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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
Федеральное государственное бюджетное образовательное учреждение высшего  
образования  
**«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»  
(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)**

Лингвистический факультет  
Кафедра индоевропейских языков

УТВЕРЖДЕН  
на заседании кафедры  
Протокол от «28» апреля 2023 г., №10

Зав. кафедрой



Харитонов Е.Ю.

**ФОНД  
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине

Курс общеязыковой подготовки к международному экзамену (английский язык)

Направление подготовки 44.03.05 Педагогическое образование (с двумя профилями  
подготовки)

Профиль Иностранный язык, второй иностранный язык (английский язык +китайский язык)

Мытищи  
2023

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1.Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

| Код и наименование компетенции                                                                                                                                                                                                                                                    | Этапы формирования                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <b>ПК-10.</b> Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей | 1.Работа на учебных занятиях<br>2.Самостоятельная работа |
| <b>ПК-11.</b> Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации                                                                                                                                 | 1.Работа на учебных занятиях<br>2.Самостоятельная работа |

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

| Оцениваемые компетенции | Уровень сформированности | Этап формирования                                          | Описание показателей                                                                                                                                                                                                                                                                                                                                                        | Критерии оценивания                    | Шкала оценивания                                                            |
|-------------------------|--------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------|
| <b>ПК-10</b>            | Пороговый                | 1. Работа на учебных занятиях<br>2. Самостоятельная работа | <b>Знать</b> - лексику в объеме до 4000 слов - значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов - значений (пассивный словарь) рецептивного использования,<br><b>Уметь</b> - грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 6000 лексических единиц);<br>обеспечивать фразовый (со | Устный опрос, контрольное тестирование | Шкала оценивания устного опроса, шкала оценивания контрольного тестирования |

|             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                  |                                                                                                       |  |
|-------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--|
|             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | зрительной опорой) и последовательный двусторонний перевод неспециального характера с объемом отдельных высказываний в 2-3 фразы |                                                                                                       |  |
| Продвинутый | Работа на учебных занятиях 2. Самостоятельная работа | <p><b>Знать:</b><br/>         лексику в объеме до 4000 слов-значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов-значений (пассивный словарь) рецептивного использования (что соответствует академическому уровню международного экзамена IELTS );<br/>         общепринятые элементы речевого этикета и деловой переписки на английском языке;<br/>         основные актуальные сокращения и символы, принятые в печатных материалах на английском языке;<br/>         приемы использования словарей печатного и медийного вариантов, в том числе моноязычных (толковых) словарей.<br/>         основные фонетические, лексические, грамматические, словообразовательные явления и закономерности функционирования изучаемого иностранного языка, его функциональных разновидностей</p> <p><b>Уметь:</b><br/>         фонетически правильно читать, произносить звуки</p> | Устный опрос, доклад, контрольное тестирование                                                                                   | Шкала оценивания устного опроса, шкала оценивания доклада, шкала оценивания контрольного тестирования |  |
|             |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                  |                                                                                                       |  |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>и звуко сочетания в потоке речи, владеть основными типами интонации в связной речи;</p> <p>писать с соблюдением правил орфографии и пунктуации;</p> <p>грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 4000 лексических единиц);</p> <p>понимать при чтении с листа печатные неспециализированные материалы (газетные и научные статьи, и т.п.);</p> <p>понимать при прослушивании аутентичные неспециализированные аудиоматериалы (диалогическую и монологическую речь и т.п.);</p> <p>читать печатные материалы общего характера при точном восприятии графического образа лексических единиц и грамматических явлений;</p> <p>применять полученные теоретические знания на практике в процессе профессиональной деятельности, а также в процессе межкультурной коммуникации;</p> <p>уметь работать с учебной, художественной и научно-популярной английской литературой;</p> <p>на основе полученных знаний самостоятельно ставить исследовательские задачи и находить адекватные методы их решения;</p> |  |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>применять полученные знания о закономерностях функционирования и функциональных разновидностях изучаемого языка для решения профессиональных задач</p> <p><b>Владеть:</b></p> <p>словарным запасом в объеме примерно 6000 единиц;</p> <p>умением излагать содержание прочитанного или прослушанного материала, а также анализировать информацию, полученную в ходе тестирования в определенный временной промежуток, определяемый рамками тестирования;</p> <p>основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение),</p> <p>сверхфразовыми единствами, предложениями;</p> <p>основными особенностями официального, нейтрального и неофициального регистров общения;</p> <p>академическими навыками работы с письменными и аудио материалами общего характера.</p> <p>системой лингвистических знаний, включающей в себя знание основных фонетических, лексических,</p> |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|              |                  |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                |                                                                                                       |
|--------------|------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|              |                  |                                                            | грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей                                                                                                                                                                                                                                                                                                   |                                                |                                                                                                       |
| <b>ПК-11</b> | Пороговый        | 1. Работа на учебных занятиях<br>2. Самостоятельная работа | <b>Знать:</b> принципы функционирования системы изучаемого иностранного языка применительно к различным сферам речевой коммуникации и различным функциональным стилям и регистрам;<br><b>Уметь:</b> выражать свои мысли на изучаемом языке, используя разнообразные языковые средства официального, нейтрального и неофициального регистров общения                                                                                                | Устный опрос, контрольное тестирование         | Шкала оценивания устного опроса, шкала оценивания контрольного тестирования                           |
|              | Продвину-<br>тый | 1. Работа на учебных занятиях<br>2. Самостоятельная работа | <b>Знать:</b> принципы функционирования системы изучаемого иностранного языка применительно к различным сферам речевой коммуникации и различным функциональным стилям и регистрам;<br><b>Уметь:</b> выражать свои мысли на изучаемом языке, используя разнообразные языковые средства официального, нейтрального и неофициального регистров общения<br><b>Владеть:</b> основными способами организации высказывания (композиционными, дискурсными, | Устный опрос, доклад, контрольное тестирование | Шкала оценивания устного опроса, шкала оценивания доклада, шкала оценивания контрольного тестирования |

|  |  |  |                                                         |   |  |  |
|--|--|--|---------------------------------------------------------|---|--|--|
|  |  |  | риторическими<br>стилистическими<br>элементами текста); | и |  |  |
|--|--|--|---------------------------------------------------------|---|--|--|

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

#### Текущий контроль

**ПК-10.** Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей

**Знать:** лексику в объеме до 4000 слов - значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов - значений (пассивный словарь) рецептивного использования,

Задания, необходимые для оценивания сформированности **ПК-10** на пороговом и продвинутом уровне.

#### Перечень вопросов для устного опроса

##### ВАРИАНТ 1

##### PART 1 Introduction and Interview

- Do you work or are you a student?
- What work do you do? What subjects are you studying?
- Why did you choose that job? Why did you choose to study that subject?
- What was your dream job when you were young?
- How often do you go online?
- What do you use the internet for?
- Do you have your own computer?
- What's your favourite website?
- How do you usually get your news?
- Do you often read the newspapers?
- Do you think international news is important?
- How do most people get the news in your country?

##### PART 2 Topic



- Describe a book you have recently read.

You should say:

- what kind of book it is
- what it is about
- what sort of people would enjoy it

and explain why you liked it.

### **PART 3** Topic Discussion

- Do you generally read a lot of books or do you prefer watching TV? Why?
- What kind of books are considered good reads in your opinion?
- Do you think that people read nowadays as they did in the past?
- Do you regard famous writers as good role models?
- If a movie is based on a book, would you prefer to read the book or to watch the film? Why?

## **ВАРИАНТ 2**

### **PART 1** Introduction and Interview

- Do you like watching sport programs on TV?
- Do you like to watch live sports games?
- Who do you like to watch sports games with?
- What kinds of games do you expect to watch in the future?

### **PART 2** Topic

- Describe something you received for free

You should say:

- What it was
- Who you received it from
- Where you received it
- And how you felt about it

### **PART 3** Topic Discussion

- Do you think people should pay for higher education? Why?
- Is it good or bad for people to have free education in the future?
- What free gifts do companies usually give to their customers?
- Why do customers like to receive free gifts from companies?

## **Перечень вопросов для выполнения контрольного тестирования**

**Listening test 1.** Listen to the audio and answer questions 1-40.

Listen to the instructions for each part of this section carefully. Answer all the questions. While you are listening, write your answers on the question paper. Use a pencil.

| Example question | Answer       |
|------------------|--------------|
| Destination?     | Harbour City |

Complete the notes below. Write no more than two words and/or a number for each answer.

|                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Questions: transport from Bayswater</b>                                                                                                                                                      |
| 1. Express train leaves at (1) .....<br>2. Nearest station is (2) .....<br>3. Number 706 bus goes to (3) .....<br>4. Number (4) ..... bus goes to station<br>5. Earlier bus leaves at (5) ..... |

Questions 6–10

Complete the table below. Write no more than one word and/or a number for each answer.

| Transport        | Cash fare    | Card fare |
|------------------|--------------|-----------|
| Bus              | (6) \$ ..... | \$1.50    |
| Train (peak)     | \$10         | \$10      |
| Train (off-peak) | \$10         |           |

|                                     |        |              |
|-------------------------------------|--------|--------------|
| – before 5pm or after (7) ..... pm) |        | (8) \$ ..... |
| (9) ..... ferry                     | \$4.50 | \$3.55       |
| Tourist ferry ((10) .....)          | \$35   | –            |
| Tourist ferry (whole day)           | \$65   | –            |

You have completed the first section of your Listening test. Now move on to Listening section 2.

***Questions 11–14***

Which counsellor should you see? Write the correct letter, A, B or C, next to questions 11–14.

|   |                |
|---|----------------|
| A | Louise Bagshaw |
| B | Tony Denby     |
| C | Naomi Flynn    |

**Questions**

11) if it is your first time seeing a counsellor

12) if you are unable to see a counsellor during normal office hours

13) if you do not have an appointment

14) if your concerns are related to anxiety

**Questions 15-20**

Complete the table below. Write no more than two words for each answer.

| <b>Workshop</b>   | <b>Contact</b>                                                            | <b>Target group</b>                        |
|-------------------|---------------------------------------------------------------------------|--------------------------------------------|
| Adjusting         | what you need to succeed academically                                     | (15) .....<br>students                     |
| Getting Organised | use time effectively, find<br><br>(16) ..... between study and<br>leisure | all students                               |
| Communicating     | talking with staff, communicating across<br>cultures                      | all students, especially<br><br>(17) ..... |
| Anxiety           | (18) ....., breathing techniques,<br>meditation, etc.                     | students about to sit exams                |

|            |                                   |                             |
|------------|-----------------------------------|-----------------------------|
| (19) ..... | staying on track for long periods | (20) .....<br>students only |
|------------|-----------------------------------|-----------------------------|

You have completed the second section of your Listening test. Now move on to Listening section 3.

**Questions 21–30**

Complete the notes below. Write no more than three words for each answer.

|                                                                                                      |
|------------------------------------------------------------------------------------------------------|
| <b>Questions</b>                                                                                     |
| Novel: (21) .....                                                                                    |
| Protagonists: Mary Lennox; Colin Craven                                                              |
| Time period: Early in (22) .....                                                                     |
| Mary moves to UK – meets Colin who thinks he’ll never be able to<br>(23) ..... They become friends.  |
| Point of view: “Omniscient” – narrator knows all about characters’ feelings, opinions and (24) ..... |
| Audience: Good for children – story simple to follow                                                 |

Symbols (physical items that represent (25) .....):

- the robin redbreast
- (26) .....
- the portrait of Mistress Craven

Motifs (patterns in the story):

- the Garden of Eden
- secrecy – metaphorical and literal transition from 27 .....

Themes: Connections between

- (28) ..... and outlook
- (29) ..... and well-being
- individuals and the need for (30) .....

You have completed the third section of your Listening test. Now move on to Listening section 4.

### ***Questions 31–35***

Complete the table below. Write one word only for each answer.

| <b>Time Perspectives</b> |                |                                      |
|--------------------------|----------------|--------------------------------------|
| <b>Time Zone</b>         | <b>Outlook</b> | <b>Features &amp; Consequences</b>   |
| Past                     | Positive       | Remember good times, e.g. birthdays. |

|         |               |                                                                                                      |
|---------|---------------|------------------------------------------------------------------------------------------------------|
|         |               | Keep family records, photo albums, etc.                                                              |
|         | (31)<br>..... | Focus on disappointments, failures, bad decisions.                                                   |
| Present | Hedonistic    | Live for (32) ..... ; seek sensation; avoid pain.                                                    |
|         | Fatalistic    | Life is governed by (33) ..... , religious beliefs, social conditions. Life's path can't be changed. |
| Future  | (34)<br>..... | Prefer work to play. Don't give in to temptation.                                                    |
|         | Fatalistic    | Have a strong belief in life after death and importance of (35) ..... in life.                       |

**Questions 36–40**

Choose the correct letter, A, B or C.

| Questions                                                   |
|-------------------------------------------------------------|
| <p>36) We are all present hedonists</p> <p>A) at school</p> |

B) at birth

C) while eating and drinking

37) American boys drop out of school at a higher rate than girls because

A) they need to be in control of the way they learn

B) they play video games instead of doing school work

C) they are not as intelligent as girls

38) Present-orientated children

A) do not realise present actions can have negative future effects

B) are unable to learn lessons from past mistakes

C) know what could happen if they do something bad, but do it anyway

39) If Americans had an extra day per week, they would spend it

A) working harder

B) building relationships

C) sharing family meals

40) Understanding how people think about time can help us



- A) become more virtuous
- B) work together better
- C) identify careless or ambitious people

You now have ten minutes to copy your answers to all four sections of the Listening test on to your answer sheet. Do that now.

### IELTS Listeningscript Section 1

**Woman:** Good morning, Travel Link. How can I help you?

**Man:** Good morning. I live in Bayswater and I'd like to get to Harbour City tomorrow before 11 am.

**Woman:** Well, to get to Bayswater...

**Man:** No, no. I live in Bayswater – my destination is Harbour City.

**Woman:** Sorry. Right; so that's Bayswater to Harbour City. Are you planning to travel by bus or train?

**Man:** I don't mind really, whichever option is faster, I suppose.

**Woman:** Well, if you catch a railway express, that'll get you there in under an hour... Let's see – yes, if you can make the 9.30am express, I'd recommend you do that. [1]

**Man:** Great. Which station does that leave from?

**Woman:** Helendale is the nearest train station to you. [2]

**Man:** Did you say Helensvale?

**Woman:** No, Helendale – that's H-E-L-E-N-D-A-L-E

**Man:** What's the best way to get to the Helendale station then?

**Woman:** Well, hang on a minute while I look into that... Now, it seems to me that you have two options. Option one would be to take the 706 bus from the Bayswater Shopping Centre to Central Street. [3] When you get there, you transfer to another bus which will take you to the station. Or, the second option, if you don't mind walking a couple of kilometres, is to go directly to Central Street and get straight on the bus going to the train station.

**Man:** Okay. Which bus is that?

**Woman:** The 792 will take you to the station. [4]

**Man:** I guess the walk will be good for me so that might be the better option. What time do I catch the 792?

**Woman:** There are two buses that should get you to the station on time: one just before nine o'clock and one just after. But look, at that time of the morning it might be better to take the earlier one just in case there's a traffic jam or something. The 8.55 is probably safer than the 9.05.

**Man:** Yeah, I don't want to miss the train, so I'll be sure to get on the five-to-nine bus [5]

**Man:** By the way, how much will I have to pay in fares?

**Woman:** Well, you can get a ticket on the bus for \$1.80 cash [6] and you'll need \$10 each way for the train. Wait, do you have a Travel Link Card?

**Man:** No, but I can get one before tomorrow.

**Woman:** Okay, well that'll make it considerably cheaper then. The bus will cost \$1.50 each way, and the train will be – the train to Harbour City will ... still cost \$10.00 because you'll be travelling during peak hours in the morning, so no savings there, I'm afraid. However, if you could come back at an off-peak time ...

**Man:** What does that mean?

**Woman:** Well, if you could start your return journey before 5pm or later than half past 7 in the evening ... [7]

**Man:** Actually, I wasn't planning on coming back till at least 8 o'clock anyway.

**Woman:** In that case, you can make quite a saving if you use your Travel Link Card. You did say you were planning to purchase one, didn't you?

**Man:** Yes, I'll pick one up later today.

**Woman:** Good – that would mean that your return train journey would only cost you \$7.15 with your card. [8]

**Man:** Thank you.

**Woman:** Is there anything else I can help you with?

**Man:** Actually, there is. Do you know if I can use the Travel Link Card on ferries?

**Woman:** If you're thinking of the Harbour City ferries that go back and forth between the north and south bank, those are the commuter ferries, then yes [9]. A one-way trip costs \$4.50 but with your card you'd make a 20% saving and only pay \$3.55.

**Man:** So, \$3.55 for the commuter ferry ... What about the tour boats?

**Woman:** You mean the tourist ferries that go upriver on sightseeing tours? No they only take cash or credit card. They're not part of the Travel Link Company.

**Man:** Oh, I see. I don't suppose you know the cost of a tour?

**Woman:** In actual fact, I do, because I took a friend on the trip upriver just last week. We decided on the afternoon tour and that was \$35 each but I understand that you can do the whole day for \$65. [10]

**Man:** Thank you. You've been a great help.

**Woman:** My pleasure. Enjoy your day out.

## IELTS Listeningscript Section 2

**SPEAKER:** Hello everyone. I'm the counselling administrator here at St. Ives College and I've been asked to come and talk to you about our counselling team and the services that we offer. We have three professional counsellors here at St. Ives: Louise Bagshaw, Tony Denby and Naomi Flynn. They each hold daily one-on-one sessions with students, but which counsellor you see will depend on a number of factors.

If you've never used a counsellor before, then you should make an appointment with Naomi Flynn. [12] Naomi specialises in seeing new students and offers a preliminary session where she will talk to you about what you can expect from counselling, followed by some simple questions about what you would like to discuss. This can be really helpful for students who are feeling a bit worried about the counselling process. Naomi is also the best option for students who can only see a counsellor outside office hours. [14] She is not in on Mondays, but starts early on Wednesday mornings and works late on Thursday evenings, so you can see her before your first class or after your last class on those days.

Louise staffs our drop-in centre throughout the day. If you need to see someone without a prior appointment then she is the one to visit. [11] Please note that if you use this service then Louise will either see you herself, or place you with the next available counsellor. If you want to be sure to

see the same counsellor on each visit, then we strongly recommend you make an appointment ahead of time. You can do this at reception during office hours or by using our online booking form.

Tony is our newest addition to the counselling team. He is our only male counsellor and he has an extensive background in stress management and relaxation techniques. [13] We encourage anyone who is trying to deal with anxiety to see him. Tony will introduce you to a full range of techniques to help you cope with this problem such as body awareness, time management and positive reinforcement. Each semester the counselling team runs a number of small group workshops. These last for two hours and are free to all enrolled students.

Our first workshop is called Adjusting. We've found that tertiary education can come as a big shock for some people. After the structured learning environment of school, it is easy to feel lost. In this workshop, we will introduce you to what is necessary for academic success. As you might expect, we're targeting first-year students with this offering. [15]

Getting organised follows on from the first workshop. Here, we're going to help you break the habit of putting things off, get the most out of your time and discover the right balance between academic and recreational activities. [16] With Getting organised, we're catering to a broader crowd, which includes all undergraduates and postgraduates.

Next up is a workshop called Communicating. The way people interact here may be quite different to what you're used to, especially if you've come from abroad. We'll cover an area that many foreign students struggle with – how to talk with teachers and other staff. We'll cover all aspects of multicultural communication. International students tend to get a lot out of this class, so we particularly encourage you to come along, but I must say that sometimes students from a local background find it helpful too. [17] So, everyone is welcome!

The Anxiety workshop is held later on in the year and deals with something you will all be familiar with – the nerves and anxiety that come when exams are approaching. Many students go through their entire academic careers suffering like this, but you don't have to. Come to this workshop and we'll teach you all about relaxation and how to breathe properly, as well as meditation and other strategies to remain calm. [18] We've tailored this workshop to anyone who is going to sit exams. Finally, we have the Motivation workshop. [19] The big topic here is how to stay on target and motivated during long-term research projects. This workshop is strictly for research students, as less-advanced students already have several workshops catering to their needs. [20]

Well, that's it, thanks for your time. If you have any questions or want more information about our services, do come and see us at the Counselling Service.

### **IELTS Listeningscript Section 3**

**Tutor:** Hello Lorna, Ian. Glad you could make it. You're the only two who put your names down for this literature tutorial so let's get started, shall we? I want to run over some aspects of the novel, The Secret Garden, with you before the test next week. [21] Be sure to take some notes and ask questions if you need to.

**Ian:** Hey Lorna, have you got a spare pen?

**Lorna:** Sure, here you are.

**Tutor:** Okay, so, the story follows two key characters – you should refer to them as protagonists – who go by the names of Mary Lennox and Colin Craven. The story is set shortly after the turn of the twentieth century [22], and the narrative tracks the development of the protagonists as they learn to overcome their own personal troubles together.

**Lorna:** That's quite a common storyline, isn't it?

**Tutor:** Yes, you're right, Lorna. So, what can you tell me about the character of Mary?

**Lorna:** Well, in the beginning she is an angry, rude child who is orphaned after a cholera outbreak

and forced to leave India and move to the United Kingdom to her uncle's house in Yorkshire.

**Tutor:** That's right – and there she meets Colin who spends his days in an isolated room, believing himself to be permanently crippled with no hope of ever gaining the ability to walk. [23] The two strike up a friendship and gradually learn – by encouraging each other – that they can both become healthy, happy and fulfilled in life.

**Ian:** Will we need to remember a lot of these details for the exam?

**Tutor:** Just the basic outline. Examiners don't want to read a plot summary – they know what the book is about. Focus on narrative techniques instead, such as point of view.

**Lorna:** What's that mean?

**Tutor:** It's all about how we see the story. This story, for example, is written from the perspective of what is called an "omniscient narrator". Omniscient means all-knowing. So, as readers we get to see how all the characters feel about things, what they like and don't like, and what their motivations are in the story. [24]

**Ian:** Won't it be hard to write a technical analysis? After all, it's a kids' book.

**Tutor:** Well, it was initially pitched at adults you know, but over the years it has become seen as a more youth-orientated work. And you're right in a sense – the simple vocabulary and absence of foreshadowing make the story very easy to follow and ideally suited for children. But that doesn't mean there isn't much to analyse. Look at the symbolism, for instance.

**Lorna:** Symbols are things, right? Material things – like objects – that stand for abstract ideas.

**Tutor:** Absolutely, yes. [25] And the author uses many of them. There's the robin redbreast, for example, which symbolises the wise and gentle nature that Mary will soon adopt – note that the robin is described as "not at all like the birds in India". Roses are used as well – as a personal symbol for Mistress Craven – you'll see they're always mentioned alongside her name. [26] And Mistress Craven's portrait can also be interpreted as a symbol of her spirit.

**Ian:** Are symbols just another name for motifs?

**Tutor:** No, motifs are a bit different. They don't have as direct a connection with something the way that a symbol does. Motifs are simply recurring elements of the story that support the mood.

**Lorna:** Are there any in this novel?

**Tutor:** Yes, two very important ones. The Garden of Eden is a motif. It comes up a few times in connection with the garden of the story. And then you've got the role that secrets play in the story. In the beginning, everything is steeped in secrecy, and slowly the characters share their secrets and in the process move from darkness to lightness [27], metaphorically, but also in the case of Colin, quite literally. His room in the beginning has the curtains drawn, and he appears at the end in the brightness of the garden.

**Ian:** Anything else we need to know about?

**Tutor:** Yes. Nearly all novels explore universal concepts that everyone has experienced – things like love, family, loneliness, friendship. These are called themes. The Secret Garden has a few themes that all centre on the idea of connections. The novel explores, for example, the way that health can determine and be determined by our outlook on life [28]. As Colin's health improves, so too do his perceptions of his strength and possibility. The author also examines the link between our environment and our physical and emotional prosperity [29]. The dark, cramped rooms of the manor house stifle the development of our protagonists; the garden and natural environments allow them to blossom, just as the flowers do. Finally, this book looks at connections between individuals, namely Mary and Colin. This necessity of human companionship is the novel's most significant theme [30] – because none of their development as individuals would have occurred without their knowing each other. Well, that about sums it up, I think.

**Lorna:** That's a great help, thanks.

**Ian:** Yes, thanks very much.

## IELTS Listening script Section 4

Today, I'm going to be talking about time. Specifically I'll be looking at how people think about time, and how these time perspectives structure our lives. According to social psychologists, there are six ways of thinking about time, which are called personal time zones.

The first two are based in the past. Past positive thinkers spend most of their time in a state of nostalgia, fondly remembering moments such as birthdays, marriages and important achievements in their life. These are the kinds of people who keep family records, books and photo albums. People living in the past negative time zone are also absorbed by earlier times [31], but they focus on all the bad things – regrets, failures, poor decisions. They spend a lot of time thinking about how life could have been.

Then, we have people who live in the present. Present hedonists are driven by pleasure and immediate sensation [32]. Their life motto is to have a good time and avoid pain. Present fatalists live in the moment too, but they believe this moment is the product of circumstances entirely beyond their control; it's their fate. Whether it's poverty, religion or society itself, something stops these people from believing they can play a role in changing their outcomes in life [33]. Life simply "is" and that's that.

Looking at the future time zone, we can see that people classified as future active are the planners and go-getters. [34] They work rather than play and resist temptation. Decisions are made based on potential consequences, not on the experience itself. A second future-orientated perspective, future fatalistic, is driven by the certainty of life after death and some kind of a judgement day when they will be assessed on how virtuously they have lived and what success they have had in their lives. [35]

Okay, let's move on. You might ask "how do these time zones affect our lives?" Well, let's start at the beginning. Everyone is brought into this world as a present hedonist [36]. No exceptions. Our initial needs and demands – to be warm, secure, fed and watered – all stem from the present moment. But things change when we enter formal education – we're taught to stop existing in the moment and to begin thinking about future outcomes.

But, did you know that every nine seconds a child in the USA drops out of school? For boys, the rate is much higher than for girls. We could easily say "Ah, well, boys just aren't as bright as girls" but the evidence doesn't support this. A recent study states that boys in America, by the age of twenty one, have spent 10,000 hours playing video games. The research suggests that they'll never fit in the traditional classroom because these boys require a situation where they have the ability to manage their own learning environment. [37]

Now, let's look at the way we do prevention education. All prevention education is aimed at a future time zone. We say "don't smoke or you'll get cancer", "get good grades or you won't get a good job". But with present-orientated kids that just doesn't work. Although they understand the potentially negative consequences of their actions, they persist with the behaviour because they're not living for the future [38]; they're in the moment right now. We can't use logic and it's no use reminding them of potential fall-out from their decisions or previous errors of judgment – we've got to get in their minds just as they're about to make a choice.

Time perspectives make a big difference in how we value and use our time. When Americans are asked how busy they are, the vast majority report being busier than ever before. They admit to sacrificing their relationships, personal time and a good night's sleep for their success. Twenty years ago, 60% of Americans had sitdown dinners with their families, and now only 20% do. But when they're asked what they would do with an eight-day week, they say "Oh that'd be great". They would spend that time labouring away to achieve more. [39] They're constantly trying to get ahead, to get toward a future point of happiness.

So, it's really important to be aware of how other people think about time. We tend to think: "Oh, that person's really irresponsible" or "That guy's power hungry" but often what we're looking at is not fundamental differences of personality, but really just different ways of thinking about time. Seeing these conflicts as differences in time perspective, rather than distinctions of character, can facilitate more effective cooperation between people and get the most out of each person's individual strengths. [40]

## Reading Test 1

### Section 1



### Bakelite

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting': like eggs, they cannot revert to their original viscous state, and their shape is thus fixed forever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors – immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol

(carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure; thereby 'setting' its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion — 'the material of a thousand uses'. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the pre-plastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

**Questions 1-3**

**Complete the summary.**

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes **1-3** on your answer sheet.

Some plastics behave in a similar way to **1**  in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both

entirely **2**  in origin and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of **3**  and the search for alternatives to natural resources like ivory.

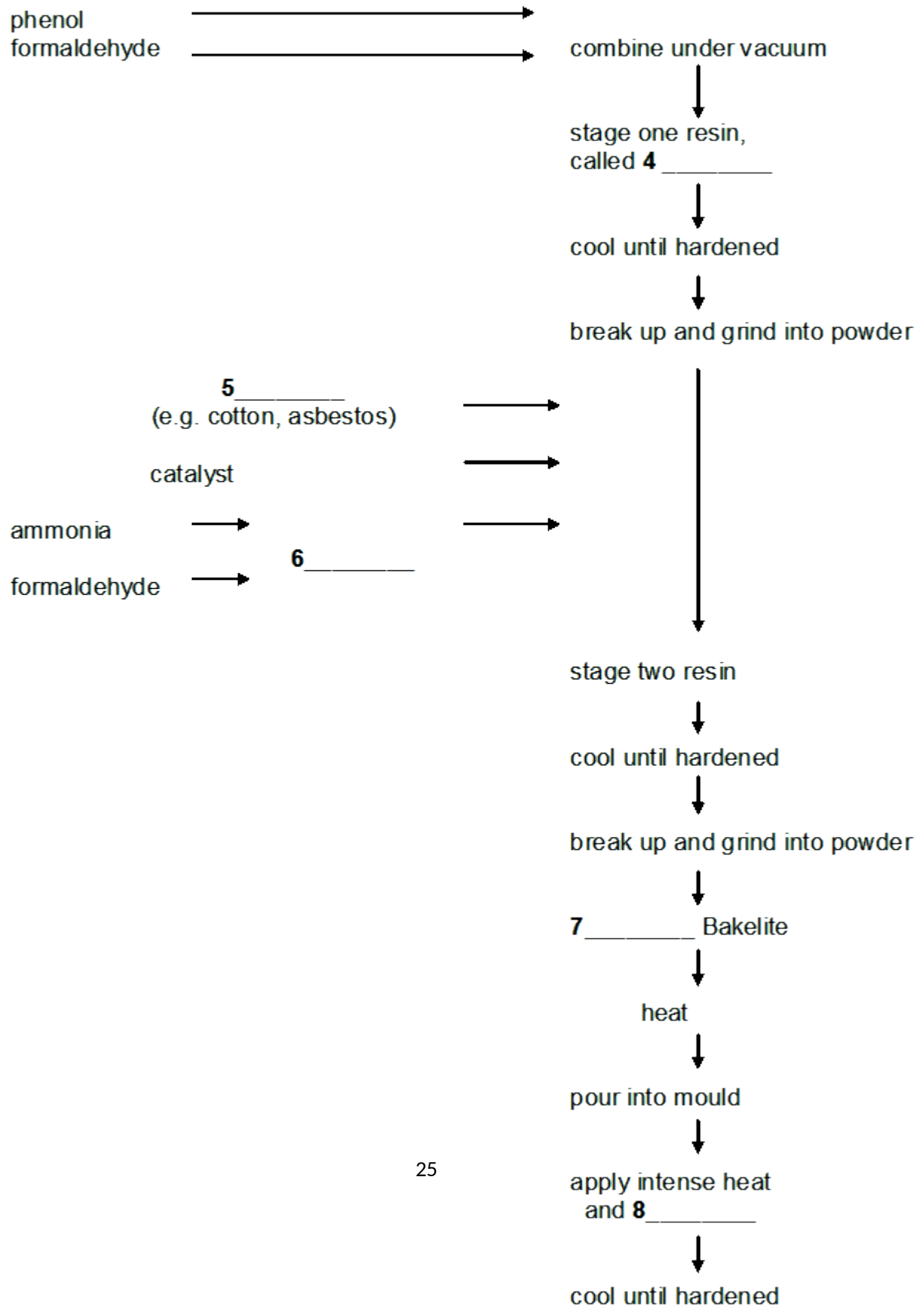
**Questions 4-8**

Complete the flow-chart

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes **4-8** on your answer sheet.



## The Production of Bakelite



4

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7

8

### Questions 9-10

Write your answers in boxes 9 and 10 on your answer sheet.

**Your answers may be given in either order.**

Which **TWO** of the following factors influencing the design of Bakelite objects are mentioned in the text?

- ☐ **A** the function which the object would serve
- ☐ **B** the ease with which the resin could fill the mould
- ☐ **C** the facility with which the object could be removed from the mould
- ☐ **D** the limitations of the materials used to manufacture the mould
- ☐ **E** the fashionable styles of the period

### Questions 11-13

Do the following statements agree with the information given in Reading Passage 1?

In for questions **11-13**, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this statement

**11** Modern-day plastic preparation is based on the same principles as that patented in 1907.

**12** Bakelite was immediately welcomed as a practical and versatile material.

**13** Bakelite was only available in a limited range of colours.

IELTS Reading Practice Test 1

56:41

### Section 2



## **What's so funny?**

### **John McCrone reviews recent research on humour**

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' – a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life -the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.

#### Questions 14-20

Do the following statements agree with the information given in Reading Passage 2?

For questions 14-20, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this statement

14 Arthur Koestler considered laughter biologically important in several

ways.

15 Plato believed humour to be a sign of above-average intelligence.

16 Kant believed that a successful joke involves the controlled release of nervous

energy.

17 Current thinking on humour has largely ignored Aristotle's view on the

subject.

18 Graeme Ritchie's work links jokes to artificial intelligence.

19 Most comedians use personal situations as a source of humour.

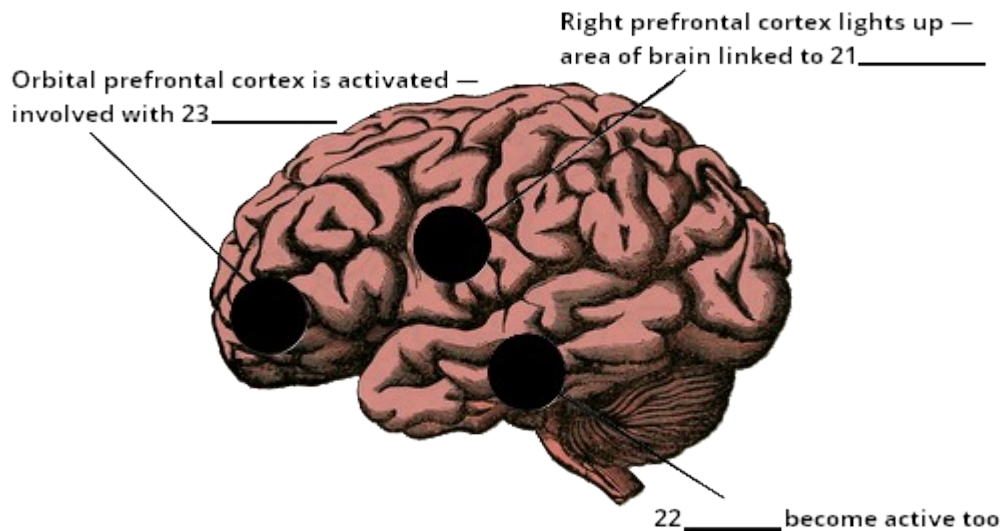
20 Chimpanzees make particular noises when they are playing.

**Questions 21-23**

The diagram below shows the areas of the brain activated by jokes.

Label the diagram.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.



21

22

23

**Questions 24-27**

Complete each sentence with the correct ending **A-G** below.

Write the correct letter **A-G** next to questions **24-27**.

24 One of the brain's most difficult tasks is to

25 Because of the language they have developed, humans

26 Individual responses to humour

27 Peter Derks believes that humour

**A** react to their own thoughts.

**B** helped create language in humans.

- C respond instantly to whatever is happening.
  - D may provide valuable information about the operation of the brain.
  - E cope with difficult situations.
  - F relate to a person's subjective views.
  - G led our ancestors to smile and then laugh.
- 

### Section 3



#### The Birth of Scientific English

World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca* for European intellectuals.

The European Renaissance (c. 14th-16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and – perhaps the most important scientific revolution of them all – the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473-1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language -John Wall's and John Wilkins – helped Found the Royal Society in 1660 in order to promote empirical scientific research.

Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations.

Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as *the Principia*, in Latin, but published his later work on the properties of light – Optics – in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their ‘author’. This growing concern about intellectual property rights was a feature of the period – it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between ‘scholars and gentlemen’ who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an ‘insider language’.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities. Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society’s members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society’s first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in

the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

#### Questions 28-34

Complete the summary.

For answers to questions 28-34 choose **NO MORE THAN TWO WORDS** from the passage.

In Europe modern science emerged at the same time as the nation state. At first, the scientific

language of choice remained 28  . It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them,

particularly in the case of mathematicians and 29  . In Britain, moreover, scientists

worried that English had neither the 30  nor the 31  to express their ideas. This situation only changed after 1660 when scientists associated with

the 32  set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then

overtaken by 33  , it developed again in the 19th century as a direct result of the 34

.

#### Questions 35-37

Do the following statements agree with the information given in Reading Passage 3? For questions 35-37, write

**YES** if the statement agrees with the writer's claims

**NO** if the statement contradicts the writer's claims

**NOT GIVEN** if there is impossible to say what the writer thinks about this

35 There was strong competition between scientists in Renaissance Europe.

36 The most important scientific development of the Renaissance period was the discovery of magnetism.

37 In 17th century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

#### Questions 38-40

Complete the table.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

| Science written in the first half of the 17 <sup>th</sup> century |                         |                         |
|-------------------------------------------------------------------|-------------------------|-------------------------|
| Language used                                                     | Latin                   | English                 |
| Type of science                                                   | Original                | 38 <input type="text"/> |
| Examples                                                          | 39 <input type="text"/> | Encyclopedias           |



|                        |                        |                                            |
|------------------------|------------------------|--------------------------------------------|
| <b>Target audience</b> | International scholars | 40 <input type="text"/> but socially wider |
|------------------------|------------------------|--------------------------------------------|

**Уметь** грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 6000 лексических единиц); обеспечивать фразовый (со зрительной опорой) и последовательный двусторонний перевод неспециального характера с объемом отдельных высказываний в 2-3 фразы

Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне.

### **Перечень вопросов для устного опроса** **Speaking Part 1**

1 Do you like learning languages?

2 What languages do you speak?

3 Do you learn any foreign language?

4 Do you think learning languages is important?

5 How did you learn the languages that you know?

6 Can you learn more than one language at a time?

7 Do you want to become a foreign language teacher in the future? Why?

8 Do you think that English is difficult to learn?

9 Do you think a foreigner should learn your country's language when they arrive there?

### **Speaking PART 2** Topic

**Describe the first time you used a foreign language to communicate.**

You should say :

- what the situation was
- where you were
- who you communicated with

- and explain why you used a foreign language to communicate on this occasion.

Or

**Talk about an instance when you spoke with someone in a foreign language for the first time.**

You should say :

- when it was
- with whom you spoke
- what language you used
- and say how you felt about it.

### **Speaking Part 3**

1 What kind of quality should a language teacher have?

2 Why do people want to learn a foreign language?

3 Which language is likely to become dominant in the future?

4 Why do people learn more than one language?

.

5 Do you think that all children should learn foreign languages at school?

6 Why are some people seemingly better at studying languages than others?

7 Why is language an important aspect of culture?

8 Why is it important to learn a foreign language?

9 What are the advantages of learning multiple languages?

### **Перечень вопросов для выполнения контрольного тестирования**

#### **Listening test 2.**

Listen to the audio and answer questions 1-40.

Listen to the instructions for each part of this section carefully. Answer all the questions. While you are listening, write your answers on the question paper. Use a pencil.

### Cookery classes

|  | Cookery Classes                       | Focus                                                | Other information                                                                                          |
|--|---------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|  | <i>Example</i> The food <u>studio</u> | How to<br>1 _____<br>and cook with seasonal products | - Small classes - Also offers<br>2 _____<br>classes - Clients who return get a<br>3 _____<br>discount      |
|  | Bond's cookery school                 | Food that is<br>4 _____                              | - Includes recipes to strengthen your<br>5 _____<br>- They have a free<br>6 _____<br>. Every Thursday      |
|  | The<br>7 _____<br>Centre              | Mainly<br>8 _____<br>food                            | - Located near the<br>9 _____<br>- A special course in skills with a<br>10 _____<br>is sometimes available |

#### Question 11 - 13

Choose the correct letter **A**, **B** or **C**.

11

Why are changes needed to traffic systems in Granford?

A

The number of traffic accidents has risen.

B

The amount of traffic on the roads has increased.

C

The types of vehicles on the roads have changed.

12

In a survey, local residents particularly complained about

A

dangerous driving by parents.

B

pollution from trucks and lorries.

C

inconvenience from parked cars.

13

According to the speaker, one problem with the new regulations will be

A

raising money to pay for them.

B

finding a way to make people follow them.

C

getting the support of the police.

### Question 14 - 20

Label the map below.

Write the correct letter **A-I** next to questions.



A  
B  
C  
D  
E  
F  
G  
H  
I

New traffic lights

14

Pedestrian crossing

15

Parking allowed

16

New 'no parking' sign

|                                       |    |
|---------------------------------------|----|
|                                       | 17 |
| New disabled parking spaces           |    |
|                                       | 18 |
| Widened pavement                      |    |
|                                       | 19 |
| Lorry loading/ unloading restrictions |    |
|                                       | 20 |

### Question 21 - 25

Choose the correct letter **A, B or C**.

21

Why is Jack interested in investigating seed germination?

A

He may do a module on a related topic later on

B

He wants to have a career in plant science

C

He is thinking of choosing this topic for his dissertation

22

Jack and Emma agree the main advantage of their present experiment is that it can be

A

described very easily

B

carried out inside the laboratory

C

completed in the time available

23

What do they decide to check with their tutor?

A

whether their aim is appropriate

B

whether anyone else has chosen this topic

C

whether the assignment contributes to their final grade

24

They agree that Grave's book on seed germination is disappointing because

A

it fails to cover recent advances in seed science

B

the content is irrelevant for them

C

its focus is very theoretical

25

What does Jack say about the article on seed germination by Lee Hall?

A

the diagrams of plant development are useful

B

the analysis of seed germination statistics is thorough

C

the findings on seed germination after fires are surprising

**Question 26 - 30**

Complete the flow-chart below.

Choose FIVE answers from the box and write the correct letter, **A-H**, next to questions.

**Stage in the experiment**

Select seeds of different

26

and sizes.

↓

Measure and record the

27

and size of each one.

↓

Decide on the

28

to be used.

↓

Use a different

29

for each seed and label it.

↓

After about 3 weeks, record the plant's

30

↓

Investigate the findings.

**Question 31 - 40**

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

**Effects of urban environment on animals****Introduction**

Recent urban developments represent massive environmental changes. It was previously thought that only a few animals were suitable for city life e.g.

- The

31

- Because of its general adaptability.

- The pigeon – because walls of city buildings are similar to

32

In fact, many urban animals are adapting with unusual

33

**Recent research**

- Emilie Snell-Rood studied urbanized mammal specimens from museums in Minnesota.
  - She found the size of their

34

had increased.

- She suggests this may be due to the need to locate new sources of

35

and to deal with new dangers.

- Catarina Miranda focused on the

36

of urban and rural blackbirds.

- She found urban birds were often braver but were afraid of situations that were

37

- Jonathan Atwell studies how animals respond to urban environments.

- He found that some animals respond to

38

by producing lower levels of hormones.

- Sarah Partan's team found urban squirrels use their

39

to help them communicate.

### Long-term possibilities

Species of animals may develop which are unique to cities. However, some changes may not be

40

## SECTION 1

OFFICIAL: Hello, Tourist Information Centre, Mike speaking, how can I help you?

WOMAN: Oh, hi. I wanted to find out about cookery classes. I believe there are some one-day classes for tourists?

OFFICIAL: Well, they're open to everyone, but tourists are always welcome. OK, let me give you some details of what's available. There are several classes. One very popular one is at the **Food Studio. (Example)**

WOMAN: OK

OFFICIAL: They focus on seasonal products, and as well as teaching you how to cook them, they also show you how to **choose (Q1)** them.

WOMAN: Right, that sounds good. How big are the classes?

OFFICIAL: I'm not sure exactly, but they'll be quite small.

WOMAN: And could I get a **private (Q2)** lesson there?

OFFICIAL: I think so ... let me check, yes, they do offer those. Though in fact most of the people who attend the classes find it's a nice way of getting to know one another.

WOMAN: I suppose it must be, yes.

OFFICIAL: And this company has a special deal for clients where they offer a discount of **20 percent (Q3)** if you return for a further class.

WOMAN: OK. But you said there were several classes?

OFFICIAL: That's right. Another one you might be interested in is Bond's Cookery School. They're quite new, they just opened six months ago, but I've heard good things about them. They concentrate on teaching you to prepare **healthy (Q4)** food, and they have quite a lot of specialist staff.

WOMAN: So is that food for people on a diet and things like that? I don't know if I'd be interested in that.

OFFICIAL: Well, I don't think they particularly focus on low calorie diets or weight loss. It's more to do with recipes that look at specific needs, like including ingredients that will help build up your **bones (Q5)** and make them stronger, that sort of thing.

WOMAN: I see. Well, I might be interested, I'm not sure. Do they have a website I could check?

OFFICIAL: Yes, just key in the name of the school – it'll come up. And if you want to know more about them, every Thursday evening they have a **lecture (Q6)** at the school. It's free and you don't need to book or anything, just turn up at 7.30. And that might give you an idea of whether you want to go to an actual class.

---

OFFICIAL: OK, there's one more place you might be interested in. That's got a rather strange name, it's called The **Arretsa (Q7)** Centre – that's spelled A-R-R-E-T-S-A.

WOMAN: OK.

OFFICIAL: They've got a very good reputation. They do a bit of meat and fish cookery but they mostly specialise in **vegetarian (Q8)** dishes.

WOMAN: Right. That's certainly an area I'd like to learn more about. I've got lots of friends who don't eat meat. In fact, I think I might have seen that school today. Is it just by the **market? (Q9)**

OFFICIAL: That's right. So they don't have any problem getting their ingredients. They're right next door. And they also offer a special two-hour course in how to use a **knife (Q10)**. They cover all the different skills – buying them, sharpening, chopping techniques. It gets booked up quickly though so you'd need to check it was available.

WOMAN: Right, well thank you very much. I'll go and ...

## SECTION 2

Good evening everyone. My name's Phil Sutton, and I'm chairman of the Highways Committee. We've called this meeting to inform members of the public about the new regulations for traffic and parking we're proposing for Granford. I'll start by summarising these changes before we open the meeting to questions.

So, why do we need to make these changes to traffic systems in Granford? Well, we're very aware that traffic is becoming an increasing problem. It's been especially noticeable with the increase in heavy traffic while they've been building the new hospital. **But it's the overall rise in the volume of traffic of all kinds that's concerning us (Q11)**. To date there's not been any increase in traffic accidents, but that's not something we want to see happen, obviously.

We recently carried out a survey of local residents, and their responses were interesting. **People were very concerned about the lack of visibility on some roads due to cars parked along the sides of the roads (Q12)**. We'd expected complaints about the congestion near the school when



parents are dropping off their children or picking them up, but this wasn't top of the list, and nor were noise and fumes from trucks and lorries, though they were mentioned by some people. We think these new traffic regulations would make a lot of difference. But we still have a long way to go. We've managed to keep our proposals within budget, just, so they can be covered by the Council. **But, of course, it's no good introducing new regulations if we don't have a way of making sure that everyone obeys them (Q13)**, and that's an area we're still working on with the help of representatives from the police force.

OK, so this slide shows a map of the central area of Granford, with the High Street in the middle and School Road on the right. Now, **we already have a set of traffic lights in the High Street at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction (Q14)**, to regulate the flow of traffic along the High Street.

We're decided we definitely need a pedestrian crossing. We considered putting this on School Road, just outside the school, but in the end we decided that could lead to a lot of traffic congestion so **we decided to locate it on the High Street, crossing the road in front of the supermarket (Q15)**. That's a very busy area, so it should help things there.

We're proposing some changes to parking. **At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there (Q16)**, but not at the other end of the High Street near School Road.

**There'll be a new 'No Parking' sign on School Road, just by the entrance to the school (Q17)**, forbidding parking for 25 metres. This should improve visibility for drivers and pedestrians, especially on the bend just to the north of the school.

As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, so **we've got two new disabled parking spaces on the side road up towards the bank (Q18)**. It's not ideal, but probably better than the present arrangement.

**We also plan to widen the pavement on School Road. We think we can manage to get an extra half-metre on the bend just before you get to the school, on the same side of the road (Q19)**.

Finally, **we've introduced new restrictions on loading and unloading for the supermarket, so lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road (Q20)** – we kept to the existing arrangements with the High Street supermarket.

OK. So that's about it. Now, would anyone ...

### SECTION 3

EMMA: We've got to choose a topic for our experiment, haven't we, Jack? Were you thinking of something to do with seeds?

JACK: That's right. I thought we could look at seed germination – how a seed begins to grow.

EMMA: OK. Any particular reason? I know you're hoping to work in plant science eventually ...

JACK: Yeah, but practically everything we do is going to feed into that. No, **there's an optional module on seed structure and function in the third year that I might do, so I thought it might be useful for that (Q21)**. If I choose that option, I don't have to do a dissertation module.

EMMA: Good idea.

JACK: Well, I thought for this experiment we could look at the relationship between seed size and the way the seeds are planted. So, we could plant different sized seeds in different ways, and see which grow best.

EMMA: OK. **We'd need to allow time for the seeds to come up (Q22)**.

JACK: **That should be fine if we start now. A lot of the other possible experiments need quite a bit longer.**

EMMA: So that'd make it a good one to choose. And I don't suppose it'd need much equipment; we're not doing chemical analysis or anything. Though that's not really an issue, we've got plenty of equipment in the laboratory.

JACK: Yeah. We need to have a word with the tutor if we're going to go ahead with it though. I'm sure our aim's OK. It's not very ambitious but the assignment's only ten percent of our final mark, isn't it? But we need to be sure we're the only ones doing it (Q23).

EMMA: Yeah, it's only five percent actually, but it'd be a bit boring if everyone was doing it.

JACK: Did you read that book on seed germination on our reading list?

EMMA: The one by Graves? I looked through it for my last experiment, though it wasn't all that relevant there. It would be for this experiment, though. I found it quite hard to follow – lots about the theory, which I hadn't expected (Q24)

JACK: Yes, I'd been hoping for something more practical. It does include references to the recent findings on genetically-modified seeds, though.

EMMA: Yes, that was interesting.

JACK: I read an article about seed germination by Lee Hall.

EMMA: About seeds that lie in the ground for ages and only germinate after a fire?

JACK: That's the one. I knew a bit about it already, but not about this research. His analysis of figures comparing the times of the fires and the proportion of seeds that germinated was done in a lot of detail – very impressive (Q25).

EMMA: Was that the article with the illustrations of early stages of plant development? They were very clear.

JACK: I think those diagrams were in another article.

---

EMMA: Anyway, shall we have a look at the procedure for our experiment? We'll need to get going with it quite soon.

JACK: Right. So the first thing we have to do is find our seeds. I think vegetable seeds would be best. And obviously they mustn't all be the same size. So, how many sorts do we need? About four different ones? (Q26)

EMMA: I think that would be enough. There'll be quite a large number of seeds for each one.

JACK: Then, for each seed we need to find out how much it weighs (Q27), and also measure its dimensions, and we need to keep a careful record of all that.

EMMA: That'll be quite time-consuming. And we also need to decide how deep we're going to plant the seeds (Q28) – right on the surface, a few millimetres down, or several centimetres.

JACK: OK. So then we get planting. Do you think we can plant several seeds together in the same plant pot? (Q29)

EMMA: No, I think we need a different one for each seed.

JACK: Right. And we'll need to label them – we can use different coloured labels. Then we wait for the seeds to germinate – I reckon that'll be about three weeks, depending on what the weather's like. Then we see if our plants have come up, and write down how tall they've grown. (Q30)

EMMA: Then all we have to do is look at our numbers, and see if there's any relation between them.

JACK: That's right. So ...

#### SECTION 4

Hi. Today we're going to be looking at animals in urban environments and I'm going to be telling you about some research on how they're affected by these environments.

Now, in evolutionary terms, urban environments represent huge upheavals, the sorts of massive changes that usually happen over millions of years. And we used to think that only a few species could adapt to this new environment. **One species which is well known as being highly adaptable is the crow, and there've been various studies about how they manage to learn new skills (Q31).** Another successful species is **the pigeon, because they're able to perch on ledges on the walls of city buildings, just like they once perched on cliffs by the sea. (Q32).** But in fact, we're now finding that these early immigrants were just the start of a more general movement of animals into cities, and of adaptation by these animals to city life. And **one thing that researchers are finding especially interesting is the speed with which they're doing this – we're not talking about gradual evolution here – these animals are changing fast. (Q33)** Let me tell you about some of the studies that have been carried out in this area. So, in the University of Minnesota, a biologist called Emilie Snell-Rood and her colleagues looked at specimens of urbanised small mammals such as mice and gophers that had been collected in Minnesota, and that are now kept in museums there. And she looked at specimens that had been collected over the last hundred years, which is a very short time in evolutionary terms. And **she found that during that time, these small mammals had experienced a jump in brain size when compared to rural mammals (Q34).** Now, we can't be sure this means they're more intelligent, but since the sizes of other parts of the body didn't change, it does suggest that something cognitive was going on. And **Snell-Rood thinks that this change might reflect the cognitive demands of adjusting to city life – having to look in different places to find food, for example, and coping with a whole new set of dangers. (Q35)** Then over in Germany at the Max Planck Institute, **there's another biologist called Catarina Miranda who's done some experiments with blackbirds living in urban and rural areas. And she's been looking not at their anatomy but at their behaviour (Q36).** So as you might expect, she's found that the urban blackbirds tend to be quite bold – they're prepared to face up to a lot of threats that would frighten away their country counterparts. But **there's one type of situation that does seem to frighten the urban blackbirds, and that's anything new – anything they haven't experienced before (Q37).** And if you think about it, that's quite sensible for a bird living in the city.

---

Jonathan Atwell, in Indiana University, is looking at how a range of animals respond to urban environments. **He's found that when they're under stress, their endocrine systems react by reducing the amount of hormones such as corticosterone into their blood (Q38).** It's a sensible-seeming adaptation. A rat that gets scared every time a subway train rolls past won't be very successful.

There's just one more study I'd like to mention which is by Sarah Partan and her team, and **they've been looking at how squirrels communicate in an urban environment, and they've found that a routine part of their communication is carried out by waving their tails (Q39).** You do also see this in the country, but it's much more prevalent in cities, possibly because it's effective in a noisy environment.

So what are the long-term implications of this? **One possibility is that we may see completely new species developing in cities. But on the other hand, it's possible that not all of these adaptations will be permanent (Q40).** Once the animal's got accustomed to its new environment, it may no longer need the features it's developed.

So, now we've had a look...

## Reading Test 2

## *Section 1*

### The Impact of Wilderness Tourism

#### **A**

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their 'wilderness' regions – such as mountains, Arctic lands, deserts, small islands and wetlands – to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost. As the 1992 United Nations Conference on Environment and Development recognised, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants. The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth's surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year. Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of 'adventure tourist', grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona's Monument Valley.

#### **B**

Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods. In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up?

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supplies arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

#### **C**

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the region in which it takes place, the

costs to these fragile environments and their local cultures can be minimised. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term.

In the Swiss Alps, communities have decided that their future depends on integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments in the Swiss Pays d'Enhaut resulted in limits being imposed on their growth.

There has also been a renaissance in communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside.

Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers.

Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery.

Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the imbalance, because people's desire to see new places will not just disappear. Instead, communities in fragile environments must achieve greater control over tourism ventures in their regions; in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the exception.

### Questions 1-3

Reading Passage 1 has three sections, **A-C**.

Choose the correct heading for each section from the list of headings below.

Write the correct number **I-VI** in boxes 1-3 on your answer sheet.

#### List of Headings

- I** The expansion of international tourism in recent years
- II** How local communities can balance their own needs with the demands of wilderness tourism
- III** Fragile regions and the reasons for the expansion of tourism there
- IV** Traditional methods of food-supply in fragile regions
- V** Some of the disruptive effects of wilderness tourism
- VI** The economic benefits of mass tourism

- 1 Section A
- 2 Section B
- 3 Section C

Questions 4-9

Do the following statements reflect the claims of the writer in Reading Passage 1?

**YES** if the statement reflects the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

4 The low financial cost of setting up wilderness tourism makes it attractive to many countries.

5 Deserts, mountains and Arctic regions are examples of environments that are both ecologically and culturally fragile.

6 Wilderness tourism operates throughout the year in fragile areas.

7 The spread of tourism in certain hill-regions has resulted in a fall in the amount of food produced locally.

8 Traditional food-gathering in desert societies was distributed evenly over the year.

9 Government handouts do more damage than tourism does to traditional patterns of food-gathering.

Questions 10-13

Choose **ONE WORD** from Reading Passage 1 for each answer.

| The positive ways in which some local communities have responded to tourism |                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------|
| People/Location                                                             | Activity                                      |
| Swiss Pays d'Enhaut                                                         | Revived production of 10 <input type="text"/> |
| Arctic communities                                                          | Operate 11 <input type="text"/> businesses    |
| Acoma and San Ildefonso                                                     | Produce and sell 12 <input type="text"/>      |
| Navajo and Hopi Activity                                                    | Produce and sell 13 <input type="text"/>      |

Section 2

Flawed Beauty: the problem with toughened glass

On 2nd August 1999, a particularly hot day in the town of Cirencester in the UK, a large pane of toughened glass in the roof of a shopping centre at Bishops Walk shattered without warning and

fell from its frame. When fragments were analysed by experts at the giant glass manufacturer Pilkington, which had made the pane, they found that minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure.

‘The glass industry is aware of the issue,’ says Brian Waldron, chairman of the standards committee at the Glass and Glazing Federation, a British trade association, and standards development officer at Pilkington. But he insists that cases are few and far between. ‘It’s a very rare phenomenon,’ he says.

Others disagree. ‘On average I see about one or two buildings a month suffering from nickel sulphide related failures,’ says Barrie Josie, a consultant engineer involved in the Bishops Walk investigation. Other experts tell of similar experiences. Tony Wilmott of London-based consulting engineers Sandberg, and Simon Armstrong at CladTech Associates in Hampshire both say they know of hundreds of cases. ‘What you hear is only the tip of the iceberg,’ says Trevor Ford, a glass expert at Resolve Engineering in Brisbane, Queensland. He believes the reason is simple: ‘No-one wants bad press.’

Toughened glass is found everywhere, from cars and bus shelters to the windows, walls and roofs of thousands of buildings around the world. It’s easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large panels can be bolted together to make transparent walls, and turning it into ceilings and floors is almost as easy.

It is made by heating a sheet of ordinary glass to about 620°C to soften it slightly, allowing its structure to expand, and then cooling it rapidly with jets of cold air. This causes the outer layer of the pane to contract and solidify before the interior. When the interior finally solidifies and shrinks, it exerts a pull on the outer layer that leaves it in permanent compression and produces a tensile force inside the glass. As cracks propagate best in materials under tension, the compressive force on the surface must be overcome before the pane will break, making it more resistant to cracking.

The problem starts when glass contains nickel sulphide impurities. Trace amounts of nickel and sulphur are usually present in the raw materials used to make glass, and nickel can also be introduced by fragments of nickel alloys falling into the molten glass. As the glass is heated, these atoms react to form tiny crystals of nickel sulphide. Just a tenth of a gram of nickel in the furnace can create up to 50,000 crystals.

These crystals can exist in two forms: a dense form called the alpha phase, which is stable at high temperatures, and a less dense form called the beta phase, which is stable at room temperatures. The high temperatures used in the toughening process convert all the crystals to the dense, compact alpha form.

But the subsequent cooling is so rapid that the crystals don’t have time to change back to the beta phase. This leaves unstable alpha crystals in the glass, primed like a coiled spring, ready to revert to the beta phase without warning.

When this happens, the crystals expand by up to 4%. And if they are within the central, tensile region of the pane, the stresses this unleashes can shatter the whole sheet. The time that elapses before failure occurs is unpredictable. It could happen just months after manufacture, or decades later, although if the glass is heated – by sunlight, for example – the process is speeded up. Ironically, says Graham Dodd, of consulting engineers Arup in London, the oldest pane of toughened glass known to have failed due to nickel sulphide inclusions was in Pilkington's glass research building in Lathom, Lancashire. The pane was 27 years old.

Data showing the scale of the nickel sulphide problem is almost impossible to find. The picture is made more complicated by the fact that these crystals occur in batches. So even if, on average, there is only one inclusion in 7 tonnes of glass, if you experience one nickel sulphide failure in your building, that probably means you've got a problem in more than one pane. Josie says that in the last decade he has worked on over 15 buildings with the number of failures into double figures.

One of the worst examples of this is Waterfront Place, which was completed in 1990. Over the following decade the 40 storey Brisbane block suffered a rash of failures. Eighty panes of its toughened glass shattered due to inclusions before experts were finally called in. John Barry, an expert in nickel sulphide contamination at the University of Queensland, analysed every glass pane in the building. Using a studio camera, a photographer went up in a cradle to take photos of every pane.

These were scanned under a modified microfiche reader for signs of nickel sulphide crystals. 'We discovered at least another 120 panes with potentially dangerous inclusions which were then replaced,' says Barry. 'It was a very expensive and time-consuming process that took around six months to complete.' Though the project cost A\$1.6 million (nearly ?700,000), the alternative – re-cladding the entire building – would have cost ten times as much.

#### Questions 14-17

Look at the following people and the list of statements below.  
Match each person with the correct statement.

- 14 Brian Waldron
- 15 Trevor Ford
- 16 Graham Dodd
- 17 John Barry

#### List of Statements

- A suggests that publicity about nickel sulphide failure has been suppressed  
B regularly sees cases of nickel sulphide failure  
C closely examined all the glass in one building  
D was involved with the construction of Bishops Walk  
E recommended the rebuilding of Waterfront Place  
F thinks the benefits of toughened glass are exaggerated  
G claims that nickel sulphide failure is very unusual  
H refers to the most extreme case of delayed failure

#### Questions 18-23

Complete the summary with the list of words below.



### Toughened Glass

Toughened glass is favoured by architects because it is much stronger than ordinary glass, and the fragments are not as **18**  when it breaks. However, it has one disadvantage: it can shatter **19** . This fault is a result of the manufacturing process. Ordinary glass is first heated, then cooled very **20** .

The outer layer **21**  before the inner layer, and the tension between the two layers which is created because of this makes the glass stronger. However, if the glass contains nickel sulphide impurities, crystals of nickel sulphide are formed. These are unstable, and can expand suddenly, particularly if the weather is **22** . If this happens, the pane of glass may break. The frequency with which such problems occur is **23**  by glass experts. Furthermore, the crystals cannot be detected without sophisticated equipment.

**Words for the gaps:** numerous, detected, quickly, agreed, warm, sharp, expands, slowly, unexpectedly, removed, contracts, disputed, cold, moved, small, calculated

### Questions 24-26

Do the following statements agree with the information given in Reading Passage 2?

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

**24** Little doubt was expressed about the reason for the Bishops Walk accident.

**25** Toughened glass has the same appearance as ordinary glass.

**26** There is plenty of documented evidence available about the incidence of nickel sulphide failure.

### Section 3

The effects of light on plant and animal species

Light is important to organisms for two different reasons. Firstly it is used as a cue for the timing of daily and seasonal rhythms in both plants and animals, and secondly it is used to assist growth in plants.

Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called photoperiodism, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be induced even in midwinter simply by increasing day length artificially (Wolfson 1964). Other examples of photoperiodism occur in plants. A short-day plant flowers when the day is less than a certain critical length. A long-day plant flowers after a certain critical day length is exceeded. In both cases the critical day length differs from species to species. Plants which flower after a period of vegetative growth, regardless of photoperiod, are known as day-neutral plants.

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.

The adaptive significance of photoperiodism in plants is also clear. Short-day plants that flower in spring in the temperate zone are adapted to maximising seedling growth during the growing season. Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening. Short-day plants that flower in the autumn in the temperate zone are able to build up food reserves over the growing season and over winter as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.

The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower, fruit and die (Evans 1976). Every bamboo of the species *Chusquea abietifolia* on the island of Jamaica flowered, set seed and died during 1884. The next generation of bamboo flowered and died between 1916 and 1918, which suggests a vegetative cycle of about 31 years. The climatic trigger for this flowering cycle is not yet known, but the adaptive significance is clear. The simultaneous production of masses of bamboo seeds (in some cases lying 12 to 15 centimetres deep on the ground) is more than all the seed-eating animals can cope with at the time, so that some seeds escape being eaten and grow up to form the next generation (Evans 1976).

The second reason light is important to organisms is that it is essential for photosynthesis. This is the process by which plants use energy from the sun to convert carbon from soil or water into organic material for growth. The rate of photosynthesis in a plant can be measured by calculating the rate of its uptake of carbon. There is a wide range of photosynthetic responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.

Plants in general can be divided into two groups: shade-tolerant species and shade-intolerant species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat, and in the process evolve a series of characteristics that prevent them from occupying other habitats. Grime (1966) suggests that light may be one of the major components directing these adaptations. For example, eastern hemlock seedlings are shade-tolerant. They can survive in the forest understorey under very low light levels because they have a low photosynthetic rate.

### Questions 27-33

Do the following statements agree with the information given in Reading Passage 3?

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 27 There is plenty of scientific evidence to support photoperiodism.
- 28 Some types of bird can be encouraged to breed out of season.
- 29 Photoperiodism is restricted to certain geographic areas.
- 30 Desert annuals are examples of long-day plants.
- 31 Bamboos flower several times during their life cycle.
- 32 Scientists have yet to determine the cue for *Chusquea abietifolia*'s seasonal rhythm.
- 33 Eastern hemlock is a fast-growing plant.
- Questions **34-40**  
Complete the sentences.  
Choose **NO MORE THAN THREE WORDS** from the passage for each answer.
- 34 Day length is a useful cue for breeding in areas where  are unpredictable.
- 35 Plants which do not respond to light levels are referred to as .
- 36 Birds in temperate climates associate longer days with nesting and the availability of .
- 37 Plants that flower when days are long often depend on  to help them reproduce.
- 38 Desert annuals respond to  as a signal for reproduction.
- 39 There is no limit to the photosynthetic rate in plants such as .
- 40 Tolerance to shade is one criterion for the  of plants in forestry and horticulture.

**Владеть** словарным запасом в объеме примерно 6000 единиц;

умением излагать содержание прочитанного или прослушанного материала, а также анализировать информацию, полученную в ходе тестирования в определенный временной промежуток, определяемый рамками тестирования;

основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями; основными особенностями официального, нейтрального и неофициального регистров общения;

академическими навыками работы с письменными и аудио материалами общего характера. системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей

Задания, необходимые для оценивания сформированности ПК-10 на продвинутом уровне

### Перечень вопросов для устного опроса

### **Speaking Part 1**

Do you think English grammar is more or less difficult than the grammar of your language?

What is your favourite idiom in English, and why?

What's more important: speaking, reading, writing or listening?

How important is RP for you in your job or future?

What did you think of teaching English at school and universities?

Do you worry about making mistakes in English?

What are the things you like most and least about learning languages?

### **Speaking PART 2** Topic

**Talk about an instance when you taught someone in a foreign language for the first time.**

You should say :

- when it was
- Who you taught
- what language you used
- and say how you felt about it.

### **Speaking Part 3**

1 What kind of quality should a good language teacher have?

2 Why do people want to teach a foreign language?

3 Which aspect of language teaching is likely to become dominant in the future?

4 Why do people rarely teach more than one language?

.

5 Do you think that all should be taught several foreign languages at school?

6 Why are some people seemingly better at teaching languages than others?

7. What are the advantages of teaching several languages?

### **Перечень вопросов для выполнения контрольного тестирования**

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## QUESTIONS 1-14

You are advised to spend about 15 minutes on Questions 1-14 which refer to Reading Passage 1 below.

### READING PASSAGE 1

#### FINDING THE LOST FREEDOM

1. The private car is assumed to have widened our horizons and increased our mobility. When we consider our children's mobility, they can be driven to more places (and more distant places) than they could visit without access to a motor vehicle. However, allowing our cities to be dominated by cars has progressively eroded children's independent mobility. Children have lost much of their freedom to explore their own neighbourhood or city without adult supervision. In recent surveys, when parents in some cities were asked about their own childhood experiences, the majority remembered having more, or far more, opportunities for going out on their own, compared with their own children today. They had more freedom to explore their own environment.
2. Children's independent access to their local streets may be important for their own personal, mental and psychological development. Allowing them to get to know their own neighbourhood and community gives them a 'sense of place'. This depends on 'active exploration', which is not provided for when children are passengers in cars. (Such children may see more, but they learn less.) Not only is it important that children be able to get to local play areas by themselves, but walking and cycling journeys to school and to other destinations provide genuine play activities in themselves.
3. There are very significant time and money costs for parents associated with transporting their children to school, sport and to other locations. Research in the United Kingdom estimated that this cost, in 1990, was between 10 billion and 20 billion pounds. (A I P P G)
4. The reduction in children's freedom may also contribute to a weakening of the sense of local community. As fewer children and adults use the streets as pedestrians, these streets become less sociable places. There is less opportunity for children and adults to have the spontaneous of community. This in itself may exacerbate fears associated with assault and molestation of children, because there are fewer adults available who know their neighbours' children, and who can look out for their safety.
5. The extra traffic involved in transporting children results in increased traffic congestion, pollution and accident risk. As our roads become more dangerous, more parents drive their children to more places, thus contributing to increased levels of danger for the remaining pedestrians. Anyone who has experienced either the reduced volume of traffic in peak hour during school holidays, or the traffic jams near schools at the end of a school day, will not need convincing about these points. Thus, there are also important environmental implications of children's loss of freedom.

6. As individuals, parents strive to provide the best upbringing they can for their children. However, in doing so, (e.g. by driving their children to sport, school or

recreation) parents may be contributing to a more dangerous environment for children generally. The idea that 'streets are for cars and back yards and playgrounds are for children' is a strongly held belief, and parents have little choice as individuals but to keep their children off the streets if they want to protect their safety.

7. In many parts of Dutch cities, and some traffic calmed precincts in Germany, residential streets are now places where cars must give way to pedestrians. In these areas, residents are accepting the view that the function of streets is not solely to provide mobility for cars. Streets may also be for social interaction, walking, cycling and playing. One of the most important aspects of these European cities, in terms of giving cities back to children, has been a range of 'traffic calming' initiatives, aimed at reducing the volume and speed of traffic. These initiatives have had complex interactive effects, leading to a sense that children have been able to 'recapture' their local neighbourhood, and more importantly, that they have been able to do this in safety. Recent research has demonstrated that children in many German cities have significantly higher levels of freedom to travel to places in their own neighbourhood or city than children in other cities in the world. (ai p p g . co m)

8. Modifying cities in order to enhance children's freedom will not only benefit children. Such cities will become more environmentally sustainable, as well as more sociable and more livable for all city residents. Perhaps it will be our concern for our children's welfare that convinces us that we need to challenge the dominance of the car in our cities.

### Questions 1-5

*Read statements 1 -5 which relate to Paragraphs 1,2, and 3 of the reading passage. Answer T, if the statement is true, F if the statement is false, or NI if there is no information given in the passage. Write your answers in the spaces numbered 1-5 on the answer sheet. One has been done for you as an example.*

*Example: The private car has made people more mobile. Answer:*

1. The private car has helped children have more opportunities to learn.
2. Children are more independent today than they used to be.
3. Walking and cycling to school allows children to learn more.
4. Children usually walk or cycle to school.
5. Parents save time and money by driving children to school.

### Questions 6-9

*In Paragraphs 4 and 5, there are FOUR problems stated. These problems, numbered as questions 6-9, are listed below. Each of these problems has a cause, listed A-G. Find the correct cause for each of the problems and write the corresponding letter A-G, in the spaces numbered 6 -9 on the answer sheet. One has been done for you as an example.*

***There are more causes than problems so you will not use all of them and you may use any cause more than once.***

Problems

*Example: low sense of community feeling*

1. streets become less sociable
2. fewer chances for meeting friends
3. fears of danger for children
4. higher accident risk

### Questions 10-14

Causes

*Answer: F*

**A** few adults know local children

**B** fewer people use the streets

**C** increased pollution

**D** streets are less friendly

**E** less traffic in school holidays **F** reduced freedom for children **G** more children driven to school

*Questions 10 -14 are statement beginnings which represent information given in Paragraphs 6, 7 and 8. In the box below, there are some statement endings numbered i-x. Choose the correct ending for each statement. Write your answers i-x, in the spaces numbered 10 -14 on the answer sheet. One has been done for you as an example.*

***There are more statement endings than you will need.***

*Example:* By driving their children to school, parents help create ... *Answer : i*

1. Children should play ...
2. In some German towns, pedestrians have right of way ...
3. Streets should also be used for ...
4. Reducing the amount of traffic and the speed is ...
5. All people who live in the city will benefit if cities are ...

#### **List of statement endings**

1. ... a dangerous environment.
2. ... modified.
3. ... on residential streets.
4. ... modifying cities.  
v ...  
neighbourhoods. vi  
... socialising.
5. ... in backyards.
6. ... for cars.
7. ... traffic calming.
8. ... residential

#### **Questions 15-28**

#### **READING PASSAGE 2**

#### **RISING SEA**

##### **Paragraph 1. INCREASED TEMPERATURES**

The average air temperature at the surface of the earth has risen this century, as has the temperature of ocean surface waters. Because water expands as it heats, a warmer ocean means higher sea levels. We cannot say definitely that the temperature rises are due to the greenhouse effect; the heating may be part of a 'natural' variability over a long time-scale that we have not yet recognized in our short 100 years of recording. However, assuming the build up of greenhouse gases is responsible, and that the warming will continue, scientists – and inhabitants of low-lying coastal areas – would like to know the extent of future sea level rises. (A I P PG . c om)



**Paragraph 2.**

Calculating this is not easy. Models used for the purpose have treated the ocean as passive, stationary and one-dimensional. Scientists have assumed that heat simply diffused into the sea from the atmosphere. Using basic physical laws, they then predict how much a known volume of water would expand for a given increase in temperature. But the oceans are not one-dimensional, and recent work by oceanographers, using a new model which takes into account a number of subtle facets of the sea – including vast and complex ocean currents – suggests that the rise in sea level may be less than some earlier estimates had predicted.

**Paragraph 3.**

An international forum on climate change, in 1986, produced figures for likely sea-level rises of 20 cms and 1.4 m, corresponding to atmospheric temperature increases of 1.5 and 4.5C respectively. Some scientists estimate that the ocean warming resulting from those temperature increases by the year 2050 would raise the sea level by between 10 cms and 40 cms. This model only takes into account the temperature

effect on the oceans; it does not consider changes in sea level brought about by the melting of ice sheets and glaciers, and changes in groundwater storage. When we add on estimates of these, we arrive at figures for total sea-level rises of 15 cm and 70 cm respectively.

**Paragraph 4.**

It's not easy trying to model accurately the enormous complexities of the ever-changing oceans, with their great volume, massive currents and sensitivity to the influence of land masses and the atmosphere. For example, consider how heat enters the ocean. Does it just 'diffuse' from the warmer air vertically into the water, and heat only the surface layer of the sea? (Warm water is less dense than cold, so it would not spread downwards). Conventional models of sea-level rise have considered that this the only method, but measurements have shown that the rate of heat transfer into the ocean by vertical diffusion is far lower in practice than the figures that many modelers have adopted.

**Paragraph 5.**

Much of the early work, for simplicity, ignored the fact that water in the oceans moves in three dimensions. By movement, of course, scientists don't mean waves, which are too small individually to consider, but rather movement of vast volumes of

water in huge currents. To understand the importance of this, we now need to consider another process – advection. Imagine smoke rising from a chimney. On a still day it will slowly spread out in all directions by means of diffusion. With a strong directional wind, however, it will all shift downwind, this process is advection – the transport of properties (notably heat and salinity in the ocean) by the movement of bodies of air or water, rather than by conduction or diffusion.

**Paragraph 6.**

Massive ocean currents called gyres do the moving. These currents have far more capacity to store heat than does the atmosphere. Indeed, just the top 3 m of the ocean contains more heat than the whole of the atmosphere. The origin of gyres lies in the fact that more heat from the Sun reaches the Equator than the Poles, and naturally heat tends to move from the former to

the latter. Warm air rises at the Equator, and draws more air beneath it in the form of winds (the “Trade Winds”) that, together with other air movements, provide the main force driving the ocean currents.

**Paragraph 7.**

Water itself is heated at the Equator and moves poleward, twisted by the Earth’s rotation and affected by the positions of the continents. The resultant broadly circular movements between about 10 and 40 North and South are clockwise in the Southern Hemisphere. They flow towards the east at mid latitudes in the equatorial region.

They then flow towards the Poles, along the eastern sides of continents, as warm currents. When two different masses of water meet, one will move beneath the other,

depending on their relative densities in the subduction process. The densities are determined by temperature and salinity. the convergence of water of different densities from the Equator and the Poles deep in the oceans causes continuous subduction. This means that water moves vertically as well as horizontally. Cold water from the Poles travels as depth – it is denser than warm water – until it emerges at the surface in another part of the world in the form of a cold current.

**Paragraph 8.**

**HOW THE GREEN HOUSE EFFECT WILL CHANGE OCEAN TEMPERATURES**

Ocean currents, in three dimensions, form a giant ‘conveyor belt’, distributing heat from the thin surface layer into the interior of the oceans and around the globe. Water may take decades to circulate in these 3-D gyres in the top kilometer of the ocean, and centuries in the deep water. With the increased atmospheric temperatures due to the greenhouse effect, the oceans conveyor belt will carry more heat into the interior. This subduction moves heat around far more effectively than simple diffusion. Because warm water expands more than cold when it is heated, scientists had presumed that the sea level would rise unevenly around the globe. It is now believed that these inequalities cannot persist, as winds will act to continuously spread out the water expansion. Of course, of global warming changes the strength and distribution of the winds, then this ‘evening-out’ process may not occur, and the sea level could rise more in some areas than others.

**Questions 15-20**

*There are 8 paragraphs numbered 1-8 in Reading Passage 2. The first paragraph and the last paragraph have been given headings. From the list below numbered A-I, choose a suitable heading for the remaining 6 paragraphs. Write your answers A-I, in the spaces numbered 15-20 on the answer sheet.*

***There are more headings than paragraphs, so you will not use all the headings.***

**List of headings**

**A THE GYRE PRINCIPLE**

**B THE GREENHOUSE EFFECT**

**C** HOW OCEAN WATERS MOVE

**D** STATISTICAL EVIDENCE

**E** THE ADVECTION PRINCIPLE

**F** DIFFUSION VERSUS ADVECTION

**G** FIGURING THE SEA LEVEL CHANGES

**H** ESTIMATED FIGURES

**I** THE DIFFUSION MODEL

1. Paragraph 2
2. Paragraph 3
3. Paragraph 4
4. Paragraph 5
5. Paragraph 6
6. Paragraph 7

**Questions 21 and 22**

*Answer questions 21 and 22 by selecting the correct answer to complete each sentence according to the information given in the reading passage. Write your answers A, B, C or D in the spaces numbered 21 and 22 on the answer sheet.*

1. Scientists do not know for sure why the air and surface of ocean temperatures are rising because:

**A** there is too much variability

**B** there is not enough variability

**C** they have not been recording these temperatures for enough time

**D** the changes have only been noticed for 100 years

2. New research leads scientists to believe that:

**A** the oceans are less complex

**B** the oceans are more complex

**C** the oceans will rise more than expected **D** the oceans will rise less than expected **Question 23**

*Look at the following list of factors A-F and select THREE which are mentioned in the reading passage which may contribute to the rising ocean levels. Write the THREE corresponding letters A-F, in the space numbered 23 on the answer sheet.*

**List of factors**

**A** thermal expansion

**B** melting ice

**C** increased air temperature

**D** higher rainfall

**E** changes in the water table

**F** increased ocean movement

**Questions 24-28**

*Read each of the following statements, 24-28. According to the information in the reading passage, if the statement is true, write T, if it is false, write F and if there is no information about the statement in the reading passage, write NI. Write your answers in the spaces numbered 24 -28 on the answer sheet.*

- 24. The surface layer of the oceans is warmed by the atmosphere.
- 25. Advection of water changes heat and salt levels.
- 26. A gyre holds less heat than there is in the atmosphere.
- 27. The process of subduction depends on the water density.
- 28. The sea level is expected to rise evenly over the Earth's surface

**QUESTIONS 29 -40**

You are advised to spend about 20 minutes on Questions 29-40 which refer to Reading Passage 3 below.

**READING PASSAGE 3**

**NEW RULES FOR THE PAPER GAME**

1. Computerised data storage and electronic mail were to have heralded the paperless office. But, contrary to expectations, paper consumption throughout the world shows no sign of abating. In fact, consumption, especially of printing and writing papers, continues to increase. World demand for paper and board is now expected to grow faster than the general economic growth in the next 15 years. Strong demand will be underpinned by the growing industrialization of South-East Asia, the re-emergence of paper packaging, greater use of facsimile machines and photocopiers, and the popularity of direct-mail advertising. It is possible that by 2007, world paper and board demand will reach 455 million tons, compared with 241 million tons in 1991.
2. The pulp and paper industry has not been badly affected by the electronic technologies that promised a paperless society. But what has radically altered the

industry's structure is pressure from another front—a more environmentally conscious society driving an irreversible move towards cleaner industrial production. The environmental consequences of antiquated pulp mill practices and technologies had marked this industry as one in need of reform. Graphic descriptions of deformed fish and thinning populations, particularly in the Baltic Sea where old pulp mills had discharged untreated effluents for 100 years, have disturbed the international community.

3. Until the 1950s, it was common for pulp mills and other industries to discharge untreated effluent into rivers and seas. The environmental effects were at the time either not understood, or regarded as an acceptable cost of economic prosperity in an increasingly import-oriented world economy. But greater environmental awareness has spurred a fundamental change in attitude in the community, in government and in industry itself.

4. Since the early 1980s, most of the world -scale pulp mills in Scandinavia and North America have modernised their operations, outlaying substantial amounts to improve production methods. Changes in mill design and processes have been aimed at minimising the environmental effects of effluent discharge while at the same time producing pulp with the whiteness and strength demanded by the international market. The environmental impetus is taking this industry even further, with the focus now on developing processes that may even eliminate waste-water discharges. But the ghost of the old mills continues to haunt the industry today. In Europe, companies face a flood of environment-related legislation. In Germany, companies are now being held responsible for the waste they create.

5. Pulp is the porridge-like mass of plant fibres from which paper is made. Paper makers choose the type of plant fibre and the processing methods, depending on what the end product will be used for: whether it is a sturdy packing box, a smooth sheet of writing paper or a fragile tissue. In wood, which is the source of about 90% of the world's paper production, fibres are bound together by lignin, which gives the unbleached pulp a brown colour. The pulping stage separates the wood into fibres so they are suitable for paper making. Pulping can be done by mechanical grinding, or by chemical treatment in which woodchips are 'cooked' with chemicals, or by a combination of both methods.

6. Kraft pulping is the most widely used chemical process for producing pulp with the strength required by the high-quality paper market. It is now usually carried out in a continuous process in a large vessel called a digester. Woodchips are fed from a pile into the top of the digester. In the digester, the chips are cooked in a solution called white liquor, nosed of caustic soda (sodium hydroxide) sodium sulphide. The chips are cooked at high temperatures of up to 170° ? for up to three hours. The pulp is then washed and rate from the spent cooking liquor which has turned dark and is now appropriately ailed black liquor. An important feature of kraft pulping is a chemical recovery system which recycles about 95% of the cooking chemicals and produces more than enough energy to run the mill. In a series of steps involving a furnace and tanks, some of the black liquor is transformed into energy, while some is regenerated into the or iginal white cooking liquor. The recovery system is an integral part of production in the pulp and paper industry. The pulp that comes out has little lignin left in the fibres. Bleaching removes the last remaining lignin and brightens the pulp. Most modern mills have modified their pulping processes to remove as much of the lignin as possible before the pulp moves to the bleaching stage.

**Questions 29-32**

*Below is a list of possible factors, A-G, which will influence the amount of paper being used in the future. From the list, choose FOUR factors which are mentioned in Paragraph 1 of the reading passage. Write your answers A-G, in the spaces numbered 29 -32 on the answer sheet.*

**List of factors**

**A** more people read newspapers

**B** increased use of paper bags

- C increased book production for education
- D wider use of sign post advertising
- E increased use of fax machines
- F wider use of leaflet advertising
- G greater use of duplicating machines

### Questions 33-35

*The following THREE statements are summaries of Paragraphs 2, 3 and 4 respectively. However, they are incomplete. Complete each of the statements using NO MORE THAN THREE WORDS FROM THE TEXT. Write your answers in the spaces numbered 33 -35 on the answer sheet.*

33. The international community has begun to demand ...
34. In the past, the environmental effects of pulp mill practices, were probably a price to pay for ...
35. Some paper mills have recently modernised their mill design in order to decrease...

### Questions 36-40

*Below is a list of possible steps in the kraft process of turning wood chips into paper. They are numbered 1-8. Only FIVE of the steps listed below are mentioned in the passage. The steps are not listed in the correct order. Decide which steps are mentioned and write them in the correct order. Write the appropriate number for each step in the correct order in the spaces numbered 36-40 on the answer sheet.*

1. the chips are cooked
2. the fibres are bound by lignin
3. the pulp is bleached
4. woodchips are put into a pile
5. the pulp is dried
6. the pulp is removed from the black liquor
7. the chips are put into the white liquor
8. the pulp is washed

### Перечень вопросов для доклада

1. Мультимедийные ресурсы для подготовки к сдаче экзамена по английскому языку в международном формате IELTS
2. Система оценивания модулей IELTS
3. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Аудирование».
4. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Чтение».
5. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Говорение».

6. Анализ основных ошибок, допущенных студентами группы в ходе самостоятельной работы с тестами в разделе «Письмо».

7. Основные этапы тестирования по английскому языку в формате международных стандартов (IELTS, TOEFL).

**ПК-11.** Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

**Знать:** принципы функционирования системы изучаемого иностранного языка применительно к различным сферам речевой коммуникации и различным функциональным стилям и регистрам

Задания, необходимые для оценивания сформированности **ПК-11** на пороговом и продвинутом уровне.

**Перечень вопросов для устного опроса**

1) More and more people are migrating to cities in search of a better life, but city life can be extremely difficult. Explain some of the difficulties of living in a city.

How can governments make urban life better for everyone?

2) In many countries schools have severe problems with student behaviour.

What do you think are the causes of this? What solutions can you suggest?

3) In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of ageing populations.

4) Explain some of the ways in which humans are damaging the environment.

What can governments do to address these problems? What can individual people do?

5) More and more people are migrating to cities in search of a better life, but city life can be extremely difficult. Explain some of the difficulties of living in a city.

How can governments make urban life better for everyone?

**Перечень вопросов для выполнения контрольного тестирования**

**READING PASSAGE 1**

You should spend about 20 minutes on **Questions 1-13** which are based on Reading Passage 1 below.

***MAKING TIME FOR SCIENCE***

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the lowlight of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four-hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural



rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterwards. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven-hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

## Questions 1-7

Do the following statements agree with the information given in Reading Passage 96?

*In boxes 1–7 on your answer sheet, write:*

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 1 Chronobiology is the study of how living things have evolved over time.
- 2 The rise and fall of sea levels affect how sea creatures behave.
- 3 Most animals are active during the daytime.
- 4 Circadian rhythms identify how we do different things on different days.
- 5 A 'night person' can still have a healthy circadian rhythm.
- 6 New therapies can permanently change circadian rhythms without causing harm.
- 7 Naturally-produced vegetables have more nutritional value.

### Questions 8–13

Choose the correct letter, **A**, **B**, **C** or **D**.

*Write the correct letter in boxes 8–13 on your answer sheet.*

- 8 What did researchers identify as the ideal time to wake up in the morning?  
**A** 6.04  
**B** 7.00  
**C** 7.22  
**D** 7.30
- 9 In order to lose weight, we should  
**A** avoid eating breakfast  
**B** eat a low carbohydrate breakfast  
**C** exercise before breakfast  
**D** exercise after breakfast
- 10 Which is NOT mentioned as a way to improve supplement absorption?  
**A** avoiding drinks containing caffeine while taking supplements  
**B** taking supplements at breakfast  
**C** taking supplements with foods that can dissolve them  
**D** storing supplements in a cool, dry environment
- 11 The best time to stop drinking coffee is  
**A** mid-afternoon  
**B** 10 p.m.  
**C** only when feeling anxious  
**D** after dinner
- 12 In the evening, we should  
**A** stay away from carbohydrates  
**B** stop exercising  
**C** eat as much as possible  
**D** eat a light meal
- 13 Which of the following phrases best describes the main aim of Reading Passage 96?  
**A** to suggest healthier ways of eating, sleeping and exercising  
**B** to describe how modern life has made chronobiology largely irrelevant  
**C** to introduce chronobiology and describe some practical applications  
**D** to plan a daily schedule that can alter our natural chronobiological rhythms

Уметь: выражать свои мысли на изучаемом языке, используя разнообразные языковые средства официального, нейтрального и неофициального регистров общения

Задания, необходимые для оценивания сформированности **ПК-11** на пороговом и продвинутом уровне.

#### **Перечень вопросов для устного опроса**

1. News editors decide what to broadcast on television and what to print in newspapers. What factors do you think influence these decisions? Do we become used to bad news, and would it be better if more good news was reported?
2. Economic progress is often used to measure a country's success. However, some people believe that other factors are more important. What other factors should also be considered when measuring a country's success? Do you think one factor is more important than others?

3. Many people prefer to watch foreign films rather than locally produced films. Why could this be? Should governments give more financial support to local film industries?
4. These days more fathers stay at home and take care of their children while mothers go out to work. What could be the reasons for this? Do you think it is a positive or a negative development?
5. Happiness is considered very important in life. Why is it difficult to define? What factors are important in achieving happiness?
6. Many people decide on a career path early in their lives and keep to it. This, they argue, leads to a more satisfying working life. To what extent do you agree with this view? What other things can people do in order to have a satisfying working life?
7. There are many different types of music in the world today. Why do we need music? Is the traditional music of a country more important than the international music that is heard everywhere nowadays?
8. Nowadays the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships that people make? Has this been a positive or negative development?

#### **Перечень вопросов для выполнения контрольного тестирования**

#### **READING PASSAGE 2**

You should spend about 20 minutes on **Questions 14-26** which are based on Reading Passage 2 below.

#### ***The Triune<sup>1</sup> Brain***

The first of our three brains to evolve is what scientists call the reptilian cortex. This brain sustains the elementary activities of animal survival such as respiration, adequate rest and a beating heart. We are not required to consciously “think” about these activities. The reptilian cortex also houses the “startle centre”, a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work. When it comes to our interaction with others, the reptilian brain offers up only the most basic impulses: aggression, mating, and territorial defence. There is no great difference, in this sense, between a crocodile defending its spot along the river and a turf war between two urban gangs.

Although the lizard may stake a claim to its habitat, it exerts total indifference toward the well-being of its young. Listen to the anguished squeal of a dolphin separated from its pod or witness the sight of elephants mourning their dead, however, and it is clear that new development is at play. Scientists have identified this as the limbic cortex. Unique to mammals, the limbic cortex impels creatures to nurture their offspring by delivering feelings of tenderness and warmth to the parent when children are nearby. These same sensations also cause mammals to develop various types of social relations and kinship networks. When we are with others of “our kind” – be it at soccer practice, church, school or a nightclub – we experience positive sensations of togetherness, solidarity and comfort. If we spend too long away from these networks, then loneliness sets in and encourages us to seek companionship.

Only human capabilities extend far beyond the scope of these two cortices. Humans eat, sleep and play, but we also speak, plot, rationalise and debate finer points of morality. Our unique abilities are the result of an expansive third brain – the neocortex – which engages with logic, reason and ideas. The power of the neocortex comes from its

ability to think beyond the present, concrete moment. While other mammals are mainly restricted to impulsive actions (although some, such as apes, can learn and remember simple lessons), humans can think about the “big picture”. We can string together simple lessons (for example, an apple drops downwards from a tree; hurting others causes unhappiness) to develop complex theories of physical or social phenomena (such as the laws of gravity and a concern for human rights).

The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals.

Anticipating a better grade on the following morning’s exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first-class degree and a scholarship to graduate school; over a lifetime, it can mean groundbreaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.

Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortexes.

Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy<sup>2</sup>, “one impaired monkey stepped on his outraged peers as if treading on a log or a rock”. In our own species, limbic damage is closely related to sociopathic behaviour. Sociopaths in possession of fully-functioning neocortexes are often shrewd and emotionally intelligent people but lack any ability to relate to, empathise with or express concern for others.

One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed a shift in the equilibrium of his personality. Gage’s animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life.

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<sup>1</sup> Triune = three-in-one

<sup>2</sup> Lobotomy = surgical cutting of brain nerves

## Questions 14-22

Classify the following as typical of

- A** the reptilian cortex
- B** the limbic cortex
- C** the neocortex

*Write the correct letter, A, B or C, in boxes 14–22 on your answer sheet.*

- 14** giving up short-term happiness for future gains
- 15** maintaining the bodily functions necessary for life
- 16** experiencing the pain of losing another
- 17** forming communities and social groups
- 18** making a decision and carrying it out
- 19** guarding areas of land
- 20** developing explanations for things

- 21 looking after one's young
- 22 responding quickly to sudden movement and noise

### Questions 23–26

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** from the passage for each answer.

*Write your answers in boxes 23–26 on your answer sheet.*

- 23 A person with only a functioning reptilian cortex is known as .....
- 24 ..... in humans is associated with limbic disruption.
- 25 An industrial accident caused Phineas Gage to lose part of his .....
- 26 After his accident, co-workers noticed an imbalance between Gage's ..... and higher-order thinking.

Владеть: основными способами организации высказывания (композиционными, дискурсными, риторическими и стилистическими элементами текста);

Задания, необходимые для оценивания сформированности **ПК-11** на пороговом и продвинутом уровне.

### Перечень вопросов для устного опроса

1. As well as making money, businesses also have social responsibilities. To what extent do you agree or disagree?
2. Some people think that instead of preventing climate change, we need to find a way to live with it. To what extent do you agree or disagree?
3. Most people have forgotten the meaning behind traditional or religious festivals; during festival periods, people nowadays only want to enjoy themselves. To what extent do you agree or disagree with this opinion?
4. The money spent by governments on space programmes would be better spent on vital public services such as schools and hospitals. To what extent do you agree or disagree?
5. Some people who have been in prison become good citizens later, and it is often argued that these are the best people to talk to teenagers about the dangers of committing a crime. To what extent do you agree or disagree?
6. The older generations tend to have very traditional ideas about how people should live, think and behave. However, some people believe that these ideas are not helpful in preparing younger generations for modern life. To what extent do you agree or disagree with this view?
7. Wild animals have no place in the 21st century, so protecting them is a waste of resources. To what extent do you agree or disagree?
8. Families who send their children to private schools should not be required to pay taxes that support the state education system. To what extent do you agree or disagree with this statement?

9. Nowadays celebrities are more famous for their glamour and wealth than for their achievements, and this sets a bad example to young people.  
To what extent do you agree or disagree with this statement?

10. Foreign visitors should pay more than local visitors for cultural and historical attractions. To what extent do you agree or disagree with this opinion?

11. When choosing a job, the salary is the most important consideration. To what extent do you agree or disagree?

**Перечень вопросов для доклада**

1. Studying the English language in an English-speaking country is the best but not the only way to learn language.

2. Learning a foreign language offers an insight into how people from other cultures think and see the world. The teaching of a foreign language should be compulsory at all primary schools.

3. A lot of people believe that the amount of violence shown on TV and in the cinema affects the actions of our young people and therefore increases the amount of violence in our society today.

4. Action movies with spectacular car chases are very popular with young people. It is often said that these sorts of movies lead to an increase in car accidents among young drivers as they try to copy what they have seen in the films.

5. The internet is making the world smaller by bringing people together. To what extent do you agree that the internet is making it easier for people to communicate with one another.

6. We have been living in the nuclear age now for over half a century. Since the first atomic bombs were developed, nuclear technology has provided governments with the ability to totally destroy the planet. Yet the technology has been put to positive use as an energy source and in certain areas of medicine.  
To what extent is nuclear technology a danger to life on Earth? What are the benefits and risks associated with its use?

7. 'Telecommuting' refers to workers doing their jobs from home for part of each week and communicating with their office using computer technology.

8. Telecommuting: will it change the world?

**Перечень вопросов для выполнения контрольного тестирования**

**READING PASSAGE 3**

You should spend about 20 minutes on **Questions 27-40** which are based on Reading Passage 3 below.

***HELIUM'S FUTURE UP IN THE AIR***

**A**

In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key nonrenewable resource continues without receiving much press at all. Helium – an inert, odourless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – could be gone from this planet within a generation.

**B**

Helium itself is not rare; there is actually a plentiful supply of it in the cosmos. In fact, 24 per cent of our galaxy's elemental mass consists of helium, which makes it the second most abundant element in our universe. Because of its lightness, however, most helium vanished from our own planet many years ago. Consequently, only a miniscule proportion – 0.00052%, to be exact – remains in the earth's atmosphere. Helium is the byproduct of millennia of radioactive decay from the elements thorium and uranium. The helium is mostly trapped in subterranean natural gas bunkers and commercially extracted through a method known as fractional distillation.

**C**

The loss of helium on Earth would affect society greatly. Defying the perception of it as a novelty substance for parties and gimmicks, the element actually has many vital applications in society. Probably the most well known commercial usage is in airships and blimps (non-flammable helium replaced hydrogen as the lifting gas du jour after the Hindenburg catastrophe in 1932, during which an airship burst into flames and crashed to the ground killing some passengers and crew). But helium is also instrumental in deep-sea diving, where it is blended with nitrogen to mitigate the dangers of inhaling ordinary air under high pressure; as a cleaning agent for rocket engines; and, in its most prevalent use, as a coolant for superconducting magnets in hospital MRI (magnetic resonance imaging) scanners.

**D**

The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a “loner” element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr Lee Sobotka, helium is the “most noble of gases, meaning it's very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other elements’. Another important attribute is helium's unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There are an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia.

**E**

The source of the problem is the Helium Privatisation Act (HPA), an American law passed in 1996 that requires the U.S. National Helium Reserve to liquidate its helium assets by 2015 regardless of the market price. Although intended to settle the original cost of the reserve by a U.S. Congress ignorant of its ramifications, the result of this fire sale is that global helium prices are so artificially deflated that few can be bothered recycling the substance or using it judiciously. Deflated values also mean that natural gas extractors see no reason to capture helium. Much is lost in the process of extraction. As Sobotka notes: “[t]he government had the good vision to store helium, and the question now is: Will the corporations have the vision to capture it when extracting natural gas, and consumers the wisdom to recycle? This takes long-term vision because present market forces are not sufficient to compel prudent practice”. For Nobel-prize laureate Robert Richardson, the U.S. government must be prevailed upon to repeal its privatisation policy as the country supplies over 80 per cent of global helium, mostly from the National Helium Reserve. For Richardson, a twenty- to fifty-fold increase in prices would provide incentives to recycle.

**F**

A number of steps need to be taken in order to avert a costly predicament in the coming decades. Firstly, all existing supplies of helium ought to be conserved and released only by permit, with medical uses receiving precedence over other commercial or recreational demands. Secondly, conservation should be obligatory and enforced by a

regulatory agency. At the moment some users, such as hospitals, tend to recycle diligently while others, such as NASA, squander massive amounts of helium. Lastly, research into alternatives to helium must begin in earnest.

### Questions 27-31

Reading Passage 3 has six paragraphs, A–F.

Which paragraph contains the following information?

*Write the correct letter, A–F, in boxes 27–31 on your answer sheet.*

- 27 a use for helium which makes an activity safer
- 28 the possibility of creating an alternative to helium
- 29 a term which describes the process of how helium is taken out of the ground
- 30 a reason why users of helium do not make efforts to conserve it
- 31 a contrast between helium's chemical properties and how non-scientists think about it

### Questions 32–35

Do the following statements agree with the claims of the writer in Reading Passage 98?

*In boxes 32–35 on your answer sheet, write*

**YES** if the statement agrees with the claims of the writer

**NO** if the statement contradicts the claims of the writer

**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 32 Helium chooses to be on its own.
- 33 Helium is a very cold substance.
- 34 High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.
- 35 The US Congress understood the possible consequences of the HPA.

### Questions 36–40

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

*Write your answers in boxes 36–40 on your answer sheet.*

Sobotka argues that big business and users of helium need to help look after helium stocks because 36..... will not be encouraged through buying and selling alone. Richardson believes that the 37..... needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have 38..... to use the resource many times over. People should need a 39..... to access helium that we still have. Furthermore, a 40..... should ensure that helium is used carefully.

### Промежуточная аттестация

**ПК-10.** Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей



**Знать:** лексику в объеме до 4000 слов - значений (устойчивых словосочетаний) для продуктивного (активный словарь) и до 2000 слов - значений (пассивный словарь) рецептивного использования,

**Уметь:** фонетически правильно читать, произносить звуки и звукосочетания в потоке речи, владеть основными типами интонации в связной речи;

писать с соблюдением правил орфографии и пунктуации;

грамотно говорить в рамках пройденных тем, уметь вести беседу (с опорой на словарный запас - до 4000 лексических единиц);

понимать при чтении с листа печатные неспециализированные материалы (газетные и научные статьи, и т.п.);

понимать при прослушивании аутентичные неспециализированные аудиоматериалы (диалогическую и монологическую речь и т.п.);

читать печатные материалы общего характера при точном восприятии графического образа лексических единиц и грамматических явлений;

применять полученные теоретические знания на практике в процессе профессиональной деятельности, а также в процессе межкультурной коммуникации;

уметь работать с учебной, художественной и научно-популярной английской литературой;

на основе полученных знаний самостоятельно ставить исследовательские задачи и находить адекватные методы их решения;

применять полученные знания о закономерностях функционирования и функциональных разновидностях изучаемого языка для решения профессиональных задач

**Владеть:** словарным запасом в объеме примерно 6000 единиц;

умением излагать содержание прочитанного или прослушанного материала, а также анализировать информацию, полученную в ходе тестирования в определенный временной промежуток, определяемый рамками тестирования;

основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями;

основными особенностями официального, нейтрального и неофициального регистров общения;

академическими навыками работы с письменными и аудио материалами общего характера.

системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей.

**ПК-11.** Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

**Знать:** принципы функционирования системы изучаемого иностранного языка применительно к различным сферам речевой коммуникации и различным функциональным стилям и регистрам

**Уметь:** выражать свои мысли на изучаемом языке, используя разнообразные языковые средства официального, нейтрального и неофициального регистров общения

**Владеть:** основными способами организации высказывания (композиционными, дискурсными, риторическими и стилистическими элементами текста);

Задания, необходимые для оценивания сформированности ПК-10, 11

Перечень вопросов для зачета с оценкой

### **1. Вопросы для первой части зачета с оценкой:**

Первая часть представляет собой краткое интервью, проводимое экзаменатором.

- Your spare time
- Your studies
- Your family / childhood
- Food / restaurants / meals
- Your hobbies / Interests
- Your country / home town
- Your job
- Your accommodation friends in your free time?
- Your room
- An achievement you are proud of
  
- The Internet
- Dreams
- Animals
- Newspapers/magazines
- Neighbours/neighbourhoods
- Letters and emails
- The weather
- Plants and flowers
- Fruit and vegetables
- Radio and television

Вторая часть представляет собой монологическое высказывание на заданную тему. Рекомендуемая продолжительность высказывания — **3 минуты, минимальная — 2 минуты.**

### **2. Вопросы для второй части зачета с оценкой:**

A book you have read  
A person you admire  
An achievement you're proud of  
A toy you played with  
A party you attended  
A festival you've been to  
A trip you've been on  
A film you've watched  
A place you would like to visit  
Your favourite form of transport  
Your favourite style of dress  
Your best friend  
A sport you enjoy playing-  
A song you like listening to  
A plan you have made  
A conversation you had recently that changed your way of thinking  
The type of weather you particularly like

Your school days  
A television programme you watch  
A piece of jewellery  
A garden/park you enjoy visiting  
An old building you remember  
A course you are interested in  
A family member you like to be with

Третье задание зачета с оценкой представляет собой двустороннюю дискуссию продолжительностью 3-4 минуты. Экзаменатор задаёт вопросы, формулировка которых носит проблемный характер и побуждает экзаменуемого высказывать и обосновывать своё мнение, соглашаться или опровергать озвученную точку зрения.

### **3. Вопросы для третьей части зачета с оценкой**

- The media.
- Journalism
- Advertising.
- Music and culture.
- The protection of wild animals.
- The environment.
- Education.
- Human relations, communication.
- Population growth.
- Charities / International Aid.
- The nature of human happiness.
- The relationship between employers and employees.
- The importance of free time in our modern world.
- The importance of making plans and having goals.
- Immigration.
- The importance of history.
- Social media
- Teaching as one of the most rewarding professions.

### **4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

В рамках освоения дисциплины предусмотрены: устный опрос, подготовка доклада, выполнение контрольного тестирования.

Общее количество баллов по дисциплине – 100 баллов.

Максимальное количество баллов, которое может набрать обучающийся в течение 7 семестра за текущий контроль, равняется 70 баллам

Формой промежуточной аттестации является зачет с оценкой. Максимальное число баллов, которые выставляются обучающемуся по итогам зачета с оценкой – 30 баллов.

### **Шкала оценивания зачета с оценкой**

| Критерии оценивания                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Баллы        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>Выставляется студенту, который излагает материал последовательно, грамотно и бегло, обнаруживая правильное использование орфоэпических, лексических, грамматических и стилистических норм изучаемого языка и умеет рассуждать и участвовать в дискуссии по определенной теме, аргументировать свою точку зрения, приводить примеры, иллюстрирующие и подтверждающие ее (при этом в ответе допускается не более двух полных ошибок, не влияющих на смысловое содержание речи).</p>                                                                                                                                                                                                 | 30-21 балл   |
| <p>Выставляется студенту, если высказывание студента соответствует предложенным для диалогического и монологического высказывания темам, но допускаются неточности в аргументировании и в примерах и/или студент обнаруживает умение рассуждать по определенной теме, но допускаются неточности в аргументировании своего мнения. Речь студента соответствует орфоэпическим, лексическим, грамматическим и стилистическим нормам изучаемого языка, но допускаются единичные ошибки в произношении, лексике или грамматике, которые самостоятельно исправляются студентом после замечания экзаменатора (не более 3-4 ошибок, незначительно влияющих на смысловое содержание речи)</p> | 20-11 баллов |
| <p>Выставляется студенту, если он показывает знание и понимание основных положений тем билета, но обнаруживает недостаточное понимание содержания данной темы и ее проблематики; обнаруживает недостаточное умение выразить и аргументировать свое мнение по предложенной проблеме; его речь изобилует грамматическими и лексическими ошибками (5-10 полных ошибок, в том числе ведущих к искажению смысла высказывания).</p>                                                                                                                                                                                                                                                        | 10-6 баллов  |
| <p>Выставляется студенту, если он обнаруживает неумение рассуждать и аргументировать свою точку зрения и/или непонимание тем, изложенных в билете, допускает грубые и/или многочисленные ошибки (более 10ти) в устной речи, ведущие к искажению смысла высказывания.</p>                                                                                                                                                                                                                                                                                                                                                                                                             | 5-0 баллов   |

#### Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации.

| Количество баллов | Оценка по традиционной шкале |
|-------------------|------------------------------|
| 81-100            | Отлично                      |
| 61-80             | Хорошо                       |
| 41-60             | Удовлетворительно            |
| 0-40              | Неудовлетворительно          |

## ПРИЛОЖЕНИЕ

### Ключ к тесту Listening test 1

#### SECTION 1

1. 9.30 (am)
2. Helendale
3. Central Street/St
4. (number/no./#) 792
5. 8.55 (am)
6. 1.80
7. 7.30
8. 7.15
9. commuter
10. afternoon

#### SECTION 2

11. C
12. C
13. A

14. B
15. first/1st year
16. (right) balance
17. international/foreign (students)
18. relaxation
19. motivation
20. research/advanced
- SECTION 3
21. The Secret Garden
22. (the) 20th/twentieth century
23. walk
24. motivations/motivation
25. abstract ideas
26. roses
27. dark(ness) to light(ness)
28. health
29. environment
30. human companionship
- SECTION 4
31. negative
32. pleasure
33. poverty
34. active
35. success
36. B
37. A
38. C
39. A
40. B

### Ключ к тесту Reading Test 1

#### Answer Keys

#### Section 1

1. **Candlewax.** Second paragraph, third sentence. Plastic is compared to wax, both becoming soft when treated with high temperature.
2. **Synthetic.** Last sentence of second paragraph. “Entirely” is a paraphrased “totally” from the text, which makes it more difficult to find when using keywords.
3. **Chemistry.** Paragraph three, second sentence. Advances in the field of chemistry promoted the progress of plastic industry.
4. **Novalak.** Paragraph five, sentence number two. Resin is hard to paraphrase, which makes it an excellent keyword. Pay attention to spelling — Novalak should be capitalised like in the text. Lack of capitalisation will be seen as mistake.  
Note that the previous paragraph can be skipped as it is about the history of Bakelite which we do not need. Remember that the answers in the text follow one another, meaning that you will not have to return to that paragraph.
5. **Fillers.** Paragraph five, fourth sentence. The words in brackets in the diagram are examples of the skipped word.

6. **Hexa.** Same sentence, the second part of it. “A compound of ammonia and formaldehyde” is what makes up this material according to the text. You mix them and you get hexa. It fits the diagram.
7. **Raw.** Paragraph five, sentence six. Bakelite is capitalised in the text so it is pretty easy to find as a keyword.
8. **Pressure.** Last sentence of paragraph five. Heat and pressure are applied during the last stage of the process. Note how passive voice is used in the text – the material is *subjected to* heat and pressure.
9. and 10. **B and C** (in either order). “C” is found in the second sentence of paragraph six. Negative phrasing is used which can make it more difficult to notice. “B” is same paragraph, sentence four. “Facility” in this answer means “ease, readiness, lack of any obstacles”. “A” and “D” are not mentioned. “E” is mentioned — however it is the form of Bakelite objects that made the style fashioned rather than the objects trying to follow the established trend.
11. **True.** This is a very rare example when you have to go back in the text to answer this. Paragraph four, last sentence. “The essential features are still in use today”. Using the date as keyword would help to find the answer quickly.
12. **False.** Paragraph seven, first sentence. “Treated with disdain” means that it wasn’t welcomed. The opposite of the question statement is correct, so the answer is “false”.
13. **False.** Paragraph seven, sentence number four. “Dazzling array of shades”, “no longer restricted to drab browns” means that the opposite is true — the material was available in a very wide selection of colors.

## Section 2

14. **False.** Last sentence of paragraph one. “It serves no purpose” — the opposite statement is true. Easily found by the author’s name in the text — capitalised proper names stand out noticeably.
15. **Not given.** Paragraph two, second sentence. Plato believed it a fact of superiority, but it does not necessarily mean intellectual superiority. There is not relevant information to support this expression.
16. **True.** Paragraph two, sentence number three. Psychic tension is “safely punctured” — which is the paraphrased version of “controlled release” from the statement.
17. **False.** Sentence three in the second paragraph. The opposite is true according to the text — most modern humour scientists use Aristotle’s beliefs in their work.
18. **True.** Paragraph three, first sentence. Ritchie links the ability of understanding humour to reasoning in machines — he links jokes to artificial intelligence. This is true.
19. **Not given.** No mentioning of comedians’ techniques is present in the text.
20. **True.** Paragraph five, fourth sentence. Chimpanzees produce a panting noise when engaged in a game.
21. **Problem solving.** Paragraph eight, second sentence. The question is easy to answer as there is an anatomic term present, which is impossible to paraphrase. Use it as a keyword to find the relevant information in the text.
22. **Temporal lobes.** Paragraph eight, sentence three. Again, a medical term as a keyword help us to find the information quickly and effortlessly.
23. **Evaluating information.** Paragraph eight, last sentence. Prefrontal cortex is mentioned in the previous sentence while explanation is given in the following one. Don’t let this confuse you.
24. **C.** Paragraph nine, sentence one. The easiest way to tackle this task is to find the question information in the text and then fit the most appropriate option from the answers. “Rapid assessment” is a synonym for “quick response”.
25. **A.** Paragraph 10, sentence one, the second part of it. “Humans ... respond to their own thoughts”.
26. **F.** Last sentence of paragraph 10. Person’s reaction to humour depends on their “outlook” — personal views, beliefs and preferences.
27. **D.** Paragraph 11, last sentence. To have a good handle here means to have good understanding of something. They will understand the brain functioning mechanism.

## Section 3

28. **Latin.** Paragraph one, last sentence. “Language of choice” is paraphrased as “lingua franca” in the text, a Latin phrase with similar meaning. Pay attention to capitalisation — spelling Latin without the first capital letter will be seen as mistake.
29. **Doctors.** Paragraph seven, last sentence. As mathematicians are mentioned in the task it is preferable to use them as keyword. It is easy to see from question context that you need to look for another profession. Doctors are mentioned in the sentence following the one with mathematicians in the text.
30. **Technical vocabulary.** Paragraph eight, sentence two. Britain is not mentioned in the text, however the word “English” help us navigate and find the right information. Pay attention that you have to give answers to questions 30 and 31 in this order, the order the information is given in the text.
31. **Grammatical resources.** Paragraph eight, sentence three. Same as the previous question. Keep in mind that you can’t change the words from the text, so “grammatical resource” would be considered incorrect.
32. **Royal Society.** Eighth paragraph, sentence four. “Associated with” means membership to a certain group. The only group mentioned here is the Royal Society. Both letters have to be capitalised.
33. **German.** Paragraph 10, sentences two and three. It is easy to guess that English is compared to other language. “Overtaken by” means “Lost to”, “Was less than”. Spelled with capital G.
34. **Industrial revolution.** Paragraph 10, sentence four. 19 Century is the keyword that help to locate the needed information in the text. It promoted development in various spheres, including the English language.
35. **Not given.** In paragraph two, third sentence the word “competitive” might tempt you to answer “True”. However, competitive here means “strong” rather than “willing to compete”. For this and the following questions we have to track back to previous paragraphs.
36. **No.** Paragraph two, last sentence (the second part). Magnetism is mentioned only as a secondary discovery. The most important progress was made in astronomy by Copernicus.
37. **Yes.** Third paragraph, last sentence. By “expressing ideas” they meant developing linguistics.
38. **Popular.** Paragraph four, second sentence. Note how popular refers to all array of the books — encyclopedias, textbooks, translations etc.
39. **Principia / the Principia / Newton’s Principia / mathematical treatise.** Paragraph five, sentences one and two. You are given freedom to choose any of those answers — all would be seen as correct. Principia has to be capitalised because it’s a proper name.
40. **Local / more local / local audience.** Paragraph six, sentence two. Again, you are given a variety of correct answers. No need for capitalisation this time.

## Ключ к тесту Listening test 2

### *Part 1*

- 1 choose
- 2 private
- 3 20 / twenty percent
- 4 healthy
- 5 bones
- 6 lecture
- 7 Arretsa
- 8 vegetarian
- 9 market
- 10 knife

### *Part 2*

- 11 B
- 12 C
- 13 B



- 14 E
- 15 D
- 16 B
- 17 G
- 18 C
- 19 H
- 20 I

*Part 3*

- 21 A
- 22 C
- 23 B
- 24 C
- 25 B
- 26 G
- 27 C
- 28 H
- 29 A
- 30 E

*Part 4*

- 31 crow
- 32 cliffs
- 33 speed
- 34 brain(s)
- 35 food
- 36 behaviour(s) / behavior(s)
- 37 new
- 38 stress
- 39 tail(s)
- 40 permanent

**Ключ к тесту Reading Test 2**

**Section 1**

1. **III.** First part of Paragraph One focuses on how fragile the regions of ‘deserts, mountains and Arctic areas’ are. Then, it is said how attractive the business is, because it requires almost no investment. In the second paragraph of the section it is mentioned how important this tourism has become for some countries’ financial well-being.  
**Heading VI** doesn’t fit here as economic benefits of wilderness tourism is not the main topic of this section.
2. **V.** All three paragraphs of this section concentrate on the various negative effects of wilderness tourism on the regions – both economically and ecologically. The word ‘disruptive’ here means ‘preventing a system from working or functioning in a traditional, established way’.

**Heading IV** shouldn't be used here. Yes, Paragraph Two focuses on the traditional ways of producing food and harvesting. However, this is not the main topic of the whole section.

3. **II.** Most of the paragraphs in this section give examples how the local population of the exotic tourism destinations managed to benefit financially from the travel industry. The focus is on how to maintain balance between the influx of tourists that can potentially harm the fragile regions and the money they bring to the local economies.  
Don't be tempted to choose **Heading VI** here – economic benefits are mentioned in most paragraphs, but the main idea is divided between that and preserving the regions.
4. **Yes.** First paragraph of the text, sentence three: 'The attraction of these areas is obvious'.
5. **Yes.** Middle of the same paragraph says, that these regions are 'fragile not just in terms of their ecology, but also in terms of the culture of their inhabitants'. Then they specify the exact range of regions in the following sentence: 'deserts, mountains and Arctic areas'.
6. **No.** Last two sentence of the first paragraph state the opposite – these areas are open to tourism for a limited number of days each year because of their 'marked seasonality'.
7. **Yes.** First paragraph of Section B mentions how farmers of the hilly regions turned to being porters for tourists, which proved much more profitable and as a result the amount of crops went down: 'In some hill-regions, this has led to a serious decline in farm output'.
8. **No.** Second paragraph, the very beginning states the opposite. Ending of sentence one points out how hunting and gathering is spread 'over a relatively short season'.
9. **Not Given.** Section B, at the end the second paragraph government handouts are mentioned as being harmful. However, no direct comparison between them and the food-gathering patterns is made.
10. **Cheese.** Last sentence in the second paragraph of Section C: 'There has also been a renaissance in communal cheese production in the area'.
11. **Tourist/ tourism/tour.** Section C, paragraph three, the second sentence: 'But some Arctic communities are now operating tour businesses themselves.'
12. **Pottery.** Last sentence of the fourth paragraph in Section C: 'The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses'.
13. **Jewelry/ jewellery.** Same last sentence of Paragraph Four: 'The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses 'the Navajo and Hopi groups have been similarly successful with jewellery'. 'Similarly successful' refers to the business venture of the Acoma and San Ildefonso

## **Section 2**

14. **G.** Last sentence of Paragraph Two: 'But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.'. A short disclaimer: Looking for proper names (just like this task requires us to) is the easiest because they are capitalised, which makes them ideal keywords – they really stand out in the text.
15. **A.** Last but one sentence of Paragraph Three: '“What you hear is only the tip of the iceberg,’ says Trevor Ford’. He then clarifies that the likely reason for such situation is that 'No-one wants bad press.'
16. **H.** Middle of Paragraph Nine has a description of an extreme case of delayed failure in a research building in Lathom, Lancashire.
17. **C.** Last but one paragraph mentions Waterfront Place undergoing a thorough glass examination due to a high number of failures. The examination was conducted by John Barry.
18. **Sharp.** Paragraph Four, sentence three mentions the ordinary glass breaking into 'razor-sharp shards', whereas toughened glass is different. Not as sharp.
19. **Unexpectedly.** An adverb is required here. The word is easy to guess from the general context of the passage. Paragraph Nine, sentence three states that 'The time that elapses before failure occurs is unpredictable.'
20. **Quickly.** Paragraph Five gives a description of the glass toughening procedure. First sentence of the paragraph says, that the glass, after being heated is treated with jets of cold air, 'cooling it rapidly'.

21. **Contracts.** Paragraph Five, sentence two: ‘This causes the outer layer of the pane to contract and solidify before the interior.’
22. **Warm.** Paragraph Nine, sentence three: ‘although if the glass is heated – by sunlight, for example – the process is speeded up’.
23. **Disputed.** In Paragraph Two Brian Waldron, one of the experts, believes that the cases are few and rare. Then, at the beginning of Paragraph Three it is said that ‘Others disagree.’. Barrie Josie, Tony Wilmott and Simon Armstrong have different experiences and opinions on the topic. Thus, the frequency of occurrences is disputed.
24. **True.** Last sentence of Paragraph One: ‘minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure’.
25. **Not given.** Paragraph Four gives a brief description of toughened glass properties. However, nothing is said about its visual similarity with the regular glass.
26. **False.** An incidence is a rate or frequency at which something happens. See Question 23 which covers the same problem. There is no clear data on the frequency of such incidents.

### *Section 3*

27. **True.** Paragraph Two, third sentence states that the amount of data to support the idea of photoperiodism is ‘considerable’.
28. **True.** Paragraph Two, sentence four supports this idea by giving an example of simulating longer days to encourage birds to breed.
29. **Not given.** No such information can be found in any of the paragraphs.
30. **False.** Last sentence of Paragraph Five states the opposite – these plants use rainfall rather than length of day as a cue to germinate. Therefore, these plants are neither long-day nor short-day.
31. **False.** First sentence of Paragraph Five gives a different information. According to it, bamboo plants ‘suddenly flower, fruit and die’. Therefore, they can only flower once.
32. **True.** Paragraph Five, sentence three confirms this information. The trigger, or cue for this species of plants to flower is not known yet.
33. **False.** Last two sentences of the text contain the answer. However, to interpret the data one has to go back to the beginning of the last paragraph, where the concept of ‘photosynthetic rate’ is explained. In short, hemlock’s photosynthetic rate is low and therefore it is a slow-growing plant.
34. **Temperatures.** Paragraph Two, sentences two and three talk both about temperatures and length of day. The former can vary and is therefore less predictable, whereas day length changes consistently and is therefore a better cue for the breeding animals.
35. **Day-neutral / day-neutral plants.** Last sentence of Paragraph Two says that day-neutral plants are plants that flower regardless of photoperiod, which is a term to describe how sensitive a given organism is to the amount of light during the day.
36. **Food / food resources / adequate food resources.** Last sentence of Paragraph Three gives us the information of birds using warmer seasons to breed because of food being in abundance then.
37. **Insects / fertilization by insects.** Paragraph Four, second sentence mentions long-day plants relying on fertilization by insects. To answer this question it is important to remember that long-day plants are plants that flower when days become longer (i.e. in summer).
38. **Rainfall / suitable rainfall.** Last sentence of Paragraph four mentions rain being a trigger for plants in those regions to flower.
39. **Sugarcane.** Last sentence, Paragraph Six gives the example of sugarcane as a plant that has no limit on the rate of photosynthesis.
40. **Classification.** Second sentence of the last paragraph talks about horticulture classification.

### Ключ к тесту Reading Test 3

#### *Passage 1*

1. FALSE
2. TRUE
3. NOT GIVEN
4. FALSE
5. TRUE
6. FALSE
7. TRUE
8. C
9. C
10. B
11. A
12. D
13. C

#### *Passage 2*

14. C
15. A
16. B
17. B
18. C
19. A
20. C
21. B
22. A
23. brain dead
24. sociopathic behaviour
25. neocortex
26. animal propensities

#### *Passage 3*

27. C
28. D
29. B
30. E
31. A
32. Yes
33. Not given
34. Not given
35. No
36. prudent practice

- 37. privatisation policy
- 38. incentives
- 39. permit
- 40. regulatory agency