



9. A Socialist Feminist group was one of the outcomes of the readers' meetings.  
A) True B) False
10. The speaker is surprised with the huge sales of books because of the Facebook power.  
A) True B) False

### Task 2

*For items 11–15 listen to the dialogue. Choose the correct answer (A, B or C) to answer questions 11–15. You will hear the text **only once**.*

11. The photo Ann and Brian are discussing was taken  
A) from the top of the mountain.  
B) from a plane.  
C) from a car.
12. During her mountain trip Ann used  
A) a parachute.  
B) a cable car.  
C) metal ropes.
13. Ann thinks the equipment she used was  
A) bad.  
B) safe.  
C) rusty.
14. The base jumpers that Ann saw jumped  
A) in special clothes.  
B) into deep water.  
C) from planes.
15. Brian thinks base jumping is  
A) a fearless activity  
B) an amazing activity  
C) a crazy activity

*Transfer your answers to the answer sheet!*



## READING

**Time: 45 minutes (20 points)**

### Task 1

*For items 16–25, read the passage below and choose option A, B, C or D which best fits according to the text.*

#### The Best Guide

(1) It's obvious that the best way to explore a city is with a friend who is courteous, humorous, intelligent and — this is essential — extremely well-informed. Failing that, and if it is London you are visiting, then the next best thing may well be Martin Priestly, former university lecturer, now a guide, who seems to bring together most of the necessary virtues and who will probably become a friend as well.

(2) Last spring, I took a trip around London with him, along with a party of Indian journalists. Accustomed to guides who are occasionally excellent but who often turn out to be arrogant, repetitive and sometimes bossy, I was so struck by Priestly's performance that I sought him out again to see, if I could, just how the trick was done.

(3) This time the tour was for a party of foreign students, aged anything between 20 and 60, who were here to improve their English, which was already more than passable. As the 'tourists' gathered, Martin welcomed them with a kind of dazzled pleasure, as if he had been waiting for them with excitement and a touch of anxiety, now thankfully relieved. I have to say, all this seemed absolutely genuine.

(4) Then we got on the coach and we were off. Martin sat in front, not in the low-level guide's seat, but up with the group, constantly turning round to make eye contact, to see if they understood him. Soon we're in a place called Bloomsbury, famous among writers in the early 20<sup>th</sup> century. 'Bloomsbury is famous for brains,' says Martin, getting into his stride. 'It's a very clever place. It's not very fashionable but it's very clever.' Soon after, we pass the British Museum and Bedford Square, 'a great architectural showpiece,' advises Martin. The comment prompted questions which led to a conversation about building, the part played by wealthy people and how big chunks of London still belonged to them — an issue which was to re-emerge later. This was how he liked to work: themes, introduced as if spontaneously, were laid down for subsequent discussion.

(5) Suddenly the coach stopped and it was over, two and a half hours of non-stop performance, with information, observation and humour. Martin says encouragingly, 'I do hope you enjoy London.'



(6) We go to a nearby café to talk. Why, I asked, had he become a guide? 'Well, I used to organise a lot of courses at the university I worked for. **It** was quite stressful. But I had shown students around London and I enjoyed that. It seemed an obvious move to make. I did the London Tourist Board's Blue Badge course — two evenings a week for two years. That was tough, especially the exam in what is known as "coaching". You're taught to smile but everybody had difficulty with that in the exam, when you have other things to worry about. You have to do it backwards in the coach, desperately casting your eyes about to see what is coming next, and you're facing the tutors and the other trainees.

(7) 'And you have to know so much to guide well, different places, all kinds of architecture, agriculture. What if somebody asks a question about a crop beside the road? But some of it sticks, you know... eventually.' He also tells me he keeps himself up to date with radio, TV and newspapers.

(8) There are several hundred other guides out there, all looking for a share of the work. I think, as we talk, that I am starting to understand why good guides are so rare. It's a great deal harder than it looks, and it demands, for every stretch of road, an even longer stretch of study and forethought.

**16.** What do we learn about Martin in the first paragraph?

- A) He has two educational roles.
- B) He is a colleague of the writer.
- C) His job is an extension of his hobby.
- D) His job suits his personality.

**17.** The writer decided to meet Martin again to find out how he managed to

- A) win customers from other tour guides.
- B) entertain large and varied tour groups.
- C) avoid the failings of many other tour guides.
- D) encourage people to go back to him for another tour.

**18.** The tour group arrived in London

- A) to party and be entertained.
- B) to start learning English.
- C) to do a tour of London.
- D) to improve their speaking skills.

**19.** The writer notes that on meeting the tour group, Martin

- A) greeted everyone cordially.
- B) seemed as nervous as everyone else.
- C) praised everyone for their prompt arrival.
- D) checked that everyone could understand him.



20. When on the bus during the excursion, Martin
- A) regularly addresses his tourists.
  - B) gives a lecture-like talk.
  - C) sits next to the driver.
  - D) never allows any questions.
21. Martin's approach to guiding is to
- A) begin with the oldest buildings.
  - B) encourage tourist participation.
  - C) move around the coach as he talks.
  - D) find out how much visitors know first.
22. What does 'It' in paragraph 6 refer to?
- A) showing students around London
  - B) performing in front of a group
  - C) becoming a guide
  - D) arranging courses
23. Martin says that the 'coaching' exam is difficult because
- A) there is so much to think about.
  - B) you have to smile in different ways.
  - C) it has so many sections.
  - D) you have to cover different routes.
24. In paragraph 7, what does 'some of it sticks' mean?
- A) Some facts are up to date.
  - B) Some information is remembered.
  - C) Some questions are answered.
  - D) Some lessons are revised.
25. In the last paragraph, the writer says he is impressed by
- A) the distances Martin covers on his tours.
  - B) the quantity of work available for tour guides.
  - C) the amount of preparation involved in Martin's job.
  - D) the variety of approaches taken to guiding.

*Transfer your answers to the answer sheet!*



## Task 2

*For items 26–35, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps. Write the correct letter in boxes 26–35 on your answer sheet.*

1147, the year the city is first mentioned in historical chronicles, is considered the official date of the foundation of Moscow. From its humble beginnings as a small settlement lost in the forests, the city grew to the point where it became the capital of the Russian Federation.

The city's history is imprinted in the names of its streets and districts.

26. \_\_\_\_\_

Moscow's central district of Khamovniki is situated directly south-west of the centre and south of the Arbat District within a curve of the River Moskva.

27. \_\_\_\_\_

The word Khamovniki is derived from the word 'ham' which referred to special flaxen linen cloth in the XIV century. Initially the best Russian weaving masters came from Tver. 28. \_\_\_\_\_ And it was much easier to ship the cloth to Europe from the capital. 29. \_\_\_\_\_ The weavers in Khamovniki held a privileged position in the city. 30. \_\_\_\_\_ However, at the same time they could not leave the settlement and move to another area within the capital, and young ladies living there could not marry outside the district.

31. \_\_\_\_\_ A number of such petitions are kept in the museum archives. In one of them Kuzma Tikhonov is asking Tsar Mikhail Fedorovich to let him stay and settle with his relatives in Khamovniki. 32. \_\_\_\_\_

Hand-made linen cloth in Khamovniki came in different types and sizes. 33. \_\_\_\_\_ Apart from that Khamovniki masters also produced tablecloths as such, sailing canvas, and tarpaulin.

The production of fabrics on the territory of Khamovniki continued well into the XVIII century. 34. \_\_\_\_\_ It was later transferred to private hands. 35. \_\_\_\_\_

A) But approximately in the middle of the XVII century they were forced to resettle in Moscow due to the growing demand for high quality Russian linen cloth abroad.

B) The royal resolution granted the request in the end, at the same time forbidding the petitioner to start a farm of his own or build a backyard.

C) At one time this was the location of a large Khamovnaya Crafts Village, after which the area got its name.



- D)** They were subject to low taxes, exempted from certain duties, in particular from compulsory work, which all residents of Moscow had to perform.
- E)** In the-middle of the XVIII century, the weaving business began to decline and a cotton mill was established on the site of the settlement.
- F)** The cotton mill was headed by Ivan Tames, who not only made it a stable profit-making enterprise, but also significantly expanded the territory of Khamovniki, buying up several large neighboring sites.
- G)** Another reason for this was the request expressed by the tsar’s court to provide the royal family with the best linen.
- H)** If you wanted to settle in Khamovniki, you had to submit a petition to the sovereign and provide convincing arguments in favour of your request.
- I)** Though nowadays the names often don’t even bear any meaning to Russian citizens, they are full of history and funny stories that have become part of the fabric of everyday life.
- J)** In the middle of the XVII century, the land on the territory of modern Khamovniki surrendered to a kind of rent. Artisans from all over Russia could rent a plot in the territory of the settlement and give a certain amount of weaving production to the royal family.
- K)** There was basic cloth, double and triple kinds of cloth depending on how thick the thread was, embassy (wide) cloth, Tver cloth (coarse), thin, striped, tablecloth fabric, etc.

*Transfer your answers to the answer sheet!*



**USE OF ENGLISH**

**Time: 60 minutes (45 points)**

**Task 1. Items 36–50 (15 points)**

*For Questions 36–50, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct put a tick. If a line has a word which should **not** be there, write the word on your answer sheet. There are two examples at the beginning (0 and 00).*

*Example:*

<b>0</b>	<i>if</i>
<b>00</b>	<i>V</i>

**HOW TO GET AN A ON YOUR FINAL EXAM**

<b>0</b>	During my senior year in college, I served as if a teacher's assistant. One of my roles was to administer and proctor the exams. The class was a freshman introductory course, which had well over five hundred students. In order to manage these five hundred college freshmen, I had to establish rules.
<b>00</b>	The rules were as follows. The exams began at exactly 9:00 a.m. The students would pick up their test booklets and blue books and proceed to a seat. They would have exactly fifty minutes to complete the examination.
<b>36</b>	When final exam time came, the students were so indoctrinated into the system that I only needed to announce one warning at 9:40 a.m. So, as the final minutes ticked away, I announced, "It is 9:40. You have ten minutes until pencils down."
<b>37</b>	At exactly 9:50 a.m., I would say, "Pencils down!" Everyone had to stop writing immediately, put their pencils down, proceed to the front of the room and turn out in their blue books.
<b>38</b>	Those who did not put their pencils down at exactly 9:50 a.m. and give their blue books to me would receive an automatic F, no exceptions!
<b>39</b>	Then at 9:50 a.m., I gave my last command for that semester: "It's 9:50, pencils down. You know the rules!"
<b>40</b>	And boom, all pencils went down, just like always. All 500 students stood – or was it only 499? Yes, it was. Everyone was filled the aisle except for one sneaky guy.
<b>41</b>	He was just writing and writing away. I saw him up there, but he didn't think I could have. Once again, I said, "Pencils down everyone!"



42	But he kept writing and writing, trying to beat my system. How dare he! Boy, would I get him! At 9:58 a.m., as I began to organize the stacks of examination packets, I saw this young man running down the aisle to surrender his exam to the table.
43	"Here, Mr. D'Angelo, take my blue book!" he huffed and puffed. It was an attempt at making me to break the whole system! "I cannot accept this. You know the rules. Pencils down at 9:50 a.m., or you get an automatic F!"
44	"Please, Mr. D'Angelo, take my blue book!" "No! You know I can't do that. It's against the rules." "Please, please, take my blue book. I'm barely passing this class. My mom and dad are going to kill me if I will have to repeat this class. Just take it, and no one will ever know." A tear began to stream down his cheek.
45	"I'm sorry. I just can't." I went back to the stacks, organizing them one by one. The young man just turned and walked away with his shoulders slumped.
46	Now with a stack of five hundred or so blue books in my arms, I watched the freshman to walk up the stairs toward the exit. Just about at the halfway point, he changed his mind and approached me again.
47	He questioned softly, "Mr. D'Angelo, do you know who I am?" "Why no, and frankly I couldn't care less."
48	"Are you sure you don't know who I am?" he inquired with even greater confidence. I started to get a little concerned. Was this the dean's son? What had I gotten myself into?
49	"No, I'm sorry. I don't," I said with a little hesitation in my voice. "Are you absolutely, 100 percent sure that you don't know who I am?"
50	"For the last time, no, I don't know who you are!" "Well then, good!" and he has shoved his blue book into the middle of the stack and ran out of the door.

***Transfer your answers to the answer sheet!***



**Task 2. Items 51–60 (10 points)**

*For items 51–60, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use from three to five words. The number of words is specified in the brackets. Do not use short forms. Please mind both grammar and spelling. There is an example at the beginning (0).*

**Example: 0.** The pool isn't deep enough to swim in.

**too**

The pool \_\_\_\_\_ swim in. (4 words)

**0**

**is too shallow to**

**51.** I had only just arrived home when the phone rang.

**sooner**

No \_\_\_\_\_ home than the phone rang. (4 words)

**52.** We all know that Mark was a terrible gossip.

**known**

Mark is \_\_\_\_\_ a terrible gossip. (4 words)

**53.** Ruth knew what the outcome was after reading the book.

**read**

By the time Ruth \_\_\_\_\_, she knew what the outcome was.  
(4 words)

**54.** I think a change would do you good.

**from**

I think \_\_\_\_\_ a change. (4 words)

**55.** My skirt needs letting out.

**have**

I need to \_\_\_\_\_ out. (4 words)

**56.** Nobody there had heard of Miss Parker.

**who**

Nobody there knew \_\_\_\_\_. (4 words)



57. You are worrying about something, aren't you?

**on**

There is \_\_\_\_\_ mind, isn't there? (3 words)

58. The decorators didn't leave too much mess when they did the job.

**with**

The decorators managed to do \_\_\_\_\_ mess. (4 words)

59. Carol's legacy meant that she could give up work.

**enabled**

Carol's legacy \_\_\_\_\_ give up work. (3 words)

60. I am sorry I told you this yesterday.

**regret**

I \_\_\_\_\_ this yesterday. (3 words)

### Task 3. Items 61–70 (10 points)

*For items 61–70* read the text below. Use the word given in capitals at the end of each line to form a new word that fits in the space in the same line. There is an example at the beginning (0).

*Example:*

<b>0</b>	<i>enrolled</i>
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### UNIFORM

Over Saturday morning pancakes, my parents announced they had (0) ... me in an all-girls Catholic school with uniforms. If I had been cutting class, I might have understood.	<b>ROLL</b>
But I hadn't even done anything forbidden to deserve it. So when fall crept around, there I was sighing (61) ...	<b>RESENT</b>
as I stomped dramatically to my dad's sedan in stiff, shiny penny loafers. I went to my first class, sat down and didn't open my mouth for an entire semester. It was a scene from the annals of (62) ... scenarios.	<b>NIGHTMARE</b>



Luckily, my new classmates, private school-bred <b>(63)</b> ... , didn't prove to be wealthy snots with expensive purses and a million tortures planned for inferior classmates like myself. So by the beginning of spring, I'd mumbled enough words to make a few good friends.	<b>CREATE</b>
My new private school friends couldn't be bothered to engage in the snobby insults and hair-pulling stunts I'd come to fear from a lifetime of bad teen movies. Such a small school couldn't even <b>(64)</b> ... a social hierarchy.	<b>HOLD</b>
In this society, however, you were forced to get a <b>(65)</b> ... . This wasn't like public school friendships when preppies drifted towards someone looking like them. We were forced to look the same; what distinguished us was the person beneath the plaid, and it was time to figure out just who she was.	<b>PERSON</b>
So my routine polyester plaid getup made the same transposition from creepy to, well, <b>(66)</b> ... creepy.	<b>LOVE</b>
We knew what the uniform did to civilians, it was a superhero's disguise bestowing the powers of <b>(67)</b> ... and charm.	<b>INNOCENT</b>
So this private school had never become <b>(68)</b> ..., and it never became prison either.	<b>PUNISH</b>
<b>(69)</b> ..., I did graduate with a well-carved sense of self and a solid group of girlfriends I will be close to till we are all in grandmother shoes.	<b>EVENT</b>
And for the rest of my life I'll be able to juice up <b>(70)</b> ... with the simple boast: I survived an all-girls Catholic high school.	<b>CONVERSE</b>

**Task 4. Items 71–80 (10 points)**

*For items 71–80, match the items 71–80 to the phenomena A–N. There are some extra phenomena which do not match.*

<b>71.</b> Watergate	<b>A)</b> cornerstone of U.S. foreign policy, proclaimed in 1823, declaring that the United States would not interfere in the internal affairs of or the wars between European powers; while any attempt of a European power to oppress or control any nation in the Western Hemisphere would be viewed by the US as a hostile act against the United States
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<b>72. Underground Railroad</b>	<b>B)</b> a private British railway company, which owned and looked after most of the railway tracks in the UK from 1996 until 2001. It was closed down by the government for not doing its job properly, for not operating the system safely, and for getting into debt.
<b>73. Monroe Doctrine</b>	<b>C)</b> a part of the US Constitution declaring the purpose of the document
<b>74. The Marshall Plan</b>	<b>D)</b> Thomas Jefferson was the author of this document.
<b>75. Samuel Langhorne Clemens</b>	<b>E)</b> an American initiative passed in 1948 to aid Western Europe
<b>76. Declaration of Independence</b>	<b>F)</b> an announcement which ordered the end of slavery in the southern states of the US
<b>77. The 13<sup>th</sup> Amendment</b>	<b>G)</b> a famous political scandal in the US in the early 1970s that caused President Nixon to leave his job before Congress could impeach him.
<b>78. John Hancock</b>	<b>H)</b> the first written constitution in North America
<b>79. Mayflower Compact</b>	<b>D)</b> a network of houses and other places that a group of people in the US used to illegally help slaves to become free by helping them to escape to the northern US and Canada in the period before the Civil War
<b>80. Preamble</b>	<b>J)</b> a part of the US Constitution which ended slavery in the US after the Civil War
	<b>K)</b> the real name of the writer Mark Twain
	<b>L)</b> the real name of the writer O. Henry
	<b>M)</b> the name of the person who was the first to sign the Declaration of Independence
	<b>N)</b> Benjamin Franklin was the author of this document.

*Transfer your answers to the answer sheet!*



**WRITING**

**Time: 60 minutes (20 points)**

Comment on the following quotation.

*The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.*

*Martin Luther King Jr.*

Write **200–250 words**.

**Use the following plan:**

- make an introduction, explaining how you understand the author’s point of view;
- express your personal opinion and give reasons to support it;
- give examples from literature or history to illustrate your reasons;
- make a conclusion restating your position.

*Transfer your writing to the answer sheet!*

