

**МОДУЛ 1 (Време за работа: 60 минути)**

**PART ONE: LISTENING COMPREHENSION**

**Directions:** *You will hear a short talk about Black Friday twice. Before you listen to it, you have 1 minute to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text, you have 3 minutes to answer the questions on your answer sheet, choosing A, B or C. Then you will hear the text again and will have 1 minute to check your answers.*

1. **Black Friday is usually the last day of the Christmas sales.**  
A) True.      B) False.      C) No information in the text.
2. **On Black Friday customers often queue for hours before the shops open.**  
A) True.      B) False.      C) No information in the text.
3. **Historical facts disprove the claim that the name *Black Friday* has its origin in slavery.**  
A) True.      B) False.      C) No information in the text.
4. **There were a lot of traffic accidents in Philadelphia on that Friday in the year 1966.**  
A) True.      B) False.      C) No information in the text.
5. **Cyber Monday is known as the day of great online bargains.**  
A) True.      B) False.      C) No information in the text.

**Directions:** *You will hear a news report about a curious incident twice. Before you listen to it, you have 2 minutes to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text, you have 4 minutes to answer the questions on your answer sheet, choosing A, B, C or D. Then you will hear the text again and will have 1 minute to check your answers.*

**6. Who, or what, is Promobot?**

- A) The name of a Russian city.
- B) A character in a sci-fi book.
- C) A robot developed by Russian engineers.
- D) A robot playing a part in a comedy film.

**7. Why did Promobot stop in the middle of a road?**

- A) It wanted to block the traffic.
- B) It wanted to attract attention.
- C) Its battery fell off its body.
- D) Its battery ran out.

**8. How did the general public first get to know about the incident?**

- A) A Russian radio station reported the news.
- B) All TV stations ran the story.
- C) Somebody posted a video on the Internet.
- D) A traffic policeman told the story to a reporter.

**9. Why did Promobot's creators do some serious reprogramming on him?**

- A) To get him to interact with humans.
- B) To make him walk longer distances.
- C) To stop him from using dirty language.
- D) To stop him from trying to escape.

**10. What do some people suspect about the whole story?**

- A) It is a way to advertise the product.
- B) It never really happened.
- C) It will ruin the whole project.
- D) It will convince the public that robots are evil.

**Directions:** *You will hear a story about Socrates, the ancient philosopher, twice. Before you listen to it, you have **1 minute** to read the questions. While listening for the first time, you can look at the questions and the suggested choices, but you are not allowed to take notes. When you hear the whole text, you have **3 minutes** to answer the questions on your answer sheet, choosing **A, B or C**. Then you will hear the text again and will have **1 minute** to check your answers.*

**11. Socrates' visitor was not very eager to share the rumour he had heard.**

- A) True.                      B) False.                      C) No information in the text.

**12. The visitor failed the first part of Socrates' Triple Filter Test.**

- A) True.                      B) False.                      C) No information in the text.

**13. The story the visitor had about Socrates' friend was fake.**

- A) True.                      B) False.                      C) No information in the text.

**14. The story the visitor had was flattering to Socrates' friend.**

- A) True.                      B) False.                      C) No information in the text.

**15. According to the text, Socrates' 'three filters' are the filters of truth, of goodness and of usefulness.**

- A) True.                      B) False.                      C) No information in the text.

## **PART TWO: READING COMPREHENSION**

**Directions:** *Read the text below. Then read the questions that follow it and choose the best answer to each question among A, B or C, marking your answers on your answer sheet.*

### **Cambridge University Library**

Welcome to the Library's Reader Registration webpages. Here, you will find information about access to Cambridge University Library as well as contact details if you need to find out more.

All members of the University of Cambridge are welcome to use the Library. Students can borrow up to ten books for two weeks, free of charge, on showing their University of Cambridge card.

The library's working hours are from 9 a.m. to 10 p.m. on Monday to Friday, and from 9 a.m. to 5 p.m. on Saturday. No person is allowed to enter less than fifteen minutes before the time of closing.

There are strict rules about acceptable behaviour in the library. Silence should be maintained as far as possible. The use of portable computers and mobile devices is permitted provided that they are quiet in operation. Users of such equipment may be required to work in specified areas or to stop using a computer if it distracts other readers. Mobile telephones must be set to 'silent' mode.

Overcoats, raincoats, and other kinds of outdoor clothing, umbrellas, bags, cases and similar personal belongings will be left in the locker room next to the entrance hall.

Hot and cold drinks in covered containers may be consumed in designated areas only. These are North and South Reading Rooms, the corridors and the courtyards.

Food can be eaten in the Tea Room and the courtyards only.

Smoking is not permitted anywhere on the premises. This includes the use of e-cigarettes.

The Library provides IT facilities to enable readers to consult our electronic resources, catalogues, and image collections, to make use of word-processing software, and for general internet and email access.

All students are given accounts automatically when they join the University and can collect their login name and initial password by following the link from the Information Services home page. You may reset or change your password from here: <https://www.ds.cam.ac.uk/ul/kiosk/>.

**16. No payment is required from students at Cambridge University for borrowing books from the Cambridge University Library.**

- A) True.                      B) False.                      C) No information in the text.

**17. Students from outside Cambridge University may not check out books from the Cambridge University Library.**

- A) True.                      B) False.                      C) No information in the text.

**18. You are not allowed to bring your mobile phone inside the library building.**

- A) True.                      B) False.                      C) No information in the text.

**19. You can't bring your covered cup of coffee with you into any of the library reading rooms.**

- A) True.                      B) False.                      C) No information in the text.

**20. Students at Cambridge University are given access to the online resources of the library, too.**

- A) True.                      B) False.                      C) No information in the text.

## МОДУЛ 2 (Време за работа: 90 минути)

### PART TWO: READING COMPREHENSION

**Directions:** *Read the text below. Then read the questions that follow it and choose the best answer to each question among A, B, C or D, marking your answers on your answer sheet.*

A Dutch study has found that introverted students are more likely to choose science subjects at school, while their more sociable peers tend to drop them at the first opportunity – regardless of their natural ability. The study raises the question: should teachers encourage students to choose subjects that "fit" their personality, or to break out of the mould?

Education researcher team from the University of Groningen used data from a study which followed thousands of Dutch students throughout their education and included personality tests. They analysed data from nearly 4000 students and found that their subject choices at age 15 were affected by personality. Students who chose science subjects tended to be less extroverted than those who chose non-science subjects. They also scored more highly on conscientiousness and emotional stability.

The result remained significant even after controlling for the effects of mathematical ability and gender. This is the first study to investigate how personality differences affect students' subject choices, according to Dr. Korpershoek, who led the team. "We have always felt that science students have nerdy characteristics," she says, "but we were surprised to see it in our results, and to see it as early as age 15."

She believes schools could do more to help students to choose subjects that match their personalities. While she says it would be premature to guide students based on personality tests, she argues that teachers should focus not just on a subject's content but on the type of job it would lead to. For example, if someone's natural talent is being tidy, orderly and precise, then they might enjoy working in a lab.

Michael Reiss, professor of science education at the Institute of Education in London, counters that science teachers should try to attract a broader range of students. "It would be a disaster if the advice 'you should only do physics if you are introverted' was given in schools," he says. "We want all students, whatever their personality, to find things within science that intrigue and excite them."

- 21. According to the findings of a recent Dutch study, science suits**
- A) people from the age 15 and above.
  - B) sociable people.
  - C) quiet and shy people.
  - D) people with exceptional natural abilities.
- 22. The Groningen research team claim that the students from the study who put more effort into their work and are not that easily affected by emotion**
- A) chose science subjects.
  - B) were the only target group of the research.
  - C) were mainly girls.
  - D) were admired by all their peers.
- 23. According to Dr. Korpershoek, subjects that we are most likely to choose depend on**
- A) the results of our school tests.
  - B) our emotional state.
  - C) our character traits.
  - D) gender.
- 24. Dr. Korpershoek believes that schools should advise students what subjects to choose on the basis of**
- A) the students' personality test scores.
  - B) the availability of suitable jobs.
  - C) the students' inborn skills.
  - D) the number of points they get on IQ tests.
- 25. Prof. Reiss believes that science**
- A) is intriguing and exciting in general.
  - B) depends on researchers' personality.
  - C) is good for introverts only.
  - D) is suitable both for extroverted and introverted people.

**Directions:** Read the text below. Then read the questions that follow it and choose the best answer to each question among **A**, **B** or **C**, marking your answers on your answer sheet.

### The Loser

When he was a little boy his uncle called him ‘Sparky’, after a comic-strip horse named Spark Plug. School was all but impossible for Sparky. He failed every subject in the eighth grade. He flunked physics in high school, getting a grade of zero. He also flunked Latin, algebra and English. And his record in sports wasn’t any better. Though he did manage to make the school’s golf team, he lost the only important match of the season.

Throughout his youth, Sparky was awkward socially. It wasn’t that the other students disliked him; it’s just that no one seemed to notice him. In fact, Sparky was astonished if a classmate ever said hello to him outside of school hours. He never once asked a girl out in high school. He was too afraid of being turned down or laughed at. In a word, Sparky was a loser. He knew it, his classmates knew it, everyone knew it. So he learned to live with it.

One thing was important to Sparky, however — drawing. He was proud of his artwork but no one else at school seemed to care. In his senior year of high school, he submitted some cartoons to the yearbook. The student committee rejected them. But Sparky was convinced of his ability. After completing high school, he wrote to Walt Disney Studios. They asked for samples of his artwork. Despite careful preparation, it was rejected.

Sparky still didn’t give up. Instead, he decided to tell his own life story in cartoons. The main character would be a little boy who symbolized the perpetual loser and chronic underachiever. You know him well — because Sparky’s cartoon character went on to become a true cultural phenomenon. People readily identified with this ‘lovable loser’. He reminded people of the painful and embarrassing moments from their own past, of their pain and their shared humanity. The character soon became famous worldwide: Charlie Brown. And Sparky, the boy whose work was rejected again and again, became a highly successful, world famous cartoonist: Charles Schultz. His cartoon strip *Peanuts* continues to inspire books, T- shirts and Christmas specials, reminding us that life somehow finds a way for all of us, even the losers.

**26. In high school, Sparky did much better academically than he did at sports.**

- A) True.                      B) False.                      C) No information in the text.

**27. As a teenager, Sparky was quite shy in his interactions with his peers.**

- A) True.                      B) False.                      C) No information in the text.

**28. Sparky’s classmates and teachers appreciated the drawings he made.**

- A) True.                      B) False.                      C) No information in the text.

**29. Walt Disney Studios later regretted that they had failed to recognise a true talent.**

- A) True.                      B) False.                      C) No information in the text.

**30. Charlie Brown became such a popular cartoon character because many people had gone through similar experiences.**

- A) True.                      B) False.                      C) No information in the text.

## PART THREE: USE OF ENGLISH

### Section One: Cloze

**Directions:** Read the text below and for each numbered gap choose the letter (A, B, C or D) of the word or phrase that best suits the gap, marking your answers on your answer sheet.

#### Telling Lies

It seems that we're largely a nation of liars, with some estimates saying that most people lie to others once or twice a day, and in about 30 to 38 percent of our interactions. Why we lie (31) \_\_\_\_\_. Around the age of 4 or 5, when kids start telling lies, they usually do it to avoid losing favour. They would (32) \_\_\_\_\_ lie than disappoint their parents. (33) \_\_\_\_\_, kids will often tell outlandish stories to (34) \_\_\_\_\_ their listeners.

Later on, we lie to get things we want, for personal (35) \_\_\_\_\_ or to stay out of trouble. There are also the 'white lies' we use to protect other people's feelings, or, at the other (36) \_\_\_\_\_ of the spectrum, the pathological liars who feel compelled to lie no (37) \_\_\_\_\_ what.

When it comes to finding (38) \_\_\_\_\_ whether or not one is being lied to, Geppetto had it easy. All it (39) \_\_\_\_\_ was one look at Pinocchio's growing nose – and he knew. Most of us don't have it that easy but we could sure (40) \_\_\_\_\_ if we did.

Here's a couple of examples of the classic (41) \_\_\_\_\_ that someone may be lying to you.

**No eye contact.** If someone is lying, they will not look you in the eye. Normally people make eye contact for at (42) \_\_\_\_\_ half of a conversation, so anything less than this could be (43) \_\_\_\_\_.

**Unusual body language.** If a person taps their foot a lot, fidgets with their hands, (44) \_\_\_\_\_ their shoulders, brings their hand to their face to touch their chin or nose – in other words, if they act nervous or (45) \_\_\_\_\_, it could mean they're lying.

|     |            |              |              |               |
|-----|------------|--------------|--------------|---------------|
| 31. | A) varies  | B) disagrees | C) questions | D) hesitates  |
| 32. | A) instead | B) better    | C) rather    | D) even       |
| 33. | A) Except  | B) Besides   | C) However   | D) Yet        |
| 34. | A) express | B) impress   | C) effect    | D) admire     |
| 35. | A) earning | B) win       | C) gain      | D) prize      |
| 36. | A) extent  | B) stage     | C) corner    | D) end        |
| 37. | A) matter  | B) problem   | C) regard    | D) importance |
| 38. | A) up      | B) out       | C) it        | D) if         |
| 39. | A) had     | B) took      | C) did       | D) wanted     |
| 40. | A) benefit | B) advantage | C) help      | D) favour     |

|     |                  |                 |              |                 |
|-----|------------------|-----------------|--------------|-----------------|
| 41. | A) symbols       | B) gestures     | C) signs     | D) signatures   |
| 42. | A) last          | B) less         | C) least     | D) minimum      |
| 43. | A) suspected     | B) suspicious   | C) doubting  | D) distrustful  |
| 44. | A) rises         | B) arises       | C) arouses   | D) raises       |
| 45. | A) uncomfortable | B) inconvenient | C) stressful | D) embarrassing |

### Section Two: Sentence Completion

**Directions:** For each of the sentences below, choose the letter **A, B, C** or **D** of the word or phrase that best completes its meaning, marking your answers on your answer sheet.

46. The team leader suggested \_\_\_\_\_ a website for the project.  
 A) to develop                      B) us to develop                      C) developing                      D) to be developed
47. Throughout history \_\_\_\_\_ major social and economic revolutions.  
 A) have been                      B) there is                      C) it has been                      D) there have been
48. Why \_\_\_\_\_ informed of these details before beginning the job?!  
 A) haven't we                      B) weren't we                      C) didn't we                      D) hadn't we
49. By the time we arrived at the party, most of the guests \_\_\_\_\_.  
 A) have already left                      B) had already left                      C) were already left                      D) already had left
50. "I rang the bell again and again but he didn't answer." – "He \_\_\_\_\_ sleeping."  
 A) should have                      B) must have                      C) might have been                      D) has to be