

## Part 1. Reading and Use of English.

For questions 1-8, read the text below and decide which answer (A, B, C, or D) best fits each gap. There is an example at the beginning (0). 8 points.

### Violins and the human voice

The sixteenth-century instrument-maker Andrea Amati is (0) \_\_\_ with inventing the modern violin. Over a hundred years later, another Italian, Antonio Stradivari, introduced adjustments to Amati's designs, creating violins that are now (1) \_\_\_ considered to be the finest ever made. But why do these violins sound so beautiful? Where does the secret to their brilliance (2) \_\_\_?

Recent research suggests that it (3) \_\_\_ from the way their sounds (4) \_\_\_ to the human voice. Scientists recorded antique violins and compared them with the sounds of male and female vocalists. Their (5) \_\_\_ focus was on "formants", harmonic tones characteristic of human voices, and they found that Amati violins produced "formants" similar to those of bass and baritone singers, while those of Stradivari violins were similar to tenors and altos. "Stradivari violins clearly possess female singing qualities, said one researcher, "and this may well (6) \_\_\_ to their perceived sweetness."

The (7) ... between the violins and human voices is not accidental. "Early violins accompanied songs and dances,' said the researcher. 'It's conceivable that Amati and Stradivari wanted instruments that could (8) ... into the music by imitating human voices."

0	A. praised	B. honoured	C. credited	D. admired
1	A. highly	B. widely	C. greatly	D. strongly
2	A. stand	B. rest	C. sit	D. lie
3	A. stems	B. flows	C. runs	D. grows
4	A. approach	B. comply	C. correspond	D. accord
5	A. specific	B. prevalent	C. eminent	D. accurate
6	A. deliver	B. generate	C. assist	D. contribute
7	A. sympathy	B. resemblance	C. coherence	D. sameness
8	A. suit	B. match	C. blend	D. mingle

0	1	2	3	4	5	6	7	8
C	B	D	A	C	A	D	B	C

## Part 2. Reading and Use of English

For questions 9 - 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). 8 points.

### Effective learning

At one time, many experts believed that students would become more effective learners (0) ..... they were made aware of learning styles that suited them. (9) ..... the 1980s onwards, theorists identified a number of learning styles, some of (10) ..... were visual, verbal, auditory and kinaesthetic learning. A kinaesthetic learner, for example, would benefit from using their body and sense of touch when learning.

Over time, however, these concepts have fallen out of favour. "They're (11) ..... longer up to date," says educational psychologist Dr Lorna Mulhall. "Taking a flexible approach (12) ..... than sticking to one particular learning style makes better sense. In my experience, (13) ..... an active learner is usually the key to success."

Research shows that (14) ..... of the best ways to learn something is to imagine teaching it. "Think about (15) ..... you will explain it to someone in a classroom," says Dr Mulhall. "To teach something, you need to understand it." Dr Mulhall also recommends some basic principles. These include "finding the right environment, efficient note-taking and taking breaks. (16) ..... comes a point where you can't absorb any more information and you need to do something different."

0	9	10	11	12	13	14	15	16
If	From	them	no	rather	being	one	that	then

### Part 3. Reading and Use of English

For questions 17 - 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example (0). 8 points.

#### The world's oldest known bread

Archaeologists working at a site in Jordan recently found the oldest reported (0) ... (EVIDENT) of bread. Identified by means of new (17) ..... (METHODOLOGY) developments involving the magnification of tiny fragments of food, the bread is about 14,400 years old and (18) ..... (DATE) the advent of agriculture by at least 4,000 years.

The (19) ..... (DISCOVER) was made in a location used, over thousands of years, by early hunter-gatherers. At that time, humans gathered and consumed food for purposes that were (20) ..... (PRIMARY) nutritional, but archaeologists think the huge effort required to produce bread meant it was probably reserved for special occasions.

"The (21) ..... (PRESENT) of the ancient remains of burned food in the fireplaces at this site gives us some (22) ..... (EXCEPTION) useful insights," said one researcher. "Bread represents a major change in eating practices, away from food as merely a source of energy to the (23) ..... (CONSUME) of food for social and cultural reasons. We used to think agriculture led to the development of bread, but now we think bread-making, with wild grain, may have influenced the (24) ..... (EMERGE) of the practice of growing crops - in other words, the beginning of agriculture."

0	17	18	19	20	21	22	23	24
evidence	<del>methodological</del> methodological	OUTDATED	DISCOVERY	PRIMARYLY	<del>EXCEPTIONALLY</del> Presence	<del>EXCEPTIONALLY</del> EXCEPTIONALLY	<del>CONSUMPTION</del> CONSUMPTION	<del>EMERGENCE</del> EMERGENCE



#### Part 4. Reading and Use of English.

Fill in the blanks with the correct idioms by guessing their meanings. There is an example for you: Example: 0. E. 8 points.

- |                 |                         |                                 |
|-----------------|-------------------------|---------------------------------|
| A. fork over    | D. wash his hands of    | G. hook, line, and sinker       |
| B. tightfisted  | E. shooting the breeze  | H. paying through the nose      |
| C. way off base | F. gave him the lowdown | I. feeling like a million bucks |

Pablo and Jake were just hanging out, (0) ... like on any other day, when Jake mentioned he'd heard about an amazing deal on the Internet. For thirty bucks, Jake claimed, anyone could be a game-tester and get free video games. Now, Pablo had just spent \$60 on his last game, and he was tired of (25) ... every time a new game came out, so this idea was very attractive. Pablo knew Jake was pretty greedy and (26) .... The guy wouldn't even (27) ... a couple of bucks for ice cream without comparing prices to see if he could get a better deal elsewhere. He was smart with his money, so Pablo believed that this deal had to be a sure thing.

Jake helped Pablo register online and (28) ... on how the program worked. Within hours, Pablo had received a gazillion e-mails trying to sell him a gazillion things, but no games to test, and nothing free. "Huh!" said Jake. "I guess I was (29) ... on this one." As it turned out, the whole thing was a scam, and the boys had fallen for it (30) .... Fortunately, Pablo was able to change his e-mail address and (31) ... the entire mess. But he was still out \$30. And instead of happily playing free video games and (32) ..., he simply felt like an idiot.

0	25	26	27	28	29	30	31	32
E	H	B	A	F	G	<del>C</del> C	D	I
	+	+	+	+	-	-	+	+

#### Part 5. Reading and Use of English.

Fill in the blanks with the correct prepositions. 8 points.

Personal space is the term that refers (33) ... the distance we like to keep between ourselves and other people. When someone we do not know well gets too close, we usually begin to feel uncomfortable. Living in cities has made people develop new skills for dealing (34) ... situations where they are very close to strangers. Most people (35) ... crowded trains try not to look at strangers, they avoid (36) ... skin contact, and we apologize (37) ... people if our hands touch by (38) ... mistake. People use newspapers as (39) ... barrier between themselves and other people and if they still do not have a newspaper, they stare (40) ... the distance, making sure they are not looking into anyone's eyes.

33	A. At	B. To	C. For	D. In	37	A. To	B. For	C. Before	D. From
34	A. At	B. To	C. With	D. By	38	A. A	B. An	C. The	D. -
35	A. On	B. At	C. By	D. During	39	A. A	B. An	C. The	D. -
36	A. A	B. An	C. The	D. -	40	A. Into	B. At	C. On	D. With

33	34	35	36	37	38	39	40
B	C	A	D	A	D	A	A
+	+	+	+	+	+	+	+

## **Part 6. Reading and Use of English.**

You are going to read an article in which four people who study psychology at university talk about their course. For questions 33 - 42, choose from the students (A - D). The students may be chosen more than once. 10 points.

### **A.**

When I was at school and still considering whether to apply to do psychology, a teacher warned me that it involved a great deal of science. I didn't realise at the time, though, the extent to which it does relate to science. Given the rather superficial understanding of psychology that most non-specialists have, however, perhaps it's to be expected that people have little idea of the amount of science that it involves. I soon discovered that there are always numbers, statistics, trials and evidence to get to grips with, and in the process of doing so, you develop a repertoire of competencies. When I first walked into a psychology lecture and saw that every seat in the auditorium was taken, I was stunned. I've got used to that over the three years of my degree and it's reassuring in a way to think that there are many other people my age who recognise both the practical and sheer interest value to be gained from the subject.

### **B.**

When I tell people I'm studying psychology, they often say things like 'Can you read my mind, then?' or 'Can you give me some advice about a problem?' This used to get on my nerves. How could anyone be so ignorant, particularly given the large numbers of people that study psychology? I tend to see the humorous side of it these days, though. One plus is the wide ground that psychology covers - more than most would imagine - from genetics to the psychology of organisations. The latter might not sound very glamorous, but it's something that intrigues me greatly and, hopefully, is an area I can find employment in at some point. Whatever aspect of psychology you look at, however, it's important to take a critical approach. That's drummed into us from the word go. We're also always encouraged to work with other students, as well as on our own, and to seek advice from our tutors whenever we're faced with anything we feel we can't deal with by ourselves. This has been tremendous for me personally.

### **C.**

At school, the idea of being a doctor had always appealed to me. A few months into my first year studying medicine, however, I began to feel that I wasn't suited to it after all, and I managed to switch to psychology. It was quite traumatic, giving up the prospect of a great career and disappointing my parents. They had very little idea about what my new subject involved and whether I'd learn anything from it that could set me up for a good job. To be honest, I was far from convinced myself initially. With hindsight, however, I know I did the right thing, and I derive a certain satisfaction from having gone ahead with the move. Frankly, it puzzles me why more people don't end up doing the same. There's so much to psychology, including a scientific emphasis, which, given my background, I'm comfortable with. It can take you down all sorts of exciting career paths.



D.

It would be wrong to say that I had a clear idea about what a psychology degree entailed when I applied to do one, but I think I made the right choice. At school, I loved science and I was advised that, although people often don't think of psychology as a science, it would suit me - and that proved to be the case. One thing about my degree is that it's incredibly diverse. The terms neuro-educational, forensic, clinical and sports, for example, all precede psychology to describe well-established fields, and I must admit that, initially, I found this somewhat overwhelming. I also struggled with the notion that any idea or 'fact' has to be endlessly cross-examined and debated, to the extent that you doubt whether you know anything for certain. This still irritates me sometimes, but I can live with it. I'm in my third year now, and doing a project which involves some research and then delivering a presentation and submitting a written report. It's complex, but doing it on my own is exciting and has made me think about a career in which research plays a part.

**Which student mentions feeling**

41 concerned about the breadth of the subject?

42 unsure about how useful the skills developed on the course would be?

43 surprised by how scientific the course was?

44 frustrated by a lack of definite answers?

45 amused by certain perceptions of the subject?

46 inspired by the opportunity to work independently?

47 proud to have made a difficult decision?

48 appreciative of the support available?

49 impressed by the popularity of the course?

50 fascinated by a particular topic area within psychology?

41	42	43	44	45	46	47	48	49	50
B	C	A	D	B	D	C	B	A	B

**Write an essay on the following topic:**

Beyond your formal coursework, have you engaged in any independent learning or professional development activities to enhance your research skills?

Write at least 250 words.

Nobody can not be too busy nowadays. Despite the fact that working hours in most companies are gradually becoming overwhelming, current way of living, which includes constant learning process during whole lifespan, is on the rise as well. This kind of lifestyle leaves almost no space for rest. To say nothing of ~~those~~ <sup>who</sup> students have a great number of lessons and homework every day as well as regular examinations. But even these activities are not enough for a pupil who really wants to pursue career opportunities or enhance learning skills to the fullest. To maintain these actions, one should always find a little space for independent learning or professional development activities. From my vantage point, <sup>these</sup> actions are able to help anyone to become more qualified in any spheres possible and it might be that my example could inspire someone to try it out as well.

I am currently studying oriental studies with specialisation in Japanese and English languages. Because of lack of experience in spoken Japanese, I decided to take part in an educational program, which aims to help foreigners to adapt to the Russian culture and support them in maintaining Russian language skills. I was not lucky enough to get my first Japanese-speaking guest from the start, but there were also those who could use my help as from an English-speaking person. Eventually, I was helping a group of foreigners and one of them was Japanese person, whose support in maintaining my spoken Japanese skills can not be underestimated. ~~The~~

The experience of taking part in cultural exchange, which



includes helping people from different countries to learn new things about Russia and the sense<sup>of</sup> their ~~the~~ appreciation is breathtaking. To say nothing of new prospects which were opened by this activity to me personally. For example, I was proposed a work in the sphere of tourism a few month ago. Additionally, my initial aim was fulfilled. My Japanese language skills were improved greatly as well as English ones. However, while helping foreigners, I did not have spare time at all. To formal <sup>coursework</sup> ~~course work~~, which I cannot call simple, a great amount of additional work was added. ~~there~~

Thus, independent learning or professional <sup>development</sup> ~~learning~~ activities are not only a great way to enhance the knowledge or get career opportunities, but also test yourself and acknowledge the limits. Therefore, if one has free time, motivation and educational or career goals, I do not understand why one should not at least try activities beyond formal coursework.