

Use of English

Time: 45 minutes

Task 1

For items 1-10, solve the crossword using the definitions of the required word given in brackets. **The first example (0) is done for you.**

Example: 0. pastime

COLLECTING THINGS

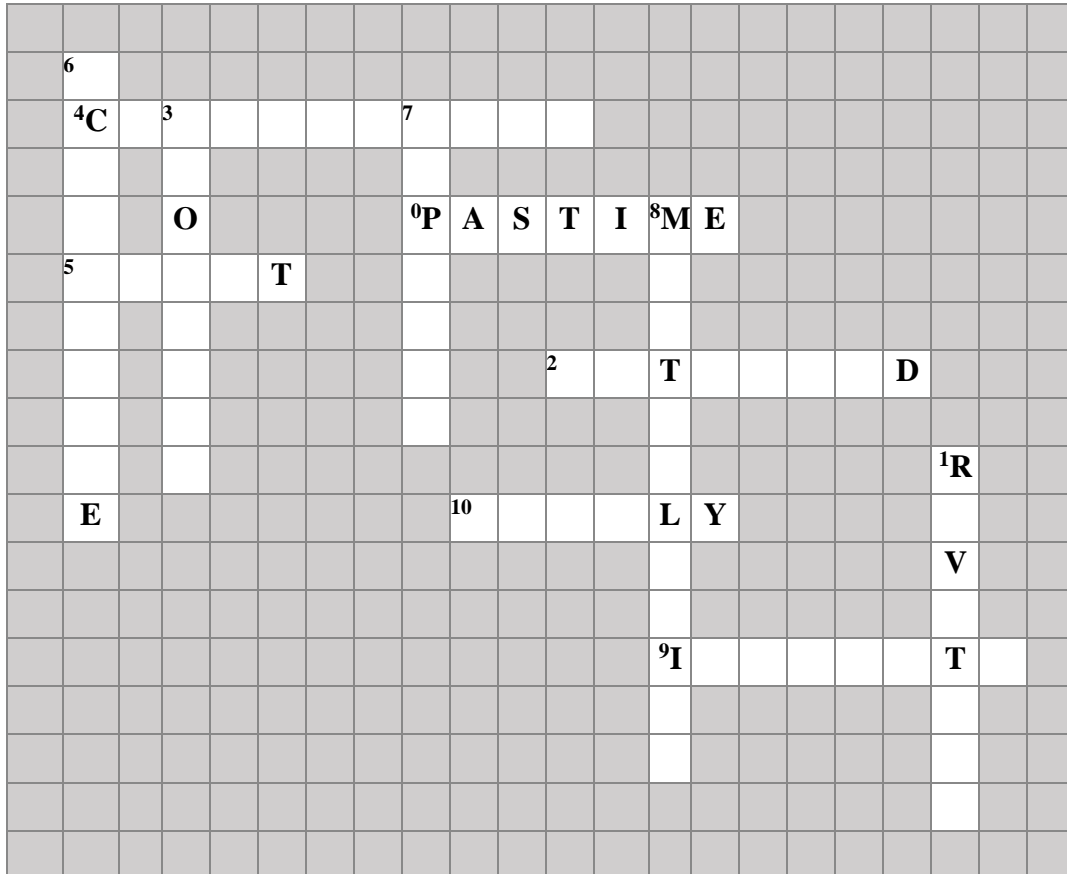
The urge to collect things as a (0) ... (*something that you enjoy doing when you are not working*) is thought to be as old as human leisure itself. This is the theme of a (1) ... (*so interesting or exciting that it holds your attention completely*) new book by Philipp Blom (2) ... (*designated*) *To Have and to Hold*, which combines a (3) ... (*carried through to completion, exhaustive*) investigation of the historical background to collecting with an overview of the various psychological explanations which have been advanced for why collecting exists at all. After all, there is a sense in which we could all be (4) ... (*classified*) as collectors.

We set aside space in our homes for items we feel are of decorative or artistic (5) ... (*a praiseworthy quality, virtue*), and we (6) ... (*gather or pile up especially little by little, amass*) objects which have associations with happy memories such as holidays.

The chief (7) ... (*a sudden spontaneous inclination or incitement to do something to some usually unpremeditated action*) to collecting, psychologists suggest, is the desire to bring order into the chaotic (8) ... (*the quality or state of being various*) of things we see around us. But after reading Blom's book, one is left with the impression that there is more to it than that, for historically there is evidence that collecting arose out of sheer curiosity about the extraordinary world we live in.

This is a beautifully written book which provides many (9) ... (*the power or act of seeing into a situation, penetration*) into issues far deeper than just the history of collecting; (10) ... (*used to introduce more exact and detailed information about*

something that you have just mentioned), the strangeness of the human mind, and the wonder of the world itself.



Task 2

For items 11-15, match the nicknames of American presidents (11-15) with their names (A-J). There are some extra names, which you do not have to choose. Write the correct letter on your answer sheet. **The first example (0) is done for you.**

Example: 0. D

0	Teddy	A	John Adams
11	The Great Communicator	B	Ulysses S. Grant
12	The Great Emancipator	C	George Washington
13	The Sage of Monticello	D	Theodore Roosevelt
14	Unconditional Surrender	E	Ronald Reagan
15	His Fraudulency	F	Jimmy Carter
		G	Abraham Lincoln
		H	Rutherford Hayes
		I	Thomas Jefferson
		J	Bill Clinton

Task 3

For items 16-20, match the names of Britain's regions (16-20) with their descriptions (A-J). Some descriptions are not needed. Write the correct letter on your answer sheet. **The first example (0) is done for you.**

Example: 0. B

<p>0. London</p> <p>16. The North of England</p> <p>17. The West Midlands, the western part of Central England</p> <p>18. The South East of England</p> <p>19. The South West of England</p> <p>20. The Isle of Wight</p>	<p>A. It is the most heavily populated region. It has more businesses, including international HQs, than anywhere else in the UK and is the most prosperous and cosmopolitan region outside London. Throughout the region, you will find chocolate-box villages with their churches and pubs round the village green. Oxfordshire has Blenheim Palace; Berkshire has Windsor Castle; Hampshire has Highclere (aka Downton Abbey). Hever, Bodiam, Dover and Leeds are just four of the many castles worth a visit. There's also maritime heritage at Portsmouth.</p> <p>B. It is one of the world's top tourist destinations, receiving about 30 million visitors each year. Its population (about 8 million) is 7 times greater than that of Britain's second largest city, Birmingham. The City is the UK's main financial district. The City rubs shoulders with the City of Westminster. Beyond the centre are the remains of rural villages, such as Blackheath, Chelsea and Wimbledon, now all part of the conurbation that has swallowed large chunks of the old surrounding counties of Middlesex, Hertfordshire, Essex, Kent and Surrey. And it is blessed with some wonderful open areas – not just those in the centre, like St James's Park, but further afield too – like Greenwich, Hampstead Heath and Richmond.</p> <p>C. In the early middle ages, this was the heart of Danish territory and Scandinavian place-names predominate. There are seven cities – Bradford, the port of Kingston upon Hull, Leeds (the largest city in the region), Ripon, Sheffield and Wakefield. On the coast, resorts such as Whitby and Scarborough attract thousands of visitors. This is the land of Captain Cook, the Brontes, brass bands and puddings.</p> <p>D. The region includes the counties of Cornwall, Devon, Dorset, Gloucestershire, Somerset, Wiltshire and the Isles of Scilly. This is a place of myth and magic. Who hasn't heard</p>
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of Glastonbury? This is one of the places associated with the legendary King Arthur. The Mendip Hills – a range of limestone famous for ancient caves and Cheddar Cheese – roll south of Bristol and Bath to the Somerset Levels. The region boasts Salisbury Cathedral, the enigma of Stonehenge and the wonderful Jurassic Coast.

E. It is a nation within a state, one of the four countries that make up the United Kingdom. It retains its own unique identity, has its own parliament and its own laws. Myths and legends abound. Guidebooks often divide the region into the Lowlands and the Highlands. The Lowlands, closer to the border, are more accessible and populous. The central belt between the Firth of Clyde in the west and the Firth of Forth in the east, is where most of the main towns and cities are located.

F. The region extends from the attractive market towns of Cheshire through the vast urban areas to the wilds of Cumbria in the north. For many, the region means the Lake District. Britain's industrial heritage is represented by the cotton mills of Lancashire. Manchester boasts world-class galleries, museums, concert venues and theatres. Liverpool was once one of Britain's busiest ports, birthplace of the Beatles and scores of other world-famous musicians and performers. Liverpoolians are also renowned for their sense of humour.

G. Home to colourful political murals, soaring mountains, gorgeous coastlines, the Titanic's birthplace, *Game of Thrones* filming locations and the world's oldest whiskey distillery – the region is a magnificent corner of the whole island. Antrim, Armagh, Down, Fermanagh, Derry/Londonderry and Tyrone make up the six counties of the region. The most populous of these is Antrim. Antrim contains coastal treasures such as Portrush and the Giant's Causeway.

H. It lies off the south coast of England, in the English Channel. It is the largest county in England. Queen Victoria spent her holidays there and became fond of it. She made Osborne House her winter home. In the Victorian era, the place was a royal holiday resort. The Victorians built several

fortifications including the Palmerston Forts, The Needles Batteries and Fort Victoria. The area has a warm, mild climate and is one of the sunniest areas in the British Isles.

I. This is the birthplace of Shakespeare and Cadbury's chocolate. The urban centres of the region were at the forefront of Britain's industrial revolution; Birmingham – manufacturing; Wolverhampton – brass; Stoke on Trent – home of English industrial pottery. Ironbridge in largely rural Shropshire is known as 'the birthplace of the Industrial Revolution'. To the south, there's Coventry – a medieval wool and cloth centre – famous for its modern cathedral.

J. Though joined with England since 1535, it is a country in its own right and it maintains a distinct identity. Its place names are largely Celtic in origin. This was the land that the Saxons never conquered and, unlike the majority of Britain, it has retained place names rooted in an ancient British past. So, here you are entering *Cymru* – the land of the *Cymry*. It is officially bilingual. There are only three towns with a population greater than 100,000 here, all in the south – Swansea, Newport and its capital.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Writing

Time: 60 minutes

Task

A famous writer Jane Baker has returned to her home after several years living abroad. She is planning a book for children where the story takes place in her hometown. The local youth newspaper has asked you to conduct an interview with her to find out her impressions about the changes in the town and her plans for the future book. During the interview the writer reveals a surprising fact about the town. You want to publish the interview that you have conducted. Write the **interview for the newspaper** containing 5 questions to the writer.

Write **200-250** words. Provide the **title** of the interview.

Use the following contractions to introduce the questions and the answers:

I – for Interviewer,

JB - for Jane Baker.

These contractions are **not** counted.

Do not use the words from the task, use your own words in your writing.

Listening and Reading

Time: 1 hour 15 minutes

LISTENING

Task 1

For items **1-10** listen to the talk about Bogota, the capital of Colombia, and decide whether the statements (**1-10**) are **TRUE (A)**, or **FALSE (B)** according to the text you hear. You will hear the text **TWICE**.

1. The former governor of Bogota aimed at creating a child-friendly environment.
A. True **B. False**
2. Bogota roads used to have too much traffic before the reforms.
A. True **B. False**
3. Enrique Penalosa is honored for saving city funds needed for the reforms.
A. True **B. False**
4. The heart of the city was constantly patrolled and controlled by the police.
A. True **B. False**
5. People in the South of the city were as wealthy as those in the North.
A. True **B. False**
6. The government deprived some people of their property.
A. True **B. False**
7. The cars were allowed to park on wide sidewalks.
A. True **B. False**
8. Some of the changes were paid for by motorists.
A. True **B. False**
9. The investments into schools DIDN'T affect the number of pupils.
A. True **B. False**
10. Enrique Penalosa was criticized for relocating city dwellers.
A. True **B. False**

Task 2

For items **11-15** listen to the conversation. Choose the correct answer (**A, B** or **C**) to answer questions **11-15**. You will hear the text **only ONCE**.

11. Diana's trip to Birmingham was

- A. fine.
- B. too short.
- C. horrible.

12. Diana had to come back by

- A. bus.
- B. carriage.
- C. high-speed rail.

13. When Ethan heard Diana's story, he was

- A. shocked.
- B. feeling nervous.
- C. feeling pity.

14. How did Diana know about the transport problems?

- A. She went to the station .
- B. She called to check the timetable.
- C. She was told at the ticket office.

15. On her way to Birmingham Diana DIDN'T

- A. leave the train.
- B. have to wait for the train.
- C. have a seat on the train.

INTEGRATED LISTENING AND READING

Task 3

Read the article below, then listen to a talk 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 reading text**, **C** if it can be found **only in the audio-recording**, and **D** if **neither** of the materials expresses the idea.

Now you have 10 minutes to read the text.

Craig Ashton has been living in St. Petersburg for more than 15 years. He fell in love with Russia and the city on the Neva, learned to speak the language fluently, worked as an English teacher in a school, translated computer games, runs a popular blog about his life in Russia, and even wrote a book in Russian.

Onion-domed cathedrals, tanks on Red Square, cabbage and potato soup, and a smile only on (very) special occasions — this is pretty much all this guy from Manchester, England, knew about Russia before 1999.

Later, Craig decided to study Russian at the University of Exeter, which is when he realized just how “beautiful and incredibly difficult” the language is. He came to Russia for the first time in 2002 with a group of fellow students on their year abroad. He fondly recalls his first impression, when a woman called Lyubov Serdechnaya met them at St. Petersburg airport. He was amazed that in English her name literally translates as 'Love Heartly'. True to her name, she cared for them like a mother. Back then it was difficult for him to communicate with Russians; his vocabulary was too small. He also knew nothing about himself: “I didn't know who I was or what I wanted. But after my first year in Russia, I knew I had to live there. All my Russian friends have asked me why I love Russian. Sometimes with an ‘Are you mad?’ tone of voice, which saddens me. As if the Russian language isn’t wonderful or important. As if it’s not spoken by hundreds of millions of people. Incidentally, Craig says that on his blog, which boasts more than 30,000 followers, the most popular posts are the ones about his various trials and tribulations with the Russian language.

First, Russians struck Craig as rude, but then he realized that this is not the case. "Russians tend to be more direct and frank about subjects the English would prefer to ignore. An elephant in the room is less likely to be ignored and spades are often just called spades." Craig told us.

Craig also liked the way the Russians do business. For example, when working as a school teacher, through acquaintances he found a job as a translator of computer games.

Back in England, this would have been impossible, he says. He would have had to submit a resume and attend an interview, but here he was hired immediately . In general, Craig says that Russians are strong people who live by the principle of "do what you must and come what may."

Now listen to a talk on the same topic and then do the tasks (questions 16-25), comparing the text above and the interview. You will hear the text TWICE.

16. Craig's first time in Russia was when he was an Exeter student.
17. Craig opted for Russian at the university because hundreds of millions of people speak it.
18. Craig's book is published in his mother tongue.
19. The book is based on Craig's blog posts.
20. Craig's first trip to Russia was a positive experience.
21. Craig is amazed by Russians' honest straight speaking.
22. Craig's book is appropriate for family reading.
23. Craig thinks people abroad don't like Russian people.
24. Craig likes the way he once got a job in Russia.
25. Russian caused Craig some suffering and unpleasant experience.

READING

Task 4

Read the text and answer questions **26-40** below.

Reimagining fashion sustainably

(A) Over her career the esteemed designer and creative director of *Mother of Pearl*, Amy Powney has become an environmental force for change in her own right. Her foot in the door of fashion came differently to most. She joined London fashion house *Mother of Pearl* in 2006 and started out sweeping the cutting room floor; eventually, she rose through the ranks to become its creative director. Amy has recently taken on

yet another challenge in her tireless quest for sustainability: releasing a docufilm, *Fashion Reimagined*. The film focuses on the years after Powney won the *Vogue Designer Fashion Fund* in 2017, which she used to create a collection called *No Frills*.

(B) *Fashion Reimagined* follows Amy, as she tries to create clothes that are exceptional – they are organic, traceable, socially responsible and considerate of animal welfare; produced in the smallest geographic region possible; and using minimal water and chemicals as well as being nice to wear. The film is also a personal story about a young woman who began her life in rural Lancashire, raised by activist parents, off-grid with no electricity in a caravan. “It’s a very different sort of family and education to most people who enter the fashion industry,” Powney says. “I was bullied at school for wearing second-hand shell-suits. And for many years, I didn’t talk about this part of my life, it felt like it was at odds with the industry and even frowned upon. Now, I cherish that upbringing and shout about it loudly. It made me who I am today and informs everything I do, both personally and at *Mother of Pearl*. It gave me a grounding and respect for the natural world.”

(C) While studying fashion at Kingston University, Amy read Naomi Klein’s anti-consumerism book *No Logo*, that opened her eyes to the exploitation embedded in the fashion sector. It completely pivoted her in her brain about where she was and where she wanted to go as a professional. Amy decided then and there that she wanted to be a designer that produced ethical garments. Her graduating collection was focused on organic and ethical designs, topics that barely featured in the fashion conversation in the mid 2000s. For this reason, the professors and examiners were baffled by Amy’s graduation work. At the time activist designer Katherine Hamnett, along with just a handful of other pioneering labels, were the only brands talking about this and working in this way. She became Amy’s first real hero within this space, and she has followed what she does ever since.

(D) *Fashion Reimagined* follows the 'field to fashion' journey by examining a garment's whole supply chain, to really delve into how our clothes are made as a normal cotton shirt will travel to five different countries before being bought. Powney puts her own brand under the microscope, to highlight the importance of transparency. “It’s not an easy job to map out every stage and make the right ethical choice at each point, but this is what a brand needs to do if they want to be truly sustainable,” she says.

(E) The reasons a more ethical industry is an urgent necessity are, on the whole, well known. But it doesn’t hurt that the film reminds us. Peppered throughout are statistics that highlight fashion’s impact on our planet: if the fashion industry were a country, it would rank third for carbon emissions after China and the United States. About how rampant overconsumption has become? We buy three times as many clothes as we did

in 1980. And wear them for half as long. Plus the industry's impacts on human beings: only 2% of the people who make our clothes earn a living wage.

(F) "For brands to say they are sustainable because they are using more natural or organic fibres is just greenwashing, the entire supply chain needs to be taken into account," Powney says. "It's a huge undertaking and that is why transparency is so important: the consumer needs to see where a brand is achieving, and where it needs to improve. *Fashion Reimagined* urges shoppers to take matters into their own hands: do your research, don't believe everything you read and question your place in a changing world. You've got to be accountable for every purchased item. "I don't think people know what it takes to make their clothing or that, quite often, their clothes are more well-travelled than they are," says Powney, "I'm hoping it will be informative and encourage people to rethink their approach to their wardrobes or how they produce things. If I can change one person's mindset then the work we do and the film has succeeded."

(G) Amy also admits that in order for fashion to operate in a more sustainable way, there needs to be greater legislation, which takes time. For now, it's up to the brands themselves to self-regulate and do their bit to help the planet, and there is no handbook on how to make a brand sustainable. Powney realizes that at a time of overwhelming newsfeeds, scary statistics and an uncertain future it's not easy to stay hopeful and positive. "The issues are huge and I do have bleak days when I feel like we are not making any difference at all, and we are definitely not moving fast enough," she says. "However, as a mother of two small children, I have to be hopeful, I have to strive to ensure they will have a safe and happy future. When I doubt myself, I always refer back to my favourite quote: 'I always wondered why someone didn't do something about that, then I realised I was somebody'."

Questions 26-40

In which part of the text is the following mentioned?

26. Meticulous attitude to following one's principles
27. Feeling downbeat and cheerless now and then
28. Restricted living conditions lacking in conveniences
29. General unawareness of the full process of garment making
30. Making a confused and puzzled impression
31. The route an average garment follows to reach the customers

32. An increase in the amount of purchased garments
33. Providing false information about a company's environmentally friendly products
34. Overall unique attributes of the produced garments
35. A necessity in enacting laws concerning the fashion industry
36. Toxic effects of clothes manufacturing and production
37. A source of inspiration in a career choice
38. The striking career progress one has made
39. Encouraging consumers' responsibility in buying clothes
40. A significantly altered attitude to one's background

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Magna Carta

Historical Background	<p>The Magna Carta, signed by King John in 1215 under civil war threat, led to the rule of the constitutional law in the English-speaking world. Tyrannical rule caused English barons' resentment as the king demanded too much money in taxes. After disastrous war in France, the barons marched against the king and captured London. The document was agreed upon and sealed by the king at Runnymede (beside the River Thames). The charter was a compromise, which contained important clauses to bring about reforms in judicial and local administration.</p>
Main ideas	<p>The Magna Carta provided the foundation for individual rights in Anglo-American jurisprudence. The document has 63 clauses, including provisions for limiting royal taxes, reforming laws and judicial procedures. The charter gave the barons the right to declare war on the king if he did not follow its provisions. It stated that people could not be punished for crimes unless they were lawfully convicted. It provided certain guarantees for the people as a whole. The Magna Carta formulates the following human rights and principles:</p> <ol style="list-style-type: none"> 1. the right of the church to be free from governmental interference, 2. the rights of all free citizens to own, inherit property and be protected from excessive taxes, 3. the right of widows with inherited property to choose not to remarry, 4. principles of due process and equality before the law, 5. provisions forbidding bribery and official misconduct.
Worldwide Impact	<ol style="list-style-type: none"> 1. An important legal document in the development of modern democracy - a crucial turning point to establish freedom, a symbol in the battle against oppression. 2. A significant document for the people of the 1200s proved to be even more important to subsequent generations. 3. The first step in establishing England's constitution. Later many other countries used the principles of the Magna Carta in their constitutions. 4. The Magna Carta shaped the wording of the fundamental laws of England's colonies in North America. The basic rights later embodied in the Constitution of the United States and the Bill of Rights echo the charter.
Criticism	<ol style="list-style-type: none"> 1. The Magna Carta did not put an end to royal tyranny. Kings continued to make war for their own glory rather than for the public good. Taxes continued to rise. 2. The Magna Carta corrected King John's abuses of power against the barons, Church officials, merchants and other "free men" who together made up about 25% of England's population, though it virtually ignored the remaining 75% of the population. 3. This document did not merely reflect social divisions, it actively re-enforced them. It discriminated against unfree peasants and women, and gave less to people than they hoped for.

Speaking

Set 1 Student 1

Preparation – 15 minutes

Presentation and questions – 10 minutes

Task 1

Famous Documents of the English-speaking World

1. Monologue: Time 3 – 4 minutes

At the English Club meeting you are to present information concerning one of the most famous documents, that has changed the course of history in the English-speaking world and has a great international impact. As ‘an expert’ present the key points of **Set 1: The Magna Carta** to your fellow students, who are involved in the project ‘**Famous Documents of the English-speaking World**’. Use the fact file to speak about the document’s:

Historical Background	Worldwide Impact
Main Ideas	Criticism

Explain why the document can be regarded as a cornerstone and needs to be studied by those who learn English.

2. Questions/ Answers: Time: 2- 3 minutes.

Answer 2 QUESTIONS from your partner – ‘a fellow student’, who wants to get ADDITIONAL INFORMATION that you have not mentioned in your presentation on the Document. Make sure your answer is based on the information from the fact file. If there is NO relevant information in the fact file, base your answer on your best guess.

You can make notes during the preparation time, but YOU ARE NOT ALLOWED TO READ them during the presentation.

Task 2

1. Listen to the presentation of your partner (**Set 2: The Declaration of Independence**).

2. Questions/ Answers: Time: 2- 3 minutes

Ask 2 QUESTIONS about the Document to get ADDITIONAL INFORMATION not mentioned in the presentation. Yes/No questions and questions about the opinion of your partner are NOT accepted.

YOUR ANSWERS WILL BE RECORDED

Speaking

Set 2 Student 2

Preparation – 15 minutes

Presentation and questions – 10 minutes

Task 1

Famous Documents of the English-speaking World

1. **Listen** to the presentation of your partner (**Set 1: *The Magna Carta***).
2. **Questions/ Answers: Time: 2 - 3 minutes**

Ask 2 QUESTIONS about the document to get **ADDITIONAL INFORMATION** not mentioned in the presentation. Yes/No questions and questions about the opinion of your partner are **NOT** accepted.

Task 2

1. **Monologue: Time 3 – 4 minutes**

At the English Club meeting you are to present information concerning one of the most famous documents, that has changed the course of history in the English-speaking world and has a great international impact. As ‘an expert’ present the key points of **Set 2: *The Declaration of Independence*** to your fellow students who are involved in the project ‘**Famous Documents of the English-speaking World**’. Use the fact file to speak about the document’s:

Historical Background	Worldwide Impact
Main Ideas	Criticism

Explain why the document can be regarded as a cornerstone and needs to be studied by those who learn English.

2. **Questions/ Answers: Time: 2- 3 minutes.**

Answer 2 QUESTIONS from your partner – ‘a fellow student’, who wants to get **ADDITIONAL INFORMATION** that you have not mentioned in your presentation on the Document. Make sure your answer is based on the information from the fact file. If there is **NO** relevant information in the fact file, base your answer on your best guess.

You can make notes during the preparation time, but **YOU ARE NOT ALLOWED TO READ** them during the presentation.

YOUR ANSWERS WILL BE RECORDED

Declaration of Independence

Historical Background	<p>The Declaration of Independence was adopted by the Continental Congress on July 4, 1776. By issuing this document, the 13 American colonies declared their independence from Great Britain.</p> <p>The committee responsible for writing the text of the Declaration of Independence included Thomas Jefferson, John Adams, Benjamin Franklin, Robert R. Livingston, and Roger Sherman, with the actual writing delegated to Jefferson.</p>
Main ideas	<p>It laid the foundation for the principles of liberty, democracy, and human rights that shaped the American Revolution and the United States of America:</p> <ol style="list-style-type: none"> 1. Natural Rights: All individuals are endowed with certain unalienable rights, including life, liberty, and the pursuit of happiness, which are inherent to every human being and cannot be taken away. 2. Government by Consent: the government derives its power from the consent of the governed and is established to protect the rights of the people, when a government fails to do so, the people have the right to alter or abolish it. 3. Equality: All men are created equal. The notion of a hereditary monarchy or social hierarchy based on birthright is rejected and all individuals are equal before the law.
Worldwide Impact	<p>The document has global significance as one of the most influential in history that has inspired other nations seeking independence and freedom, serving as an inspiration for independence movements, spreading democratic values, shaping diplomatic relations, influencing human rights discourse.</p> <ol style="list-style-type: none"> 1. Inspiration for Independence Movements around the World: The ideas of self-determination, individual rights, and government by consent. 2. Spread of Democratic Values: Such principles as equality, liberty, and the pursuit of happiness contributed to the spread of democratic values globally. 3. Influence on Human Rights: The inherent rights of individuals and the idea that governments exist to protect those rights helped shaping the development of international human rights standards creating subsequent documents such as the Universal Declaration of Human Rights.
Criticism	<p>Despite its overwhelmingly positive impact on history, the Declaration of Independence was also a product of its time and bears some of the shortcomings of its era, including sexism, racism and prejudice against Native Americans:</p> <ol style="list-style-type: none"> 1. Limited Scope of Equality: The principle "all men are created equal" did not extend to all individuals at the time: slaves, women and indigenous peoples were not considered equal in the eyes of the law. 2. Rhetoric vs. Reality: The lofty language and ideals did not always align with the actions of American governments. This criticism highlights the hypocrisy between the principles in the Declaration and their implementation. 3. Lack of Specificity: This concise document outlines basic principles not providing detailed solutions to the challenges.