

Listening 9-11

Time: 15 minutes
Max. 14

Task 1. Listen to the lecture on the English language history. Try to put the events in order and mark them on your answer sheet. You will hear the text twice. Now you have **30** seconds to look through the items.

- A** Caxton introduces a printing press
- B** Norman invasion of Britain
- C** Samuel Johnson's dictionary
- D** Germanic invasions of Roman Britain
- E** Viking raids and Danish invasions
- F** English is used at court again
- G** St Augustine introduces Christianity

Task 2. Now listen to the lecture again. Choose the correct answer **A**, **B** or **C** and mark them on your answer sheet. You have **30** seconds to look through the items.

1. Why are there so few Celtic words in English?
 - A** The Saxon invasion took a long time.
 - B** The Celts and Britts did not mix.
 - C** The two languages were too similar.

2. What impact did Christianity have on English?
 - A** changed the grammar
 - B** introduced new words
 - C** changed pronunciation

3. Why is it difficult to understand Anglo-Saxon?
 - A** Most of the words were different.
 - B** The spelling of the words was different.
 - C** The grammar was unusual.

4. How did the Danish invasion influence English grammar?
 - A** Danish grammar was different from Anglo-Saxon.
 - B** Two languages simplified.
 - C** New Danish endings appeared in some words.

5. What happened after the Norman conquest?
 - A** English disappeared for a long time.

- B** French became the most important language.
- C** English was the language of culture.

6. Why did English become the official language again in the 15th century?

- A** because of great writers like Chaucer
- B** because of printing press
- C** because it was used by ruling classes

7. What changed in the 16th and 17th centuries?

- A** English pronunciation.
- B** English grammar.
- C** English vocabulary.

Transfer your answers to the answer sheet!

Reading 9-11

Time: 30 minutes

Max. 17

Task 1. You are going to read an extract from an autobiography. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

A Visit Home

Amid the swarming, clattering travellers, railway staff and suitcases, I saw the thick, dark eyebrows of my brother Guy lift by approximately one millimetre in greeting as I came down the steps of the footbridge and out into the station forecourt. Guy speaks like most men in the village we come from, i.e. not at all until he has spent five minutes considering whether there are other means of communication he can use instead. His favourites are the eyebrow-raise, the shrug, and the brief tilt of his chin; *if he is feeling particularly emotional, he may perform all three together*. That morning, as I worked my bags through the other passengers, he kept his eyebrows raised. Standing in his work clothes, he looked rather out of place, resembling a large, solitary rusty nail in the midst of, but apart from, the crowd of people: his steel-capped boots, battered, formless jacket and heavy stubble seemed to be causing many people to give him *a wide berth*¹, diverting their path to the exit rather than heading for it directly.

‘Hello, Guy’, I said.

‘Now then,’ he replied. ‘Give me one of your bags.’

‘Thank you,’ I said, and passed him a large bag.

‘Whatever have you got in here?’ he exclaimed.

My brother is appalled by indulgences such as luggage, although his exclamations are less aggressive than resignedly bemused. With Guy, you have to understand that when he asks what on earth you’ve got in a bag, it is a way of saying, ‘Hello, how are you?’

¹ a berth - a place for a ship or boat to stay in a port

‘It’ll be the computer that’s heavy. And there are some books,’ I explained.

‘Books,’ he said wearily, shaking his head.

‘Sorry.’

‘Doesn’t matter,’ he said. ‘It’s not that heavy.’ He yanked the bag up onto his shoulder.

‘It’s nice to see you, Guy.’

Guy raised his eyebrows and chin five millimetres, and strode off towards the car park.

I felt relieved by his distracted, unemotional expression because it was usual: since he was a small child he had gone through much of life looking as if he was pondering² the answer to a complex mathematical problem. But as I caught up with him and looked at him from the side, I noticed dark half-circles below his eyes.

‘Are you all right, then?’ I said.

He raised his eyebrow again, and blew out through pursed lips. He looked as if he were trying to pop the features off his face. Then he gave me the sort of consolation smile you give people when they’ve asked a stupid question, batted his lashed black-brown eyes and shrugged.

‘You look a bit worn out,’ I said.

‘I should think I do,’ he said. ‘I’ve been doing twelve-hour days on the farm since July. Sling your bags into the back of the van then.’

This was not as straightforward as he made it sound. He used the van as a workshop, storage unit and mobile home, and so as well as the usual driving-dregs of sweet wrappers and plastic bottles, there was farm equipment of an often surprising scale – straw bales, black polythene barrels, bundles of shovels and forks, metal toolboxes which were themselves almost as large as small cars, and other tools which I did not recognize or understand. Intermingled with that were

² to ponder - to think about something for a long time

random, inexplicable household articles: sofa cushions, half a dozen plant pots and a roll of carpets.

I gingerly³ balanced my bags on some boxes, and then walked round the van and climbed into the front passenger seat. Guy stamped down the accelerator and we shot out of the car park. Guy looked straight ahead into the traffic, lifted his eyebrows and moved his mouth in what may or may not have been a grin. As we drove through the city, I watched his face to try to catch his expression when the half-grin lapsed, but he just lost himself in nonchalant concentration on the other cars and vans around us. For something to do, I turned on the radio and began retuning it. This caused a very loud static noise to fill the cab, and Guy to jerk round in his seat, shouting, ‘Don’t fiddle with that radio.’

I snapped it off, and looked at him again. ‘Sorry’.

‘Never mind,’ he said. ‘It only plays one station and it takes me ages to get that. There are some CDs in the glove compartment. Put one of those on instead.’

I put a CD on but as we accelerated off at the bypass roundabout the music was drowned out by the engine noise anyway.

It takes only twenty minutes to drive through the hills to our village, but that day the journey seemed to take forever. Neither of us could think of anything to say to each other so Guy pretended to concentrate on the speed of his windscreen wipers which were keeping the driving rain off the windscreen so he could see the road ahead. I, on the other hand, leant my forehead against the side window, looking out at the scenery which was so familiar to me but was actually obliterated by the horizontal rain.

1. What aspect of Guy’s personality is the writer reinforcing when he says *‘if he is feeling particularly emotional, he may perform all three together’*?

A His facial expressions are difficult to interpret.

³ gingerly - in a way that is careful or cautious

- B** His speech is always backed up by non-verbal expressions.
C He is very controlled when expressing his feelings.
D He can give out conflicting messages about what he is thinking.
2. What is meant by many people giving Guy '*a wide berth*'?
- A** People were staring at him because of the way he looked.
B People were getting annoyed with him because he was in their way.
C People did not understand what he was doing there.
D People did not feel comfortable getting too close to him.
3. How does the writer feel when Guy complains about his bag?
- A** He knows he shouldn't take the complaint seriously.
B He thinks Guy is making an unnecessary fuss.
C He wishes Guy had not greeted him with a complaint.
D He is embarrassed about bringing so much luggage.
4. As they walk towards the car park, the writer realises that
- A** he is not being sensitive enough about Guy's situation.
B there is a change in Guy's normal behaviour.
C Guy's expression seems more worried than usual.
D he had more reason to be concerned about Guy than he initially thought.
5. What does the writer exaggerate when he is describing the back of the van?
- A** the combination of items
B the size of the items
C how old the items were
D how many items were unnecessary
6. Guy gets annoyed in the van because
- A** the radio doesn't work properly.
B he prefers to listen to CDs.
C the radio made a terrible noise.
D his brother touched the radio.

7. What does the writer say about the journey in the van?

- A He preferred to look out at the countryside rather than talk.
- B He didn't speak to Guy because the driving conditions were difficult.
- C The fact that they travelled in silence seemed to make it longer.
- D It was much slower than usual because of the weather.

Task 2. For items 8-17 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 _____ (8) 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, _____(9).

CAN SLEEP AFFECT YOUR WEIGHT?

Apparently, it can. Sleep affects the hormones controlling appetite. According to one study, people _____ (10) 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', _____(11). In tests _____(12),

researchers showed each group a list of related words. Both groups were asked to remember the words _____(13) after a period of time _____(14)

and the other was awake. The people _____(15) remembered more words.

When they were asked to remember the ideas linking the words, the group _____(16) 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 _____(17).

- 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 your answers to the answer sheet!

Use of English 9-11

Time: 30 min.

Max. 24

Task 1. Choose the best word to fill the spaces

A first time for everybody

Joe stepped onto the aeroplane and was met by one of the cabin crew who showed him to his seat. This was his first flight and he was feeling quite nervous. His hands were (1) ... slightly and he was breathing deeply. He walked along the (2) ... of the plane and found his seat. Joe had spent a lot of time (3)... planning his holiday, given this was the first time he had been abroad. Sitting next to him was an 8 year-old-boy who also (4)... to be quite nervous. Joe knew he was quite good (5)... children, so he decided to try to calm the boy. After (6)... with the boy for a few minutes, Joe produced some chocolate and gave it to him. The (7)... then became quite cheerful as he explained that he loved chocolate (8)... much.

The man and the boy found that they (9) ... well together as they chatted for the whole flight. Joe discovered that they were on the same return flight the following week, which pleased them both. When they (10) ... at the terminal, Joe commented about what a very (11)... flight he'd had. The young boy agreed, saying that he was looking forward to (12)... Joe again on the return flight.

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|---|--------------|--------------|------------|---------------|
| 1 | A moving | B trembling | C jumping | D rattling |
| 2 | A corridor | B path | C lane | D aisle |
| 3 | A with | B on | C to | D at |
| 4 | A was | B appeared | C sat | D showed |
| 5 | A at | B for | C with | D by |
| 6 | A conversing | B discussing | C debating | D negotiating |

- 7 A young B youths C juvenile D youngster
- 8 A too B extremely C absolutely D so
- 9 A got on B were C got to D got so
- 10 A disembarked B took off C left D boarded
- 11 A well B good C great D fantastic
- 12 A bumping into B catching up with C getting on with D keeping up with

Task 2. Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Agriculture in Australia

<p>Traditionally, Australia was _____ for producing wheat and wool, but times have changed in _____ years, with many farmers _____ to be more diverse in their crop and livestock range. It is now quite common to see farms with more exotic fruit and vegetables.</p> <p>Farmers are _____ to sell their produce locally nowadays, but rather to the factories in the cities. As a result, farms are now large-scale _____ where thousands of tonnes of crops are _____</p> <p>Another aspect that is different nowadays is _____. In the past, farmers would just flood the fields but now it is common to see sprinkler _____ everywhere. This means that more water is _____, which has been helpful with the drought that has severely impacted the _____ of the farms in the _____ states of the country.</p> <p>Hopefully, the _____ the farmers have shown in recent times will continue.</p>	<p>1.FAME</p> <p>2.RECENTLY</p> <p>3.ELECT</p> <p>4.LIKE</p> <p>5.PRODUCE</p> <p>6.CULTIVATE</p> <p>7.IRRIGATE</p> <p>8.SYSTEMATIC</p> <p>9.CONSERVATION</p> <p>10.MAJOR</p> <p>11.SOUTH</p> <p>12.CREATE</p>
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Transfer your answers to the answer sheet!

PARTICIPANT'S ID NUMBER

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ANSWER SHEET

Listening 9-11

Task 1

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Task 2

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C

PARTICIPANT'S ID NUMBER

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ANSWER SHEET

Reading 9-11

Task 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D

Task 2

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PARTICIPANT'S ID NUMBER

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ANSWER SHEET

Use of English 9-11

Task 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

Task 2

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