

INTEGRATED LISTENING AND READING**Time: 30 minutes (10 points)****Task 1**

*Read the article below, then listen to a talk on the same topic. You will notice that some ideas coincide and some differ in them. Answer questions 1-10 by choosing **A** if the idea is expressed in both materials, **B** if it can be found only in the reading text, **C** if it can be found only in the audio-recording, and **D** if neither of the materials expresses the idea.*

Now you have 10 minutes to read the text.

It is, strangely, acceptable to mock and demonise teenagers

*Sarah-Jayne Blakemore, professor in cognitive neuroscience at University College London, is the author of a groundbreaking new book, *Inventing Ourselves: The Secret Life of the Teenage Brain*, in which she explains the development of the brain during the crucial years of adolescence.*

“Adolescents for ever have had a bad reputation. However, it is not socially acceptable to mock and demonise other sectors of society. You wouldn’t get away with it, on social media, were you to mock women or a certain race, or elderly people with poor memories. But it is, strangely, acceptable to mock and demonise teenagers. As a society, we don’t like it that our children, who used to do what we said, are rebelling, becoming independent. It is difficult to handle that, and one way of handling it is to mock them.

What I’m most interested in is that the brain is undergoing a huge change in adolescence that has a knock-on effect in terms of behaviour, of how you think of yourself, how you interact with other people and the decisions you make. When I was an undergraduate 25 years ago, we knew nothing about how the human brain develops. I was taught that the brain is fully mature by mid-childhood. Since then, we have developed MRI scanning and we now have a rich, detailed picture of how the human brain develops, and what it shows is that what I was learning in my textbooks was completely wrong. The brain continues to develop through childhood and adolescence and even into the 20s and 30s in some brain regions. We also know that when you take a risk, the brain’s positive reward system gets activated. In adolescents, that activation is higher during risk-taking than in adults. And the reasons the teens enjoy doing it are of particular interest to me too.

I work with lots of adolescents and it is important to stress they are not all the same. Not all teenagers would find it helpful to know about their brains, but the majority I've worked with have found it enlightening and empowering. And they have a right to know. At the moment, teenagers don't learn about their brains at all at school. It would be good to include this on the curriculum. To add, there is evidence that teenagers need to go to bed a couple of hours later than adults. They can't make themselves go to sleep earlier just because we want them to – and when we force them to get up for school, it is the middle of their biological night. School needs to start later. Teenagers are exhausted by the weekend and catch up on sleep – they have a shifting time zone, a phenomenon called “social jetlag”. Evidence suggests this is not good for cognition or mood.”

Now listen to a talk on the same topic and then do the tasks (questions 1-10), comparing the text above and the interview. You will hear the text TWICE.

1. In contemporary society, it is perfectly acceptable to diabolize teenagers.
2. Sara-Jane Blakemore is really interested in how adolescents like taking risks.
3. The scientist believes that the sense of social ‘ego’, the way other people see you, undergoes a really profound change just during adolescence.
4. Sarah wrote a letter to the Guardian newspaper when she was a teenager herself.
5. Sarah rarely argued with her parents being not very successful at school as a teenager, though.
6. It used to be thought that brain development was complete by early childhood, but latest researches have changed it.
7. Sarah believes it is beneficial for some youngsters to be aware of the changes taking place in their brains.
8. The start of school should be changed to a later time.
9. Three-quarters of mental illnesses appear before the age of 24.
10. Professor Bryant's book had a strong influence on Sarah as a young girl.

Transfer your answers to the Answer Sheet.

READING**Time: 20 minutes (10 points)****Task 2**

For questions 11-20, read the text below. Decide whether the statements about the text are true (T), false (F) or there is no information in the text (N/S).

The Buy Nothing movement

Social media, magazines and shop windows bombard people daily with things to buy, and British consumers are buying more clothes and shoes than ever before. Online shopping means it is easy for customers to buy without thinking, while major brands offer such cheap clothes that they can be treated like disposable items – worn two or three times and then thrown away.

In Britain, the average person spends more than £1,000 on new clothes a year, which is around four per cent of their income. That might not sound like much, but that figure hides two far more worrying trends for society and for the environment. First, a lot of that consumer spending is via credit cards. British people currently owe approximately £670 per adult to credit card companies. That's 66 per cent of the average wardrobe budget. Also, not only are people spending money they don't have, they're using it to buy things they don't need. Britain throws away 300,000 tons of clothing a year, most of which goes into landfill sites.

People might not realise they are part of the disposable clothing problem because they donate their unwanted clothes to charities. But charity shops can't sell all those unwanted clothes. 'Fast fashion' goes out of fashion as quickly as it came in and is often too poor quality to recycle; people don't want to buy it second-hand. Huge quantities end up being thrown away, and a lot of clothes that charities can't sell are sent abroad, causing even more economic and environmental problems.

However, a different trend is springing up in opposition to consumerism – the 'buy nothing' trend. The idea originated in Canada in the early 1990s and then moved to the US, where it became a rejection of the overspending and overconsumption of Black Friday and Cyber Monday during Thanksgiving weekend. On Buy Nothing Day people organise various types of protests and cut up their credit cards. Throughout the year, Buy Nothing groups organise the exchange and repair of items they already own.

The trend has now reached influencers on social media who usually share posts of clothing and make-up that they recommend for people to buy. Some YouTube stars now encourage their viewers not to buy anything at all for periods as long as a year. Two friends in Canada spent a year working towards buying only food. For the first three months they learned how to live without buying electrical goods, clothes or things for the house. For the next stage, they gave up services, for example haircuts, eating out at restaurants or buying petrol for their cars. In one year, they'd saved \$55,000.

The changes they made meant two fewer cars on the roads, a reduction in plastic and paper packaging and a positive impact on the environment from all the energy saved. If everyone followed a similar plan, the results would be impressive. But even if you can't manage a full year without going shopping, you can participate in the anti-consumerist movement by refusing to buy things you don't need. Buy Nothing groups send a clear message to companies that people are no longer willing to accept the environmental and human cost of overconsumption.

		T	F	NS
11.	People buy clothes because they want to throw them away.			
12.	The writer thinks it is worrying that people spend money on things they do not need.			
13.	The amount the average Briton owes on credit cards is one third of the amount they spend on clothes each year.			
14.	Only a very small proportion of unwanted clothes are thrown away.			
15.	A lot of second-hand clothes are delivered to eastern countries.			
16.	Charities can find ways to use clothes even if they are not very good quality.			
17.	Buy Nothing Day is a protest against credit cards.			
18.	The two friends who did the 'buy nothing' experiment only bought food for 12 months.			
19.	Buy Nothing supporters stand for sharing food with each other.			
20.	If everyone followed the Buy Nothing idea, the environment would benefit.			

Transfer your answers to the Answer Sheet.

USE OF ENGLISH
Time: 30 minutes (40 points)**Task 3**

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. Use letter "V" as a tick. If a line has a word which should not be there, write the word in a given space. There are two examples at the beginning (0 and 00).

Example:

0 V

00 to

HOUSE SITTING

0. _____ 0. I'm writing to you from our hotel room on the Mediterranean island of
00. _____ 00. Mallorca. Unfortunately, I can't to tell you very much about the island
21. _____ 21. because we've had such a terrible weather that we've hardly been out of
22. _____ 22. the hotel since we have arrived. On our very first day here the sky was
23. _____ 23. overcast and the temperature was about twenty degrees, much lower than
24. _____ 24. normal is at this time of the year. Then, the next day, we woke up to the
25. _____ 25. sound like of torrential rain beating against the windows, and it's been
26. _____ 26. pouring with almost non stop ever since. We'd have brought more books
27. _____ 27. and games with us if we would had known it was going to be like this
28. _____ 28. the kids are beginning to get bored with playing cards all the time. Poor
29. _____ 29. Katie was really looking forward to go swimming in the sea, but it's far
30. _____ 30. too rough for that and she can't even go in the pool, which it has been closed...

Transfer your answers to the Answer Sheet.

Task 4 (2 points for each right answer)

*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 two 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. You should telephone her.

speak

You should _____ telephone. (3 words)

0	speak on the phone
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31. May we borrow your ladder for half an hour?

MIND

Would you _____ your ladder for half an hour? (3 words)

32. He was sorry he had asked the bank to lend him the money.

WISHED

He _____ asked the bank to lend him the money. (4 words)

33. Why didn't you warn me it was going to rain?

HAVE

You _____ me it was going to rain. (3 words)

34. Heavy smokers are more likely to suffer serious illness than non-smokers.

RUNS

A heavy smoker _____ serious illness than a non-smoker. (2 words)

35. Even though she knew she had to get up early, Mary still went to the disco.

DESPITE

Mary still went to the disco _____ that she had to get up early. (3 words)

Transfer your answers to the Answer Sheet.

Task 5

Read the text below. Use the word given in capitals to form a new word that fits in the space in the same line. There is an example at the beginning (0).

Example answer: 0. EXCITABLE

Mr Greaves had always been an **0** _____ man who should never have had a **36.** _____ position.

His bad temper was only just **37.** _____ but there was often a **38.** _____ to tell him to sit down and relax. His office was chaotic with papers everywhere and had **39.** _____ no order to it.

Once he went to a **40.** _____ in Paris and on his **41.** _____ at the hotel he completely forgot who he worked for when the **42.** _____ asked him.

When he tried to help he was a hindrance although his **43.** _____ were always good. He had to call his **44.** _____, but instead of the usual conversation there was an ugly **45.** _____ which resulted in Mr Greaves getting nowhere.

EXCITE
MANAGE
BEAR
TEMPT
ABSOLUTE
CONFER
ARRIVE
RECEIVE
INTEND
WORKER
ARGUE

Task 6

Match the lines from songs 46 – 55 to the British and American iconic singers A – N. There are some extra artists which do not match.

46.	<i>“Here comes the sun.”</i>	A.	a line from a song by Led Zeppelin
47.	<i>“Love me tender, love me true, all my dreams fulfill - For my darlin', I love you and I always will.”</i>	B.	a line from a song by Michael Jackson
48.	<i>“Let the sky fall. When it crumbles we will stand tall face it all together. Let the sky fall.”</i>	C.	a line from a song by Frank Sinatra
49.	<i>“...I'm a racing car passing by like Lady Godiva, I'm gonna go, go, go...”</i>	D.	a line from a song by Adele
50.	<i>“We are the world, we are the children, we are the ones who make a brighter day, so let's start giving...”</i>	E.	a line from a song by Pink Floyd
51.	<i>“There's a lady who's sure all that glitters is gold, And she's buying a stairway to Heaven”</i>	F.	a line from a song by the Beatles

52.	<i>“I can buy myself flowers, write my name in the sand Talk to myself for hours, see things you don't understand...”</i>	G.	a line from a song by Billy Joel
53.	<i>“All in all, it's just another brick in the wall...”</i>	H.	a line from a song by Queen
54.	<i>“I traveled each and every highway and more, much more than this I did it my way”</i>	I.	a line from a song by Sia
55.	<i>“If "manners maketh man" as someone said, he's the hero of the day. It takes a man to suffer ignorance and smile - be yourself no matter what they say.”</i>	J.	a line from a song by Elvis Presley
		K.	a line from a song by Arctic Monkeys
		L.	a line from a song by Miley Cyrus
		M.	a line from a song by Sting
		N.	a line from a song by the Doors

Transfer your answers to the Answer Sheet.

WRITING

Time: 40 minutes (20 points)

Task 7

Comment on the following quotation.

“You are never too old to set another goal or to dream a new dream.”

C.S. Lewis

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.