

**TIME – 120 min****Max – 62 points**

*Task 1. (Max – 8 points) Listen to four teenagers explaining why they are standing for election as Young Mayor. Match the sentences (1 – 8) with the speakers (A, B, C or D).*

- A. Olivia
- B. Jack
- C. Luke
- D. Chloe

1. Young people aren't totally prepared for adult life.
2. I want to help with a problem because people in general have told me it's one of the biggest problems for young people.
3. I want to stop the problem which worries my friends.
4. I believe that experts can help to solve a big problem for young people.
5. Young people need to be able to participate in general decisions about the future.
6. 16-year-olds have a number of responsibilities.
7. Young people are very active and creative.
8. I can help to change what you do each day.

**Script**

*Olivia:* My name is Olivia Dawkins and I want you to vote for me to be Young Mayor. Why? Because I'm serious about making a difference and improving life for all of us. Young people are the future. So we should be able to take part in deciding the future. To do that, we need to be able to vote at the age of 16. At 16 we have to do important exams. To succeed in those exams we have to be responsible, hard-working and intelligent. If we have to do exams and have other responsibilities, we should also be able to vote. Vote for me and maybe you'll be able to vote in the next general elections!

*Jack:* Hi. My name's Jack Richards. I'm 15. I would like to run for election as Young Mayor. I would like my campaign to be on the issue of bullying at school. Lots of you have told me it's one of the most important issues that affects young people. Personally, I think it's terrible that some students at school suffer because other students treat them badly. And I think we need to do more to stop this problem. If you vote for me, I will have experts come to explain what the real consequences of bullying are and how to stop bullying. Vote for me and bullying will be history.

*Luke:* Hello. I'm Luke Clarke and I'm 14. I'm standing for election as Young Mayor. I'm campaigning for changes to what we learn at school. What we learn is very useful – maths, languages, literature, science ... But there are other things I think we should learn, too. For example, things connected with citizenship and life skills. When we leave school, we need to be able to do lots of things we have never done before. We need to be able to manage our money and cook healthy meals. I think it should be us, the students, to help suggest things that would be useful for us to learn. Please vote for me. I could help to make a real difference in your day-to-day lives.

*Chloe:* Hi! My name's Chloe Jones and I'm 16. I hear lots of my friends saying they are worried about the future because there aren't enough jobs. I think it is the young who suffer the most from unemployment. That is why I'm campaigning to make jobs for young people a priority for the government. Youth unemployment is a terrible thing. Young people have lots of energy and lots of great ideas. And that is exactly what businesses and companies need. That is why we need to create

more jobs for young people. Please vote for me because I promise to do everything I can to solve this problem.

1. Young people aren't totally prepared for adult life.

*Answer C (Luke): But there are other things I think we should learn, too... When we leave school, we need to be able to do lots of things we have never done before.*

2. I want to help with a problem because people in general have told me it's one of the biggest problems for young people.

*Answer B (Jack): Lots of you have told me it's one of the most important issues that affects young people.*

3. I want to stop the problem which worries my friends.

*Answer D (Chloe): I hear lots of my friends saying they are worried about the future because there aren't enough jobs.*

4. I believe that experts can help to solve a big problem for young people.

*Answer B (Jack): ... If you vote for me, I will have experts come to explain what the real consequences of bullying are and how to stop bullying...*

5. Young people need to be able to participate in general decisions about the future.

*Answer A (Olivia): So we should be able to take part in deciding the future.*

6. 16-year-olds have a number of responsibilities.

*Answer A (Olivia): If we have to do exams and have other responsibilities, we should also be able to vote.*

7. Young people are very active and creative.

*Answer D (Chloe): Young people have lots of energy and lots of great ideas.*

8. I can help to change what you do each day.

*Answer C (Luke): I think it should be us, the students, to help suggest things that would be useful for us to learn.*

1.	2.	3.	4.	5.	6.	7.	8.
C	B	D	B	A	A	D	C

*Task 2. (Max – 5 points) You will hear a conversation between a student and a professor only one time. After the conversation, you will answer some questions about it.*

*The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers.*

*You may take notes while you listen. You may use your notes to help you answer the questions. Your notes will not be scored.*

*In some questions, you will see this icon: ??? . This means that you will hear, but not see, part of the question.*

*Now get ready to listen. You may take notes.*

Script:

-Hi, Dr Johnson. I came by to discuss my research paper. I dropped it by on Monday. ... About the nutritional value of chocolate...

- Oh, Yes, Lisa, that's right!

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- Have you had a chance to look at it yet?
- I sure have. Let me take it out of my files. Yeah, here it is. Ok... Well, Lisa you've done a fine job of citing your sources and writing up your reference page, but you used a lot of Internet resources for your information.
- That's right! You said we could, didn't you?
- Oh, yeah, but I also said to be sure to evaluate this site to make sure that it's worthwhile before you used it. This one here that I've circled, I don't think this is what I call a good source.
- But it has a university address of a professor. Isn't it OK to use sites with the .edu domain in the address?
- Well, you have to look beyond just the address. Yes, you're correct that this site is that of a professor... a professor at a very prestigious university, in fact. But did you notice this particular set of web-pages with student papers that a professor had uploaded for the class to read and critique? You happened to have used one of the student papers. Well, that particular student may have done a fine job in his or her research, but a student is hardly an expert in this field.
- Oh, I hadn't realized that it was a student's work. I just noticed that it was on the web-site of the professor and thought that it would be his work.
- Hmm, you really need to investigate a bit deeper before you use online material. You could have checked the sources that the student had used. There might have been some useful papers by experts in that student's reference page.
- OK...
- Now, the study here that you've sited looks very good, but did you notice that the person who did the study works for a laboratory that's funded by a major chocolate company?
- Oh! So it's biased!
- Well, perhaps... At least it should be taken with a grain of salt. But it might also be a very good research. So, with data like that, data which may be biased you should try to find an independent person who has run the same kind of experiment. Remember that a good experiment should be... we should be able to replicate it. So if a major chocolate company comes out with a study we should have other people looking at this research with a critical but open mind.
- So, it might be a good source. I don't have to throw it out!
- Right! I think you should try to find more studies to back up the results. Ok, so, has that been helpful?
- Yes, oh... Yeah, very, Dr Johnson, thank you, I really appreciate your help.

*Now get ready to answer the questions. You may use your notes to help you answer.*

9. Why does the student go to see her professor?

10. Listen again to part of the conversation. Then answer the question.

- But it has a university address of a professor. Isn't it OK to use sites with the .edu domain in the address?

Well, you have to look beyond just the address. Yes, you're correct that this site is that of a professor... a professor at a very prestigious university, in fact.

Why does the professor say this, 'Well, you have to look beyond just the address?'

11. Why does Dr. Johnson criticize the student's use of a university Web site?

12. Listen again to part of the conversation. Then answer the question.

- ... Now, the study here that you've sited looks very good, but did you notice that the person who did the study works for the laboratory that's funded by a major chocolate company?
- Oh! So it's biased!
- Well, perhaps... At least it should be taken with a grain of salt.

Why does the professor say this, 'It should be taken with a grain of salt?'

13. What does the professor say about the research sponsored by a company?

*Listen to a conversation between a student and a professor.*

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*Now get ready to answer the questions. You may use your notes to help you answer.*

9. Why does the student go to see her professor?

- a) To pick up her research paper
- b) To get advice on citing sources
- c) To get feedback on her research paper**
- d) To discuss the nutritional value of chocolate

10. Listen again to part of the conversation. Then answer the question. Why does the professor say this: ???

- a) To show how experts are biased
- b) To explain why the Web site is bad
- c) To encourage the student to visit the professor
- d) To indicate that she needs to pay attention to other details**

11. Why does Dr. Johnson criticize the student's use of a university Web site?

- a) The research was put together by students.**
- b) The professor was not an expert in the field.
- c) The Web site wasn't from a prestigious university.
- d) The Web site did not have the .edu domain in its address.

12. Listen again to part of the conversation. Then answer the question. Why does the professor say this: ???

- a) To encourage the student to investigate the claims further**
- b) To indicate that the research on chocolate was well funded
- c) To encourage the student to be closed-minded about the study
- d) To explain that the research suggests salt should be added to chocolate

13. What does the professor say about the research sponsored by a company?

- a) It is biased.
- b) It is not well funded.
- c) It should be repeatable.**
- d) It should be thrown out.

9.	10.	11.	12.	13.
c	d	a	a	c

*Task 3. (Max – 6 points) Read the article. Six sentences have been removed from it. Choose from the sentences A – G the one which best fits each gap (14 – 19). There is one extra sentence which you don't need to use.*

### TEENAGERS IN THE WORLD OF POLITICS

*An article by Leila D'angelo, a 16-year-old school pupil in London.*

The mention of politics is a sure way to make teenagers fall asleep. 14.   D   *Ask them if they think the Prime Minister is doing a good job and they'll probably just nod and smile, completely uninterested.* But ask them if they agree with being taxed at sixteen, or if they should have more rights, and they could go on for hours. But surely that's politics too?

It is true that teenagers don't know a lot about politics, don't know who's left or right-wing or wouldn't know what a coalition government was. But this is more due to the fact there is no way for us to become directly involved, because we can't vote until we're eighteen years old.

We are deemed responsible enough to have children, to join the army and to make a decision about our education that will affect us for the rest of our life – so why are we not considered mature enough to make decisions about the country that we live in? Matters of schools and education apply to young people more than anyone else – it is our education, after all, that is affected by changes in funding or policy. 15.   F   *Is it fair that these decisions are made by politicians in their forties or older?* Surely the people who are most knowledgeable in this area are us, the teenagers?

16.   A   *On the other hand, a lot of teenagers probably wouldn't take part if they were given the vote at sixteen.* I spoke to Sharon, seventeen, from London, who said: 'A lot of sixteen-year-olds aren't responsible enough and wouldn't take it seriously. But we pay adult fares, so shouldn't we be adults all the way?' Jocelyn, sixteen, also from south-east London disagrees: 'We shouldn't have the vote because it doesn't affect us yet. Voting concerns over-eighteens on things like university loans.' Giles, sixteen, asked the all-important question: 'Sixteen-year-olds should have a vote, yes, but do they really want to vote?'

And he's right – are we actually bothered? Not many of us are. 17.       G       *To be honest, I didn't have any thoughts about politics until asked for my opinion on the subject.* I didn't think giving us the vote was even up for the question. Is this because I'm a political airhead, or because I'm conditioned to switch off when the topic is mentioned?

It would seem, then, that not all teenagers want to vote. 18.   E   *But why would we want something we have always been told we are not ready for?* If we were given the vote, maybe we would take on the responsibility to find out about what we are voting for and take it more seriously than many adults do.

Trust is a big deal for teenagers and the government has shown no faith in the teen community. 19.   C   *You never know, maybe we would be even more reliable voters than adults.* If the government doesn't decide that it's going to give us the vote, then it will need to make an effort – taking the campaign into schools and colleges, selling us the

benefits, and helping us to understand what we are being given the opportunity to do. We could even vote through our schools.

Perhaps voting in elections is too big a deal to be trusted to sixteen-year-olds, but we should be able to voice our views and vote on the issues that affect us. If the government gives us the vote, we won't try to take over the world, or vote for the UK's water system to be replaced with lemonade. We would just like to have our say, like everyone else.

A.	<i>On the other hand, a lot of teenagers probably wouldn't take part if they were given the vote at sixteen.</i>
B.	<i>The government has occasionally changed its policies as a direct result of Youth Parliament.</i>
C.	<i>You never know, maybe we would be even more reliable voters than adults.</i>
D.	<i>Ask them if they think the Prime Minister is doing a good job and they'll probably just nod and smile, completely uninterested.</i>
E.	<i>But why would we want something we have always been told we are not ready for?</i>
F.	<i>Is it fair that these decisions are made by politicians in their forties or older?</i>
G.	<i>To be honest, I didn't have any thoughts about politics until asked for my opinion on the subject.</i>

14.	15.	16.	17.	18.	19.
D	F	A	G	E	C

*Task 4. (Max – 6 points) Read the article from task 3 and choose the best answer to sentences 20 – 25.*

20. Which sentence best describes Leila's attitude?
- A. Teenagers under eighteen should definitely be given the right to vote in general elections.
  - B. Teenagers under eighteen should definitely be given the chance to become more involved in politics.**
  - C. Teenagers under eighteen probably wouldn't vote even if they were given a chance.
21. Leila believes that teenagers are interested in
- A. certain issues rather than party politics in general.**
  - B. left-wing politics more than right-wing politics.
  - C. personalities in politics rather than issues.
  - D. finding out how the electoral system works.
22. When it comes to matters related to education, teenagers
- A. can already help to make decisions.
  - B. are affected by decisions but can't influence them.**
  - C. Do not know enough to make good decisions.
  - D. Are not mature enough to make important decisions.

23. Jocelyn doesn't think sixteen-year-olds should have the vote because
- they wouldn't take it seriously.
  - they don't really want to vote.
  - they haven't yet had a university education.
  - most issues are not directly relevant to people that young.**
24. Before Leila was asked to give her opinion on politics, what was her attitude to the subject?
- She didn't think there was any possibility of the situation changing.**
  - She got angry when people mentioned it.
  - She thought most politicians were dishonest.
  - She couldn't get it out of her mind.
25. What does Leila think sixteen-year-olds would do if they were given the vote?
- They would vote for changes in the education system.
  - They might develop a more mature attitude to politics.**
  - They would only take an interest in issues which directly affected them.
  - Nothing – they wouldn't want to vote.

20.	21.	22.	23.	24.	25.
B	A	B	D	A	B

*Task 5. (Max – 5 points) Answer the questions 26 – 30 with 'yes' or 'no'. Explain your answer.*

- Sokolovsky beat Splatski 11 to 1 in the chess championship. Did he cream Splatski?
- Someone on the street offered to sell me a gold watch for five dollars. Was something fishy happening?
- When dad was making breakfast, the bacon caught on fire. Was making breakfast a piece of cake for him?
- My car has only three thousand miles on it and has already been to the garage five times for repairs. Is it a lemon?
- The salesperson told me he could give a big discount, just for me. Was he probably talking baloney?

	Yes / No	Explain your answer (possible variant)
26.	Yes	'Cream' somebody means completely defeat smb.
27.	Yes	When smth is fishy, it is seeming or likely to be wrong, illegal.
28.	No	When smth is a piece of cake, it is very easy to do.
29.	Yes	If a thing is a lemon it cannot be used because it doesn't work as it should.
30.	Yes	'Baloney' means ideas, statements or beliefs that you think are silly or not true; lies.

*Task 6. (Max – 5 points) Think of 1 word only which can be used appropriately in all 3 sentences the tasks 31 - 35.*

- Just \_\_\_\_\_ you don't hit your head as we crawl through the entrance to the cave.  
I wouldn't \_\_\_\_\_ volunteering to do some charity work once I graduate.

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When choosing a course abroad, you should bear in \_\_\_\_\_ that some schools do not offer help with accommodation.

**(mind)**

32. Adults are supposed to be \_\_\_\_\_ learners in comparisons to children.

I forgot that my watch was fifteen minutes \_\_\_\_\_ so I arrived late for the interview.

The first part of the film was terribly \_\_\_\_\_ and my wife actually fell asleep at one point.

**(slow)**

33. When you reach the beach, \_\_\_\_\_ towards the tall cliff on the right.

The crowd cheered as David managed to \_\_\_\_\_ the ball into the net in the last minute of the game.

When the Prime Minister retires, his deputy will \_\_\_\_\_ the government.

**(head)**

34. The new electric drill I bought seems to have a \_\_\_\_\_ of its own.

After my grandmother died, I discovered she had left me her ring in her \_\_\_\_\_, and I still wear it today.

Having the \_\_\_\_\_ to win is what turns good athletes into champions.

**(will)**

35. The police don't have enough evidence to \_\_\_\_\_ anyone with the murder.

The hotel receptionist tried to \_\_\_\_\_ me for the broken lamp in my room but I refused to pay.

The bull lowered its horns and began to \_\_\_\_\_ towards the people in its path.

**(charge)**

31.	32.	33.	34.	35.
<b>mind</b>	<b>slow</b>	<b>head</b>	<b>will</b>	<b>charge</b>

*Task 7. (Max – 5 points) For items 36 – 40 write the second sentence using a given word, so it has a similar meaning to the first sentence. Do not change the given word.*

36. 'I'm confident that Tim will be a successful football player,' said Mr. Bradbury.

**CHANCES**

Mr. Bradbury said he *was confident in Tim's chances* of becoming a successful footballer.

37. Brad has lost his job because he was late too many times.

**GROUND**

Brad was fired *on the grounds* of his lateness.

38. Graham didn't care at all about other people's feelings.

**DISREGARD**

Graham *showed a complete disregard for* other people's feelings.

39. If you come to Madrid you can stay in my house.

**PUT**

I *will put you up* if you come to Madrid.

40. Buying a new house is not possible at the moment.

**QUESTION**

It is *out of the question* to buy a new house at the moment.



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36.	<i>was confident in Tim's chances</i>
37.	<i>on the grounds</i>
38.	<i>showed a complete disregard for</i>
39.	<i>will put you up</i>
40.	<i>is out of the question to</i>

*Task 8. (Max – 5 points) For items 1– 10, match each person (41 - 50) with an appropriate phrasal verb (A-L) and a suitable object (a-j). Write down the correct letters in your answer sheet. There are two extra verbs in the second column, which you do not have to use.*

41.	a bride	A. checks in	a. a job opportunity
42.	a criminal	B. goes after	b. murder
43.	a singer	C. passes up	c. his/her dreams
44.	a robber	D. looks into	d. the wedding
45.	an office clerk	E. calls off	e. a bank
		F. gets away with	
		G. holds up	

41.	42.	43.	44.	45.
Ed	Fb	Bc	Ge	Da
A bride calls off the wedding	A criminal gets away with murder	A singer goes after his / her dream	A robber holds up a bank	An office clerk looks into a job opportunity
Невеста отменяет свадьбу	Преступник избегает наказания (сходит с рук) за убийство	Певец следует за своей мечтой	Грабитель грабит банк	Офисный клерк рассматривает возможность трудоустройства

*Task 9. Writing. (Max – 17 points)*

A lot of people see autumn with its frequent rains, leaden sky and the necessity to say good-bye to summer as a depressing season. However, there are so many things to admire in the fall. Write a motivation article on the topic: “The fall is not for falling apart”.

Para 1: Give an introduction to outline the issue

Para 1-3: Describe 3 things that get us down in autumn. Suggest the solutions to the above-mentioned problems and prove we can make the best of the worst

Para 4: Give a positive and encouraging conclusion.

Write 200-300 words.

*Sample.*

It seemed that summer days would last forever with their warm evenings, filled with fragrance of flowers, stunning dawns and flaming sunsets, the chirp of grasshoppers in sleepy fields. Oh no! Summer has gone in a flash. Again. Welcome autumn blues. Anyone will name those autumn features that cause mood swings and dampen enthusiasm. However, every cloud has a silver lining.

It's raining, it's pouring

Undoubtedly, constant drizzles and pouring rains do not add to high spirits. It seems as if the sky is crying bitterly, turning the ground under our feet into a muddy soup. There-there! Nasty weather is a good reason to splash out and treat yourself to a new warm outfit. A pair of trendy wellington shoes and a bright snood to match is just what we need to cheer up.

Atishoo! - Bless you!

You start shivering as soon as you look out of the window. Yesterday you forgot your umbrella and got wet through. Seasonal respiratory problems are already on guard to make you come down with cold. Fortunately, there are cures that the season itself generously provides us with. Autumn vitamins such as cranberry juice or rose hips tea boost our immune system in no time. Not to mention they are delicious.

Back-to-school stress

The first of September festivities are nothing but a camouflage for the forthcoming child labour. I mean study, of course. We've all been there so we are fully aware of what will happen as soon as September, 2nd comes: load of homework and sleepless nights. Still, let's try to look on the bright side of it: school trips to the nearest lake, singing around the campfire, a class photo session with red and yellow leaves, swapping stories about summer adventures with classmates is the experience not to be missed.

All in all, the fall isn't the worst time of the year and seasoning autumn days with generous flavorings of positive emotions will help us to adjust to it and let the summer go painlessly.