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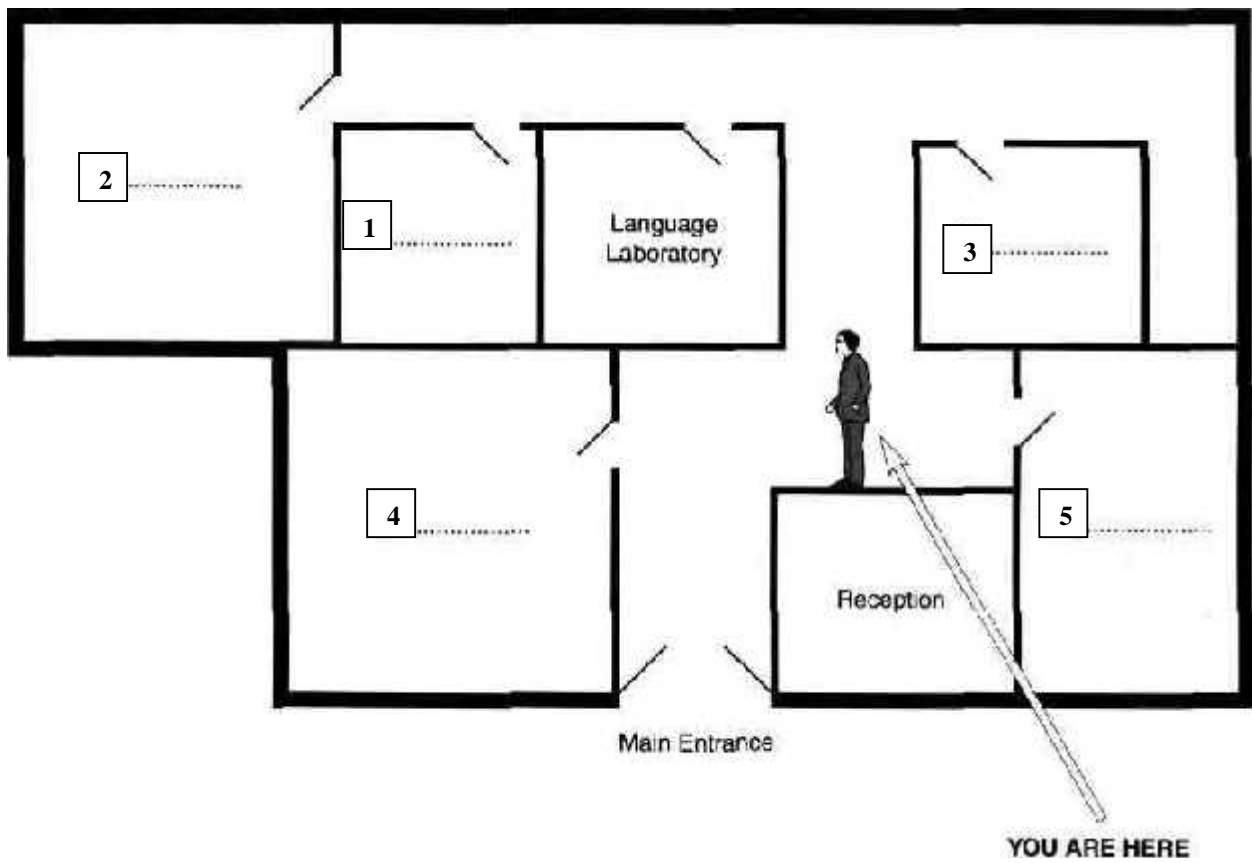
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- 2 15

SECTION 1**10****LISTENING****Task 1****5****Questions 1-5**

Label the rooms on the map below. Choose your answers from the box below and write them next to Questions 1-5. You will hear the recording twice.

CL	Computer Laboratory
DO	Director's Office
L	Library
MH	Main Hall
S	Storeroom
SAR	Self Access Room
SCR	Student Common Room
SR	Staff Room



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Task 2

5

Questions 6-10

Complete the notes below.

Write **NUMBERS OR NO MORE THAN THREE WORDS** for each answer. You will hear the recording twice.

HELPLINE DETAILS

Officer Jackie

Address Student Welfare Office
 13 Marshall Road

Telephone number

Opening hours 9.30am – 6pm (weekdays)
 (Saturdays)

 Ring or visit office for

 N.B. At peak times there may be a

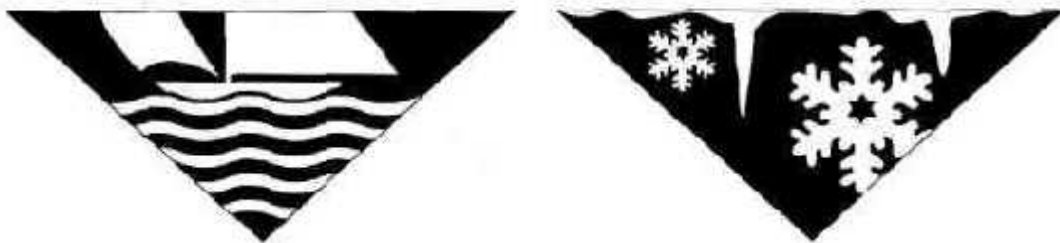
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TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

READING

You should spend about 30 minutes on Questions 1-9 which are based on reading the text “Highs and Lows” below.

HIGHS & LOWS



Hormone levels - and hence our moods –may be affected by the weather. Gloomy weather can cause depression, but sunshine appears to raise the spirits. In Britain, for example, the dull weather of winter drastically cuts down the amount of sunlight that is experienced which strongly affects some people. They become so depressed and lacking in energy that their work and social life are affected.

This condition has been given the name SAD (Seasonal Affective Disorder). Sufferers can fight back by making the most of any sunlight in winter and by spending a few hours each day under special, full-spectrum lamps. These provide more ultraviolet and blue-green light than ordinary fluorescent and tungsten lights.

Some Russian scientists claim that children learn better after being exposed to ultraviolet light. In warm countries, hours of work are often arranged so that workers can take a break, or even a siesta, during the hottest part of the day. Scientists are working to discover the links between the weather and human beings' moods and performance.

It is generally believed that tempers grow shorter in hot, muggy weather. There is no doubt that 'crimes against the person' rise in the summer, when the weather is hotter and fall in the winter when the weather is colder.

Research in the United States has shown a relationship between temperature and street riots. The frequency of riots rises dramatically as the weather gets warmer, hitting a peak around 27-30°C. But is this effect really due to a mood change caused by the heat? Some scientists argue that trouble starts more often in hot weather merely because there are more people in the street when the weather is good. Psychologists have also studied how being cold affects performance. Researchers compared divers working in icy cold water at 5°C with others in water at 20°C (about swimming pool temperature). The colder water made the divers worse at simple arithmetic and other mental tasks. But significantly, their performance was impaired as soon as they were put into the cold water - before their bodies had time to cool down.

This suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks.

Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny. However, this apparently does not just depend on the temperature. An American psychologist studied customers in a temperature-controlled restaurant. They gave bigger tips when the sun was shining and smaller tips when it wasn't, even though the temperature in the restaurant was the same. A link between weather and mood is made believable by the evidence for a connection between behaviour and the length of the daylight hours. This in turn might involve the level of a hormone called melatonin, produced in the pineal gland in the brain. The amount of melatonin falls with greater exposure to daylight. Research shows that melatonin plays an important part in the seasonal behaviour of certain animals. For example, food consumption of stags increases during the winter, reaching a peak in February/ March. It falls again to a low point in May, then rises to a peak in September, before dropping to another minimum in November. These changes seem to be triggered by varying melatonin levels.

In the laboratory, hamsters put on more weight when the nights are getting shorter and their melatonin levels are falling. On the other hand, if they are given injections of melatonin, they will stop eating altogether. It seems that time cues provided by the changing lengths of day and night trigger changes in animals' behaviour - changes that are needed to cope with the cycle of the seasons. People's moods too, have been shown to react to the length of the daylight hours. Sceptics might say that longer exposure to sunshine puts people in a better mood because they associate it with the happy feelings of holidays and freedom from responsibility. However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed that a telephone counseling service gets more telephone calls from people with suicidal feelings when it rains.

When there is a thunderstorm brewing, some people complain of the air being 'heavy' and of feeling irritable, moody and on edge. They may be reacting to the fact that the air can become slightly positively charged when large thunderclouds are generating the intense electrical fields that cause lightning flashes.

The positive charge increases the levels of serotonin (a chemical involved in sending signals in the nervous system). High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive. When certain winds are blowing, such as the Mistral in southern France and the Fohn in southern Germany, mood can be affected - and the number of traffic accidents rises. It may be significant that the concentration of positively charged particles is greater than normal in these winds. In the United Kingdom, 400,000 ionizers are sold every year. These small machines raise the number of negative ions in the air in a room. Many people claim they feel better in negatively charged air.

Task 1

3

Questions 1-3

Choose the appropriate letters A—D and write them in boxes 1—3 on your answer sheet.

1. Why did the divers perform less well in colder conditions?
 - A. They were less able to concentrate.
 - B. Their body temperature fell too quickly.
 - C. Their mental functions were immediately affected by the cold.
 - D. They were used to swimming pool conditions.

2. The number of daylight hours
 - A. affects the performance of workers in restaurants.
 - B. influences animal feeding habits.

- C. makes animals like hamsters more active.
- D. prepares humans for having greater leisure time.

3. Human irritability may be influenced by
- A. how nervous and aggressive people are.
 - B. reaction to certain weather phenomena.
 - C. the number of ions being generated by machines.
 - D. the attitude of people to thunderstorms.

<i>Questions</i>	1	2	3
<i>Letters</i>			

Task 2

6

Questions 4-9

Do the following statements agree with the information in the text “Highs and Lows”?

In boxes 4-9 on your ANSWER SHEET write

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

- 4. Seasonal Affective Disorder is disrupting children’s education in Russia.
- 5. Serotonin is an essential cause of human aggression.
- 6. Scientific evidence links ‘happy associations with weather’ to human mood.
- 7. A link between depression and the time of year has been established.
- 8. Melatonin levels increase at certain times of the year.
- 9. Positively charged ions can influence eating habits.

- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 3 – 28

USE OF ENGLISH

Task 1 – 8

For Questions 1-8, read the text below and decide which answer, A, B or C best fits each space.

Example: (0) A data B product **C range**

The development process

‘We are very excited about our new multimedia **(0) C**. The original **(1)** was to produce a large, flat screen that would hang on the wall like a picture. Our **(2)** research showed us that people don’t want huge TVs in their living rooms. 80 % of people who filled in our **(3)** said they wanted one screen to be a TV, a computer monitor, or used to show DVDs. It took us two years to make the **(4)** When we showed it to our **(5)** group, they loved it. There were one or two small **(6)** , but we solved them easily. We are having a big product **(7)** next week and our sales **(8)** is approximately 100,000 units in the first year.’

0	A	data	B	product	C	range
1	A	design	B	concept	C	manufacture
2	A	market	B	shop	C	laboratory
3	A	application	B	interview	C	questionnaire
4	A	trial	B	version	C	prototype
5	A	focus	B	panel	C	thought
6	A	insects	B	bugs	C	flies
7	A	launch	B	survey	C	rollout
8	A	team	B	department	C	forecast

Task 2 - 9

For Questions 9-17, read the text below. Use the word given in capitals to form a word that fits in the space.

Example: **0** collision

A modern Robinson Crusoe

After a **(0) (COLLIDE)** between two ships in the Atlantic, Alan Connaught from Dundee ended up **(9) (EXPECT)** living on a desert island. ‘I fell **(10) (BOARD)** and no-one noticed. A few hours later I found myself lying **(11) (EXHAUST)** on a beach after swimming for miles. It was **(12) (FREEZE)** too, not warm and sunny, like Crusoe’s island. The only **(13) (SOLVE)** I could find was to dig a hole in the sand as a shelter.’

After an **(14) (IMPROVE)** in the weather, Alan waited to be rescued. ‘There was little food and no fresh water. It was an **(15) (HEALTH)** life, and I felt ill most of the time. I suffered from **(16) (LONELY)** too, but then I found a village on the other side of the island!’ he said. ‘The people had moved there after the **(17) (DESTROY)** of their homes by a volcano. Luckily they had a radio, and a ship soon came to rescue me.’

9 _____
10 _____
11 _____
12 _____
13 _____

14 _____
15 _____
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17 _____

Task 3

11

For Questions 1-22 , find the corresponding synonyms (Syn.) and antonyms (Ant.) to the given words. Use the crossword below for clues. All the clues form a chain running down and up (follow the arrows for directions):

- | | | |
|-------------------|--------------------|----------------------|
| 1. between (Syn.) | 9. arise (Syn.) | 16. ride (Syn.) |
| 2. sad (Ant.) | 10. always (Syn.) | 17. like (Syn.) |
| 3. alive (Ant.) | 11. get (Syn.) | 18. late (Ant.) |
| 4. clean (Ant.) | 12. soft (Ant.) | 19. old (Ant.) |
| 5. still (Syn.) | 13. bright (Ant.) | 20. bad (Ant.) |
| 6. lie (Ant.) | 14. hold (Syn.) | 21. below (Syn.) |
| 7. aid (Syn.) | 15. present (Ant.) | 22. something (Ant.) |
| 8. rich (Ant.) | | |

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9.	20.
10.	21.
11.	22.

TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

SECTION 4

SOCIO-CULTURAL COMPETENCE

For Questions 1-5, give Russian equivalents to the following English proverbs and sayings:

1. A bird in the hand is worth two in the bush.
2. Enough to make a cat laugh.
3. To kill two birds with one stone.
4. When pigs fly.
5. Who keeps company with the wolf will learn to howl.

1**2****3****4****5****TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

ANSWER SHEET

Participant's ID number

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SECTION 1

LISTENING

Task 1

1	_____
2	_____
3	_____
4	_____
5	_____

Task 2

6	_____
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10	_____

SECTION 2

READING

Task 1

1	
2	
3	

Task 2

4	
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SECTION 3

USE OF ENGLISH

Task 1

1	
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Task 2

9
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Task 3

1.	12.
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5.	16.
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11.	22.

SECTION 4

SOCIO-CULTURAL COMPETENCE

1	
2	
3	
4	
5	

ANSWER KEYS

SECTION 1

10

LISTENING

Task 1

1. L // Library
2. MH // Main Hall
3. CL // Computer Laboratory
4. SR // Staff Room
5. SCR // Student Common Room

Task 2

6. KOUACHI
7. 3269940
8. ten/10(am)-/to4/four(pm)
9. (an) appointment(s)
10. waiting list

SECTION 2

9

READING

Task 1

1. A // They were less able to concentrate
2. B // influences animal feeding habits
3. B // reaction to certain weather phenomena

Task 2

4. NOT GIVEN // NG
5. FALSE // F
6. FALSE // F
7. TRUE // T
8. TRUE // T
9. NOT GIVEN//NG

SECTION 3 – 28

USE OF ENGLISH

Task 1 – 8

- 1. B
- 2. A
- 3. C
- 4. C
- 5. A
- 6. B
- 7. A
- 8. C

Task 2 - 9

9	unexpectedly
10	overboard
11	exhausted
12	freezing
13	solution
14	improvement
15	unhealthy
16	loneliness
17	destruction

Task 3 – 11

- | | | |
|--------------------------|---------------------------|-----------------------------|
| 1. among (<i>Syn.</i>) | 9. rise (<i>Syn.</i>) | 16. travel (<i>Syn.</i>) |
| 2. glad (<i>Ant.</i>) | 10. ever (<i>Syn.</i>) | 17. love (<i>Syn.</i>) |
| 3. dead (<i>Ant.</i>) | 11. reach (<i>Syn.</i>) | 18. early (<i>Ant.</i>) |
| 4. dirty (<i>Ant.</i>) | 12. hard (<i>Ant.</i>) | 19. young (<i>Ant.</i>) |
| 5. yet (<i>Syn.</i>) | 13. dark (<i>Ant.</i>) | 20. good (<i>Ant.</i>) |
| 6. truth (<i>Ant.</i>) | 14. keep (<i>Syn.</i>) | 21. down (<i>Syn.</i>) |
| 7. help (<i>Syn.</i>) | 15. past (<i>Ant.</i>) | 22. nothing (<i>Ant.</i>) |
| 8. poor (<i>Ant.</i>) | | |

SECTION 4 – 5

SOCIO-CULTURAL COMPETENCE

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LISTENING

RECORDING SCRIPT

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Task 1

RECEPTIONIST: Right; if you look on the back of the booklet I gave you, you'll see a map of the school. Let me show you. Look: you came in through the Main Entrance, here, and now we're here at Reception.

Now, to get to the Main Hall, you walk on to the end of this corridor in front of you and then you turn left. Walk along past the Language Laboratory and then past the Library, which is next to the Language Lab, on the same side, and facing you is the Main Hall, at the end of the corridor. You can't miss it. Q1

STUDENT: SO it's next to the Library, in fact. Q2

RECEPTIONIST: Yes, that's right.

STUDENT: I should be able to find that. And do you have a Computer Laboratory?

RECEPTIONIST: Yes, we do.

STUDENT: Could you tell me where that is?

RECEPTIONIST: Certainly, yes. You go down to the end of this corridor again but, this time, don't turn left; turn right, away from the Main Hall. Q3

The Computer Lab. is immediately on your right. OK?

STUDENT: And where's the staff room, in case I need to find a teacher at some stage?

RECEPTIONIST: The staff room is near the main entrance, on the left over there, just opposite the Reception desk. Q4

In a day or two, I'm sure you'll find your way around very easily.

STUDENT: Oh, one last thing. Is there a student common room?

RECEPTIONIST: Oh yes, I forgot to mention that. It's this area here, very close to where we are now, to the right of the Reception desk as you come in the main entrance. Q5 There's tea and coffee facilities there.

STUDENT: Great. Thank you very much.

RECEPTIONIST: You're welcome.

1 2 30 ,

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10-15

Task 2

Let me give you some details so that you know where to go and who to see if you want to pay us a visit. Generally you will see our Helpline officer Jackie Kouachi, that's K-O-U-A- C-H-I. Jackie is a full-time employee of *Q6* the Student Union and she works in the Student Welfare Office - that's the office that deals with all matters related to student welfare and it's located at 13 Marshall Road. I have some maps here for those of you who haven't been there yet. If you wish to ring the office, the number is 326 99 40. That's 3269940. The office is open *Q7* between 9.30 and 6.00 on weekdays and from 10 to 4 on Saturdays and *Q8* there'll be somebody there - usually Jackie or myself - between those times. If you want to make an appointment you can phone or call at the office in person. *Q9* Please note that it may not be possible for anyone to see you straight away - particularly if it is a busy time - lunch time for example - and you may have to go on the waiting list and then come back later. *Q10*

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