

English Demo Test

Duration - 90 minutes

Section 1 READING

Task 1.

Choose the most suitable heading from the list **1-8** for each part **A-G**. There is one extra heading which you do not need to use. You can use each number only **once**. Fill in the table below.
Transfer your answers to the answer sheet. / Установите соответствие между заголовками **1-8** и текстами **A-G**. В задании один заголовок лишний. Используйте каждую цифру только один раз. Запишите свои ответы в таблицу. **Перенесите ответы в бланк ответов.**

1. How do we learn?
2. It's not a machine!
3. What is memory?
4. A perfect robot

5. Build your own powerhouse
6. Mind Palace
7. Memory is who you are
8. Body and mind

- A. Memory may seem like a handy tool that helps you find where you left your car keys but, if you think just a little deeper, it is far more important than that. Memory is like a muscle – the more you work it, the stronger it gets.
- B. The fact that from moment to moment you have a stable sense of identity and that, as far as you are aware, the person who went to bed last night is the same person who woke up in the same bed this morning, is what allows you to be a person. Without memory, this would simply not be possible. This applies not just to individuals but to whole societies. Because we remember, we are able to hold opinions about other people, places, things, events. Imagine what life would be like without this faculty!
- C. Memory is absolutely not a computer-style record of the past. It is quirky in the extreme. We often remember things for no obvious reason and forget things we would really like to remember. One of the reasons memory is so valuable is precisely because it is not mechanical. Our minds work to improve our memories. Without any conscious help from us, they add a gloss to our recollections.
- D. Memory can produce, at just the right moment, a piece of information you had long forgotten you possessed. If you have ever worked on a creative project you will know only too well how your memory can throw up, quite unbidden, the most amazing treasures that you didn't know you still owned. So, far from being a cold, dead record of things past, the memory is like an Aladdin's cave crammed with the most amazing treasures.
- E. There are three ways in which we learn: looking, listening and doing. Of these, most of us have a favourite that we tend to rely on, a second method we use as a back-up, and a third method that we feel less comfortable with. Some lucky people can use all three styles effectively and some unlucky people are completely deprived of one or more of them (for example, blind students can gain nothing from visual learning).
- F. For your memory to work properly you need to look after yourself. It's no good assuming that you can put your mind to work whenever you want and despite the way you have treated yourself. Remember that your body and your mind are one. In fact, your mind is all you will ever know. Anything that is outside your mind simply does not exist for you and never can exist, because the moment you are aware of it, it is part of your mind. Thus, even your body is only available to you as a mind object. So, looking after your mind and body is really, really important.
- G. Also we can't forget about concentration - the powerhouse of memory. No matter how many

tips and tricks you learn, your memory will not reach its full potential unless you learn how to concentrate. This is not something that comes easily to most of us nor, in spite of its huge importance, is it something that we are taught at home or at school.

A	B	C	D	E	F	G

Task 2.

Read the text carefully and complete the gaps A-F with the parts of sentences 1-7. There is one extra part. Fill in the table below. **Transfer your answers to the answer sheet.** / Прочитайте текст и заполните пропуски A-F частями предложений, обозначенными цифрами 1-7. Одна из частей в списке 1-7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу. **Перенесите ответы в бланк ответов.**

Our blue planet

Did you know that humans have explored just five percent of the Earth's ocean? That's really surprising. Seventy percent of the Earth is covered with water, which means there's a lot we don't know about our planet. I recently watched a documentary series called "The Blue Planet". It was really interesting and taught its viewers about the ocean and life in it.

For example, we saw the rather ugly adult kobuda fish turn from a female into a male. I've since read this change isn't unusual for fish. In fact, **A**_____. Once the fish became male, he fought other male fish for the attention of the females. There was also the tusk fish which used a rock as a kitchen tool. The fish put a shellfish in its mouth and then repeatedly hit the shell against the rock. Eventually, **B**_____ what was inside the shell and ate it.

We discovered that baby green turtles must survive alone from the moment they hatch from eggs on the beach. They immediately travel several metres across the sand to the sea. It's not an easy journey for them, **C**_____. Even if they reach the sea, they have to swim for many kilometres before they are safe. One more interesting thing about turtles is that the warmer the sand, **D**_____. As the Earth experiences climate change, increased temperatures could result in worse incubation conditions, which would impact turtle species and other reptiles.

The most surprising creature for me was the giant trevally fish, because **E**_____. This ability helps it to follow a bird from under water and then jump out and catch it. It was a shocking sight.

There are just a few of the incredible animals we saw in the documentary series. It took film-makers four years to make, **F**_____. The photography was amazing and I was excited by what I saw. It made me realise just how little I know about our blue planet.

- 1) but I definitely think it was worth the time
- 2) it broke and then the fish picked up
- 3) it can swim as fast as sixty kilometres per hour
- 4) but they then swam deep into the ocean
- 5) as they are sometimes caught and eaten by birds
- 6) the higher the ratio of female turtles
- 7) about 500 different types of fish experience it

A	B	C	D	E	F

Task 3.

*Read the text and do tasks 3-9. For each question choose the answer (A-D) which you think fits best. Fill in the table below with corresponding letters. **Transfer your answers to the answer sheet.** / Прочитайте текст и выполните задания 3–9. В каждом задании обведите букву A-D, соответствующую выбранному вами варианту ответа. Запишите свои ответы в таблицу. **Перенесите ответы в бланк ответов.***

Endangered languages

English is an international language spoken by an increasing number of people around the world. In many English-speaking countries, though, English isn't the only language. In the UK, for example, people speak Welsh, Gaelic and a few other old languages. Because these languages aren't international, people pay less attention to them. So what does this mean for children who grow up speaking them as their mother language?

I grew up in Wales. My family spoke English, but the Welsh language was everywhere. When you were driving around Wales, all the road signs were in English and Welsh. As a child, I hated reading everything twice! We had Welsh television programmes too. While everyone in England was watching fashionable American TV shows, we were learning about local farming in Welsh! At secondary school I was dreaming of going to live in Paris, when I realised that instead of Welsh lessons, I needed French lessons. No one spoke Welsh outside Wales. Now I am older I feel differently. Welsh is a part of my identity and, besides, we have better Welsh TV now!

In parts of Scotland some children grow up in families where grandparents still speak Gaelic. Gaelic has even fewer speakers than Welsh, and few are confident that this part of their culture will survive. It's difficult when English is everywhere else in the country, but teaching subjects in Gaelic in schools helps. However, often there aren't enough Gaelic-speaking teachers. Unless families continue to speak the language at home too, these languages won't survive.

Between 1950 and 2010, 230 languages went extinct, nowadays a third of the world's languages have fewer than 1,000 speakers left. Every two weeks a language dies with its last speaker, 50 to 90 percent of them are predicted to disappear by the next century.

Many old languages are disappearing in the UK. People on the Isle of Man spoke Manx for centuries until the last native speaker died in the twentieth century. The same thing happened to Cornish. There was a language spoken by smugglers who were bringing goods into the country illegally, or travellers and criminals. It allowed them to keep secrets from the police but it too has disappeared. Languages, even if they are spoken by very few people, have a history and culture, and it's a shame to see them go. When humanity loses a language, we also lose the potential for greater diversity in art, music, literature, and oral traditions. If we care about saving forests and animals, we should care about saving languages too.

3. What does the writer say about English in the first paragraph?
- A) it is the most popular language in the world
 - B) it has been replaced by other languages
 - C) it will become more important than it is now
 - D) it is one of several British languages
4. How did the writer feel about Welsh when he was younger?
- A) confused about when to use the two languages
 - B) angry because he had to translate all the time
 - C) annoyed about the quality of Welsh programmes
 - D) disappointed because he had to learn a third language
5. How have the writer's opinions changed?
- A) Learning languages is too expensive and time-consuming
 - B) Many other things are more important
 - C) He now feels that Welsh is part of his culture and identity.
 - D) With modern technologies we can communicate without languages
6. What does the writer say about Gaelic speakers?
- A) too few speakers train in the field of education
 - B) many choose to stop speaking the language
 - C) they understand that English matters more
 - D) they find it hard to talk to relatives
7. The statistic is given to show
- A) that no language can exist without its speakers
 - A) that no language can exist without its speakers
 - C) how many old languages are disappearing in the UK
 - D) that most of languages will disappear by the next century
8. The writer mentions smugglers' Cant
- A) because it was frequently used in the past
 - B) to show that languages have already been lost
 - C) because it was a good thing that it died out
 - D) to suggest how some languages can be saved
9. What would the writer be most likely to say?
- A) there should be more support for languages in danger
 - B) children need to learn languages they can use internationally
 - C) English may possibly die out too one day
 - D) entertainment is the best hope for saving languages

3	4	5	6	7	8	9

Section 2

GRAMMAR AND VOCABULARY

Task 4.

Read the text below. Change the form of the words given in capitals at the end of each line to fit in the gap in the same line. Fill in the table below with your answers. **Transfer your answers to the answer sheet.** / Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 10–16, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. **Перенесите ответы в бланк ответов.**

The end of food waste?

- 10** There are such a lot of advantages to buying your food from a supermarket that it is difficult to avoid _____. You can get cheap products all year round with everything you need in one place. **THEY**
- 11** Not long ago many of us _____ not do without them. However, this convenience has a price, which is a huge amount of food waste. The prices are so low that consumers buy much more than they need. In fact, the average US consumer will waste around twenty percent of all the food they buy. **CAN**
- 12** Supermarkets throw away even _____ amounts of food which they haven't been able to sell. Not only that, but food often has too much packaging, which is bad for the environment. **LARGE**
- 13** Not surprisingly, some people have been arguing that supermarkets should do more to reduce food waste. Finally, it seems that the supermarkets have listened. One supermarket is due to start using an app which for sure _____ it reduce its waste. **HELP**
- 14** It tells the supermarket how much food _____ which can't be sold. **LEAVE**
- 15** Then this food will _____ to charities who can make sure that it gets to the people who need it most. **GIVE**
- 16** If the app _____, it is likely that other supermarkets will also work to reduce food waste. **SUCCEED**

10	11	12	13	14	15	16

Task 5.

Read the text below. Use the words given in capitals at the end of each line to form a word that fits in the gap in the same line. Fill in the table below with these words. **Transfer your answers to the answer sheet.** / Прочитайте приведённый ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров 17–22 так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. **Перенесите ответы в бланк ответов.**

Moon landing

- 17 When the Apollo 11 spacecraft landed on the moon in 1969, around 600 million people were _____ watching it on their TVs. This was a dangerous mission, but hopefully this would be the first time men set foot on the moon. NERVE
- 18 The landing went well and some _____ pictures of the astronauts' first steps on the moon were sent back to Earth. AMAZE
- 19 However, it wasn't long before some people started to doubt the truth of the moon landings. They became _____ about some of the photographs, saying that they were tricks. SUSPICION
- 20 They argued that NASA, along with a whole team of film directors and writers, were _____ for it. RESPONSE
- 21 According to them, there were problems with the light and shadows in the pictures and that in _____, they had been taken in a studio. REAL
- 22 Over the years, NASA has managed to convince most people that the moon landings did take place. However, _____ they haven't convinced everyone and these stories continue to appear on the internet. FORTUNE

17	18	19	20	21	22

Task 6.

For questions 23-29 read the text below and think of the word which best fits each space. Choose the correct answer from the options provided. Complete the table below with corresponding letters. **Transfer your answers to the answer sheet.** / Прочитайте текст с пропусками, обозначенными номерами 23–29. Эти номера соответствуют заданиям 23–29, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа. **Перенесите ответы в бланк ответов.**

More than just sportswear

The tracksuit is a(n) **23**_____ which consists of a top and trousers. They were originally designed for athletes who needed something **24**_____ to wear for competitions (for instance, a running shirt and shorts or a swimsuit). Tracksuits could be worn on top of shorts and vests. The tracksuit is also known as a warm-up suit, as it is intended for athletes to keep their bodies warm.

Comfort is important **25**_____ they are usually made of materials which help the body 'breathe'. The trousers are often loose and the tops usually have a **26**_____ so it can be worn open and taken off easily. Tracksuits first became popular outside of the sporting world in the 1970s. People realised that, because they were **27**_____, tracksuits were ideal for wearing at home or at the disco.

More people got **28**_____ them and tracksuits became a fashion item. Nike and Adidas are probably the most famous brands and they often use bright, **29**_____ colours. Since 2006, fashion designers have been asked to design tracksuits for the athletes of various Olympic teams, for example, a world-famous designer Ralph Lauren created the USA uniforms for the 2010 Winter Olympic Games opening ceremony.

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|-----------|--------------|-------------------|----------------|----------------|
| 23 | A) accessory | B) clothing | C) outfit | D) style |
| 24 | A) suitable | B) understandable | C) memorable | D) responsible |
| 25 | A) because | B) due to | C) owing to | D) so |
| 26 | A) bow | B) button | C) strap | D) zip |
| 27 | A) sensible | B) enjoyable | C) comfortable | D) incredible |
| 28 | A) at | B) into | C) off | D) up |
| 29 | A) bold | B) dark | C) dull | D) pale |

23	24	25	26	27	28	29