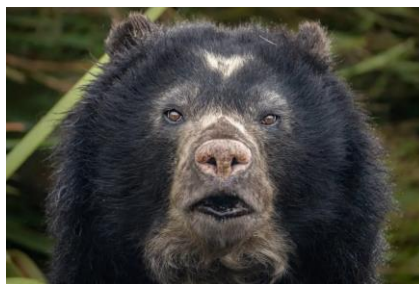


Конкурс понимания устной речи (Listening)

10 _____ points

1. You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear. For questions 1-10, complete the sentences.



Spectacled Bears

Angela says that it was the (1) _____ of the spectacled bear that first interested her. Angela mentions that the bear's markings can be found on its (2) _____ as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in (3) _____ areas of Argentina.

Angela says the bears usually live in (4) _____, though they can also be found in other places.

Spectacled bears behave differently from other types of bear during (5) _____, which Angela finds surprising.

Angela is upset that (6) _____ are the biggest danger to spectacled bears.

Angela says that spectacled bears usually eat (7) _____ and tree bark.

Bears climb trees and make a (8) _____, which fascinated Angela.

When bears eat meat, they much prefer (9) _____ although they do eat other creatures.

One man has produced an amusing (10) _____ about the time he spent studying the bears.

Listen again and check your answers.

	10
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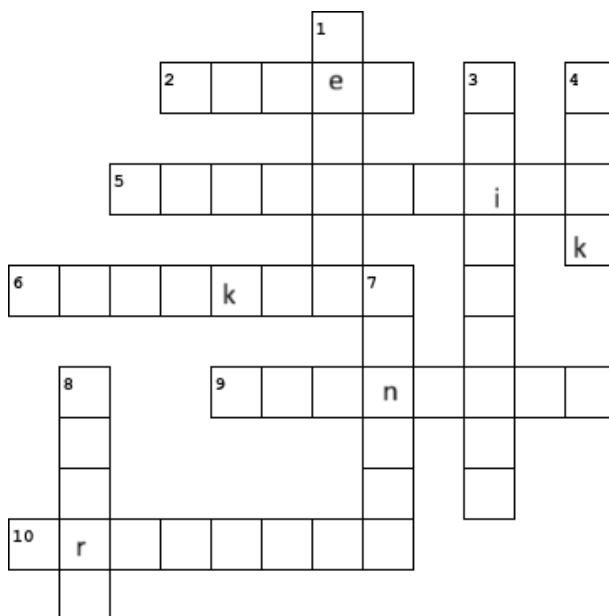
TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Лексико-грамматический тест (Use of English)

Time: 35 minutes

45 points

- I. For questions 1-10, solve the crossword using the definition of the required word given below. The crossword is devoted to compound nouns. The clue next to each word should help you.



Across

2. Hay _____: many people suffer from this - especially in the summer.
5. _____ crossing is the safest place to cross a busy road.
6. Weather _____ is useful to check before you have a picnic.
9. _____ card is bit like a passport.
10. Blood _____: your doctor will check this to make sure it isn't too high or too low.

Down

1. Contact _____: some people wear these instead of glasses.
3. Food _____ is what every restaurant fears.
4. _____ food is not very healthy or good for you.
7. Mother _____ is your main language- usually the first one you learnt as a child.
8. _____ clock wakes you up in the morning.

10

- II. For questions 11-20, fill in the gap with a suitable idiom from the box. You may need to change some words in the idiom to make it fit into the sentence grammatically. There are two extra idioms which you do not need to use. Mark your answers on the separate answer sheet.

average Joe	five-o'clock shadow	like two peas in a pod
dressed to the nines	as fit as a fiddle	dressed to kill

like a million dollars	ugly as sin	alive and kicking
skin and bones	poker face	not a hair out of place

11. He kept a(n) _____ during the meeting, never revealing whether he agreed or disagreed with the proposal.
12. The character my sister drew was _____, with huge black eyes and long stick-thin hands.
13. She was _____ at the party, turning heads in her stunning red gown.
14. By the end of the day, he had a noticeable _____ that made him look rugged.
15. Everyone at the gala was _____, wearing their finest suits and dresses.
16. After getting a good night's sleep and a fresh haircut, I felt and looked _____.
17. He's just a(n) _____: if I had to pick him out in a crowd, I wouldn't be able to.
18. My older brother and I are _____: we look alike, dress alike and even think alike.
19. Even after running to catch the bus, she looked perfect with _____.
20. After being sick for weeks, he was nothing but _____.

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III. For questions 21-25, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. There is an example at the beginning (0).

You must do exactly what the manager tells you.

CARRY

You must carry out the manager's instructions exactly.

21. Paula can't wait to hear the band's new album.

FORWARD

Paula is really the band's new album.

22. Buying a daily newspaper seems pointless to me.

POINT

I can't a daily newspaper.

23. Daniel thought the flight would be more expensive than it actually was.

NOT

The flight as Daniel thought it would be.

24. Gwenda deleted her sister's photographs by accident.

MEAN

Gwenda her sister's photographs.

25. A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

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IV. For questions 26 - 30, write full versions of these abbreviations used in text messages.

26. **ASAP** –

27. **ROFL** –

28. **IMHO** –

29. **TTYL** –

30. **TYAL** -

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V. For questions 31 - 37, read the texts and match each description with the name of a famous person the description refers to.

Writer		Book	
31.	J. K. Rowling	a.	Brave New World
32.	William Somerset Maugham	b.	The Moon and Sixpence
33.	Rudyard Kipling	c.	Nineteen Eighty-Four
34.	Lewis Carroll	d.	The Adventures of Tom Sawyer
35.	Arthur Conan Doyle	e.	The Jungle Book
36.	Oscar Wilde	f.	Ulysses
37.	Aldous Huxley	g.	Harry Potter and the Prisoner of Azkaban
38.	George Orwell	h.	Alice's Adventures in Wonderland
39.	Mark Twain	i.	The Picture of Dorian Gray
40.	James Joyce	j.	The Adventures of Sherlock Holmes

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TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Конкурс понимания письменной речи (Reading)

Time: 40 minutes

12 points

For questions 1 – 6, read an article about a woman who trains actors in fighting skills. Choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called Noises Off. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it. It was *no small order*: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's Richard III. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

line 25

line 35

‘I try to get as much information as possible about what a fight would have been like in a particular period,’ Kate explains. ‘But because what I’m eventually doing is telling a dramatic story, not all of **it** is useful. The scene has to be exciting and do something for the audience.’

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can’t resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, ‘Oh, I’d be awful,’ she says. ‘I only know how to fake it.’ I can’t help thinking, however, that she’s just being rather modest.

1. In the first paragraph, the writer is aware of
 - A a critical attitude from Kate.
 - B the concern of the other actors.
 - C the need to reassure his readers.
 - D having been in a similar situation before.
2. How does the writer feel when Kate mentions the tin can?
 - A worried about hurting Kate
 - B relieved that Kate is just pretending
 - C concerned that it may injure his head
 - D convinced that he won’t take it seriously enough
3. When Kate and the writer repeat the fight scene from *Noises Off*, we learn that
 - A the writer isn’t sure of his instructions.
 - B Kate has adapted it slightly for the writer to try.
 - C the writer is initially unwilling to do it.
 - D Kate has to react quickly to a mistake the writer makes.
4. What does the phrase ‘*no small order*’ (line 25) tell us about stage combat?
 - A Kate knew she would love learning about it.
 - B It is something very few people ever perfect.
 - C Studying it required a lot of obedience and respect.
 - D Qualifying to teach it would be a long and difficult process.
5. What does the writer tell us about the sword fight in the play *Richard III*?
 - A Its details need to be made up.
 - B It’s a particularly challenging scene to do.
 - C Its action is conveyed through spoken words.
 - D It is widely agreed to be the most exciting of its kind.
6. What does ‘it’ refer to in line 30?
 - A information
 - B a fight
 - C a particular period
 - D a dramatic story

1.	2.	3.	4.	5.	6.
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II. You are going to read a newspaper article about the man who designed the recycling symbol. Six sentences have been removed from the article. Choose from the sentences A - G the one which fits each gap (7 - 12). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

How the recycling symbol was created

Gary Anderson designed a symbol which we see everywhere nowadays.

I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. 7. _____ But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. 8. _____ The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. 9. _____ So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. 10. _____ I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! 11. _____ I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. 12. _____ There's more to me than the recycling symbol.

A. Still, I'd hate to think that my life's work is defined by it.

- B. I used what I'd seen to create the image.
C. I'm no expert on recycling but I can certainly see its value.
D. I hadn't thought about it for years and there it was right in my face.
E. I realise that seems ridiculous for something that's been so successful.
F. Also, nothing much happened to the symbol for a while.
G. I guess at that point in my life I had an exaggerated sense of my own importance.

7.	8.	9.	10.	11.	12.
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TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET

Конкурс письменной речи (Writing)

Time: 40 minutes

20 points

Reviews wanted

An Amazing Restaurant!

Classes sometimes like to celebrate special occasions by going out for a meal together. Write a review of a suitable restaurant or a café that you like. Include some general information, describing the atmosphere, the food, service and say whether or not you recommend it to other teenagers.

Don't forget to send the review to us by the end of November!

We will put the best reviews on our website next month.

Write 180-250 words (the headline is included in the word count).

Remember to:

- give a headline to your review;
- write some general information (location, opening hours, atmosphere) about the restaurant or a café;
- include some positive and negative points about the restaurant or a café;
- use at least 2 passive structures and 2 idioms of your choice in your review;
- give at least 2 reasons why people of your age should visit it.

Underline the required passive structures and idioms in your review.