze the information from CHARTS 1 and 2 concerning the water use in different countries and make a mini presentation. Make your own suppositions and comments summarizing the given information.

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

Then answer 3 questions of your partner, using the information from CHARTS 1 and 2.

(Dialogue; Time: 2 minutes)

CHART 1

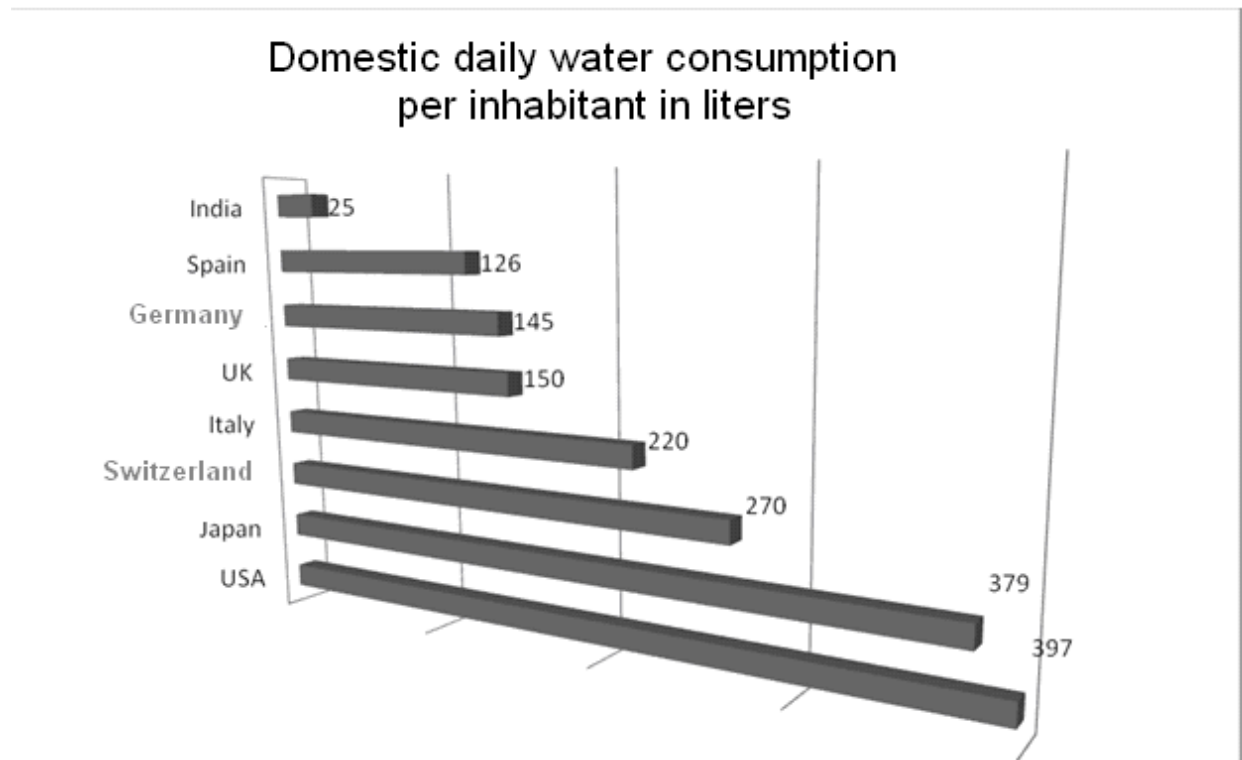
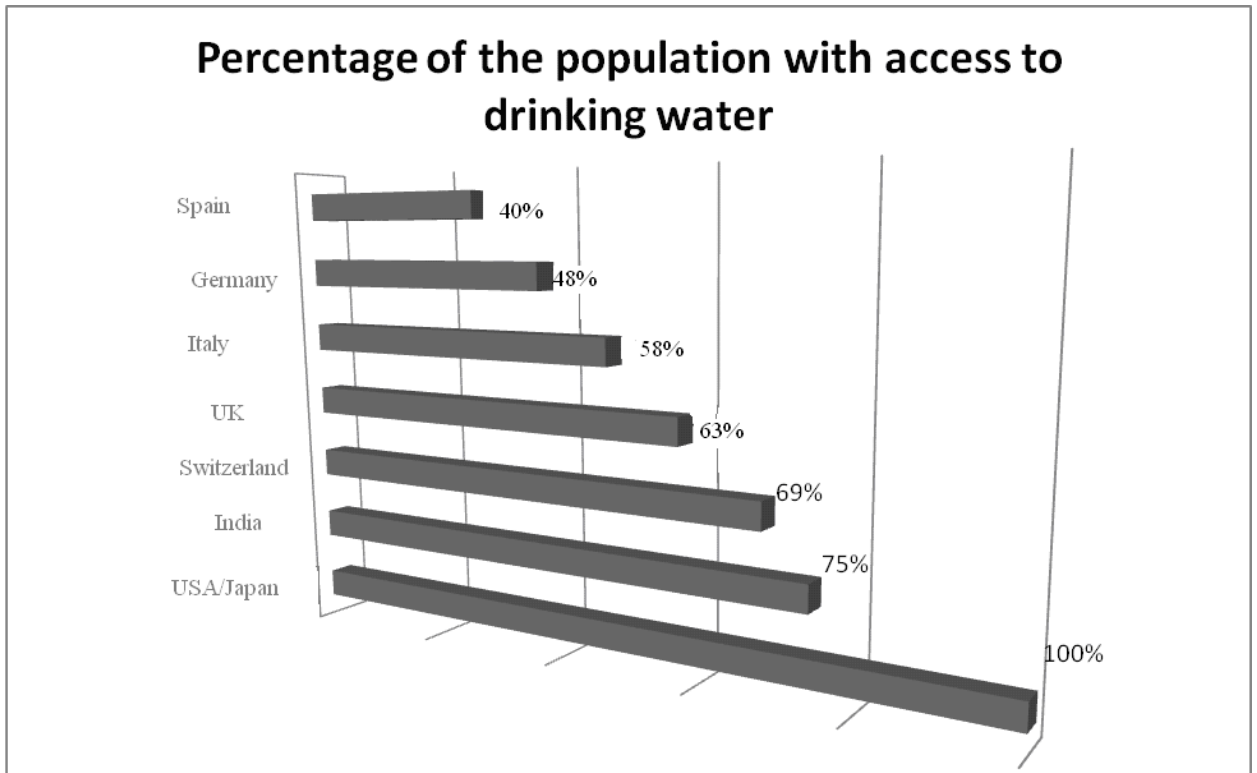


CHART 2



Task 2

Listen to the presentation of your partner, based on CHARTS 1 and 2, on GLOBAL Water Use by Sector and Water Consumption in Argentina and Nigeria and ask 3 questions to get some NEW INFORMATION NOT MENTIONED BY YOUR PARTNER.

(Dialogue; Time: 2 minutes)

YOUR ANSWERS WILL BE RECORDED

Карточка участника

Speaking

Set 2

Student 2

Task 1

Listen to the presentation of your partner, based on CHARTS 1 and 2 FROM Set 1 concerning the water use in different countries, and ask 3 questions to get some NEW INFORMATION NOT MENTIONED BY YOUR PARTNER.

(Dialogue; Time: 2 minutes)

Task 2

Analyze the information from CHARTS 1 and 2 Set 2 about GLOBAL Water Use by Sector and Water Consumption in ARGENTINA and NIGERIA and deliver a mini presentation summing up the information from both charts. Make your suppositions and comments concerning the given data.

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

Then answer 3 questions of your partner, using the information from CHARTS 1 and 2.

(Dialogue; Time: 2 minutes)

CHART 1

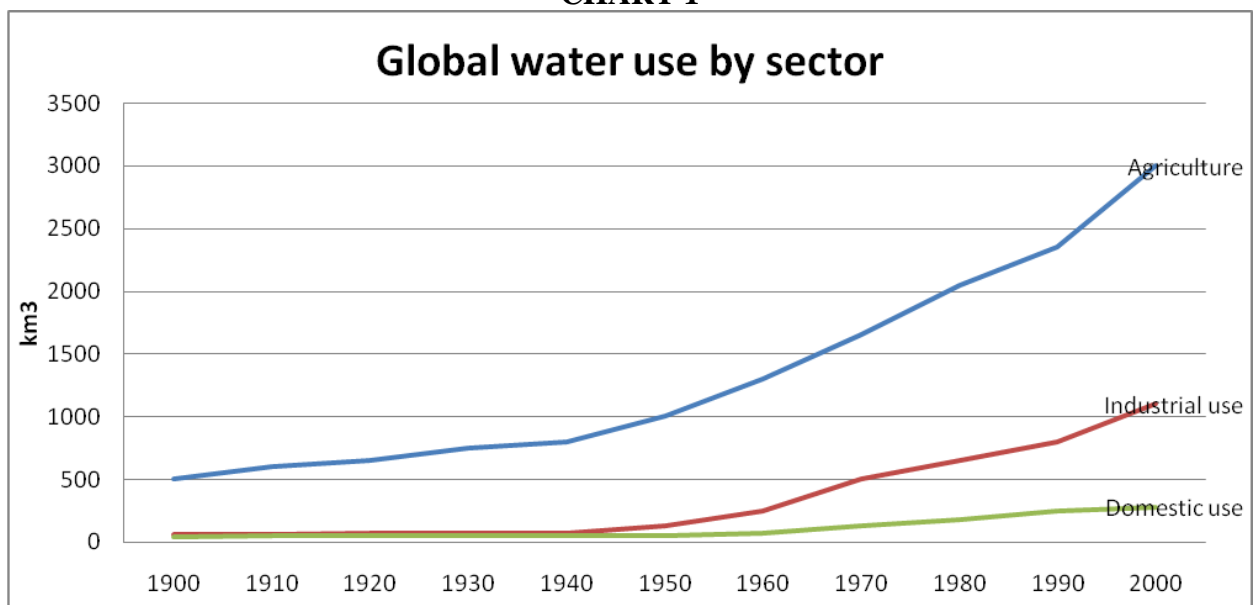


CHART 2

Water consumption in ARGENTINA and NIGERIA in 2000

Country	Population	Water consumption in industry	Irrigated land/Water consumption in agriculture	Water consumption per person
ARGENTINA	34.6 mln	1 200 km ³	156 100 sq km/ 3000 km ³	600 liters
NIGERIA	149.5 mln	700 km ³	9 570 sq km/2000 km ³	1 300 liters

YOUR ANSWERS WILL BE RECORDED