

Отборочный этап Регионального конкурса школьников
Челябинского университетского образовательного округа
по иностранному языку 2024/2025
АНГЛИЙСКИЙ ЯЗЫК

Уважаемые участники!

Вам предстоит выполнить задания отборочного этапа Регионального конкурса школьников по английскому языку. Отборочный этап включает следующие разделы: работа с видеоматериалом и заданиями страноведческого содержания, чтение и лексико-грамматические задания. Время прохождения всех испытаний – 120 минут (2 часа); максимальное количество баллов – 100.

Каждому участнику предоставляется одна попытка для выполнения заданий. Отвечайте на вопросы точно, соблюдайте правописание, избегайте лишних пробелов и случайных символов, не используйте Caps Lock.

Для успешного выполнения заданий по страноведению рекомендуем предварительно изучить темы *UK System of Government, How UK Parliament Works, Rules and Traditions of Parliament, Famous British Prime Ministers, Government Buildings*. Часть заданий основана на видео *Introduction to Parliament* продолжительностью 8 минут, доступном по ссылке:

<https://disk.yandex.ru/i/kMVz-9gb3El8aA>

Просмотр работ отборочного тура (заданий, ответов участника, правильных ответов, набранных баллов) будет доступен после завершения отборочного тура 31 января 2025 г. согласно календарному плану проведения Конкурса.

Желаем удачи!

HISTORY AND CULTURE OF THE ENGLISH-SPEAKING WORLD

Maximum score: 40

Match the government buildings you see in the photographs and their descriptions A–H. There are two extra descriptions which you do not need to use.



1 F



2 C



3 G



4 A



5 D



6 E

A Behind this building's door some of the most significant decisions affecting Britain for the last 275 years have been taken. In the 20th century alone, the First and Second World Wars were directed from here, as were the key decisions about the end of the Empire, the handling of the Great Depression in 1929, and the building up of the welfare state. It vies with the White House as being an important political building of the modern era. Some of the prominent political figures have lived and worked here, including Robert Walpole, Pitt the Younger, Benjamin Disraeli, William Gladstone, David Lloyd George, Winston Churchill, and Margaret Thatcher.

B The building was at the centre of some of the most momentous events in English history, from the execution of Charles I in 1649 to the Glorious Revolution and succession to the throne of William III and Mary II. At the time of its fiery destruction in the 17th century, it was probably the largest royal residence in Europe, the centre of English royal power for 168 years. It was created by Cardinal Wolsey and enlarged massively by Henry VIII. Henry VIII employed Hans Holbein in its decoration, and made it his principal residence. Inigo Jones designed a new palace for James I, but only the Banqueting House was completed; this survived several fires, one of which destroyed most of the building.

C The building has served as the official London residence of the UK's sovereigns since 1837 and today is the administrative headquarters of the Monarch. It is the venue for many royal events and ceremonies. One of the building's famous traditions is the Royal Balcony Appearance. The first recorded appearance took place in 1851, when Queen Victoria stepped onto the balcony during celebrations for the opening of the Great Exhibition. Since then, the appearances have marked many occasions including VE Day in 1945, Jubilees, and Trooping the Colour.

D Beloved of spy writers, the headquarters of British espionage has become one of London's most famous postmodern buildings. As one would expect of the headquarters, the building is equipped with state-of-the-art security systems, including walls and windows designed to withstand bullets and bombs, and a Faraday shield, which prevents electronic eavesdropping from hackers. The building is featured in several James Bond films, including *The World Is Not Enough* (1999), *Skyfall* (2012) and *Spectre* (2015).

E After many years of searching by archaeologists, London's Roman Amphitheatre was discovered hidden beneath this municipal building. Built in AD70, the amphitheatre had a capacity up to 6,000 people. During this time the arena was used for public events, animal fighting, public executions and gladiatorial combat. After the Romans abandoned Britain in the 4th century, the amphitheatre lay in ruins for hundreds of years; however, by the 11th century overcrowding in London forced the reoccupation of the area. At first the buildings that encroached onto the old amphitheatre were simple ones. Over time these buildings gave way to an institution that Londoners are now most familiar with – it is the ceremonial and administrative centre of the City of London.

F From the Victoria Tower at the south end to the Clock Tower at the north, the building is nearly 300 metres long. It contains around 1100 rooms, including state apartments for the presiding officers of the Houses. One of the most recognised buildings in the world, it owes its stunning Gothic architecture to the 19th-century architect Sir Charles Barry. Now Grade I listed and one of the UNESCO World Heritage Sites, it contains a fascinating mixture of both ancient and modern buildings, and houses an iconic collection of furnishings, archives and works of art.

G Now nearly 1000 years after its construction, the building still has the capacity to fascinate and horrify. As the most secure fortification in the land, it guarded the Royal Family in times of war and rebellion, and it still serves as the protector of the Crown Jewels. Many different areas within the building have been used as prison accommodation. When used as a prison, it was actually a high-status prison, and some rooms would have been quite comfortable. Execution within the walls of the building was a privilege too.

H The structure of the building was inspired by the many sides of a crystal. The crystalline geometry of the architecture forms a series of angular shapes, helping to create a confident architectural focal point for the area. The design does not have front and back facades or a traditionally defined roof but has been conceived as a set of facets which creates a striking impression when viewed from street level and from above. It has been designed to achieve the highest international sustainability credentials for a building, and has become the headquarters of the Greater London Authority, the regional government for Greater London.

Rely on the short video *Introduction to Parliament*. Read the statements and choose *True* if the statement agrees with the information in the video, *False* if the statement contradicts the information in the video or contains a factual error, or *Not stated* if there is no relevant information in the video.

1 The history of Parliament in the UK begins with two key events – the signing of Magna Carta by King John in 1215 and the introduction by a group of barons of 63 rules which for the first time in history ensured that no one was above the law. **False**

2 Simon de Montfort, an English noble and King Henry III's brother-in-law, led the baronial opposition to the rule of Henry III as he believed the King ignored Magna Carta and violated its principles. **Not stated**

3 The first representative Parliament was summoned in 1265 when Simon de Montfort invited representatives of the towns and shires. **True**

4 Today there are three parts in Parliament – the House of Commons (made up of elected members), the House of Lords (made up of bishops, life and hereditary peers), and the Monarch. **True**

5 The House of Lords is older than the House of Commons and its members are more knowledgeable and experienced. They use their expertise to challenge the work of the House of Commons. **Not stated**

6 Members of the House of Commons, known as MPs, represent 650 constituencies of the UK. Their work involves debating important issues, proposing new laws, improving the existing laws and challenging the work of the Government. **True**

7 The Government of the UK is headed up by the Monarch. They choose the Prime Minister and a Cabinet made up of 20 senior ministers, who coordinate each government department's work. **False**

8 One of the Monarch's duties is a weekly audience with the Prime Minister. During the meeting the Monarch is informed of what is going on in Parliament and formally agrees new laws by giving Royal Assent. **True**

9 The Monarch's role in Parliament was famously summed up by Walter Bagehot who wrote that the sovereign has 'three rights – the right to be consulted, the right to encourage, the right to warn.' **Not stated**

10 Members of Parliaments and Lords hold the Government to account. One way Parliament can scrutinise the work of the Government is through Select Committees. Select committees look at a particular subject in detail, invite witnesses and members of the public with expertise, and make recommendations on improvements in the area under scrutiny. **True**

Rely on the short video *Introduction to Parliament*. Complete the summary by dragging the boxes into their correct places. There are two extra boxes which you do not need to use.

How does an idea become a law?

When the Government propose a change, their initial ideas are set out in a(n) **1 Green Paper**, which is a consultation document. Its aim is to allow people both inside and outside Parliament to give the department feedback on the proposal. The proposal is intended for general discussion, including the groups of people who are likely to be affected by the change. As soon as all the necessary findings are gathered, a(n) **2 White Paper** is issued. It is a statement of policy outlining a firmer plan for legislative changes which may still be debated and commented on. Cabinet ministers must agree whether the proposal is taken forward. Once agreed, a(n) **3 Bill** is drawn up, and the Minister responsible for the policy introduces it to Parliament for debate. Both Houses have set stages to debate, examine and suggest further **4 Amendment** to the draft. At the end of the process, which includes the first, the second, and the third Reading in both Houses, the final text must be agreed by MPs and Lords. When the document is approved by the Monarch, it becomes a(n) **5 Act of Parliament**, or law.

Extra boxes:

Petition

Manifesto

Read three short descriptions of Parliament traditions and complete them by choosing from the options given.

1 *The Red Lines* The red lines in front of the two sets of benches in the House of Commons / the House of Lords / the Speaker's House mark the distance 3.96 metres. They are two-spear / sword / arrow lengths and one inch apart and originate from the medieval tradition of the British Parliament to separate the Government and the Speaker / the Monarch / the Opposition. At a time when men were carrying weapons and in a heated discussion would be tempted to use them, the red lines served as a reminder to seek resolutions by peaceful means.

2 *The State Opening of Parliament* One of the most well-known images is the State Opening of Parliament performed by Yeomen Warder / Black Rod / Serjeant at Arms. He or she is sent from the House of Lords to the House of Commons to summon MPs. Traditionally the door of the House of Commons is slammed in their face to symbolise the independence of this Chamber. He or she then bangs three times on the door, the door is opened and MPs are allowed to enter the House of Lords to hear the King's Speech / the First Reading / the Speaker's Address to Parliament. This ritual is derived from the attempt by King Henry VIII / Queen Elizabeth I / King Charles I to arrest five MPs, which was seen as a violation of law. After that incident, the House of Commons has maintained its right to question the right of the Monarch's representatives to enter their Chamber.

3 *The Symbol of Wealth and Prosperity* In the 14th century King Edward III said that his Lord Chancellor should sit on a wool bale to symbolise the great importance of the wool trade to the economy of England. The tradition lives on, and today the Woolsack is the seat of the Lord Speaker / the Archbishop of Canterbury / the Monarch in the House of Lords. It resembles a large square cushion with neither a back nor arms, covered with purple / red / green cloth. The cushion is stuffed with wool from every country of the UK and from countries all over the Crown Dependencies / Commonwealth / British Overseas Territories, thus symbolising the unity of all these nation states.

Think of the most suitable word to complete each sentence. The number of letters in each word is given in brackets.

1 In the UK the general elections are held at least every five years to choose members of the House of Commons from constituencies around the country.
(9 letters)

2 The work of a Parliament is usually organised in several sessions, beginning and ending in the spring. Sessions have no fixed length, but generally follow the same pattern, with a number of recesses – breaks in which neither the House of Commons nor the House of Lords meet.
(8 letters)

3 Each sitting in both Houses begins with **prayers** that follow the Christian faith. In the Commons the Speaker's Chaplain usually reads them; in the Lords a senior bishop performs this duty.

(7 letters)

4 One of the symbols of Royal Authority in Parliament is the **Mace** – a decorated club without which neither House can meet or pass laws.

(4 letters)

5 An important member of the Government, usually a minister, or of the Opposition, who sits in the front rows of seats on either side of the House of Commons is a(n) **frontbencher**.

(12 letters)

6 When MPs vote on debates or legislation, it is done orally, in the first instance. MPs are asked to vote by calling out **'aye'** or 'no'. Only if the decision cannot be determined 'on the voices' does a formal division take place.

(3 letters)

7 The UK has a flexible, **uncodified** constitution: its rules have never been written down together in a single legal document and some have not been written down at all.

(10 letters)

8 In order to measure the opinion of the public on a single issue, a(n) **referendum** is held. People are usually asked to choose between two options. For example, in 2016 the majority of votes were in favour of leaving the European Union, which resulted in Brexit.

(10 letters)

9 When Parliament is not sitting, MPs deal with correspondence, attend party conferences, and work in their constituencies by holding **surgeries**, which give people an opportunity to meet their MPs in person, discuss matters of concern, and ask for help. MPs may also attend local events.

(9 letters)

10 **Dissolution** is the official term for the end of a Parliament, when every seat in the House of Commons becomes vacant, MPs become members of the general public, and those who wish to become MPs again must stand for election as candidates.

(11 letters)

Match the British prime ministers with their descriptions A–H. There are two descriptions which you do not need to use.



1 Clement Attlee E



2 Robert Walpole D



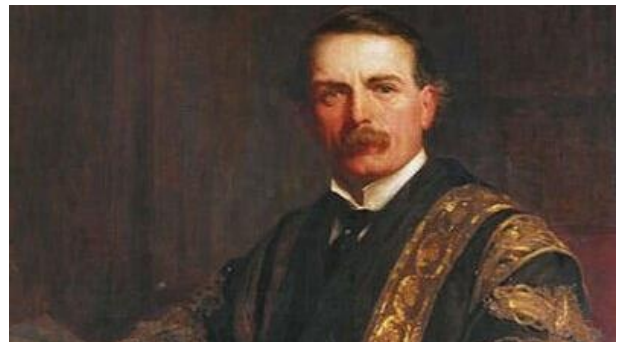
3 Boris Johnson B



4 Winston Churchill G



5 Anthony Blair A



5 David Lloyd George F

A Born in Edinburgh, Scotland, he became the leader of the Labour Party. Seen as a new kind of politician with enormous charisma, he won the general election by a landslide majority. He was the youngest Prime Minister since 1812 and the longest-serving Labour Prime Minister. Important constitutional changes happened quickly, with Scottish and Welsh devolution, reform to the House of Lords, the Human Rights Act and a Freedom of Information Act. One of his biggest achievements came when the Northern Irish peace process really made progress.

B Before becoming Prime Minister, he served as the Mayor of London and the Foreign Secretary. He faced many problems during his term in office. One challenge was the pandemic caused by the COVID-19 disease. The disease spread throughout the United Kingdom, and many people, including him, became sick. The government set rules to keep the disease from spreading more. People were not allowed to gather

in large groups. They also had to wear masks. The Prime Minister and other members of the Government broke the rules, and they were fined.

C This politician's first two years in office were not easy, but the new Prime Minister added to the party's reputation by leading the country to war against Argentina in the Falkland Islands. The Conservatives went on to win the next election, and the Government followed a radical programme of privatisation, reform of the trade unions, tax cuts and the introduction of market mechanisms into health and education with the aim to boost individual self-reliance. The Prime Minister became a familiar figure internationally, creating a famous friendship with US President Ronald Reagan and gaining the praise of Soviet leader Mikhail Gorbachev. On leaving the House of Commons, the now former Prime Minister was appointed a life peerage in the House of Lords and became a member of the Order of the Garter, the highest order of chivalry in the UK.

D Today often viewed as the first British Prime Minister and also the longest serving Prime Minister in British history, he was described by contemporary opponents as the 'Screen-Master General', adept at pulling all the political strings. He was First Lord of the Treasury for over twenty years, an unusually long period in office by any standard. During this time he played an important role in restoring government credit after the South Sea Bubble financial crisis. He lived in 10 Downing Street, having insisted that it become the residence of the First Lord of the Treasury, rather than being given to him personally. His government lasted throughout the reigns of George I and George II.

E He served as Britain's Prime Minister as the leader of the Labour Party, and his period was one of intense activity. The notoriously blunt, relatively quiet man was nevertheless very skilled at quick, decisive action. As a result, practically all of Labour's manifesto pledges were implemented. Despite the Second World War leaving Britain effectively bankrupt, he managed the creation of the National Health Service, part of the Welfare State that sought to provide 'cradle to the grave' care for British citizens. On top of this, many of Britain's largest industries – coal mining, electricity and the railways – were brought under state control. His government also presided over the decolonisation of India, Pakistan, Burma, Ceylon and Jordan, and saw the creation of Israel upon Britain's withdrawal from Palestine. More than one survey of academics voted him the most successful British Prime Minister of all time.

F One of the 20th century's most famous radicals, he was the first and only Welshman to hold the office of Prime Minister. He grew up in Caernarvonshire under the care of his uncle. Partly self-taught, he excelled in his studies at the village school, learning Latin and French in order to qualify for legal training. He is remembered as a man of great energy and an unconventional outlook in character and politics. His scathing wit made him a dreaded – but respected – debating opponent in the House of Commons. His dynamism made sure he was regarded as the right man to give Britain a much needed boost in the war, yet despite his success at centralising

the government machine, the army remained beyond the reach of his reforming efforts. Nevertheless, he was acclaimed as the man who had won the war, and in 1919 he signed the Treaty of Versailles, which established the League of Nations and the war reparations settlement.

G Of mixed English and American parentage, he was born in Oxfordshire into the wealthy aristocratic Spencer family. Throughout his life he was a statesman, military officer, and writer, serving as Prime Minister of the UK two times. He was also an MP and represented a total of five constituencies. Ideologically an adherent to economic liberalism and imperialism, he was for most of his career a member of the Conservative Party. The 1953 Nobel Prize in Literature was awarded to him ‘for his mastery of historical and biographical description as well as for brilliant oratory in defending exalted human values.’

H A politician, novelist and bon viveur, he was a man with many interests, but it was as a Conservative politician that gave him lasting fame. He initiated a wide range of legislation to improve educational opportunities and the life of working people. He was the son of a Jewish Italian writer, and had an Anglican upbringing after the age of 12. Queen Victoria invited him to become Prime Minister, and they soon struck up a remarkable rapport thanks to the Prime Minister’s charm and skilful flattery. On being made Earl of Beaconsfield by the Queen, he then governed from the House of Lords. Foreign policy became increasingly important, especially the Eastern Question, following Turkish atrocities against the Bulgarians.

READING

Maximum score: 20

Read the text and choose which of the paragraphs A–H match the numbered gaps. There is one extra paragraph which you do not need to use.

Mysterious Box

Mother had gone to town on the bus, leaving Liza alone in the morning room at Shrove House. She had obviously thought that her daughter wanted to be there instead of the library because it was much lighter and from the windows you could see the trains go by. But that was not the reason. After Liza had looked out of the window and had seen a train going south and had studied once more the wedding photograph of Mr Tobias in a sleek dark suit and Mrs Tobias in a large hat and spotted dress, she drew aside a curtain to reveal the stepladder. It was just as she had left it. **1 B**

It was still there. Liza came down the ladder, unlocked the door and opened it. She stood in front of the box thing with the window on the front and studied it. There were knobs and switches underneath the window, rather like the knobs and switches on Mother's electric stove. Liza pressed or turned them one after another but nothing happened. **2 A**

When she turned the largest knob, nothing happened, but when she pushed it in, a buzzing sound came out of the box and, to her extreme astonishment, a point of light appeared in the window. The light expanded, shivering, and gradually a picture began to form, grey and white and dark grey, the colours of the etchings on the morning room walls, but recognisably a picture. **3 D**

Briefly she was afraid. The people moved, they danced, they threw their legs in the air, they were manifestly real, yet not real. She had taken a step backwards, then another, but now she came closer. The children continued to dance. One girl came to the centre of the stage and danced alone, spinning round with one leg held out behind her. Liza looked round the back of the box. It was just a box, black with ridges and holes and more switches. **4 G**

But that feeling gradually passed. She was afraid, she was filled with wonder, then she was pleased, gratified, she began to enjoy it. She sat down cross-legged on the floor and gazed, enraptured. A woman was teaching another woman to cook something. They mixed things up in a bowl, eggs and sugar and flour and butter, and no more than two minutes later, when the first woman opened the oven door, she lifted out the baked cake, all dark and shiny and risen high. It was magic. It was the magic Liza had read about in fairy stories. **5 H**

Most reluctantly, she turned off the set by pulling towards her the knob she had pushed in and switched off the plug at the point. She locked the door and climbed up the steps to put the key back on the top of the picture frame. It was just as well she started when she did. Carrying the steps back to hide them behind the curtains, she saw through the window Mother coming up the drive towards the house and Bruno Drummond with her. **6 C**

There was nobody to ask. Why was it bad for her to see. Would it hurt her? Her eyes, her ears? They felt all right. It was strange to think of Mother knowing all about this magic and never saying, to think of Bruno Drummond knowing too, very probably having one of his own at home over the greengrocer's shop. **7 E**

After she had gone to bed. She heard them go out of the front door. She got up and looked out of the window at them. Without knowing why, she didn't like Bruno Drummond much.

Paragraphs

A She understood about electricity. Their old heater wouldn't work unless it was plugged into the point and the switch pressed down. Here the plug was in but the point not switched on. She pressed the switch down. Still nothing. Try the routine of pressing or turning all those knobs and switches.

B She carried it across the room and set it up close beside the picture of the flowers and the Death's Head moth. She took great care to press down the top step which would make it safe. It was possible of course that the key was no longer there. Mother had been in this room many times since Liza had seen her place it on top of the picture frame and it was a wonder she had never come upon the hidden steps. Climb up and find out.

C They were early because he had brought Mother back in his car. Liza wasn't much interested in him that evening. Her head was full of what she had seen on, or through, or by means of, the window on that box. She wondered what it was, how it did what it did and if there was only one like it in the world, the one at Shrove, or if there were others.

D It was not still, as an etching was, but moving and happening, like life. There were people, of about her own age, not speaking but dancing to music. Liza had heard the music before, she could even have said what it was, something called Swan Lake, by Tchaikovsky.

E Why didn't they have one in the gate-house? There was no one she could ask. She was so quiet that evening, hardly saying a word throughout the meal which Bruno stayed for that Mother asked her if she was feeling all right.

F He disliked her being there, she could sense that, she could sense waves of coldness coming at her. Bruno looked so sweet and gentle, he looked kind, but she guessed he wasn't really like that. People might not always be the way their faces proclaimed them to be.

G A lot of print, white on black and grey, came up on the window, then a face, then most alarming of all – a voice. The first words Liza ever heard come out of a television set she could never remember. She was too overawed by the very idea of a person being in there and speaking. She was very nearly stunned.

H She watched for an hour. There was a dog driving sheep about on a hillside, then a man with a lot of glass bottles and tubes and a chart on the wall. She went to look at the clock. If it had been possible, she could have watched all night. But if Mother came back and caught her, she would never be able to watch it again.

Read the text and answer the questions below by choosing from the options given.

Ancient Origins

Preceding the use of astronomy and of mathematics for navigation and calendar reckoning there must have been centuries during which men, filled with instinctive wonder and an awe of nature, with irrepressible philosophical drives, patiently observed the movement of the sun, moon and stars. These seers, obsessed by the mystery of nature, overcame the handicaps of lack of instruments and woefully inadequate mathematics to distil from their observations the patterns which are described by the heavenly bodies.

The early farmer learned to watch the face of the sky. He hunted, fished, sowed, reaped, danced and performed religious ceremonies at the times the heavens dictated. Soon particular constellations received the names of the activities their appearance sanctioned. Sagittarius, the hunter, and Pisces, the fish, are still in the sky.

The heavens decided the time of events. But such imperious masters would tolerate no delay in compliance with their orders. The farmer in many hotter countries, who made his living by tilling the soil which the river covered with rich silt during its annual overflow of the fields, had to be well prepared for the flood. His home, equipment, and cattle had to be temporarily removed from the area, and arrangements made for sowing immediately afterwards. Hence the coming of the flood had to be predicted. Not only in hotter countries, but in all lands, it was necessary to know beforehand the time for planting and the coming of holidays and days of sacrifice.

Prediction was not possible, however, by merely keeping count of the passing days and nights. For the calendar year of 365 days soon lost all relation to the seasons just because it was short by a quarter of a day. Prediction of a holiday or a river flood even a few days in advance required an accurate knowledge of the motions of the heavenly bodies and of mathematics that was possessed only by the priests. Those holy people, knowing the importance of the calendar for the regulation of daily life

and for provident preparation, exploited this knowledge to retain dominance over the uninformed masses. In fact, it is believed that many early priests knew the solar year, that is, the year of the seasons, to be 365.25 days in length, but deliberately withheld this knowledge from the people. Knowing also when the flood was due, the priests could pretend to bring it about with their rites, while making the poor farmer pay for the performance. Wonder about the heavens eventually led, via the respectable science of astronomy, to mathematics. Meanwhile, religious mysticism, itself an expression of wonder about life, death, wind, rain and the panorama of nature, became concerned with mathematics through astrology. Of course, the importance of astrology in ancient religions must not be judged by its current discredited position in most cultures. In almost all these religions, the heavenly bodies, the sun especially, had personalities and cosmic influences over events on Earth. The wills and plans of these bodies might be fathomed by studying their activities, their regular comings and goings, the sudden visitations of meteors, and the occasional eclipses of the sun and moon. It was as natural for the ancient priests to work out a formula for the divination of the future based on the motions of the planets and star constellations as it is for the modern scientist to study and master nature with his techniques.

Even if the heavenly bodies had not been thought to have their own personalities, a scientifically immature people would have had good reasons to associate the positions of the sun, moon and stars with human affairs. The dependence of crops upon the sun and upon the weather in general, the mating of animals at definite seasons of the year, and numerous other similar associations, all made such a doctrine credible. To ancient peoples, the coming of the annual flood on just the day that Sirius, the brightest star in the sky, appeared at sunrise meant only one thing. Sirius caused the flood.

Religious mysticism expressed itself directly in the construction and orientation of beautiful temples and pyramids. Although these monumental structures are to be found in many countries today, it is the pyramids of Egypt which have received the most attention in recent times. The pyramids of Egypt were built with special care because they were royal tombs, and the Egyptians believed that their construction according to exact mathematical prescriptions was essential for the future life of the dead. The orientation of these religious monuments in relation to the heavenly bodies is well illustrated by the temple of Amon-Ra at Karnak, which was devoted to worship of the sun. This building was so positioned that, on the longest day of the whole year, the sun shone directly into the temple and illuminated its rear wall.

1 What was the initial urge which promoted man to study the stars and planets?

- the need to develop methods of navigation
- the need for life to be regulated by an accurate calendar
- a desire to improve the woefully inadequate mathematics of the time
- **the desire to unravel the wonder of nature**

2 Primitive farmers made a careful watch of the sky

- **to see when certain activities should be performed.**

- to receive the blessing of particular constellations.
- to receive comfort in times of hardship.
- for guidance in their religious rituals and ceremonies.

3 Farmers in hotter countries needed to know when rivers would flood because

- the results could potentially be disastrous.
- various rituals had to be prepared.
- **their prosperity was dependent on it.**
- their cattle needed to be moved elsewhere.

4 What was the principal benefit to the priests of Egypt of possessing an accurate calendar?

- **It enabled them to maintain their power over the people.**
- They knew when they had to perform religious rites.
- They could pretend to cause the annual flood of rivers.
- They received payment from farmers.

5 The writer says that in ancient times astrology was

- scorned by astronomers and mathematicians.
- **held in similar esteem to the standing of science today.**
- discredited, in comparison with astronomy.
- primarily used to try to divine the future.

6 What is the ‘doctrine’ referred to by the writer in the penultimate paragraph?

- The growth of crops was entirely dependent on the sun and weather.
- Animals were aware of the position of the sun and moon.
- **Events on Earth were connected to the movements of heavenly bodies.**
- Sirius was the most important star in the sky.

7 The writer mentions the temple of Amon-Ra as an example of

- the importance of the sun in early Egyptian religion.
- a temple which was also used as a royal tomb.
- the advanced building techniques of the ancient Egyptians.
- **the mathematical precision with which such monuments were built.**

Read the text and fill in the gaps with suitable phrases or clauses A–I. There is one extra option which you do not need to use.

Japanese Noh Theatre

In returning to the roots of Japanese theatre a deep love of nature is to be found. The first dances were offerings to the gods of nature, acts of worship performed in Shinto shrines, and so too were the magic antics of simple puppets. The solemn art of noh also began as a form of Shinto ritual, **1 D**. At the Itsukushima shrine on the Inland Sea near Hiroshima, the noh stage was built at the edge of the

shore, 2 B. The outstanding personality in the history of noh was Zeami, the most famous actor 3 I. In 1374, Shogun Yoshimitsu attended a performance in which Zeami and his father Kan'ami were taking part. He was captivated by Kan'ami's acting 4 A, then eleven years old, that he became their patron.

At the close of the medieval period, the noh play found a new patron in Hideyoshi, the general who had risen from the rank of foot soldier to become the unifier 5 C. Hideyoshi developed a passion for noh. He commissioned plays set in his own time, with himself as chief protagonist and hero. In a final manifestation of egomania, he even took to the stage 6 E.

- A and so taken by the physical charms of Zeami
- B and, at high tide, appeared to float on the water
- C and undisputed ruler of all Japan
- D and its plays were performed in natural settings of great beauty
- E and performed the central role himself
- F and at the Grand Shrine of Ise it is played in the open air
- G and made use of the art to enhance his own
- H and it epitomized the artistic ideals of the late Middle Ages
- I and playwright of his time

USE OF ENGLISH

Maximum score: 40

Use the words given in capital letters to form new words that fit in the gaps in the text below.

The capacity to communicate openly and honestly in a relationship does not guarantee **1 invulnerability** VULNERABLE to distress. At times, one person may **2 undervalue / devalue / misvalue** VALUE the other, causing frustration and conflict. A compromise is normally reached, but this amounts to an **3 avoidance** AVOID strategy. Perhaps people should abandon the **4 tendency** TEND to smooth things over, in favour of an **5 exploratory / exploration** EXPLORE process, where more fundamental questions are asked. Though this may be very **6 unpleasant / displeasing** PLEASE at the time, the airing of basic **7 grievances** GRIEF often leads each person to view the other more **8 sympathetically** SYMPATHY in the long run.

Read the text below and think of one word which best fits each gap.

Schools and colleges around the world **1 have** long been aware of the connection **2 between** sports and leadership. But in **3 recent** years the power of sports to influence business success has become increasingly acknowledged. Management consultants have, for instance, **4 made** extensive use of sporting metaphors as a **5 way / means / method** of focusing executives' thinking. Accordingly, terms **6 such** as 'run with the ball', 'player' and 'team' now pepper the business lexicon in much the same way military references do.

The increased attention **7 paid / given / turned / directed / drawn** to leadership qualities nowadays has, if **8 anything**, only heightened this interest, with managers **9 being** told that they should inspire and coach rather than give orders. It is with this approach **10 in** mind that organisations are beginning to invite famous athletes to talk to the staff about the secrets of success. They show how directors can improve their own leadership skills to bring **11 about** better levels of performance throughout the company. Using a **12 variety / number / range / set / lot** of coaching techniques, they are able to help their listeners identify leadership qualities, while creating a better working environment generally.

Rearrange the letters to make words with the same or similar meaning to the words and phrases in bold.

1 If you fail to attend classes, you might **lose your right** to continue studying at the college.

O E I R F T F **forfeit**

2 The government is committed to **promoting** the use of public transport.

G A G C U E N R I N O **encouraging**

3 We **began to think** that the project might involve more work than we had planned.

C P U S T S E **suspect / suspected**

4 Planning regulations **limited** development on the land outside large towns and cities.

A C O S T R N I D N E **constrained**

5 The results **exceeded** everyone's expectations.

S P S U A R E D S **surpassed**

Read the sentences and complete the phrasal verbs. The meaning of each phrasal verb is given in brackets. Use one word in each gap.

1 It is only at election time that senators **count / lean** on support from their constituents. (*to rely / depend on other people*)

2 If they examined the issues more closely, they would **find / figure** out the reasons. (*to discover*)

3 Salaries very rarely **keep / shoot / catch** up with the cost of living. (*to rise at the same speed as something else*)

4 The latest government report **leaves / misses / left / missed** out the real reasons for current demographic shifts. (*to not include*)

5 The first step to a healthier lifestyle is to **cut** down on the amount of saturated fats you eat. (*to start doing less of something, usually because it is bad for you*)

Complete the short conversations with idioms by dragging the boxes into their correct places. There are two extra idioms which you do not need to use.

1 A: He talks too much.

B: **You're / you're telling me**! I sat next to him on the bus yesterday!

2 A: It's hot today, isn't it?

B: **You / you can say that again**.

3 A: He's an intelligent boy; the real problem is that he's lazy.

B: I think **Hit / hit the nail on the head**.

4 A: Hello?

B: Sam! Help me!

A: What's the matter, Tom?

B: I'm hanging from this rock by one hand. I can't hold on much longer. Call the rescue service quickly!

A: Very funny, Tom. Why are you always **Pulling / pulling my leg**?

B: Sam! I'm not **Having / having you on**. It's true! Honestly!

A: **Pull / pull the other one**, Tom!

Extra boxes:

Let / let the cat out of the bag

Now / now you're talking

Make up correct noun phrases A–E by choosing from the options given. There are four extra nouns which you do not need to use. Then use the noun phrases to complete the sentences below.

A donkey's **years** / truths / fright / man / line / eyes / room / point / race

B sheep's years / truths / fright / man / line / **eyes** / room / point / race

C rat years / truths / fright / man / line / eyes / room / point / **race**

D hatchet years / truths / fright / **man** / line / eyes / room / point / race

E poverty years / truths / fright / man / **line** / eyes / room / point / race

1 We haven't seen each other for **A** I am afraid I may not recognise Jenny at the airport.

2 This hot competition between the advisors is a real **C** They spend long hours in the office as each of them wants to be the best.

3 Never before have living conditions been so tough in the country. Most of the low-class families have been living below the **E**.

4 A: 'Who is that individual telling us how we are supposed to do our duties? I haven't seen him in the company before.'

B: 'He must be a **D** hired by the management to do the job that they don't want to do themselves, I guess.'

5 A: 'Stop making **B** at me all the time Steve, will you?'

B: 'But, you know I'm so much in love with you, Alice.'