



## Task 2

*For items 11–15 listen to the dialogue. Choose the correct answer to answer questions 11–15. You will hear the text **only once**.*

- 11.** St. Mary`s Church isn`t  
far from the hotel.  
beautiful.  
famous.
- 12.** Claire feels  
excited about the church.  
no enthusiasm about the church.  
uneasy about the church.
- 13.** Claire chooses to spend the evening in  
the old communist district.  
Auschwitz.  
the old Jewish Quarter.
- 14.** A guided tour of Nowa Huta costs  
4 euros.  
14 euros.  
40 euros.
- 15.** The tour lasts  
1 hour.  
1 hour 30 minutes.  
2 hours.

## READING

**Time: 45 minutes (20 points)**

### Task 1

*For items 1–10, read the passage below and choose option which best fits according to the text.*

#### Round the World in a Yacht

(1) Imagine, for a moment, spending the night on board a large yacht, being roughly woken in the pitch dark and ordered on deck. Every so often you will be totally drenched, very suddenly, in salt water. You will be sharing the same cramped space with 14 other people for a whole year. Your stomach, when not affected by seasickness, will be hit by the competitive tension and nervousness that afflicts all sportspeople. You will be obliged to concentrate without cease. The slightest loss of focus could cost someone their life.

(2) For the eight crews taking part in the Round-the-World yachting race, this has been daily life since they left Britain eleven months ago. Now, after racing 50,000 kilometres of ocean, they are soon due home. While most of us have worked, slept, taken a holiday, these crews have sailed and sailed, day after day, night after night, in weather conditions that would test any human. This is the reality of ocean yacht racing, which bears little resemblance to the popular image of sailing - the quick sprint around a lake before returning ashore for a meal and a warm bath.

(3) Racing 20-metre yachts around the world is a story of **unrelenting** hard work, pushing yourself to the limits of endurance, story of dogged determination to go on. But it is also a story of the vastness and beauty of the sea, of seeing the sun rise and set on hundreds of desolate horizons, and of the supreme satisfaction of arriving somewhere knowing that wind alone has taken you there.

(4) Unlike the captains, who are professional sailors, the crews all consist of amateur volunteers who have actually paid for the privilege of taking a year off from their work and enduring these difficult conditions. On board the London Light the ages range from 21 to 65. For the youngest member, Susan Porter, the trip is about the excitement of both the racing and the elements. 'Being able to pitch yourselves as a team against a storm gives you a huge sense of achievement,' she says.

(5) Jerry Wallace, a marketing director, found sailing a refreshing change from the selfish individualism of business. Although he was prepared for the discomfort, the mental stress of long-distance racing was not what he had anticipated. 'A Grand

Prix driver has a few hours of focus, a footballer 90 minutes, but we have been racing for 11 months. **This** is something I didn't really appreciate before I started.'

(6) Inevitably, there are tensions. The kind of people who choose to take part in races like this tend to be motivated and strong-willed. On a trivial level, there are the usual arguments about things like cleaning, tidying, personal hygiene, even the way people snore. Rows on a boat must be addressed immediately. Left to develop, they get much worse. On the London Light they have done this by having a meeting where problems can be discussed and resolved by majority vote. Cooperation is the key, and everyone can have their say. The London Light is one of the few boats that has never lost any crew early because of a personality clash.

(7) The strongest source of unrest on any boat, whether professional or amateur, is the racing itself. Such is the issue's potential for disruption that two captains resigned during the year because their crews were unhappy at their boat's lack of racing success. Inevitably, some crew members want to race the boat hard. That means that only the best sailors tend to get to actually steer the boat, which is not satisfactory.

(8) Some crew members feel they have paid their money and should not be excluded from any tasks on the boat. Walter Given, a retired teacher aboard the London Light, believes the jobs around the boat should be shared out among the crew. And if that means that some of the less competent spend time at the wheel, so be it. 'We all could have done some more steering - that's the glamorous bit,' he says, though this did not spoil the trip for him at all. At 65 the oldest member of the crew, Walter feels the trip has really given him a lot more enthusiasm for life.

1. Everyday life on board during the yachting race can be described as
  - ordered and settled.
  - competitive and regulated.
  - communal and tense.
  - untidy and messy.
2. The main idea of Paragraph 2 is
  - to break the stereotype about spending time on a yacht.
  - to show how hard life on board a yacht is.
  - to emphasize the length of the distance to cover.
  - to show how pleasant it is to head home.

3. The word **unrelenting** in Paragraph 3 is closest to the meaning of  
mindless.  
psychical.  
tireless.  
energetic.
4. All the hardships on board can be offset by  
the chance to visit abandoned islands in the ocean.  
the strong winds that help the yacht move faster.  
the possibility to be alone with nature.  
the splendour of nature and its powers.
5. Most people taking part in the race  
have to go through special training.  
are non-specialists in the field.  
have to be of a certain age.  
are strong team players.
6. “This” in Paragraph 5 refers to  
the duration of intense mental concentration.  
the inconvenience of life on board.  
the everyday inconveniences.  
the business-like manner of running the yacht.
7. In case of a disagreement on board  
crew members should stand their ground no matter what.  
the captain has the final say.  
its resolution can be postponed for some time.  
prompt measures should be taken straight away.
8. Two of the captains handed in their notices  
because of having only amateurs in the crew.  
as their crew considered them unprofessional.  
as a result of the yacht’s poor performance.  
because of the constant rows on board.
9. Walter Given strongly believes that on board a yacht each person  
has to only do what they are most competent at.  
should try to steer more every day.  
should try different tasks irrespective of their skills.  
has to pay more if they want to do fewer tasks.

10. Which is NOT TRUE about the London Light crew?

- They belong to different generations.
- They are confident and uncompromising.
- They are supportive, and strong team players.
- They have different professional backgrounds.

## Task 2

*For items 11–20, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps.*

Since the 1960s, the Moon has been seriously considered as an alternative home for humans. For space agencies around the world, futurists, and private aerospace companies, the idea of colonizing the Moon is not a question of “if”, but “when” and “how”. **11** \_\_\_\_\_. “We just need one natural disaster to bring the house of cards down,” warns David Rothery, professor of planetary geosciences at the Open University. **12** \_\_\_\_\_. Before that, the Earth’s resources might deplete, and we may need to consider extracting materials from the Moon to manufacture goods in the Earth’s orbit.

**13** \_\_\_\_\_. There are many natural hazards that come from living on a body like the Moon. **14** \_\_\_\_\_. Most of the lunar surface is also exposed to impacts from meteoroids and micrometeoroids. The Moon also has an atmosphere that is tenuous, it is practically a vacuum. **15** \_\_\_\_\_. It also means that any settlements will have to be airtight, pressurized and insulated against the external environment. **16** \_\_\_\_\_. This includes solar radiation, which gets much worse during a solar event, and cosmic rays. **17** \_\_\_\_\_. Astronaut Tim Peake, who experienced zero gravity for six months, described the feeling of returning to earth as “the world’s worst hangover”.

Nevertheless, we must admit that having a colony on the nearest celestial body to Earth would be particularly beneficial. **18** \_\_\_\_\_. Besides, having a base on the Moon would facilitate missions and colonization efforts to other planets and moons. **19** \_\_\_\_\_. By studying the effects of low-gravity on the human body, astronauts will be better prepared to deal with the effects of long-duration space travel during missions to these planets. **20** \_\_\_\_\_.

<b>A.</b> However, creating an escape route is far from easy.
<b>B.</b> The moon also has a sixth of the Earth's gravity, meaning our muscles and bones would waste away.
<b>C.</b> To put it simply, a colony on the Moon could act as a stepping stone to Mars, Venus, the Asteroid Belt, and beyond.
<b>D.</b> This is part of the reason why the Moon goes through such extremes in temperature.
<b>E.</b> We would be able to conduct research, extract resources, and reap the benefits of new technologies.
<b>F.</b> For some, establishing a permanent human presence on the Moon is a matter of destiny while for others, it's a matter of survival.
<b>G.</b> Since it faces away from Earth, the far side of the Moon is free from radio interference, making it a prime location for radio telescopes.
<b>H.</b> These include extremes in temperature, where the Sun-facing side experiences highs of 117 °C, while the dark side experiences lows of -43 °C.
<b>I.</b> The lack of an atmosphere (as well as a magnetosphere) also means that the surface is exposed to far more radiation than what we are used to here on Earth.
<b>J.</b> These studies could also help pave the way towards the establishment of colonies on these bodies.
<b>K.</b> It can be any major natural disaster: a volcanic eruption or a large meteorite hitting Earth.

## USE OF ENGLISH

**Time: 60 minutes (45 points)**

### Task 1. Items 1–15 (15 points)

*For Questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick. Use the letter "V" as a tick. If a line has a word which should **not** be there, write the word in a given space. There are two examples at the beginning (0 and 00).*

#### THE ENGLISH LANGUAGE (G. Orwell)

<b>0</b>	The English language has two outstanding characteristics to which most of its minor oddities can be finally traced. These characteristics are a very large vocabulary and simplicity of grammar.	<b>V</b>
<b>00</b>	English is really two languages, Anglo-Saxon and Norman-French, and during the last three centuries it has been reinforced on an enormous scale by new words deliberately created from the Latin and Greek roots.	<i>the</i>
<b>1</b>	But in addition to the vocabulary is made much larger than it appears by the practice of turning one part of speech into another. For example, almost any noun can be used as a verb.	
<b>2</b>	This in effect gives an extra range of verbs, so that you have <i>knife</i> as well as <i>stab</i> , <i>school</i> as well as <i>teach</i> , <i>fire</i> as well as <i>burn</i> , and so on.	
<b>3</b>	Verbs can also change into nouns with a considerable freedom, and by the use of affixes such as <i>-y</i> , <i>-ful</i> , <i>-like</i> , any noun can be turned into an adjective.	
<b>4</b>	More freely than in most languages, verbs and adjectives can be turned into their opposites by means of the prefix <i>un-</i> . And adjectives can be made more emphatic or given a new twist by tying a noun to them; for example, <i>lily-white</i> , <i>sky-blue</i> , <i>coal-black</i> , <i>iron-hard</i> , etc.	

<b>5</b>	But English is also, and to an unnecessary extent, a borrowing language. It readily takes over any foreign word that seems to fill in a need, often altering the meaning.	
<b>6</b>	English grammar is simple. The language is almost completely uninflected one. Any regular English verb has only three inflections, the third person singular, the present participle, and the past participle.	
<b>7</b>	Thus, for instance, the verb <i>to live</i> consists of <i>live, lives, living, lived</i> , and that is all. There is, of course, a great wealth of tenses, but these are made by the use of auxiliaries which themselves barely inflect.	
<b>8</b>	<i>May, might, shall, will, should, would</i> do not inflect at all. The main thing is that every other person in every tense of such a verb as <i>to live</i> can be expressed in only about thirty words.	
<b>9</b>	The corresponding number in, for instance, French would be somewhere near two hundred. And in English there is the added advantage that the auxiliaries used to make the tenses are the same in every case.	
<b>10</b>	The greatest quality of English is its enormous range not only of meaning but of <i>tone</i> . It is capable of endless subtleties, and of everything from the most high-flown rhetoric across to the most brutal coarseness.	
<b>11</b>	It is the language of lyric poetry, and also of headlines. It is therefore well suited to be a world lingua franca, and it has in fact spread more widely than any other language.	
<b>12</b>	But there are also great disadvantages, or at least great dangers, in speaking English as one's native tongue. To begin with, the English are being very poor linguists.	
<b>13</b>	Their own language is grammatically so simple that unless they have not gone through the discipline of learning a foreign language in childhood, they are often quite unable to grasp what is meant by <i>gender, person, and case</i> .	

<b>14</b>	Whoever writes English is involved in a struggle that never lets up even for a sentence. They are struggling against vagueness, against obscurity, against the encroachment of Latin and Greek, and, above all, against the worn-out phrases and dead metaphors with which the language is cluttered up.	
<b>15</b>	In speaking, these dangers are more easily avoided, but spoken English differs from written English more sharply than is the case in most of languages.	

### Task 2. Items 1–10 (10 points)

*For items 1–10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. The number of words is specified in the brackets. Do not use short forms. Please mind both grammar and spelling. There is an example at the beginning (0).*

**Example: (0).** The pool isn't deep enough to swim in.

**too**

The pool \_\_\_\_\_ swim in. (4 words)

**is too shallow to**

**1.** There was a snowfall on Christmas Day and also Boxing Day.

**only**

Not \_\_\_\_\_ a snowfall on Christmas Day but there was also one on Boxing Day. (3 words)

**2.** Sarah watched the children while they were playing in the garden.

**eye**

Sarah \_\_\_\_\_ the children while they were playing in the garden. (4 words)

**3.** As they get older, they spend more time travelling around the world.

**more**

The \_\_\_\_\_ , \_\_\_\_\_ time they spend travelling around the world. (5 words)

4. It was a fatal mistake not to warn them about the storm.

**have**

We \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ them about the storm. (3 words)

5. It looks like the bad weather is going to last for some time.

**set**

The bad weather \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_. (3 words)

6. It was not easy but he did win the scholarship.

**was**

He \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ the scholarship. (4 words)

7. I admit I was deceived by the way he apologized.

**in**

I admit I \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ by the way he apologized. (3 words)

8. We have hired an electrician to fix this socket.

**had**

We have \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ by an electrician. (4 words)

9. I am sure he accepted bribes – he is dishonest.

**must**

He \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ bribes – he is dishonest. (3 words)

10. The pickpocket said that he had not taken the man's wallet out of his pocket.

**denied**

The pickpocket \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ the man's wallet out of his pocket. (3 words)

### Task 3. Items 1–10 (10 points)

*For items 1–10* read the text below. Use the word given in capitals at the end of each line to form a new word that fits in the space in the same line. There is an example at the beginning (0).

*Example:*

(0) sweaty

#### Exams

Do you remember that nasty feeling of (0) <u>sweaty</u> palms? A wave of nausea coming over you?	SWEAT
The sudden (1) ... to talk: your mouth is so dry? No, it's not the first meeting with the dreaded in-laws, although some parallels could easily be made. I'm talking about waiting at the door of an exam room, convinced that you know nothing and that there's no way you will get through this experience alive.	ABLE
We've all been there at some point of our lives, whether it be for the 11+, the G.C.S.E French oral exam, university finals, the FCE exam – the list is (2)... Somehow though we get through it. But what has always baffled me is how people react so differently when faced with the prospect of taking an exam.	END
I don't know about you but I've always been (3)... jealous of those people who party all year round, then the night before the exam flick through <i>my</i> course book, (theirs is empty because they didn't go to any lectures), and then somehow manage to sail through the exam with flying colours.	INSANE

<p>In the (4) ... I'm there, present at most of my lectures, panicking for weeks before my finals, and the night before, trying to cram like mad everything my clever friend points out is missing from my file.</p>	<p>TIME</p>
<p>Once you're in the exam room as you turn your paper over, your mind inevitably goes blank for at least the first ten minutes and you start thinking back to the days when you had a life, in the (5) ... era. Suddenly though, fear takes over.</p>	<p>REVISE</p>
<p>You jab your forehead (6) ... with a pen in the hope that this will encourage some sort of intelligent thought to flow from your brain to the paper via your pen.</p>	<p>CEASE</p>
<p>And miracles of miracles, it does. For the next three hours you write constantly, not even pausing for breath. Nothing can stop you now. And three hours later you're mentally exhausted and your arm wants to drop off. But you've got through it, or at least you think you have...</p> <p>The post-exam ritual involves everyone saying, 'Ok let's talk about anything other than the exam because that was absolutely (7) ...', and then you all proceed to talk about nothing else but the exam for the next hour.</p>	<p>AWE</p>
<p>Where you thought you'd done well, now after having listened to what everyone else put, well there's just no way you could have passed. I wouldn't even pass myself if I were marking it; the answers I put were so (8)....</p>	<p>RELEVANT</p>
<p>Quality not quantity is what we've always been told and I forgot that golden rule. I have an (9) ... arm for nothing.</p>	<p>ACHE</p>

<p>Now comes the wait. Why can't examining boards devise a wonderful marking system that can put you out of your misery within the next couple of days. Anyway, the upshot of all the stress and anxiety is that the hard work has paid off and even though you don't quite get the A++ that your jammy friend got, you're <b>(10)</b>... with your hard-earned B+.</p>	<p>ECSTASY</p>
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**Task 4. (10 points)**

*Match the writers' names to the descriptions of their creative works. There are some extra descriptions which do not match.*

Geoffrey Chaucer	an English writer whose novels contain humorous characters with unusual names, many of whom have become very well known. But they also show how hard life was in Victorian England, especially for poor people and children. His books include <i>David Copperfield</i> , <i>Oliver Twist</i> , <i>A Christmas Carol</i> , <i>A Tale of Two Cities</i> .
Jane Austen	An American author of the 20 <sup>th</sup> century famous for his plays, which portray ordinary people possessed of violent passions; these plays include <i>A Streetcar Named Desire</i> , <i>Cat on a Hot Tin Roof</i> .
Alfred Tennyson	an English poet of the 19 <sup>th</sup> century who was made poet laureate, the Queen's official poet. His works include <i>In Memoriam</i> , but he is best known for his narrative poems, such as <i>Charge of the Light Brigade</i> and <i>The Lady of Shalott</i> . The expression “ <i>to strive, to seek, to find, and not to yield</i> ” is drawn from his work.
Wilkie Collins	an English writer who wrote novels about the way of life of English middle-class people of her time, including <i>Pride and Prejudice</i> , <i>Sense and Sensibility</i> , and <i>Emma</i> . She is known for the clever and amusing way in which she describes people's social behaviour, and her novels are regarded as being among the most important works of English literature.
Walt Whitman	An English poet and clergyman of the 17 <sup>th</sup> century. He is famous for his metaphysical poetry. The expressions “ <i>No man is an island</i> ” and “ <i>For whom the bell tolls</i> ” are drawn from his works.
Charles Dickens	An English author of the 19 <sup>th</sup> century, one of the three sisters who wrote some of the most famous novels in English. This writer is best known for <i>Jane Eyre</i> .

James Fenimore Cooper	An American poet of the 19 <sup>th</sup> century. His principal work is <i>Leaves of Grass</i> . The earthiness of his poetry shocked many readers of his time. His rugged appearance is memorable, especially in his old age, when he wore a flowing white beard. In his poem <i>O Captain, My Captain</i> the captain represents Abraham Lincoln.
Charlotte Brontë	An English author of the 20 <sup>th</sup> century known for her many thrillers and murder mysteries. She contributed to raising the ‘whodunit’ to a prominent place in literature.
John Donne	An Irish author of the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries who spent most of his career in England. A playwright, critic and social reformer, he was known for his outspokenness and barbed humour. His works include <i>Pygmalion</i> , <i>Man and Superman</i> and many others.
Tennessee Williams	an English writer of the 19 <sup>th</sup> century, known especially for his books <i>The Moonstone</i> , regarded as the first detective novel in English, and <i>The Woman in White</i> .
	An American writer of the early 19 <sup>th</sup> century who wrote novels about Native Americans and life on the American frontier, including <i>The Pathfinder</i> and <i>The Last of the Mohicans</i> .
	A Scottish author of the 18 <sup>th</sup> century, best known for his <i>Life of Samuel Johnson</i> . His <i>Boswell</i> has become a general term for a biographer.
	An English poet of the 14 <sup>th</sup> century, called the father of English poetry: he was the first great poet to write in English. His best-known work is <i>The Canterbury Tales</i> .
	An English author of the 19 <sup>th</sup> century, one of the three sisters who wrote some of the most famous novels in English. This writer is best known for <i>The Tenant of Wildfell Hall</i> .

## WRITING

**Time: 60 minutes (20 points)**

Comment on the following quotation.

*We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology.*

*Carl Sagan*

Write **200–250 words**.

**Use the following plan:**

- make an introduction, explaining how you understand the author’s point of view;
- express your personal opinion and give reasons to support it;
- give examples from literature or history to illustrate your reasons;
- make a conclusion restating your position.