



ГИА-9

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# АНГЛИЙСКИЙ ЯЗЫК

## 9 КЛАСС



ПОСОБИЕ С АУДИОПРИЛОЖЕНИЕМ



# ПОДГОТОВКА К ГИА -2012

Учебные пособия издательства «Легион» допущены к использованию  
в образовательном процессе приказом Минобрнауки России № 729 от 14.12.2009

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*Е. А. Фоменко, И. Б. Долгопольская, Н. В. Черникова*

# АНГЛИЙСКИЙ ЯЗЫК

## 9 КЛАСС

### ПОДГОТОВКА К ГОСУДАРСТВЕННОЙ ИТОГОВОЙ АТТЕСТАЦИИ-2012

Учебное пособие с аудиоприложением (CD-диск)

Под редакцией **Е. А. Фоменко**



**ЛЕГИОН**  
Ростов-на-Дону  
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Предлагаемое учебно-методическое пособие предназначено для подготовки к государственной итоговой аттестации (ГИА-9) по английскому языку за курс основной общеобразовательной школы. Книга содержит следующий материал:

- **краткий теоретический справочник**, включающий основные лексико-грамматические сведения;
- **15 авторских учебно-тренировочных тестов** по новой спецификации ГИА-9;
- **эталонные ответы** ко всем вариантам;
- **аудиоприложение (CD-диск, предназначенный для работы на компьютере)**, содержание которого соответствует разделу «Аудирование» каждого варианта пособия и приложению «Тексты для аудирования»;
- **рекомендации по выполнению** каждой части экзаменационной работы.

Издание адресовано девятиклассникам, готовящимся к ГИА-9 по английскому языку, учителям и методистам.

**Данная книга распространяется только в комплекте с аудиоприложением (CD-диск).**

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# Оглавление

<b>Глава I</b>	<b>Краткий теоретический справочник .....</b>	<b>4</b>
	Рекомендации по выполнению заданий .....	19
	Грамматика и лексика .....	20
	Письмо .....	21
	Устная часть .....	25
<b>Глава II</b>	<b>Учебно-тренировочные варианты тестов государственной итоговой аттестации выпускников IX классов ..</b>	<b>28</b>
	Вариант 1 .....	29
	Вариант 2 .....	35
	Вариант 3 .....	41
	Вариант 4 .....	47
	Вариант 5 .....	54
	Вариант 6 .....	60
	Вариант 7 .....	66
	Вариант 8 .....	73
	Вариант 9 .....	80
	Вариант 10 .....	87
	Вариант 11 .....	94
	Вариант 12 .....	100
	Вариант 13 .....	107
	Вариант 14 .....	113
	Вариант 15 .....	119
	<b>Тексты для аудирования. ....</b>	<b>125</b>
	<b>Ответы к учебно-тренировочным вариантам .....</b>	<b>160</b>
	<b>Карточки экзаменатора-собеседника .....</b>	<b>175</b>

## Глава I

# Краткий теоретический справочник

В этой главе предложено обобщенное изложение основного грамматического материала, уже изученного учащимися. Главной задачей справочника является сведение воедино наиболее важных грамматических правил английского языка, использование которых поможет успешно справиться с практическими заданиями из второй части пособия.

При изучении английского языка учащийся должен четко понимать, что основным отличием его является строгий порядок слов в предложении. Приведенные в справочнике таблицы помогут освежить в памяти базовые структуры английского языка.

### Глагол

Любое из предложений может быть высказано как в активном (действительном) залоге, так и в пассивном (страдательном). В первом случае подлежащее выполняет действие, во втором — дополнение, которое может быть указано в предложении или нет. Конечно же, активный залог встречается гораздо чаще, и поэтому он взят за основу в системе времен. Под основные правила не подпадают глагол *to be* и модальные глаголы.

В таблице использованы следующие сокращения:

— **Пед.ч.** — подлежащее в единственном числе (существительное или местоимения *he, she, it*)

— **Пмн.ч.** — подлежащее во множественном числе (существительное или местоимения *you, we, they*)

— **V<sub>2</sub>** — правильный глагол с окончанием *-ed*, неправильный во второй форме в таблице неправильных глаголов

— **V<sub>3</sub>** — правильный глагол с окончанием *-ed*, неправильный в третьей форме в таблице неправильных глаголов

— **V<sub>ing</sub>** — глагол с окончанием *-ing*

Сводная таблица системы времен английского языка в активном залого.

	Present	Past	Future
	— Действие регулярное, обычное, повторяющееся <i>Always/never, often/seldom, usually/sometimes, today</i> + I/ П мн.ч V П ед.ч V+s - I/ П мн.ч don't V П ед.ч doesn't V ? Do I/ П мн.ч V Does П ед.ч V	Действие, которое произошло в прошлом <i>Yesterday, last, ago</i> + П V <sub>2</sub> - П didn't V ? Did П V	Действие, которое произойдет в будущем <i>Tomorrow, next, soon, in 2 days</i> + П will V - П won't V ? Shall I/We V Will П V
<b>Simple</b> (когда?)			
<b>Progressive</b> (Continuous) Длительность действия = несов.виду	— действие, происходящее в момент речи — запланированное действие в будущем <i>Now, at the moment</i> + I am is V <sub>ing</sub> Пед.ч Пмн.ч are - I am not V <sub>ing</sub> Пед.ч is n't Пмн.ч aren't ? Is Пед.ч V <sub>ing</sub> Are Пмн.ч V <sub>ing</sub> Искл. Не употр. с глаголами чувственного восприятия	— действие, происходящее в определенный момент времени в прошлом <i>At 5 o'clock yesterday, the whole day, from 3 to 5, while, when</i> + Пед.ч was V <sub>ing</sub> Пмн.ч were V <sub>ing</sub> - Пед.ч wasn't V <sub>ing</sub> Пмн.ч weren't V <sub>ing</sub> ? Was Пед.ч V <sub>ing</sub> Were Пмн.ч V <sub>ing</sub>	— действие, которое будет длиться в определенный момент времени в будущем <i>At 5 o'clock tomorrow</i> + П will be V <sub>ing</sub> - П won't be V <sub>ing</sub> ? Will П be V <sub>ing</sub>

	Present	Past	Future
	— действие выполнено или не выполнено к настоящему моменту, результат важен сейчас — действие началось в прошлом и не закончено к моменту речи <i>Ever/never, just, already, yet, recently, lately, for, since</i> + I/ П.мн.ч have V <sub>3</sub> Пед.ч has V <sub>3</sub> - I/ П.мн.ч haven't V <sub>3</sub> Пед.ч hasn't V <sub>3</sub> ? Have I/ П.мн.ч V <sub>3</sub> Has Пед.ч V <sub>3</sub>	— действие завершено к определенному моменту времени — действие в прошлом, которое предшествует другому прошедшему действию + П had V <sub>3</sub> - П hadn't V <sub>3</sub> ? Had П V <sub>3</sub>	— действие завершится к определенному моменту времени в будущем <i>By 5 o'clock tomorrow</i> + П will have V <sub>3</sub> - П won't have V <sub>3</sub> ? Will П have V <sub>3</sub>
<b>Perfect</b> (результат действия)			

Употребление времен в активном и пассивном залоге полностью совпадают. Форма пассивного залога образуется при помощи вспомогательного глагола **to be** в нужной форме и participle II (третья форма) смыслового глагола. Глагол в пассивном залоге показывает, что лицо или предмет, обозначенный подлежащим, испытывает воздействие или находится в определенном состоянии в результате какого-то воздействия. Пассивный залог в предложении употребляется тогда, когда говорящий либо не знает, кто совершает действие, либо не придает этому значения. Однако, если возникает необходимость назвать лицо или предмет, который совершает действие, то употребляется оборот с предлогом **by** (если это лицо), **with** (если указывается, с помощью какого предмета выполнено действие), **of** (если указано, из какого материала выполнено подлежащее).

Сводная таблица системы времен английского языка в пассивном залого

	Present	Past	Future
Simple	+ I am Пед.ч is V <sub>3</sub> ПМН.ч are - I am not Пед.ч is n't V <sub>3</sub> ПМН.ч aren't ? Is Пед.ч V <sub>3</sub> Are ПМН.ч V <sub>3</sub>	+ Пед.ч was V <sub>3</sub> ПМН.ч were V <sub>3</sub> - Пед.ч wasn't V <sub>3</sub> ПМН.ч weren't V <sub>3</sub> ? Was Пед.ч V <sub>3</sub> Were ПМН.ч V <sub>3</sub>	+ П will be V <sub>3</sub> - П won't be V <sub>3</sub> ? Will П be V <sub>3</sub> Shall I/We be V <sub>3</sub>
Progressive	+ I am Пед.ч is being V <sub>3</sub> ПМН.ч are - I am not Пед.ч is n't being V <sub>3</sub> ПМН.ч aren't ? Is Пед.ч being V <sub>3</sub> Are ПМН.ч being V <sub>3</sub>	+ Пед.ч was being V <sub>3</sub> ПМН.ч were being V <sub>3</sub> - Пед.ч wasn't being V <sub>3</sub> ПМН.ч weren't being V <sub>3</sub> ? Was Пед.ч being V <sub>3</sub> Were ПМН.ч being V <sub>3</sub>	
Perfect	+ I/ПМН.ч have been V <sub>3</sub> Пед.ч has been V <sub>3</sub> - I/ПМН.ч haven't been V <sub>3</sub> Пед.ч hasn't been V <sub>3</sub> ? Have I/ПМН.ч been V <sub>3</sub> Has Пед.ч been V <sub>3</sub>	+ П had been V <sub>3</sub> - П hadn't been V <sub>3</sub> ? Had П been V <sub>3</sub>	

### Модальные глаголы и их эквиваленты

Модальные глаголы по своим свойствам отличаются от остальных глаголов тем, что сами не обозначают действие. Они выражают отношение к нему говорящего. Они не могут употребляться самостоятельно, после них обязательно должен стоять смысловой глагол в начальной форме. Они могут сами образовывать отрицательные и вопросительные предложения, им не требуются вспомогательные глаголы, но это правило не распространяется на их эквиваленты.

Модальные глаголы в настоящем времени и их значения	Форма в прошедшем времени	Форма в будущем времени
<b>Can</b> Возможность, способность, умение выполнить действие	<b>could</b>	<b>Will be able to</b>
<b>May</b> — разрешение — предположение с оттенком сомнения	<b>might</b>	<b>Will be allowed to</b>
<b>Must</b> Обязанность, приказание, необходимость	Эквивалент <b>Had to</b>	<b>Will have to</b>
<b>Should/ Ought to</b> Следует выполнить действие (совет, рекомендация)	<b>Should have V<sub>3</sub></b>	—
<b>Need/ needn't</b> Нужно/не нужно выполнять действие	<b>Need have V<sub>3</sub></b>	—

### Неличные формы глагола

В английском языке есть три неличные формы глагола: инфинитив, герундий и причастие. Рассмотрим их формы и особенности употребления.

**Инфинитив** может выполнять функции подлежащего, части сказуемого, прямого дополнения, обстоятельства цели и сложного дополнения (Complex Object and Subject). Инфинитив в английском языке имеет формы активного и пассивного залогов, также может быть перфектным и неперфектным, и это единственная неличная форма глагола, имеющая форму Progressive.

	Non-Perfect	
	Simple	Progressive
Active	to V	to be V <sub>ing</sub>
Passive	to be V <sub>3</sub>	—

**Герундий** имеет, кроме глагольных свойств, свойства имени существительного. Соответствующей формы в русском языке не существует; по значению к герундию близки отглагольные существительные, также его значение может передаваться инфинитивом, деепричастием, глаголом в личной форме.

Перед герундием может стоять притяжательное местоимение или существительное в притяжательном падеже, предлог. Лучше просто выучить, в каких случаях употребляется герундий:

— как прямое дополнение после глаголов **like, need, prefer, remember, enjoy, mind, excuse, be busy, be worth**

— как предложное дополнение может употребляться после любого глагола или прилагательного, требующего предлога: **to depend on, to rely on, to object to, to blame for, to thank for, to praise for, to be responsible for, to be fond of, to be tired of, to be afraid of, to look forward to, to feel like.**

**Причастие** в английском языке может быть в предложении определением или входить в состав причастного оборота (русском языке — это причастный и деепричастный обороты). В качестве определения выступают Participle I Simple (несовершенного вида) и Participle II (совершенного вида).

Причастие, употребляемое в качестве обстоятельства времени и причины, может выражать относительное время. Так, причастие I простое показывает, что выражаемое им действие происходит одновременно с действием глагола-сказуемого, а причастие I перфектное показывает, что действие произошло ранее действия сказуемого. Нужно помнить, что причастие не употребляется с предлогом.

	Active	Passive
Participle I Simple (Present)	V <sub>ing</sub> определе- ние/обстоятельство	being V <sub>3</sub> обстоятельство
Participle I Perfect	having V <sub>3</sub> обстоятельство	having been V <sub>3</sub> обстоятельство
Participle II	—	V <sub>3</sub> определение

**Закон согласования времен** используется в английском языке в придаточных предложениях и в косвенной речи. Основное его положение: если

главная часть стоит в прошедшем времени, то и в зависимой части необходимо употреблять только одно из прошедших времен. Рассмотрим этот закон при изменении предложения из прямой речи в косвенную.

<b>Время предложения в прямой речи</b>	→	<b>Время в придаточном пред- ложении косвенной речи</b>
Present Simple		Past Simple
Present Progressive		Past Progressive
Present Perfect		Past Perfect
Past Simple		Past Perfect
Past Progressive		Past Perfect Progressive
Present Perfect Progressive		Past Perfect Progressive
Future		Future in the Past

Также нужно обращать внимание на то, какой тип предложения был в прямой речи.

**Повествовательное** предложение имеет следующую структуру: Подл. + said / told + that + подл. + сказуемое в нужном прошедшем времени.

**Вопросительное** предложение:

Подл. + asked + if (whether) / вопрос.слово + подл. + сказуемое в нужном прош.вр.

**Повелительное** предложение:

Подл. + asked / ordered + to + инфинитив.

Необходимо согласовать и обстоятельства времени.

<b>This (these)</b>	→	<b>that (those)</b>
<b>Today</b>		<b>that day</b>
<b>Now</b>		<b>then</b>
<b>Here</b>		<b>there</b>
<b>Tomorrow</b>		<b>the next (the following) day</b>
<b>Ago</b>		<b>before</b>
<b>Yesterday</b>		<b>the day before / the previous day</b>
<b>Last week</b>		<b>the week before</b>

### Наклонение

В английском языке, как и в русском, существуют три наклонения:

а) Повелительное наклонение, которое выражает побуждение к действию (просьба или приказание). Go at once! Don't be late!

б) Изъявительное наклонение, которое выражает реальное действие в настоящем, прошедшем или будущем.

в) Сослагательное наклонение, которое выражает возможность, предположение или нереальность действия.

Рассмотрим более подробно сослагательное наклонение.

**The Subjunctive Mood.** Выделяют две формы сослагательного наклонения: Subjunctive I (совпадает с формой Future in the Past), которое употребляется в простом предложении и в главной части сложноподчиненного предложения, и Subjunctive II (совпадает с формой Past Simple/ Past Perfect), которое употребляется в придаточном предложении.

Сослагательное наклонение часто используется в сложных предложениях с придаточным условия.

**Условные предложения:**

**1-ый тип** — реальное действие, которое может произойти в будущем при каком-то условии.

**2-й тип** — нереальное на данный момент действие, которое выражает невозможность его выполнения в настоящем или будущем.

**3-й тип** — нереальное действие, которое не произошло в прошлом.

Второй и третий тип переводятся с частицей **бы**

	Главная часть	Условная часть
1-й тип	<i>Future Simple</i> Подл. will V	<i>If (When...) Present Simple</i> Подл. V/V <sub>s</sub>
2-й тип	<i>Future in the Past</i> Подл. would V	<i>If Past Simple</i> Подл. V <sub>2</sub>
3-й тип	<i>Future in the Past</i> Подл. would have V <sub>3</sub>	<i>If Past Perfect</i> Подл. had V <sub>3</sub>

### Сложное дополнение Complex Object

В английском языке существует конструкция, называемая «сложное дополнение». Она состоит из двух частей: первая часть — существительное в общем падеже (или местоимение в объектном падеже), обозначающее лицо или предмет, вторая часть — инфинитив, который выражает действие, производимое этим лицом. Вся конструкция выполняет в предложении функцию дополнения, употребляется лишь после некоторых глаголов и часто переводится на русский язык с помощью дополнительного придаточного предложения.

Примеры:

I want him to understand me.

She made her clean the dirty shoes.

They let us stay with them.

He saw you come into the room.

We heard them fighting.

I. Употребляется с глаголами to want, to expect и выражением would like	Существительные или местоимения me him her you it us them	to V <sub>□</sub>
II. Употребляется с глаголами to make (заставлять), to let (позволять, разрешать)		V <sub>□</sub>
III. Употребляется с глаголами чувственного восприятия to see, to watch, to notice, to hear, to feel		— V <sub>□</sub> (если действие одномоментное) — V <sub>ting</sub> (если действие длительное)

## Существительное

### Множественное число имен существительных

1. Традиционным способом образования множественного числа является прибавление **-S/-ES**

2. К существительным, оканчивающимся в единственном числе на **s, ss, sh, ch, x** прибавляется окончание **-es** (хегох-хегохес)

3. Некоторые имена существительные, оканчивающиеся на **f/fe**, меняют окончания на **-ve+s** (wife-wives)

4. Существительные, оканчивающиеся на букву **-y** с предшествующей согласной, меняют ее на **-i+es**

5. У существительных на **-o** возможно **-s** или **-es** (нужно запоминать каждый конкретный случай).

## 6. Нетрадиционный способ:

man — men

woman — women

foot — feet

tooth — teeth

goose — geese

mouse — mice

child — children

ox — oxen

## 7. Единств. число = множ. числу

sheep

fish

deer

8. Неисчисляемые существительные, употребляющиеся только в единственном числе: **sand (песок), food, meat, water, air, politics, economics, physics, mathematics, spaghetti, advice, information, knowledge, progress, news, money, hair.**

9. Существительные, употребляющиеся только во множественном числе: **jeans, tongs (щипцы), glasses, trousers, tights, scissors, goods, clothes, contents, wages (зарплата).**

## ARTICLE

## The definite article

A) перед нарицательными существительными.

1. Перед существительным, обозначающим конкретный предмет, о котором даются или выясняются дополнительные сведения.

*The flat is quite large and comfortable.*

2. Перед существительным, являющимся единственным в своём роде или данной обстановке.

*When we went out, the moon was shining.*

3. Перед существительным в функции обстоятельства места, если не подчёркивается значение *один из*

*They went into the restaurant and sat down at the table by the window.*

4. Перед существительным, обозначающим вещество в определённом количестве или определённом месте в данной обстановке.

*Pass me the salt, please.*

5. Перед приложением, характеризующим известное историческое лицо.

*Dreiser, the famous American writer, joined the Communist Party at the age of 74.*

6. После слов *one of, some of, many of, each of, most of*; обычно после слов *all, both*.

*Give me one of the books.*

7. Перед существительным, имеющим определение, выраженное прилагательным в превосходной степени, перед словами *same*, *following* и порядковыми числительными, а также словами *next* в значении следующий по порядку и *last* в значении последний.

*This is the most responsible task of all.*

8. Перед прилагательными и причастиями в значении существительного и перед словом *people* в значении народ.

*The old don't always understand the young.*

9. Перед существительными, обозначающими социальные классы людей.

*The workers*

*The bourgeoisie*

10. Перед существительными в единственном числе, обозначающими целый класс предметов.

*The dog is a friend of man.*

Б) перед именами собственными

1. Перед именем собственным, обозначающим целиком всю семью.

*I haven't met the Browns since they returned from London.*

2. Перед именами собственными, имеющими ограничивающие определение.

*He was again the Charles she used to know years ago.*

3. Перед названием некоторых стран и местностей.

*He travelled widely throughout the United States.*

4. Перед названием океанов, морей, рек и горных цепей.

*He travelled twice across the Pacific Ocean.*

5. Перед названиями четырёх сторон света.

*Have you ever been to the South?*

6. Перед названиями судов, гостиниц и английских газет.

*He reads the Morning Star regularly.*

### The indefinite article

1. Для обозначения принадлежности предмета к какому-либо классу предметов (с глаголами *to have*, *to see* и др., с оборотом *there is*, в именной части составного сказуемого) при наличии описательного определения и без него.

*A man's waiting for you.*

2. Перед абстрактным существительным при наличии описательного определения.

*They lived a quiet life.*

3. Перед существительным в приложении, если не подчеркивается известность лица, к которому оно относится.

*Mr. Petrov, an engineer at our factory, spoke at the meeting yesterday.*

4. В значении *один* перед исчисляемыми существительными, обозначающими время.

*Will you be back in an hour?*

5. В восклицательных предложениях после *what* перед исчисляемыми существительными в единственном числе.

*What a lonely day!*

6. Перед исчисляемыми существительными в единственном числе, определяемым словами *such, quite, rather, most* (в значении *очень*).

*It is such a difficult sentence that I can't translate it.*

7. Перед существительным, определяемым порядковым числительным в значении *другой, ещё один*.

*Suddenly we heard a shot, then a second and a third.*

8. В сочетаниях *a little* и *a few*

*If I have a little free time today, I'll drop in.*

### No article

1. Перед абстрактными существительными; перед названием вещества, если речь не идёт о каком-либо конкретном количестве; перед существительными во множественном числе в случаях, перечисленных выше (пункт 1, 5, 6).

*The work gives him satisfaction.*

2. Перед именами собственными

*London is the capital of England.*

3. Перед существительным, определяемым словами *next* в значении *будущий* и *last* в значении *прошлый*.

*I went to the Ukraine for my holiday last year, and I am going there next year too.*

4. Перед названиями наук.

*I like Literature and History, but I don't like Mathematics.*

5. Перед существительными *Mother, Father, Uncle, Aunt* и др. в речи членов одной и той же семьи.

*Has Mother come back yet?*

6. В некоторых сочетаниях существительного с предлогом, когда все сочетание носит наречный характер: *in time, at home, at night, by train, by heart, by day, from year to year, from head to foot* и др.

*You can get there in time if you go by train.*

## Прилагательное

### Степени сравнения прилагательных

Существуют три степени сравнения прилагательных: положительная, сравнительная, превосходная.

#### 1-я группа

1. односложные прилагательные (low, nice, hot)
2. двусложные прилагательные на **-y, -ow, -le, -er** (pretty, clever)
3. двусложные с ударением на втором слоге (severe)
4. трехсложные прилагательные с приставкой **un-** (unhappy)

Все эти прилагательные образуют степени сравнения с помощью суффиксов.

low - lower - the lowest  
clever - cleverer - the cleverest

**2-я группа:** все остальные двусложные и многосложные прилагательные образуют степени сравнения с помощью слов **more** и **the most**.

modern - **more** modern - the **most** modern  
terrible - **more** terrible - the **most** terrible

**3-я группа:** особые случаи, когда прилагательные имеют разные слова для выражения степеней сравнения.

good - better - the best  
bad - worse - the worst  
far - farther - the farthest  
fur - further - the furthest  
many/much - more - the most  
little - less - the least

## Наречие

### Степени сравнения наречий

1. Односложные — так же, как и прилагательные 1-й группы (без артикля)

late - later - latest

2. Многосложные — так же, как и прилагательные 2-й группы (без артикля)

seldom - more seldom - most seldom

3. Особые случаи

badly - worse - worst  
little - less - least

much - more - most

well - better - best

## Местоимение

1. Личные — I, you, he, she, it, we, they

2. Притяжательные — my, your, his, her, its, our, your, their

Абсолютная форма — mine, yours, his, hers, its, ours, theirs

3. Объектные ( косв. падежи) — me, you, him, her, it, us, them

4. Вопросительные/ Относительные/ Союзные в зависимости от типа предложения — who( whom), whose, which, what

5. Возвратные — myself, yourself, herself, himself, itself, yourselves, ourselves, themselves

6. Взаимные — each other, one another

7. Отрицательные — no, nobody, no one, none, nothing, nowhere

8. Неопределенные — some(+), any(-, ?), every и их производные, all, both, each, other, another, one.

## Числительные

1. **Количественные** обозначают количества предметов, №№ комнат, домов, автобусов и т.д., хронологические даты

1,201 books (one thousand two hundred and one books)

on page 305 (three hundred and five)

in 1900 (nineteen hundred)

in 1905 (nineteen ou five)

in 1956 (nineteen fifty six)

in 2008 (two thousand and eight)

**Дробные** (простые и десятичные)

1/5 ton (one fifth of a ton)

1/2 kilometre (half a kilometre)

1/4 mile (quarter of a mile)

0.5 (point five)

3.215 (three point two one five)

2. **Порядковые** служат для обозначения дат, порядка предмета по сче-

ту

The 35<sup>th</sup> day (thirty-fifth) day

16<sup>th</sup> January (the sixteenth of January)

## Словообразование ✓

Суффиксы существительных:

(-acy, -age, -an, -ance, -ancy, -ant, -ar, -ard, -ate, -cy, -dom, -ee, -er, -ence, -ency, -ent, -er, -ery, -ess, -ette, -hood, -ice, -ie, -ier, -ite, -ism, -ist, -ity, -ive, -kin, -let, -ment, -mony, -ness, -or, -ory, -ship, -ster, -teen, -tion, -tude, -ty, -ure, -y, -yer)

Суффиксы глаголов:

(-ate, -en, -fy, -ify, -ize)

Суффиксы прилагательных:

(-able, -ac, -aceous, -al, -am, -ar, -ary, -ate, -ble, -ent, -er, -arn, -ascent, -ful, -ible, -ic, -ical, -id, -ile, -ine, -ish, -less, -like, -ly, -ory, -ous, -some, -ty, -ulent, -wise, -y)

Суффиксы наречий:

(-ally, -fold, -like, -ly, -ward, -ways, -wise)

**Отрицательные префиксы:** слова с отрицательным значением могут быть образованы путем присоединения префиксов **un-, dis-, in-, non-**, префиксы **il-, im-, ir-** могут быть добавлены к прилагательным, начинающихся с букв l, p, r.

## Предлоги

### 1. Предлоги, обозначающие движение (куда? откуда?)

<b>to</b> - движение к предмету, лицу (в, на, к)	I go <b>to</b> college. Come <b>to</b> me.
<b>from</b> - движение от предмета, лица (от, из, с, у)	I'm going <b>from</b> the door.
<b>into</b> - движение внутрь чего-либо (в)	Come <b>into</b> the room.
<b>out of</b> - движение изнутри чего-либо (из)	Take the pen <b>out of</b> the bag.
<b>towards</b> - к, по направлению к	They went <b>towards</b> the park.

### 2. Предлоги времени (когда?)

<b>in</b> - внутри временного отрезка (в), через некоторое время	<b>in</b> April, <b>in</b> 1990
<b>at</b> - в точке времени	<b>in</b> three days
<b>on</b> - в (с названием дней недели, датами)	at 12 o'clock, at night
<b>by</b> - к определенному времени	<b>on</b> Sunday, <b>on</b> the 1st of May
<b>from... till (to)...</b> - от...до...	<b>by</b> tomorrow, <b>by</b> 7 o'clock
<b>before</b> - перед чем-либо	<b>from</b> 5 <b>till (to)</b> 6
<b>between</b> - между	<b>before</b> classes
<b>during</b> - в течение, во времени	<b>between</b> 1 and 2 o'clock
<b>since</b> - с, с тех пор	<b>during</b> the week
	<b>since</b> Monday

**for** - в течение какого-то отрезка времени

**after** - после чего-либо

**for an hour**

**after breakfast**

### 3. Предлоги, обозначающие место (где?)

**at** - местонахождение у предмета, у лица или там, где происходит какой-то процесс(в, на, у, за)

**in** - местонахождение внутри чего-либо

**on** - местонахождение на чем-либо

**under** - местонахождение под чем-либо

**Over/ above** - местонахождение над предметом

**in front of** - местонахождение перед чем-то

**behind** - местонахождение за чем-либо

**through** - через (сквозь)

**across** - через (поперек)

**around** - вокруг чего-либо

**among** - среди, между

We are **at** college.

I am sitting **at** the table.

She is **at** her brother.

The driver is **in** the car.

The clock is **on** the wall.

The box is **under** the table.

Birds are **over** our heads.

I sit **in front of** the table

The garden is **behind** the house.

They marched **through** the town.

The bridge is **across** the river.

We were sitting **around** the table.

At last I was **among** my friends.

В английском языке существуют устойчивые сочетания глаголов с предлогами, которые меняют значение глагола. Эта одна из сложных тем, требующая заучивания целого фразеологического оборота.

## Рекомендации по выполнению заданий

Материалы данной части пособия готовят учащиеся к выполнению заданий, представленных в письменной части экзамена, которая в свою очередь включает такие разделы, как чтение, письмо и грамматическую сторону речи.

### Чтение (на выполнение всех заданий отводится 20 мин.)

Рассмотрим, какими вообще могут быть задания к тексту для проверки уровня ваших знаний.

#### 1. Тест на установление соответствия приведенных утверждений прочитанному тексту (True/False/Not stated)

— решите, согласуется ли данное предложение с информацией в тексте.

## 2. Тест на установление соответствий между заголовками и текстом

### Рекомендации:

- выполняя экзаменационные задания, всегда сначала читайте вопрос или задание и только потом текст;
- найдите в тексте то место, которое соответствует каждому вопросу;
- очень важно провести различие между фактами и мнениями, приведенными в тексте;
- намерения автора могут быть выражены прямо или нет, поэтому постарайтесь уловить скрытый смысл, если он есть.

### Multiple Choice

#### Рекомендации:

- *Прочитайте сначала заголовки, затем текст.*
- *Вам не нужно понимать каждое слово в тексте, а только основной смысл и более точно те части текста, которые отражены в заголовках.*
- *В тексте найдите фрагменты, к которым относится каждый из заголовков (это может быть одно слово, выражение, целое предложение или абзац).*
- *Определите абсолютно неверные ответы.*
- *Отметьте верный ответ и проверьте его правильность в тексте.*
- *Теперь подставьте все заголовки и проверьте, сохраняется ли целостность текста и соответствует ли они содержанию абзацев.*

## Грамматика и лексика

Этот раздел включает в себя 12 заданий (20 минут)

Сначала рассмотрим задание с кратким ответом. Это может быть задание на употребление правильных грамматических форм, данных в начальной форме, а также задание на словообразование, когда вам необходимо изменить ключевое слово с помощью суффиксов или префиксов так, чтобы оно подходило по смыслу.

### 1. Задания на употребление правильных грамматических форм.

Это могут быть отдельно взятые предложения или связанный текст.

#### Рекомендации:

- *внимательно прочитайте предложение, определите по обстоятельствам времени или по имеющимся глагольным формам, в каком времени написано предложение;*

- подумайте, какую форму глагола имел в виду автор: личную, инфинитив, герундий или причастие;
- посмотрите, нужна ли вам форма активного или пассивного залога;
- и только после этого окончательно ставьте нужную для этого предложения форму глагола.
- при изменении прилагательного или наречия, посмотрите есть ли в предложении сравнение или это превосходная степень, подсчитайте количество слогов, подумайте не является ли это слово исключением, только после этого поставьте нужную форму;
- при изменении существительного определите по соседнему глаголу или другим местоимениям в каком числе (единственном или множественном) употреблено оно в предложении.

## 2. Задания на словообразование

### Рекомендации:

- По контексту попытайтесь определить, какая часть речи нужна, чтобы заполнить пропуск.
- Определив часть речи, вспомните, какие суффиксы характерны для данной части речи.
- Определите по смыслу, имеет ли слово положительное или отрицательное значение. Если отрицательное, то подберите приставку.

## Письмо

Этот раздел состоит из одного задания — написание личного письма.

Рассмотрим первый вид письменного задания, при выполнении которого необходимо помнить следующие моменты:

- \* какое письмо вам необходимо написать (личное или формальное),
- \* какой тип письма вы должны составить (письмо-просьба, приглашение и т.д.),
- \* какова структура письма.

Учитывая все эти моменты, вы должны сделать правильный выбор лексики, употребив устойчивые выражения, уместные для каждого конкретного случая. Обратите внимание на то, что вы должны передать в письме всю информацию, которая содержится в задании.

## Стратегии выполнения тестовых заданий раздела «Письмо»

### Личное письмо

- внимательно прочитайте не только инструкции, но и текст-стимул (отрывок из письма друга на английском языке);
- наметьте план своего ответного письма;
- не забудьте написать адрес и дату в правом верхнем углу письма;
- во вступительной части письма выразите благодарность за полученное письмо и, возможно, извинение, что не сразу написан ответ;
- в основной части письма ответьте на все заданные вопросы и задайте необходимые вопросы другу по переписке;
- в заключительной части письма упомяните о будущих контактах, подпишите письмо;
- проверьте как содержание, так и правильность организации текста.

### Структура написания письма:

- адрес (вверху, в правой стороне); лучше – краткий (город, страна);
- дата (под адресом);
- обращение (слева, на отдельной строке);
- ссылка на предыдущие контакты, т.е. благодарность за полученное письмо (начало письма); возможно извинение, что не ответил раньше (после благодарности);
- основная часть (ответы на вопросы зарубежного друга);
- запрос информации (постановка вопросов в соответствии с заданием);
- упоминание о дальнейших контактах (предпоследняя фраза);
- завершающая фраза (неофициальный стиль, на отдельной строке);
- подпись автора (имя, на отдельной строке)

Вступительная часть письма зависит от того, кто является инициатором его написания. Если вы, то вы должны объяснить, почему вы его пишете. Если вы отвечаете, то необходимо уточнить, на какую информацию вы дадите ответ. Предложенная вам таблица поможет правильно составить письмо.

Personal letter	Formal letter
<p><b>Язык и стиль:</b> Используйте краткие формы, обороты и выражения, характерные для разговорной речи, несложные грамматические структуры.</p>	<p>Используйте лексику и структуры, характерные для письменной речи (союзные и причастные обороты, вводные слова, герундий, отсутствие кратких форм)</p>
<p><b>Обращение:</b> <i>Dear</i> + имя</p>	<p><i>Dear Sir or Madam</i> <i>Dear Ms. Brown</i> <i>Dear Professor Smith</i></p>
<p><b>Первое предложение (обращено к адресату):</b> <i>It was so good to hear from you...</i> <i>Thanks for your recent letter...</i> <i>I'm sorry I haven't written for so long, but...</i> <i>I was really pleased to hear that...</i></p>	<p>Зависит, от того какой тип письма вы пишете (более подробно после таблицы) <i>I am writing in response to ...</i> <i>I am writing for information about...</i></p>
<p><i>I thought I'd better <sup>to</sup> write and tell you about...</i></p>	<p><i>I would like to know more about...</i> <i>I would be grateful if you could...</i> <i>I wonder if you could possibly tell/send me...</i> <i>I am writing to ask whether...</i></p>
<p><b>Основная часть письма:</b> Как правило, письмо делится на три части: в первой рассказывает, что происходит в настоящем, во второй описываются события из прошлого, в третьей раскрываются планы на будущее.</p>	<p>В зависимости от типа письма выражается просьба или предложение. Четко и вежливо раскрывается основная мысль письма.</p>
<p><b>Заключительная часть письма:</b> <i>Give my love/ regards to...</i> <i>Looking forward to see you/hear from you...</i> <i>Well, that's all for now. Do write back soon.</i> <i>Good luck with the...</i></p>	<p><i>I would be grateful if you could answer as soon as possible.</i> <i>Thank you for your immediate answer.</i> <i>We/I look forward to hear from you.</i></p>

<b>Заключительное приветствие:</b> <i>All the best</i> <i>With best wishes/regards</i> <i>Love... Kiss you...</i>	<i>Yours faithfully</i> <i>Yours sincerely</i>
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**Фразы и выражения, рекомендуемые при написании различных писем личного характера**

**Письмо с извинениями**

- \**I'm really sorry that I forgot about...*
- \**I'm writing to apologize for...*
- \**I'm so sorry I couldn't make it...*
- \**It will never happen again...*

**Письмо-приглашение**

- \**I'm writing to invite you to...*
- \**I'm having a party... Would you like to come?*
- \**I hope you'll be able to join us...*

**Письмо-просьба**

- \**I'd like to ask you for your help/to do me a favour...*
- \**I wonder if I could ask you to...*
- \**I would be so/terribly/really grateful if you could...*

**Благодарственное письмо**

- \**I'm writing to thank you so much for...*
- \**The party was great/fantastic...*
- \**It was very kind/nice of you to...*

**Письмо-поздравление**

- \**I'm writing to congratulate you on V-ing...*
- \**You really were the best...*

**Письмо-информация**

- \**I'm just writing to tell...*
- \**This is just to let you know that...*
- \**Here's our news at the moment...*

**Фразы и выражение, рекомендуемые при написании различных писем официального характера**

**Запрос**

- \**I am writing to ask/enquire about/in connection with...*
- \**I would like to know more about...*
- \**I would be very grateful if you could...*

**Жалоба**

- \*I am writing to complain of...*
- \*I must express my dissatisfaction with...*
- \*Contrary to the description in the brochure/instruction...*
- \*I am afraid I must ask you...*
- \*I hope this entitles me to compensation/a refund...*

**Письмо с просьбой о приеме на работу**

- \*I am writing in connection with the job advertisement/information concerning...*
- \*I am writing in reply to/in response to/with regard to...*
- \*I would like to express my interest in...*
- \*I would like to apply for the post/position of...*
- \*My reason for applying is...*
- \*I'd like to apply because...*
- \*As for my experience...*
- \*I enclose my CV from my previous employers*

**Устная часть**

Устная часть экзамена состоит из двух заданий: монологическое высказывание по заданной в карточке теме и диалог-расспрос в ситуации повседневного общения. (На выполнение устного задания отводится от 6 до 10 минут.)

**Монолог**

В данном задании вы должны показать своё умение говорить на английском языке, для этого вам необходимо заранее выучить устойчивые фразы (приведенные ниже) и следовать при ответе следующему алгоритму.

**Рекомендации:**

- прочитайте внимательно тему вашего высказывания и те основные моменты, которые есть в студенческой карточке;
  - постарайтесь логически связно выстроить ваш ответ;
  - продумайте фразы, которыми вы начнёте и завершите высказывание, а также не забывайте использовать связующие слова и фразы (приведенные ниже), так как они помогают выстроить речь;
- Let me start with... Firstly/Secondly... What I want to talk about is... In spite of this... Another thing is... However... In fact... Moreover... All in all... Finally... As for me...*

— избегайте длинных и сложных предложений, потому что в устной речи короткие предложения воспринимаются лучше;

— не говорите слишком долго;

— внимательно слушайте вопрос экзаменатора и отвечайте четко по теме;

— не смущайтесь, если вы что-то не знаете по теме, лучше об этом сказать;

— если вы не поняли слова экзаменатора, попросите его повторить;

*I'm sorry could you repeat that, please?*

*Could you say that again, please?*

*Sorry, I didn't quite catch what you said.*

— не делайте долгих пауз, постарайтесь выиграть время для того, чтобы собраться мыслями, это можно сделать, используя фразы, которые дают время на раздумье.

*You know... Let me think... Actually... It's difficult to say... I'm not quite sure... In fact... I think so...*

### Диалог

В последнем разделе экзамена вам необходимо провести диалог-расспрос с экзаменатором. Здесь вы должны показать умение вести беседу и получить нужную вам информацию в ситуациях повседневного общения. Диалоговая речь всегда состоит из вступительной, содержательной и заключительной частей. Для каждой из них свойственны определенные фразы и выражения; зная их, вы сможете правильно построить диалог.

### Рекомендации:

— внимательно прочитайте задание в карточке, в зависимости от этого начинайте диалог;

*Good morning/afternoon/evening... Hello/ Hi... How are you?*

*My name is... I'm... Nice to meet you... Please to meet you...*

*Excuse me, could you tell me...*

— на основе задания в карточке составьте вопросы к собеседнику;

*Excuse me, do you know...*

*I wonder if you could help me...*

*Sorry, do you know... Could you help me?*

— ведя диалог, будьте вежливы и используйте как можно больше вводных фраз;

*By the way... That remains me... I have no idea... Well, let me think... I'm afraid I... Frankly speaking... The point is... What I mean is...*

— закончить диалог можно следующими фразами;

*Well, it's been nice talking to you...*

*I'm sorry I must be going...*

*Have a nice time... Give me a ring some time.*

*Don't forget to drop me a line.*

*OK, see you on... Bye, bye, take care...*

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Авторы выражают благодарность Фёдоровой Марии Александровне за внимательное чтение, корректуру и помощь в рецензировании тестовых заданий.

## Глава II

# Учебно-тренировочные варианты тестов государственной итоговой аттестации выпускников IX классов

### Инструкция по выполнению работы

Экзаменационная работа по английскому языку состоит из двух частей (письменной и устной) и включает 25 заданий.

Сначала выполняется письменная часть. На её выполнение отводится 1,5 часа (90 мин). В этой части работы предлагается выполнить 23 задания, которые даны в следующей последовательности.

В разделе 1 (задания по аудированию) предполагается прослушивание нескольких текстов и выполнение 5 заданий на понимание услышанного. Рекомендуемое время на выполнение данного раздела — 20 минут.

Раздел 2 (задания по чтению) включает 5 заданий, которые позволяют оценить понимание прочитанных текстов. Рекомендуемое время на выполнение заданий — 20 минут.

Раздел 3 (задания по грамматике и лексике) состоит из 12 заданий. Рекомендуемое время на выполнение раздела — 20 минут.

В разделе 4 (задание по письму) предусмотрено 1 задание, предлагающее написать личное письмо. Черновые пометки делаются непосредственно на листе с заданиями (они не оцениваются), полный вариант письменного ответа заносится в бланк ответов. Рекомендуемое время на выполнение — 30 минут.

Рекомендуется выполнять задания в том порядке, в котором они даны.

Устная часть экзамена состоит из двух заданий: монологическое высказывание по заданной теме и диалог-расспрос (беседа в ситуациях повседневного общения). Время устного ответа — 6–8 минут на одного учащегося.

По окончании выполнения заданий каждого раздела не забывайте переносить свои ответы в Бланк ответов.

**Желаем успеха!**

## VARIANT 1

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

- A. The speaker talks about staying at her/ his friend's house. 5  
 B. The speaker talks about staying with a family. 2  
 C. The speaker talks about spending holiday in the fresh air. 1  
 D. The speaker talks about an open-air swimming pool. 3  
 E. The speaker talks about staying in a youth hostel.  
 F. The speaker talks about celebrating her/ his birthday. 4

Говорящий	1	2	3	4	5
Утверждение (Буква)	C	B	D	A	E

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 What did Mark not expect to like?

- 1) wearing a uniform  
 2) having less freedom  
 3) working hard

A2 One thing Mark liked about the clothes he had to wear was that \_\_\_\_\_

- 1) they were very attractive.  
 2) they stayed cleaner for longer.  
 3) they were practical.

A3 What does Hannah say about the maths lessons from the past?

- 1) She and her classmates had forgotten the right methods.  
 2) She found it was very difficult to understand the questions.

3) The pupils were able to copy each other's answers.

A4 Gareth says that teachers in the past \_\_\_\_\_

1) were less interested in their pupils.

2) had less training as teachers.

3) knew less about their subject.

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

### Animal World of Australia

A. Danger for animals

B. Water is the habitat

C. A pouch animal

D. A baby pouch animal

E. Exotic appearance

F. Exotic singer

1. Wallabies are from the kangaroo family. They get around by hopping and they raise the young in a pouch. They are great plant eaters, farmers often kill them. They want to save the grass for their sheep. Wallabies have also been killed for their fur.

2. This creature is often called a koala bear. It is not a bear! It is a marsupial, like kangaroos, raising its young in a pouch. The koala is a plant eater, and almost all of its diet is made up of the leaves of eucalyptus trees. These leaves are poisonous, but the koala has special substances in its stomach that neutralize the poison.

3. The platypus is often seen in eastern Australia. In Tasmania the platypus is common in the lakes of the Central Highlands and in rivers and streams of the south, southwest and northwest coasts. Platypus is not fast and prefers slow streams. It lives in a burrow on the banks.

4. Echidnas are 30-45 cm long and weigh 2-5 kg. The body is covered with cream coloured spines. These spines, which reach 50 mm in length, are in fact modified hairs. The fur of the Tasmanian species is thicker and longer than that of echidnas in warmer areas and often looks like the spines.

5. The Red Kangaroo travels in groups and feeds mainly on grass. It can speed along at 35 miles per hour, jump 10 feet high and leap 30 feet. A baby kangaroo is born only about the size of a coin. It stays in his mother's pouch for 8 months. Young kangaroos will return to their mothers pouch even after they are old enough to feed on their own.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

Every nation and country has a reputation of some kind. The Englishmen are believed to be cold, reserved, rather naughty, easy-going and fond of sport. They are the nation of stay-at-homes. «There is no place like home», they say. The Englishman's home is his castle is a saying known all over the world.

They prefer a small house built for one family with a small garden and a fire in the centre of the house. They like animals very much and follow many traditions especially concerning food and manners. We know much about English traditions and customs but now I'd like to say a few words about the traditions of my native land-Russia.

First, some words about Russian people. To my mind, the main traits of their characters are their hospitality, their «open heartedness» and inventiveness. Russian fairytales reflect this. Our people are hardworking, patient, never losing hope for better life. The Russians are the talented nation. Russia gave the world thousands of the world famous writers, composers, scientists, inventors and explorers. All of them are the pride of the nation.

Such names of Gzhel and Khokhloma are considered to be the symbols of Russia as well as matryoshkas and samovars. The history of Khokhloma goes back to the 17th century. The production of tableware-dishes, spoons, mugs was begun at that time in the villages of Suomino and Khokhloma in the Nizhniy Novgorod Province. Many carpenters, painters have been working since then reviving traditions of old masters.

The Khokhloma style is characterized by using plant elements in painting the tableware. The prevailing colors are black, yellow, golden, green and red.

Nowadays this craft is sure to be saved; it will be developed and brought into the future by the new generation of painters.

A5 The Englishmen have bad reputation among different nations in the world.

- 1) True            2) False            3) Not stated

A6 English people are home-centered.

- 1) True            2) False            3) Not stated

A7 Russia has contributed a lot to the world civilization.

- 1) True            2) False            3) Not stated

A8 Khokhloma style has been a typical Russian craft since Kievan Russ.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.*

#### O'HENRY

- B3 O'Henry whose real name was William Porter BE  
(1862-1910) \_\_\_\_\_ one of
- B4 the \_\_\_\_\_ popular writers both in America and in MANY  
Europe.
- B5 He \_\_\_\_\_ various professions before he turned to TRY  
journalism. He worked at a chemist's and then in a  
bank. Although he was innocent he was accused of  
having stolen one thousand dollars and was put in
- B6 prison. It was there that he \_\_\_\_\_ to write his short BEGIN
- B7 stories. They \_\_\_\_\_ first \_\_\_\_\_ in magazines PUBLISH  
and later in the collections like *The Four Million*  
(1906), *Heart of the West* (1907), *The Roads of*  
*Destiny* (1909) and many others.
- B8 Their heroes are ordinary American people \_\_\_\_\_ LIVE
- B9 in big \_\_\_\_\_ or in the wild West. Great humour is CITY  
an outstanding characteristic of most of O'Henry's  
stories.

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B10 — B14**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B10 — B14**.

When a language dies, UNESCO says the

**B10** world loses \_\_\_\_\_ cultural heritage — a great **VALUE**

**B11** deal of the legends, poems and the \_\_\_\_\_ **KNOW**

gathered by generations is simply lost. In 2008, Alaska's last native speaker of Eyak died, taking the language with her.

**B12** UNESCO says \_\_\_\_\_ action is needed if the **GOVERN**

World is to preserve its linguistic diversity. People must be proud to speak their language to ensure it survives. In the last five years, the governments of Mexico, New Zealand and the United States managed to reverse the Trend

**B13** \_\_\_\_\_. But UNESCO says the phenomenon **LOCAL**

of dying languages appears in every region

**B14** and in very diverse \_\_\_\_\_ conditions. **ECONOMY**

#### Раздел 4. Письмо

Для ответа на задание **C1** используйте бланк ответов №2. При выполнении задания **C1** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания **C1**, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Liz.

... I am going to learn a second foreign language. My first foreign language is French. What second language do you think I should choose and why? How many languages do you study at school? Are you planning to enter some language courses?

Write her a letter and answer her 3 questions.

Write **80 — 100** words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a talk about the place where you live.

## Remember to say:

- what kind of a place it is (a city/town/village) and what it looks like,
- what it's famous for,
- what you would show your guests at first, and why.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

## Student card

## Task 2 (2-3 minutes)

You are staying at a hotel with your relative. The relative has a cold and needs to see a doctor. Talk to the hotel receptionist and find out where you can find a doctor and make an appointment if it's possible.

## Ask the receptionist about

- if there's a doctor close to the hotel,
- the doctor's working hours,
- how much you should pay for the visit.

You begin the conversation. The examiner will play the part of the hotel receptionist.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- make an appointment.

## VARIANT 2

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

- A. The speaker explains how to pass exams successfully.  
 B. The speaker thinks that exams are not effective enough.  
 C. The speaker says that oral exams are more useful.  
 D. The speaker explains why he/she prefers written exams.  
 E. The speaker says that he/she likes taking exams.  
 F. The speaker talks about his/her negative experience during the exam.

Говорящий	1	2	3	4	5
Утверждение (Буква)	D	A	F	B	E

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Why is Tom preparing a speech?

- 1) For the geography conference
- 2) For the history lesson
- 3) For the tourist club

A2 Why did the Vikings go over the sea?

- 1) In the search of the adventures
- 2) In the search of new lands
- 3) In the search of a happy life

A3 How many legs did Odin's horse have?

- 1) Seven
- 2) Six

3) Eight

A4 Why can Tom look like a Viking?

- 1) Because the Vikings are settled in the many parts of the world today.
- 2) Because the Vikings are alive today.
- 3) Because the Vikings are settled in Britain today.

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. Nice place to live
- B. What a shape!
- C. English mystery
- D. The lost continent
- E. Underwater trains
- F. Angel is a surname!

1. The Grand Canyon may seem like a very desolate and unfriendly place, but it's actually home to a variety of plants and animals. Grand Canyon National Park has 75 species of mammals (coyotes, mountain lions, deer), 50 species of reptiles and amphibians (rattlesnakes, lizards, toads), 25 species of fish and over 300 kinds of birds (falcons, bald eagles)! It is also home for a number of scorpions and spiders! Humans have also lived in and around the Grand Canyon for thousands of years.

2. Stonehenge is a mysterious circle of giant stones in southern England. It was built probably between 3000 and 2000 BC. Some of the stones weigh over 25 tons! The giant rocks were obviously arranged with some purpose in mind. But what was it? Most historians agree that it was built as a temple, but it was also probably used as an early astronomical tool!

3. The Bermuda Triangle is an imaginary triangle in the Atlantic Ocean between Florida, Puerto Rico and Bermuda. Planes and ships have disappeared in the area, and some people blame the disappearances on supernatural forces. There are also natural explanations, though. The scientists say that this is one of two places on Earth where a magnetic compass points towards true north, instead of magnetic north, so planes or ships could get off course if they don't make adjustments.

4. Can the trains go under the sea? Now they can! The Channel Tunnel is 31 miles long, and 23 of those are underneath the English Channel! It takes only 20 minutes to travel from England to France. They made a huge 90 acre park with all the dirt they dug up to build it. It took nearly 13,000 engineers, technicians and workers to build it!

5. The highest waterfall in the world is Angel Falls in the rainforests of Venezuela. It's about 20 times taller than Niagara Falls — the water drops a distance of 3,212 feet! Because it's surrounded by thick forests, Angel Falls wasn't discovered until the early 1930s. The waterfall was named after American explorer James Angel, who crash-landed his plane near it soon after its discovery.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 — A8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

One of the biggest shocks when you arrive in a new country can be the clothes people are wearing. You may look fashionable at home, but you suddenly find you are behind the times or simply someone to laugh at when you arrive abroad. With this in mind, let's take a look at teenage fashion in the UK for girls.

One of the things that may shock an outsider most is piercings. These days it is not enough to simply wear rings in your ears. You will see many teenagers with rings in their navel or belly button, nose, lip or even their eyebrow. Ouch!

Some girls go for a goodlooking. They wear T-shirts; trousers are usually preferred, blue or black, and — the look is finished off with metallic bags and shoes and arms full of bracelets. Another alternative is the 'rocker' look. You start with a T-shirt of your favourite band and tight jeans or a long skirt. On top of this you can wear a denim jacket. Jewellery tends to be large and metallic, and to add colour wear a scarf.

If neither of these is for you, why not go 'sporty'? T-shirts are usually tie-dyed in hot colours. Wear long shorts, short jeans or a denim skirt. And on your feet? Beach sandals, of course! If you prefer something more feminine, there's the 'girly' look. Skirts are long, to the floor. Wear a top with butterflies or flowers printed on it!

Finally, how about the 'Tom Boy' look? Wear flared jeans and a T-shirt with a logo. Don't forget your waistcoat, of course!

Follow the fashion tips above, and you shouldn't feel out of place. However, it's important to remember to wear clothes and choose a look that you feel comfortable with. Don't just be one of the crowd — be yourself!

**A5** Fashion is not the same in different countries of the world.

- 1) True            2) False            3) Not stated

**A6** Piercing is the most popular thing in teenage fashion.

- 1) True            2) False            3) Not stated

**A7** You don't have to wear special clothes to get a certain look.

- 1) True            2) False            3) Not stated

**A8** We need to be comfortable with what we wear.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

#### SCOTTISH APPETITE

- |           |   |         |
|-----------|---|---------|
| <b>B3</b> | One day two friends _____ in a restaurant. One of   | SIT     |
| <b>B4</b> | them, a Scotsman, told his friends he _____ ten     | BET     |
| <b>B5</b> | shillings that he could eat a turkey and three      |         |
| <b>B6</b> | pounds of sausages. Of course his friends _____     | BELIEVE |
| <b>B7</b> | this. So the turkey _____ and put before him on the | ROAST   |
| <b>B8</b> | table. With great astonishment his friends watched  |         |
| <b>B9</b> | him _____ the bird. And after some minutes he       | EAT UP  |
|           | also swallowed the three pounds of sausages! So     |         |
|           | they had to pay the money.                          |         |
| <b>B3</b> | The Scotsman finally drank some _____ of beer       | GLASS   |
|           | and then went home together with one of his         |         |
|           | friends. But when they arrived at the front door of |         |
|           | his house, the Scotsman said to his friend:         |         |
| <b>B9</b> | «Please don't tell my wife that I _____ so much.»   | EAT     |
|           | «Why not?» asked his friend.                        |         |

«Because she would give me no supper», — the Scotsman answered.

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B10 — B14**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B10 — B14**.

- |            |  |         |
|------------|--|---------|
| <b>B10</b> | Many girls dream of a career as an ice _____.  | SKATE   |
| <b>B11</b> | The costumes and _____ movements make it   | GRACE   |
| <b>B12</b> | seem a very _____ thing to do. What's more, ice skating attracts huge numbers of fans. Carolina Kostner is one of the champions. She spends hours practicing complicated routines. | ROMANCE |
| <b>B13</b> | Carolina is _____ slim, but she has to watch her diet and make sure she eats right food. Carolina is usually in bed by 9 p.m. She travels  | NATURAL |
| <b>B14</b> | with her family so she doesn't feel _____. For Carolina, ice skating is lots of fun.   | LONE    |

#### Раздел 4. Письмо

Для ответа на задание **C1** используйте бланк ответов №2. При выполнении задания **C1** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания **C1**, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ben.

... I've found that almost everyone in my class does sports. I've never done any sport at all and now I feel that it's time to start. What sports are the most popular with your friends? What sports do people in your country do in winter? What do you do in Physical Education classes at school?..

Write him a letter and answer his 3 questions.

Write 80 — 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a 1,5–2 minute talk on seasons of the year.

**Remember to say:**

- how the weather changes every season
- which season is your favourite
- what you enjoy doing in different seasons and why

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

## Student card

## Task 2 (2–3 minutes)

You would like to go on tour to Paris. You are free from March 23 to April 1. You have \$600 to spend and you are afraid to fly by plane.

**Before making a decision ask the travel agent about**

- the dates,
- the means of transport,
- the price.

You begin the conversation. The teacher will play the part of the travel agent.

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- decide what club you will go to.

VARIANT 3

Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

The speaker talks about famous British

- A. national game
- B. games with the same name
- C. pastime and sport
- D. sport competitions
- E. game named after school
- F. the most popular kind of sports

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 How long has Susan been a doctor?

- 1) Through all her life
- 2) For ten years
- 3) Since graduating from the university

A2 How many things should a proper diet be based on?

- 1) The Diet is based on two important things
- 2) The Diet is based on seven important things +
- 3) The Diet is based on 3 important things

A3 Why is protein very important for children?

- 1) It helps children grow +
- 2) It helps children get energy

3) It helps children become stronger

A4) What food is tasty but not healthy?

- 1) High in vitamins and fiber
- 2) High in protein and minerals
- 3) High in sugar and fat

## Раздел 2. Чтение

B2

Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. An opportunity to go abroad
- B. Computer programming
- C. Learn typing
- D. Improve writing skills
- E. Hairstyling
- F. Cookery courses

1. Pembrey Community Centre continues its tradition of training in the domestic crafts, but this year, for the first time, Pembrey is also offering courses in arts and athletics. Monday, Tuesday and Thursday are reserved for cooking, embroidery and needlework classes. On Wednesdays we offer a break for those who wish to relax or exercise; golf or aerobic classes. There is also a new landscape painting class on offer.

2. Glan-y-mor Comprehensive school offers two new exciting courses this semester. A dressmaking course for those interested in designing clothes for the theatre will be offered on Wednesday nights. Also offered for the first time is a course in computer skills. On Wednesdays the focus is on programming, while Thursdays are reserved for beginners wishing to learn word processing and other basic skills.

3. The Pentip Language School teaches German, Spanish and Welsh at all levels. The classes are only offered on Mondays and Tuesdays this year. There's a special two-week programme in the Spanish department during the spring semester. Twelve students will be able to travel to Madrid where they will attend classes, live with Spanish families.

4. Our secretarial school has the highest job placement record of any similar school in Wales. We place 97 per cent of our students in various jobs throughout the country and abroad. Although classes are only offered on

Tuesday evenings, every area is covered, including word processing, typing and shorthand. Beginner classes in French and Welsh have also been added to the programme.

5. The Avenue learning Centre is for those who need extra help with their reading, writing and communication skills. You can study maths for work or home, work on study skills or gain support while studying. Teachers are in the office at all hours to give private tutoring or answer any questions.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 — A8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

Millions of Londoners and tourists visit Royal Parks which were once used only by the king or queen and their court; these days they are open to everyone. Parks provide perfect opportunities for fun, recreation and healthy living in the heart of the capital.

The northern part of central London is famous as Regent's park (officially The Regent's Park). Regent's Park is a delight. It has several gardens with more than 30,000 roses of 400 varieties, a boating lake (with herons and ducks), an open air theatre, children's playgrounds and sports pitches.

A large variety of sports are played in the park including tennis, netball, cricket, softball, football, hockey, Australian football and rugby. The sports pitches and athletics tracks are available to hire. The Park was scheduled to play a significant role in 2012 Summer Olympics, hosting baseball and softball, but those sports have been dropped from Olympic programme. However, the cycling road race will still cut through Regent's Park.

The north-east corner of Regent's Park has been home to London Zoo since 1828. The Zoo plays an important part in animal conservation and research and helps to protect rare species. It houses about 5,000 animals — everything from giraffes and tigers to alligators.

Regent's Park was designed by Crown Architect John Nash in 1811 for the Prince Regent (later King George IV). The park was first opened to the general public in 1845, initially for two days a week. Now the park is open from 5 am until dusk all year round.

A5 Royal Parks were set up by the Royal family for Londoners.

- 1) True            2) False            3) Not stated

**A6** In 2012 the Olympic baseball and softball matches will be held in Regent's Park.

- 1) True            2) False            3) Not stated

**A7** London Zoo is one of the largest in the world.

- 1) True            2) False            3) Not stated

**A8** Nowadays everyone can enjoy walking and playing sports in Regent's Park.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

**B3** Scotland \_\_\_\_\_ an independent kingdom, often at war with England until 1603. Since 1603 England and Scotland have been under the same monarch. **BE**

**B4** English \_\_\_\_\_ all over Scotland with different **SPEAK**

**B5** accents. One of the traditional Scottish \_\_\_\_\_ is that there is a monster in Loch Ness. Hundreds of **LEGEND**

**B6** people have reported \_\_\_\_\_ a creature in the lake. Though it turns out that people see trees or waves in the water, there are several cases that cannot be explained. The lake is 23 miles long and very deep, so it is very difficult to explore, and the mystery of **SEE**

**B7** the Loch Ness Monster still \_\_\_\_\_ today. Nessie became a national joke and is on many local post-cards and T-shirts. Sometimes **CONTINUE**

**B8** she \_\_\_\_\_ with a sheep in her mouth, sometimes she is blowing the bagpipes. From time to time young people make mysterious footprints on the loch side or produce photographs of the Monster for fun. In the last few years, however, there have been several serious expeditions to Loch Ness and **RUN OFF**

**B9** a lot of very interesting facts \_\_\_\_\_. It is very hard to say now that the monster does not exist. **COLLECT**

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.

### Too Fond of Talking

- B10 A \_\_\_\_\_ was invited to give a talk on POLITICS
- B11 \_\_\_\_\_ to the pupils of the grammar school he had attended as a boy. 'When I see your smiling faces before me', he began in the \_\_\_\_\_ AMERICAN
- B12 \_\_\_\_\_ style, 'it takes me back to my \_\_\_\_\_. Why is ORATOR
- B13 it, my dear girls and boys, you are all so CHILD
- B14 happy?' He paused for the rhetorical effect, and \_\_\_\_\_ up went a hand from the front row. INSTANT
- 'Well, my lad, what is it?'
- 'The reason we're so happy', replied the boy, 'is if you talk long enough we won't have a geography lesson this morning'.

### Раздел 4: Письмо

Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

C1 You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Terry.

*I'm so bored. There's nothing to do around here. My mother says I should take up some hobby. But I think collecting stamps or coins is for kids. Do you have a hobby? Why do you find it interesting? What unusual hobbies do you know?*

Write him a letter and answer his 3 questions.

Write 80 — 100 words. Remember the rules of letter writing.

*Part of his name is Terry. He helps us make the world more interesting. It helps us make the world more interesting. It helps us make the world more interesting.*

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a talk about your favourite writer.

## Remember to say:

- who is your favourite writer,
- why you like his/her books,
- what style they are written in.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

## Student card

## Task 2 (2-3 minutes)

You are on holidays in London. You would like to go to some excursions. Find out some information what excursions are available. You can spend £25 and go on weekends.

## Before making a decision, ask the school administrator about:

- what excursions are available,
- the price,
- when they are held.

You begin the conversation. The teacher will play the part of the school administrator.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide what club you will go to.

## VARIANT 4

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

- A. The speaker says what kind of transport can ruin his/her holidays.  
 B. The speaker explains why people should use public transport more.  
 C. The speaker says what means of transport he/she prefers and why.  
 D. The speaker talks about popular means of transport in the future.  
 E. The speaker thinks that people should invent ecological transport.  
 F. The speaker says how he/she became an enthusiastic traveller.

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 What is the disadvantage of small towns?

- 1) The lifestyle is very relaxed.
- 2) People don't have enough opportunities to be entertained.
- 3) People know everything about each other.

A2 What is the main industry in Molly's town?

- 1) The main industry is cattle farming.
- 2) The main industry is growing potatoes.
- 3) The main industry is fishing.

A3 What is the best thing about the area where Molly lives?

- 1) The coast is very beautiful.
- 2) One can swim alone everywhere.

3) There are many places for windsurfing.

**A4** What is the disadvantage of Gregory's town?

1) There are too many people everywhere.

2) Living there is not cheap.

3) Too many entertainments are available.

## Раздел 2. Чтение

**B2**

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

**A. The layout of the school**

**B. Who studies at the school**

**C. The history of the school**

**D. Who teaches at the school**

**E. The medical care provided at the school**

**F. The schedule of school activities**

1. We are happy to welcome you in our campus. Please read this information carefully. It will help you to settle as quickly as possible and make your stay as enjoyable as possible. We are proud to say that our school is one of the most famous and well-reputed board schools in Britain. In summer it turns in to an international scientific centre. Children from different countries aged 14-16 live and study here for a month and a half. All our students come here after participating in Maths competitions in their own countries and in different international mathematical contests. We are proud to say that new Newtons and Einsteins are among us.

2. The school is located in a quiet historical village. The complex consists of several buildings. The central and the highest building in the campus is our administrative centre. Lecture halls, chemical lab, the library and the computer centre are all here too. To the right of the central building, there are students' accommodations. All the rooms are nicely furnished, and there is a satellite TV in the students' lounge. To the left of the central building there is a students' cafe. Just behind it one can see an old building made of red brick. It used to be stables, but nowadays sports equipment like bicycles and boats is stored there.

3. All students have breakfast, lunch and dinner in the students' cafe at 8.00, 13.00 and 18.00 correspondingly. Lectures start at 9.00 and last till 13.00.

After lunch the students work in teams on their projects from 14.00 up to 16.00. After that they have a wide range of various activities to choose from: sports games on the sports ground, drama lessons, TV, music performances and so on. The day rounds off with disco or national dances. Students should be in their rooms by 11.00.

4. Most lectures are given by university teachers. Like students, they come from different countries and represent different universities but all the lectures are delivered in English. We are sure that you appreciate the diversity. The permanent staff of the school are always available in the administrative centre. They can advise you on any academic issues, recommend additional reading on the topics and answer your questions. If you have any questions, just come and ask.

5. Though it's summer and holiday time, your lecture attendance is obligatory. You can miss a lecture only if you are ill and have a doctor's permission to stay in your room. Our school doctor is available round the clock in the central office. If you feel unwell, don't hesitate to see him.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

### Almost Human?

Scientists are racing to build the world's first thinking robot. This is not science fiction: some say they will have made it by the year 2020 — Carol Packer reports.

«Machines that walk, speak and feel are no longer science fiction. Kismet is the name of an android which scientists have built at the Massachusetts Institute of Technology (MIT). Kismet is different from the traditional robot because it can show human emotions. Its eyes, ears and lips move to show when it feels happy, sad or bored. Kismet is one of the first of a new generation of androids-robots that look like human beings — which can imitate human feelings. Cog, another android invented by the MIT, imitates the action of a mother. However, scientists admit that so far Cog has the mental ability of a two-year-old.

The optimists say that by the year 2020 we will have created humanoids with brains similar to those of an adult human being. These robots will be

designed to look like people to make them more attractive and easier to sell to the public. What kind of jobs will they do? In the future, robots like Robonaut, a humanoid invented by NASA, will be doing dangerous jobs, like repairing space stations. They will also be doing more and more of the household work for us. In Japan, on the other hand, where humanoid robots are appearing faster than in America, the Japanese are designing androids that will entertain us by dancing and playing the piano.

Some people worry about what the future holds: will we have created another Frankenstein's monster? What's more worrying is whether people themselves are becoming increasingly like robots. Experts predict that more and more people will be wearing microcomputers, connected to the Internet, in the future. People will have micro-chips in various parts of their body, which will connect them to a wide variety of gadgets. Perhaps we should not exaggerate the importance of technology, but one wonders whether, in years to come, we will still be falling in love, and whether we will still feel pain. Who knows?»

- A5** Kismet is different from other robots because it seems to have feelings.  
1) True            2) False            3) Not stated
- A6** Cog looks like a mother.  
1) True            2) False            3) Not stated
- A7** In the future robots will also entertain people.  
1) True            2) False            3) Not stated
- A8** The writer is worried that robots may make us less human true.  
1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.*

#### TALKING TYPEWRITER

- B3** Blind people can learn to type by \_\_\_\_\_ the keys but they can't find and correct a mistake. In order to help blind people use a computer Dr. Tom Vincent FEEL
- B4** \_\_\_\_\_ a system that reads aloud what has been typed. He added a voice to a cheap microcomputer. MAKE

- |    |  |          |
|----|--|----------|
| B5 | The computer _____ to repeat each letter as it is typed and to read what is displayed on the computer screen — it can be a letter, a word or the whole sentence. It is programmed to pronounce English | PROGRAMM |
| B6 | words. If a word is not in _____ memory  | IT       |
| B7 | the computer _____ it. Any mistakes can easily be corrected. When the text is complete, a printed  | SPELL    |
| B8 | copy can _____ in the usual way. The system has won a prize and is already in use, so blind students at a college in Wales can use computers.  | MAKE     |
| B9 | Dr. Vincent _____ now at an optical sensor that can recognize printed words and read them aloud.   | WORK     |

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

### A Strange Evening

The book which I had taken was «The Sad, Mad Life of Sir Lancelot».

- |     |  |         |
|-----|--|---------|
| B10 | It was not _____ one of my favourite books. I hoped that my reading would make             | REAL    |
| B11 | Usher _____ and less afraid. He listened to me   | CALM    |
| B12 | with a kind of mad _____. As I finished reading  | SERIOUS |
| B13 | I jumped in my seat and sat very _____. I heard somewhere in the house the noise           | QUIET   |
| B14 | of _____ wood. But I could not hear it clearly and the noise of the storm was much louder. | BREAK   |

## Раздел 4. Письмо

Для ответа на задание С1 используйте бланк ответов №2. При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания С1, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend James.

*My birthday is on April 19<sup>th</sup>. It is spring time, and we usually go to the countryside to have a picnic. We play different games, make a fire and enjoy our time. Do you have special holidays? What was your most memorable holiday celebration like? Do you like birthday-parties?*

Write him a letter and answer his 3 questions.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: С2 — тематическое монологическое высказывание, С3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

Задания для экзаменуемого

**C2**

## Student card

## Task 1

Give a 1,5–2 minute talk about your plans for the next school year.

## Remember to say:

- if you are going to continue your education at school or anywhere else, why,
- what subject would you like to specialize in,
- if your friends support you in your choice, why/why not.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

**Student card****Task 2 (2-3 minutes)**

You are in Egypt with your mother. It's Friday and you have only two more days left. Both of you want to go on an active excursion, not a sightseeing one. Talk to the guide and find out about the possible options.

**Ask the guide about**

- kinds of active excursions available and restrictions for them,
- the schedule for the next two days,
- prices.

You start the conversation. The examiner will play the part of the guide.

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- book an excursion, if possible.

## VARIANT 5

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.*

- A. A weather forecast
- B. A gratitude
- C. A useful invention
- D. References
- E. An active style of life
- F. My favourite city

Говорящий	1	2	3	4	5
Утверждение (Буква)					

*Вы услышите разговор двух подруг. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

A1 Bella's going to buy \_\_\_\_\_ .

- 1) some sugar
- 2) a loaf of bread
- 3) some sugar and a loaf of bread

A2 Ann wants to know when Bella will be back because \_\_\_\_\_ .

- 1) Alice is hungry
- 2) they are to play tennis with their friends
- 3) Alice doesn't like to be at home alone

A3 Ann and Bella are going to spend some time \_\_\_\_\_ .

- 1) with their friends
- 2) with Nick

3) with their parents

A4 Bella promises \_\_\_\_\_.

- (1) not to be late  
 2) not to stop at Nick's  
 3) not to spend all the money

## Раздел 2. Чтение

B2

Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

- A. King Arthur in literature  
 B. King Arthur's death  
 C. King Arthur as a real warrior  
 D. The origin of the legend  
 E. King Arthur's noble deeds  
 F. Some geographical evidences

1. Did King Arthur really exist is the question over which historians have puzzled for ages. The familiar legends we have about King Arthur were first written down by a Welsh monk of the twelfth century, called Geoffrey of Monmouth, who includes him in his «*History of the Kings of Britain*».

2. However, by far the most famous account of the deeds of Arthur and the Knights of the Round Table was the «*Morte d'Arthur*» written in the fifteenth century by Thomas Malory who wrote his stories about Arthur while he was in prison. Thomas Malory made Arthur and his Knights appear as medieval figures wearing armour, riding war-horses, taking part in tournaments and living in castles.

3. Usually, though not invariably, the Knights were chivalrous, rescuing fair ladies in distress, fighting against evil kings and foul monsters. The Knights fall under spells, and Arthur himself owes his throne to the wizard Merlin, who, we are told, is a son of the Devil.

4. It is likely, however, that the legends of Arthur are much, much older. Some of the tales may even go back to the time before the Romans came to Britain. By far the oldest names in Britain are those of English mountains and rivers, and Arthur gives his name to a number of hills and mountains, such as *Arthur's Seat* near Edinburgh, or *Arthur's Chair* in Wales. Some places, like Tintagel Castle in Cornwall, where Arthur is supposed to have lived, are traditionally associated with him, although they do not bear his name.

5. Some historians believe that the real Arthur was a British war chief, possibly descended from a noble Roman family, who led the fight against the Saxon invaders. The age of the real Arthur is often called the «Dark Age» because, as a result of the breakdown of government after the Roman withdrawal, little is known about Britain at this time.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

*The Fram* went to an island in the south of Norway. It was a very little island, with only one small wooden house, two trees — and nearly a hundred dogs. Two men came out of the house.

«Lindstram!» Amundsen said. «It's good to see you! How many dogs do you have for me?»

«Ninety-nine,» said Lindstram. «The best ninety-nine dogs from Greenland. And they're very happy! They don't work; they just eat and play all day! They're having a wonderful summer here!»

«Good, good.» Amundsen laughed. «But that's finished now. Hey, Hanssen! Stop laughing — come down here and help me. Let's get all these dogs onto the ship!»

It was not easy. The dogs were fat and strong, and they didn't want to go on the ship. But at last, after three hours' hard work, all ninety-nine were on the ship, and *the Fram* went out to sea again. The men were not happy. The weather was bad, the dogs were dirty, and some of the men were ill. They began to ask questions.

«Why are we bringing dogs with us?» asked one man, Johansen. «We're going thousands of kilometres south, past Cape Horn, and then north to Alaska. Why not wait, and get dogs in Alaska?»

«Don't ask me,» said his friend, Hanssen, «I don't understand it.» The men talked for a long time. Then, on September 9th, Amundsen called everyone to the back of the ship. He stood quietly and looked at them. Behind him was a big map. It was not a map of the Arctic. It was a map of Antarctica. Then Amundsen began to speak.

«Boys,» he said. «I know you are unhappy. You often ask me difficult questions, and I don't answer. Well, I'm going to answer all those questions now, today».

A5 The dogs were weak and hungry.

- 1) True            2) False            3) Not stated

A6 It was difficult to get the dogs onto the ship.

- 1) True            2) False            3) Not stated

A7 The men on board could not understand why they had bought the dogs on the island.

- 1) True            2) False            3) Not stated

A8 Amundsen was afraid that he wouldn't be able to answer all the questions.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

One dark night a young man was going home from the railway station.

B3 It was very late and there \_\_\_\_\_ very few people in the streets. The young man was very nervous because he had never returned home so late.

BE

B4 Suddenly he \_\_\_\_\_ that somebody

FEEL

B5 \_\_\_\_\_ him. The young man thought that it was a robber and decided to walk as quickly as

FOLLOW

B6 he \_\_\_\_\_. When he looked back he saw that the man was still following him. The young man turned round and asked:

CAN

B7 «What \_\_\_\_\_ you \_\_\_\_\_? Why are you following me?» «I am going to see Mr. Brown,» said the man, and the porter at the station told me: «If you

WANT

B8 follow this young man, you \_\_\_\_\_ his house easily,

FIND

B9 he \_\_\_\_\_ next door to Mr. Brown.»

LIVE

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B10 — B14**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B10 — B14**.

- B10** An iceberg is a \_\_\_\_\_ of freshwater ice that is broken off from a glacier floating in the ocean or in a lake. **MASSIVE**
- B11** Ice floats because its density is \_\_\_\_\_ than that of water. A typical iceberg shows only about one-fifth of its total size above the water; the other four-fifths is submerged. Icebergs **LITTLE**
- B12** can be large. The \_\_\_\_\_ iceberg ever sighted **LARGE**
- B13** was 335 km in length and 97 km in \_\_\_\_\_. **WIDE**
- B14** Icebergs can have \_\_\_\_\_ forms depending on their origin and age. **DIFFER**

#### Раздел 4. Письмо

Для ответа на задание **C1** используйте бланк ответов №2. При выполнении задания **C1** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания **C1**, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ben.

*... I'm thinking of joining a chess club. But my dad says it will make me too busy. I go in for football three times a week. Besides last month I started attending painting classes. So he is worrying that my daily schedule will be overloaded. Are you very busy on weekdays? What are your favourite after-school activities? How long does it take you to do your homework?*

*Write soon,  
Ben.*

Write him a letter and answer the questions.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a 1,5–2 minute talk about your plans for the next weekend.

## Remember to say:

- what time you will get up,
- what you are going to do and where,
- who will join you.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

## Student card

## Task 2 (2–3 minutes)

You are in the store looking for a skirt. You see the one you like.

## Ask the shop assistant

- how much it costs,
- if they have your size,
- what material the skirt is made of,
- if it suits you.

You start the conversation. The examiner will play the part of the shop assistant.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide if you take the skirt.

## VARIANT 6

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| A. Safe roads                    | D. Safety at car filling station |
| B. People who may help your kids | E. Safety at home                |
| C. Bike safety                   | F. Safe school                   |

Говорящий	1	2	3	4	5
Утверждение (Буква)					F

Вы услышите интервью с создательницей игры для изучения языка. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 A lot of students are reluctant to speak in a new group because \_\_\_\_\_.

- 1) they feel a bit shy
- 2) they're afraid to get a bad mark
- 3) they haven't had enough practice

A2 The game helps a teacher with a new class because \_\_\_\_\_.

- 1) it gets the students more disciplined
- 2) it allows a teacher to relax for a while
- 3) it provides some valuable information about the students

A3 The game doesn't train \_\_\_\_\_.

- 1) writing skills
- 2) reading skills
- 3) listening skills

A4 Playing the game the students remember the language material because \_\_\_\_\_.

- 1) they are exposed to it
- 2) they are focused on what they're doing
- 3) they want to win

## Раздел 2. Чтение

B2

*Прочитайте текст о рождественских открытках. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. The creator of the Christmas card**
- B. The place of creation**
- C. Displeasure of some people**
- D. The ancestor of the Christmas card**
- E. What are Christmas cards like?**
- F. Christmas cards for children**

1. Today, we send millions of Christmas cards every year. But in fact the Christmas card is a relatively modern invention. In the Middle Ages, European wood engravers produced prints with religious themes. But the first real Christmas card, as we understand the term today, was designed in London, England in 1840. It went on sale in 1843.

2. The designer was John Callcott Horsley, a well known British painter and member of the Royal Academy. He designed the card at the suggestion of his friend Sir Henry Cole, who was the first director of the Victoria & Albert Museum. Horsley produced 1,000 cards and offered them for sale at 1s (one shilling) each.

3. They were printed on stiff card and coloured by hand, with the greeting: «A Merry Christmas and a Happy New Year to You». The card showed three pictures: in the centre, a family party; to one side the hungry receiving food; to the other side the poor being clothed. Puritans immediately denounced the card, since it showed people drinking in the family party. But with most people the idea was a great success and the Christmas card quickly became very popular.

4. Christmas cards were not the first greetings cards. Since 1796, with the improvements in printing, merchants had been sending cards to their customers offering «best wishes» for the new year. In many countries, Christmas cards gradually became even more popular than New Year's cards.

5. As Christmas is the birthday of Jesus Christ, cards often show scenes

of his nativity. Others show images associated with Christmas such as wintry scenes of snow-laden pines, Father Christmas (Santa Claus), stars, candles or holly. The traditional greeting written on a Christmas card is «Merry Christmas», but many other greetings are also used, such as «Happy Xmas» or «Happy Noel».

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

It was dark for four months. Outside the wooden house, it was often forty-five degrees below zero. The dogs lived in warm holes under the snow. The men stayed in the house and worked in their rooms under the snow. The skis and sledges came from the best shops in Norway, but Johansen wasn't happy with them. He changed a lot of things on the skis and sledges.

All the Norwegians on the sledges worked hard. They looked after their dogs and worked on their equipment — the sledges, skis, tents. Every day they thought about their journey to the Pole and talked about it. And every day Amundsen thought about Scott. One day he talked to his men.

«Let's start early, before Scott,» Amundsen said. «Remember, Scott has more men than us, and he has motor sledges, too. Perhaps they can go faster than we can.»

Johansen laughed. «Oh no, they can't go faster than me,» he said. «On snow nothing can go faster than a good man on skis.»

«We don't know,» Amundsen said. «You're the best skier in Norway, but you get tired, and dogs get tired, too. Motor sledges don't get tired. They can go all day and all night.»

Johansen laughed angrily. «That's stupid,» he said. «Perhaps the motor sledges can go all night, but the Englishmen can't. The English can't win, they don't understand snow, but we do. And they're too slow.»

«Perhaps,» Amundsen said. «But I want to win this race. So we're going to start early! Do you understand?» It was quiet and warm inside. Johansen looked at Amundsen and thought about the long, cold journey in front of him. He thought about the dogs in their holes under the snow and listened to the wind over the house. «When?» he said quietly. «On August 24th. The sun comes back on that day. We start then.»

A5 Johansen liked the skis and sledges sent from the best shops in Norway.

- 1) True            2) False            3) Not stated

A6 Amundsen and his companions wanted to be the first who would reach the Pole.

- 1) True            2) False            3) Not stated

A7 The English had twenty motor sledges.

- 1) True            2) False            3) Not stated

A8 Amundsen was going to start the journey in spring.

- 1) True            2) False            3) Not stated

**Раздел 3. Грамматика и лексика**

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

B3 Mrs. Darling returned to the nursery, and \_\_\_\_\_ FIND

B4 Nana with \_\_\_\_\_ in her mouth, which proved to be the boy's shadow. As he leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out. SOME

B5 You may be sure Mrs. Darling \_\_\_\_\_ the shadow carefully, but it was quite the ordinary kind. Nana had no doubt of what was the best thing to do with this shadow. She hung it out at the window, meaning «He is sure to come back for it; let us put it EXAMINE

B6 where he can get it easily without \_\_\_\_\_ the children.» But Mrs. Darling could not leave it hanging DISTURB

B7 out at the window. She thought of \_\_\_\_\_ it to SHOW

B8 Mr. Darling, but she knew exactly what he \_\_\_\_\_ : SAY

B9 «It all \_\_\_\_\_ of having a dog for a nurse.» COME

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

**Jess:** Plenty of people have written books and started web sites for English learners,

**B10** but board games are \_\_\_\_\_ unheard of – I mean board games just for English learners. Who gave you the idea? PRACTICAL

**Matt:** Necessity! Necessity being the mother of invention. It more or less evolved out of the situation I was in.

**B11** I was teaching at a \_\_\_\_\_ college here in Bangkok, and I soon discovered that whatever we did it had to be fun. Thai people are very much into things being fun. So we all had to COMMERCE

**B12** add the course work with games and \_\_\_\_\_ to keep our students on-side. And so I started ACTIVE

**B13** coming up with different \_\_\_\_\_ of games for my classes – quiz games, card games ... and TYPICAL

**B14** board games, \_\_\_\_\_ . OBVIOUS

#### Раздел 4. Письмо

Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Alice.

*... Thanks a lot for your Christmas card!*

*I'm so happy! I've been gifted with a puppy on Christmas! I've dreamt of it so long! This is my first pet and I cannot choose a nickname for him. I know you have got two hamsters. What are their nicknames? Have you ever had a dog?*

Write her a letter and answer the questions. Suggest a nickname for her puppy.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a 1,5–2 minute talk about your weekdays.

## Remember to say:

- which weekday is the busiest,
- how long it takes you to do your home work,
- if you have enough time for your friends.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

## Student card

## Task 2 (2-3 minutes)

This is your first visit to London. You are at the station. You want to see the Tower of London.

## Ask a passing woman/man

- how you can get the Tower of London from the station,
- how long it will take you to get there by the underground,
- how much the ticket costs.

You start the conversation. The examiner will play the part of a passing woman/man.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- thank for help.

## VARIANT 7

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.

The speaker is

- A. a vet.
- B. an old lady.
- C. a schoolboy.
- D. a politician.
- E. a bodyguard.
- F. a manager.

Говорящий	1	2	3	4	5
Утверждение (Буква)					

Вы услышите разговор. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 They can't meet today to discuss their project because \_\_\_\_\_.

- 1) Jane is busy
- 2) Ashley is busy
- 3) they both are busy

A2 Tomorrow they will meet \_\_\_\_\_.

- 1) at about four o'clock
- 2) at about five o'clock
- 3) at about six o'clock

A3 Jane is going out for dinner with \_\_\_\_\_.

- 1) her boyfriend

- 2) her sister
- 3) her friends

A4 Ashley is \_\_\_\_\_ to join the company of Jane's friends.

- 1) not sure she'll be able
- 2) reluctant
- 3) happy

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. Influence on people's health
- B. Dependence on the environment people live in
- C. How to become a vegetarian without health hazard
- D. Pros and cons of vegetarianism
- E. Well-known vegetarians
- F. Some hidden dangers of meat-eating

1. The word «vegetarian» was coined in about 1840 to mean people who lived without killing for food, either for moral or health reasons or both. But the practice is much older than that. Greek philosophers recommended vegetarianism and famous people who have practised it in the past include Leonardo da Vinci, Tolstoy and Voltaire, Milton, Sir Isaac Newton, Sir Isaac Pitman, Tagore and Bernard Shaw. Surely this proves that mental activity does not depend on flesh-foods. What then are the arguments that might stop us eating meat?

2. For millions of years people must have lived on fruit, nuts, grains and leaves and so developed that kind of digestive system. Perhaps the more we get away from this diet towards meat-eating, the less likely we are to be healthy. Cancer, tuberculosis and heart diseases are certainly more common in meat-eating communities.

3. But if it is so unnatural for Man to have an omnivorous diet, why do we eat (and enjoy) meat at all? One theory is that Man may have started eating the flesh of animals during the Ice Ages when most of the vegetation was destroyed. Today the Eskimos still live almost entirely on flesh — they have no alternative!

It is worth considering how wasteful meat-eaters are with land. A meat-eater needs about three times as much land to support himself and his animals as a vegetarian does. For every 45 kilos of dry food eaten by cattle only 1.8 – 7.3 kilos come back as food – an expensive method of producing food. So millions of people have no choice but to live mainly off vegetables.

4. Vegetarians claim that the basic food elements which we need to grow and be healthy come from the earth, air and water through vegetation. Therefore, they argue that by eating meat we are getting these foods secondhand after they have been digested by the animal. Getting food through animals also means getting chemicals and hormones used in farming and feeding animals. In fact it has been said that the average American contains so much DDT – a dangerous chemical – that he is not fit to be eaten!

5. A diet of vegetables, fruit, grains and nuts together with a little dairy produce can give us all the vitamins and minerals we need. However – a word of warning – after years of flesh-eating, giving up animal products should not be too sudden. Dairy products – milk, butter, cheese and eggs – should be used until the body is accustomed to the new diet.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 – А8 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated).*

On August 23rd, the Norwegians' sledges were ready. They took them outside, and the dogs pulled them across the ice. The sun came up for a half an hour, but it was too cold - 46 degrees below zero. They could not travel in that weather. They went back to the camp and waited.

They waited two weeks, until September 8th. Then, with the temperature at 37 degrees below zero, they started. They ran happily across the snow to the south - eight men, seven sledges and eighty-six dogs. Only Lindstrom, the cook, stayed behind in the camp. At first everything went well. They went twenty-eight kilometres on Saturday and twenty-eight kilometres on Sunday. It was easy. Then, on Monday, the temperature went down to - 56 degrees. There was white fog in front of their faces. They couldn't see anything. But they travelled twenty-eight kilometres. That night, in their tents, they nearly died of cold. Next day, they stopped and made snow houses. Inside the snow houses it was warm. But everyone was unhappy.'

«I told you, Roald!» Johansen said. «Even September is too early! We can't travel in this cold. Do you want us to die? Let's go back and wait for better weather.» Amundsen was very angry. He was angry with Johansen, but he was angry with himself, too. He knew Johansen was right.

«All right,» he said slowly. «We can't do more than that. We go back.»

At last the wind was behind them. The dogs ran quickly, and they went faster and faster. They travelled seventy-five kilometres in nine hours and reached the camp.

A5 The first attempt to start the journey was unsuccessful.

- 1) True            2) False            3) Not stated

A6 Lindstrom, the cook, stayed behind in the camp because he was sick.

- 1) True            2) False            3) Not stated

A7 The travellers were unhappy due to the lack of food.

- 1) True            2) False            3) Not stated

A8 They decided to return to the camp.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.*

B3 One night I \_\_\_\_\_ alone at home with my ten-year-old daughter. She woke me up in the middle of the night: «Mum, mum! There was a man outside the house. BE

B4 He \_\_\_\_\_ me through the window!» WATCH

B5 I \_\_\_\_\_ out of the window. I could see the shape of a man outside. Who was he? What was he doing there? LOOK

I went downstairs hardly daring to breathe, afraid that he would hear my movements. I reached for the telephone, lifted the receiver and dialed 999.

B6 The police answered and I explained what \_\_\_\_\_. HAPPEN

B7 They said that they \_\_\_\_\_ at once. COME

- B8** Soon a police car \_\_\_\_\_ in front of the house. I STOP  
hurried downstairs and opened the front door. A  
police officer came in. «What has happened?» he  
asked. After listening to my story he went out and  
after a while returned. «It's all right,» he said.
- B9** «I \_\_\_\_\_ just \_\_\_\_\_ that man. He is walking his SEE  
dog.»

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

Venice is the city and seaport in north-eastern Italy. Venice is situated

- B10** on 120 islands \_\_\_\_\_ by 177 canals in the la- FORM  
goon between the Po and Piave rivers.
- B11** Because of its historic role as a \_\_\_\_\_ and NAVY  
commercial centre, the city is known as the  
«Queen of the Adriatic». The Grand Canal,
- B12** about 3 km \_\_\_\_\_, runs through Venice LENGTH
- B13** from north-west to south-east, \_\_\_\_\_ DIVISION
- B14** the city into two \_\_\_\_\_ equal portions. No NEAR  
motor vehicles are permitted on the narrow  
lanes and streets that penetrate the old city;  
and the bridges are for pedestrians only.

#### Раздел 4. Письмо

*Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.*

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Jason.

*... Today I'm in a bad mood. My mum says that I'm really lazy because I don't tidy my room. But I think it's my room and so I can do what I like in it! What do you think? Do your parents make you tidy your room every day? Do you keep it tidy all the time?*

*Write back soon,*

*Jason.*

Write him a letter and answer the questions.

Write 80 – 100 words. Remember the rules of letter writing.

### Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

**Задания для экзаменуемого**

**C2**

#### Student card

##### Task 1

Give a 1,5–2 minute talk on your best friend.

##### Remember to say:

- what her/his name is and when you met,
- what your best friend looks like,
- why you like him/her.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

**Student card****Task 2 (2-3 minutes)**

**You are on holiday with your sister and it is your final day. You are discussing where to go and what to see before leaving.**

**You can go**

- to the beach,
- to the theatre,
- to the castle,
- to the museum.

**Don't suggest going to the theatre.**

**In the conversation you should**

- express your opinion on where to go and give your reasons,
- ask your sister's opinion,
- agree/disagree with it,
- suggest another variant.

**You start the conversation. The examiner will play the part of your sister.**

**Remember to:**

- be active and polite
- make a decision to satisfy both of you.

**VARIANT 8**

**Раздел 1. Аудирование**

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

**B1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.*

The speaker is \_\_\_\_\_

- A. a doctor.
- B. a determined person.
- C. a seller.
- D. a guide.
- E. a forgetful person.
- F. a neighbour.

Говорящий	1	2	3	4	5
Утверждение (Буква)					

*Вы услышите разговор Аманды с журналисткой. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**A1** Amanda's native city is \_\_\_\_\_ .

- 1) New-York
- 2) Wilmington
- 3) Delaware

**A2** When she was a girl Amanda \_\_\_\_\_ .

- 1) was fond of dolls
- 2) wished she could have three hundred dolls
- 3) didn't play with dolls much

**A3** To Amanda a doll is \_\_\_\_\_ .

- 1) a new form of art

- 2) a toy for a girl
- 3) her childhood dream

A4 Amanda has \_\_\_\_\_ dolls in her collection.

- 1) four hundred
- 2) three hundred
- 3) two hundred

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. Mr. Know-all
- B. Age is not a problem
- C. Unfavourable effect
- D. Different opinions
- E. Generosity
- F. A dangerous situation

1. Many people listen to a specific radio station. One morning listeners heard more than just music. They heard the disc jockey threaten himself and others. People who work at the radio station called the police. They got worried when they heard the disc jockey talking about a fight he had with his wife. He was talking about it while he was on the air. The man's young son was in the building so the police needed to be very careful. The man was taken to the police station. Nobody was hurt.

2. Carl loves the mountains. He is a park ranger in Yosemite National Park. He has worked in the park for 63 years. Carl wakes up every morning at 6:00 a.m. His cabin door looks out toward the top of a mountain. At ninety years old, Carl is the oldest park ranger. Ranger Carl likes to walk in his favorite meadow. Many visitors have walked with him over the years. Even though he has seen things at the park, he believes it is a miracle.

3. Mr. Brown is known for always finding the right answers. He remembers a lot of things people ask about. He says that every day is different, so he is never bored. He tries to return the answers within 24 hours. He will answer any questions that he can. The questions he gets are very different each day. He loves his job. Other companies do not have a place for people to ask questions. If they do, it may take a long time to get an answer. Sometimes you may never

get an answer at all. It is important for companies to have a person who will answer your questions.

4. People decided to help survivors who lost their homes in a hurricane. People donated food, water and even medicines. They collected a lot of supplies to send to the Gulf Coast. The men who started collecting were ready to send supplies after five days. They loaded a semi-truck with food, medicines and other things. The first truck was sent to Louisiana to help people who had lost their belongings and homes. It took the truck about a day and a half to get there from California. Seven more trucks were loaded and made ready. The trucks were sent to states that were damaged by Hurricane Katrina.

5. A man who had beaten his coach got his job back. He played basketball for a professional team. At first the league told him he could not play after he had committed a crime. But three months later the league made the decision to let him play again. Such a thing has never happened before. Some people are not happy the player got his job back. The owner of the team was shocked. A person on the street said that in other jobs a person would get fired for beating his boss. Another person on the street said that the coach was to blame. A player of the team said he would not mind if the player came back and helped the team win.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

Next day was the day when six hundred Aztec nobles were murdered by the order of Alvarado — the officer left in command of the Spaniards when Cortes left the city to go to the sea-shore.

On this day a great feast was held in the temple which was surrounded by a high wall. Otomie, Guatemoc and I watched the ceremony from the top of a small pyramid that stood in the garden of the palace. From this spot we could see the dancing of the Aztec nobles and hear the music. It was a beautiful sight, because they all wore brightly-coloured dresses. According to custom none of them carried any weapon. Among the dancers were groups of Spaniards armed with swords and guns. Soon I noticed that these men drew apart from the Indians and gathered about the gates and in different places near the wall. Suddenly a Spaniard waved a white cloth in the air. Smoke

rose from every side and with it came the sound of the guns. Hundreds of Aztecs fell dead or wounded. Those who remained alive stood silent and terror-stricken. Then with a shout the Spaniards drew their swords and, rushing at the unarmed people, began to kill them. In ten minutes the whole six hundred men lay on the ground dead or dying.

«You, Christians, are a gentle people,» Otomie said with a bitter laugh, «They are our white guests! I think my father is pleased with them now. If our gods are devils, as you say, what are those who pray to your god?»

Guatemoc had been silent all the while looking at the dead people. Now he spoke at last.

«Only one thing remains to us,» he said, «and that is to fight. Montezuma is a coward and I shall no longer obey him. Two men are still left in the land — Cuitlahua, my uncle, and myself. Now I go to gather our armies.»

(By H.R. Haggard)

A5 The author was not present at the feast in the temple.

- 1) True            2) False            3) Not stated

A6 At the feast the Aztec nobles didn't expect the Spaniards to attack.

- 1) True            2) False            3) Not stated

A7 Otomie tried to stop the killing of the Aztecs.

- 1) True            2) False            3) Not stated

A8 Guatemoc made a decision to escape into his uncle's land.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.

### Good luck, Carl!

Carl Osbourne lives in Glasgow. He ought to be in *The Guinness Book of Records* because

B3 he \_\_\_\_\_ a terrible time this year. The trouble    HAVE  
started one fine morning at the beginning

- |    |  |           |
|----|--|-----------|
| B4 | of January when Carl _____ that his car  | FIND      |
| B5 | _____ from his garage. He hasn't seen it since that time! In February he bought a new car, but two weeks later he crashed it into a lamp-post.   | DISAPPEAR |
| B6 | Three days ago Carl _____ on a seat that had been pained only a few seconds before.  | SIT       |
| B7 | He _____ a brand-new suit that he had bought only the previous week. In summer Carl spent his holiday at the seaside. When he arrived home, he discovered that his house had been broken into. | WEAR      |
| B8 | Now poor Carl _____ what he has done to deserve this bad luck.   | KNOW      |
| B9 | He just hopes that his luck _____ soon.  | CHANGE    |

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

- |     |   |           |
|-----|---|-----------|
| B10 | Cases of _____ are familiar to many of us.  | FORGETFUL |
| B11 | _____ say that such cases show  | EXPERTIZE |
| B12 | _____ of memory and are not just related to age. They can be caused by our way of life. One of the problem, these days, is that   | LOSE      |
| B13 | one _____ does several jobs. Jobs that before were done by many people are now done by a few. If you have five things to do at once, you become stressed and forgetful. Many people in                | PERSONAL  |
| B14 | work situations, at a _____ or something, have the experience when they start a sentence and halfway through it, they can't remember what they are talking about, and they can't finish the sentence. | MEET      |

## Раздел 4. Письмо

Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Jessica.

*... Wonderful news! I have just learnt that our school is going to arrange a trip to Canada on our summer holidays. I've always dreamed of seeing the beautiful nature of this country. I'm sure we'll enjoy the genuine fascination of its lakes, rivers, mountains and forests. What's happening in your life? What are your plans for the summer?*

*Best wishes,  
Jessica*

Write her a letter and answer the questions.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

**C2**

## Student card

## Task 1

Give a 1,5–2 minute talk about the Internet.

## Remember to say:

- how much time you spend surfing the Internet,
- if the Internet helps you to do your homework,
- if you like the idea to contact with other people through the Internet.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

**Student card****Task 2 (2-3 minutes)**

**Your friend and you are going to make a report at your English lesson. You are discussing the topic of the report.**

**In the conversation you should**

- express your opinion and give the reasons of your choice,
- ask your friend's opinion,
- agree or disagree with it.

You start the conversation. The examiner will play the part of your friend.

**Remember to:**

- be active and polite
- make a decision to satisfy both of you.

## VARIANT 9

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.

The speaker talks about \_\_\_\_\_

- A. her child.
- B. the profession that is not very good for a family.
- C. her spending free time.
- D. her new life far from her native land.
- E. the latest events.
- F. unexpected costs.

Говорящий	1	2	3	4	5
Утверждение (Буква)					

Вы услышите разговор Луизы с журналисткой. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Now Louisa's eldest sister is \_\_\_\_\_.

- 1) seventy-three
- 2) sixty-three
- 3) ninety-three

A2 Louisa and her brothers called their sisters «the others» because \_\_\_\_\_.

- 1) their sisters were adults
- 2) their sisters were different from them
- 3) their sisters were not like their parents

A3 After Julia had gone to Africa \_\_\_\_\_.

- 1) they didn't hear from her for a long time

- 2) she would often write to Louisa  
 3) Louisa had nobody to take care of her

A4 After Julia's return their relationship \_\_\_\_\_.

- 1) changed for the better  
 2) changed for the worse  
 3) became an example for others

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. Improper upbringing**  
**B. History**  
**C. Environment**  
**D. Guesses and assumptions**  
**E. Ways of exchanging information**  
**F. Fearful comparison**

1. We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax and e-mail. Television, film, painting and photography can also communicate ideas. Animals have «ways of communication», too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do.

2. In Hollywood everybody wants to be rich, famous and beautiful. Nobody wants to be old, unknown and poor. For Hollywood kids life can be difficult because they grow up in such an unreal atmosphere. Their parents are ambitious, and the children are part of the parents' ambitions. Parents pay for extravagant parties, expensive cars and designer clothes. When every dream can come true, kids learn the value of nothing because they have everything.

3. Pets owners argue that cats and dogs can feel angry, depressed, neglected, happy, even jealous and guilty. Many scientists, however, are sceptical about giving animals the full range of emotions that human can feel. Part of the problem is that it is impossible to prove that even human being is feeling happy or sad. In fact, it is only because we can observe body language

and facial expression that we can deduce it. And of course humans can express the emotions with language. However, most researchers do agree that many creatures experience fear.

4. Earthquakes, volcanic eruptions and hurricanes are responsible for the deaths of thousands of people every year. One of the most violent earthquakes ever recorded was in 1906. It was the equivalent of 100 H-bombs, but it was nothing compared to a volcanic eruption in Indonesia in 1815. This was the equivalent of 10,000 H-bombs. But even these are nothing compared to many tropical hurricanes: they regularly have the energy of an amazing 100,000 H-bombs.

5. The bicycle is making a come-back. In an ecology-conscious age, it seems the ideal way of getting around: it doesn't smell or make a noise; it costs very little to run and not much to buy. «A cycle-riders» club meets every Saturday in Central Park, New York, and spends the day cycling! Old cities in Britain are being choked with cars, too. Recently students and townspeople demonstrated their opposition to the heavy traffic in Cambridge. They rode their cycles into the middle of the city and stayed there, riding round and round, while an enormous traffic jam developed.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

After the feast I fled to my own apartment. I threw myself upon the bed and wept and prayed. Then I fell asleep and dreamed that I was at home and met Lily. She talked to me and held out her hands to embrace me.

I woke and saw a beautiful woman in white who lovingly held out her hands towards me.

«My dear!» I cried, jumping from my bed and embracing her. Suddenly I saw my mistake. The woman was not Lily but Otomie.

«Forgive me,» she said, «I came to watch but not to wake you. I hoped that I might help you in your sorrow.»

«Listen, Otomie,» I said, «if you are my friend why didn't you save me from this horrible end? Why didn't Guatemoc try to save me?»

«Do you, then, take me for a poor friend, Teule?» she answered hotly. «Know that during all these months I have tried to save you. I begged my

father till he refused to see me. I have tried to buy your freedom from the priests with gold. I have thought of different ways of escape, and Guatemoc helped me. But we failed because this war began. Now your fate is decided. There is a prophecy that if you are sacrificed tomorrow at noon our people shall win a victory over the Spaniards. But if the sacrifice is made one moment before or after that hour Tenocitlan is doomed. A golden ring is hung over the stone of sacrifice on the great pyramid in such a way that the light of the sun shall fall upon your breast at the very moment of noon. The priests fear that you may escape to the Spaniards and watch you closely. There is a ring of guards about the palace. You see that there is no way to escape.»

«I know a way,» I said. «If I kill myself they cannot kill me.»

«No,» she answered quickly, «don't do that. While you live you may hope. And now, good-bye. We'll meet no more till the hour of sacrifice. We, your wives, must come with you to the first platform of the temple. Good-bye, dear friend, and think over my words. I am sure that you will die bravely.»

Bending suddenly, Otomie kissed me on the forehead and disappeared in the darkness.

(By H.R. Haggard)

A5 Otomie came to talk to the author about his escape.

- 1) True            2) False            3) Not stated

A6 Otomie had tried many ways to save the author from being sacrificed.

- 1) True            2) False            3) Not stated

A7 The Indians believed that this sacrifice would help them to win a victory over the Spaniards.

- 1) True            2) False            3) Not stated

A8 The author was guarded by three dozen warriors.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.

- Coming out from the mountain pass we travelled
- B3** among the fields \_\_\_\_\_ the great plain. Soon we entered the city through one of its four gates. The flat roofs of the houses on either side of the streets **COVER**
- B4** \_\_\_\_\_ with people. They threw flowers to us and cried, «Welcome, princess! Welcome, princess of the Otomie!» **CROWD**
- B5** When we \_\_\_\_\_ the great square, crowds of people greeted the princess with such loud shouts that it seemed as if the earth shook with the sound. They greeted me, too, by touching the ground with their right hands, but **REACH**
- B6** I think the horse I rode aroused \_\_\_\_\_ curiosity than myself. **GREAT**
- B7** Most of them \_\_\_\_\_ a horse before and looked at it with fear. Suddenly Otomie asked me: **NEVER SEE**
- B8** «Do you believe that the Spaniards \_\_\_\_\_?» «So surely as tomorrow's sun shall rise» **RETURN**
- B9** «I fear you \_\_\_\_\_ right», she answered sadly. **BE**

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

- Amnesty International is a Nobel
- B10** Prize-winning \_\_\_\_\_ that works to support **ORGANIZE**
- B11** human rights around the world. It's \_\_\_\_\_ of any government or political party and has over a million members in 162 countries. **DEPEND**
- B12** Amnesty International works to \_\_\_\_\_ all prisoners of conscience anywhere in the world. There are people who are in prison because of **FREEDOM**
- B13** their beliefs, colour, ethnic \_\_\_\_\_, language or religion. **ORIGINAL**

Amnesty International tries to help these prisoners in two ways: first, by publicizing their

**B14** cases and, \_\_\_\_\_, by putting pressure on governments to practise human rights. TWO

#### Раздел 4. Письмо

*Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.*

**C1** You have 30 minutes to do this task. You have read the following advertisement.

*... A wide range of books and textbooks devoted to different fields of knowledge is available at our online book shop. Best prices and convenient search system. Welcome!*

Write a letter and find out if they have any books on English history, how long it will take you to receive the books. Don't forget to ask about the prices and the ways of payment (through a post office, bank, web-money system, before or after receiving your order).

Write 80 – 100 words. Remember the rules of letter writing.

#### Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

## Задания для экзаменуемого

C2

**Student card****Task 1**

Give a 1,5–2 minute talk about your meals.

**Remember to say:**

- what you usually have for breakfast,
- what your favourite dish is,
- if you can cook.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

**Student card****Task 2 (2-3 minutes)**

**You are phoning to the pizza delivery.**

**Ask the seller**

- what kinds of pizza they have,
- how much it costs,
- if they have soft drinks,
- when your order would be delivered.

**You start the conversation. The examiner will play the part of the seller.**

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- make your order.

VARIANT 10

Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.*

The speakers tell us about where they met friends.

- A. In a shop
- B. In the Internet
- C. In a working place
- D. In an airport
- E. At a college
- F. At a parking place

Говорящий	1	2	3	4	5
Утверждение (Буква)					

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

A1 Chinese people eat a lot of \_\_\_\_\_ because it brings them good luck.

- 1) sweets
- 2) sea food
- 3) cakes

A2 Scottish people clean their houses before the New Year because \_\_\_\_\_.

- 1) their houses are dirty
- 2) they haven't got enough time during the year
- 3) they follow the tradition

A3 Chinese people celebrate the New Year \_\_\_\_\_.

- 1) on the particular day of the year
- 2) at the same time with the whole world

3) on the special day according to the moon calendar

A4 Julia's parents present her some money because \_\_\_\_\_ .

- 1) she hasn't a husband yet
- 2) she is still a child
- 3) she needs it

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. People believe the power of pure love
- B. People have extra holiday
- C. People want to strengthen their spirit
- D. People want to thank God for generosity
- E. This way people ask happiness for themselves
- F. People remember about historical event

1. Because the Islamic religion uses a calendar based on the moon, not the sun, the exact date of religious festivals changes from year to year. The Islamic Calendar begins with the *hijra*, the year when Mohammed left the city of Mecca for Medina. The New Year is a time for peaceful prayer for most Muslim people. Every year in the month of Ramadan — the ninth month of the Islamic calendar — all Muslims fast (= to eat no food or drink) from early morning until evening. By living without everyday comforts, even for a short time, a fasting person better understands the life of poor people who are hungry, and also grows in his or her spiritual life.

2. In Poland, there are many customs at Easter: for example, the 'blessing basket', containing (among other things) coloured eggs, bread, salt and white sausages. Everything in the basket has a meaning: the eggs represent Christ, the bread, salt and sausages — good health and enough money in the coming year. The family Easter breakfast on Sunday morning is as important as Christmas dinner for Poles. And there is one more Polish tradition connected with Easter Monday: 'watering'. People throw water at each other, and this is a wish for good health, too.

3. The festival of Diwali is one of the most important religious festivals in India. It lasts for five days around the end of October. It is the festival of Laxmi, the Goddess who, in the Hindu religion, brings peace and prosperity.

Preparations for the festival begin several weeks before the festival itself. People clean and decorate their homes, prepare special food and buy new clothes and jewellery to welcome the Goddess into their homes. All over India people light up their homes with oil lamps and colourful lights. The celebrations take place on the darkest night of the lunar month, Amavasya. In the evening fireworks fill the sky.

4. In July Japanese boys and girls are busy preparing for Tanabata, the Festival of the Cowherd and the Weaver, the two stars which come together. The legend of these unhappy lovers is very ancient. It came to Japan more than thousand years ago. For hundreds of years poems, drawings and paintings have been made to celebrate Tanabata, one of the most important family holidays in Japan.

5. One of the special festivals in Great Britain takes place on the 5<sup>th</sup> of November. On that day, in 1605, Guy Fawkes tried to blow up the Houses of Parliament and kill King James I. He didn't succeed. On that day the British burn a dummy, made of straw and old clothes, on a bonfire and let off fireworks. This dummy is called a 'guy'. In the streets children collect money for buying some fireworks.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 — A8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного; ни отрицательного ответа (3 — Not stated).*

In a lonely part of South America there is a mysterious mountain valley, separated from the world of men, called the Country of the Blind. Many years ago it was possible for men to travel through the dangerous mountains and reach this wonderful place. A few people did indeed go, a family or so from Peru who were trying to escape from an evil ruler. Then came a great earthquake, followed by landslides and sudden floods. One side of an old mountain slipped and came down with a noise like thunder; and so the Country of the Blind became separated from the outside world for ever.

The valley had in it everything that anyone could want — sweet water, grassy meadows, a good climate and slopes of rich brown soil with small trees that bore excellent fruit. The people did very well there, and their animals soon increased in numbers. But one thing spoiled their happiness, although it did not spoil it greatly, a strange disease spread among them which made all the

children born in the valley blind.

As they grew up, the blind children were guided round the valley until they knew it perfectly; and when at last the older people died, the younger ones lived on. In spite of their blindness, they even learned to control fire, which they made carefully in stone stoves.

Generation followed generation. They forgot many things; they invented many things. Except for their sight, they were strong and healthy. They increased in numbers and in understanding, and they solved all the social and economic problems that rose. Then came a time when a man from the outside world arrived by chance in the valley. And this is the story of that man.

*from The Country of the Blind by H.G. Wells*

**A5** Some people wanted to find a new place for living.

- 1) True            2) False            3) Not stated

**A6** These people could leave this land at any time.

- 1) True            2) False            3) Not stated

**A7** These people gathered large harvests.

- 1) True            2) False            3) Not stated

**A8** These people knew about outside world.

- 1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

**B3** Saxophonist Kenny G is now the world's \_\_\_\_\_ **SUCCESSFUL**

jazz musician. He was born in 1956 as Kenny Gorelick in Seattle, USA, and he learned to play the saxophone at an early age. When he was just

**B4** fifteen years old, he \_\_\_\_\_ Europe with his High **TOUR**

**B5** School band for a month. After \_\_\_\_\_ at Wash- **STUDY**

ington University he started his career as a musician. In 1982 he signed for Arista records and his first

**B6** solo album \_\_\_\_\_. Success came slowly at first, **MAKE**

- B7** but by the 1990s Kenny \_\_\_\_\_ well-known on the international music scene. He released *Breathless*, his most popular album so far in 1993, and in 1994 won the Best Artist award at the 21<sup>st</sup> American Music Awards held in Los Angeles. As well as making records, he also found time to play in front of another famous saxophone player - US President Bill Clinton - At the 'Gala for The President' concert in Washington, and to break the world record for playing a single note (45 minutes and 47 seconds) at the J&R music World Store in New York in 1997. **BECOME**
- B8** During the last 20 years, Kenny \_\_\_\_\_ with superstars like Aretha Franklin, Michael Bolton and Whitney Houston and he has sold more than 36 million albums worldwide, in spite of the fact that he hasn't sung a note! And it's not his **PLAY**
- B9** limit. Nobody \_\_\_\_\_ what will be in future. **KNOW**

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

The first TV soap opera appeared on American television just after the Second World War. Its name was *Faraway Hill* and it began on 2<sup>nd</sup> October 1946. a famous Broadway actress, Flora Campbell, played Karen St. John, a rich New York woman who went to live with

- B10** her \_\_\_\_\_ in the country after her husband died. She soon met a handsome young farmer, **RELATE**
- B11** and of course the two \_\_\_\_\_ fell in love. Unfortunately, the farmer had already been engaged to Karen's cousin, who knew nothing about the relationship. When she found out, things got out very, very difficult for Karen. **MEDIATE**

- B12** The \_\_\_\_\_ of *Faraway Hill* had very little money — each programme cost only about \$300 — so they made them as quickly as possible. Because there was no time for the actors **PRODUCE**
- B13** to learn their words each week, the \_\_\_\_\_ wrote them on blackboards. Because of this, they often looked into the distance with a **ASSIST**
- B14** strange, romantic \_\_\_\_\_ on their faces as they read their words from the boards on the other side of the studio. **EXPRESS**

#### Раздел 4. Письмо

Для ответа на задание **C1** используйте бланк ответов №2. При выполнении задания **C1** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания **C1**, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Andi.

*... It was great to hear from you and I'm so pleased that you're finally coming to see New Zealand. It's fine for you to stay here for the first week of September — but please stay as long as you like! Yes, I think it's a very good idea to hire a car at the airport, and then you can see much more of the country. I'm sure you'll have a great time here! Write me the date of your arrival and what car do you prefer? You'll be able to do lots of swimming and sunbathing. Do you like it? ...*

Write him a letter and answer his 3 questions.

Write 80 — 100 words. Remember the rules of letter writing.

#### Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

**Student card****Task 1**

Give a talk about your school life.

**Remember to say:**

- the information about your school,
- what subjects interest you most of all,
- about relationship with your classmates.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

**Student card****Task 2 (2-3 minutes)**

**You and your friend have decided to go in for sport.**

**Before making a decision ask and find out your friend about:**

- which sport activity would be better,
- how much it costs to join the sport club,
- where it is situated,
- how often you are going to go there.

You begin the conversation. The teacher will play the part of your friend.

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- decide what sport club you will go to.

## VARIANT 11

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.

In a free time the speaker prefers to \_\_\_\_\_.

- A. train body
- B. go to the cinema
- C. do nothing
- D. go out
- E. practice skills
- F. be with family and friends

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Kate would like to \_\_\_\_\_ in the nearest future.

- 1) return to her work
- 2) stay at home
- 3) continue education

A2 Her husband \_\_\_\_\_ her idea.

- 1) supports
- 2) objects
- 3) is indifferent to

A3 Kate can't realize her idea because \_\_\_\_\_.

- 1) she hasn't enough money

2) she can't pass exam

3) she wants to work

A4 Kate is going to \_\_\_\_\_.

1) go on holiday

2) change her mind

3) ask help

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

A. History fan

B. Childish behavior

C. Love to antiquity

D. Being mad about footwear

E. Spendthrift of money

F. Passion to team

What happens when interest becomes the most important thing in your life? When hobby becomes an obsession?

1. Take Colin Duffy, for example, when he was six, his father took him to see his local football team, Liverpool. Since then, Colin, now thirty-six, has seen a total of 1,729 matches and has travelled over 75,000 miles to watch his team. Colin and his wife spent their honeymoon in Leeds (where Liverpool were playing that weekend!) and named their first son Kenny Dalglish Owen Duffy - after his two favourite players.

2. 22-years-old Beverley Bloom is Britain's biggest shopper. Every week she writes a newspaper column about her addition. Fortunately, her credit card bills go to her father, a millionaire. We don't like to tell you for what she spends father's money but her spends' admitting that it is well over £50,000 a year.

3. But even Beverley cannot beat champion shopper Imelda Marcos, wife of the ex-president of the Philippines. She was so obsessed with buying shoes that when her husband fell from power, more than 3,000 pairs were found in their palac, together with over 1,000 unopened packets of tights.

4. Most children are interested in collecting stamps or dolls at some time, but few go as far as twenty-eight year old Tany Mattia, who fills her house with thousands of Barbie dolls. She spends hours every day combing their hair and changes all their costumes once a month.

5. John Weintraub became obsessed with collecting plastic figures of US presidents given as free in packets of breakfast cereal. After two years he had the whole set except for Thomas Jefferson. Weintraub was so desperate to get the last one that he broke into a factory and opened every box of cereal he could find. He was seen by a guard, arrested and sent to prison. 'It's OK though', he said, 'because at my first prison breakfast out came the statue of Jefferson.'

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

The fight was over. Two boats were left by the savages (= wild people). Friday wanted to take one of them and go after the four savages who had got away. I agreed, for both Friday and I were afraid that when the news about what had happened got to their people they might come back with two or three hundred of their canoes.

I jumped into one of the canoe telling Friday to follow me. But, as soon as I got into canoe, I was surprised to find another prisoner, a savage, lying tied up and half-dead with fear. I untied him and tried to help him to get up, but he could not stand or speak.

When Friday came up, I asked him to speak to the poor fellow and to give him some water to drink. But when Friday looked into his face, he at once fell upon his neck and kissed him, then cried, and sang, and laughed, jumped about, and danced, then cried again. It took a long time before Friday quieted down and told me that it was his father. The two were so glad to meet. It was moved to tears with their joy.

Both the Spaniard and Friday's father were very weak. Friday and I carried them both to one of the boats and brought them by sea to my fortress. It was too difficult to get them over the wall to the inside of my fortress. I decided to make a small tent for them outside the wall and we took care of them there.

I was glad to have more people on my island.

*from Robinson Crusoe by Daniel Defoe*

**A5** Robinson was afraid of savages coming.

1) True

2) False

3) Not stated

- A6** Friday recognized his father at once.  
 1) True            2) False            3) Not stated
- A7** Friday couldn't calm down for a long time.  
 1) True            2) False            3) Not stated
- A8** Robinson carried two men inside his fortress.  
 1) True            2) False            3) Not stated

**Раздел 3. Грамматика и лексика**

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

They say that cats have nine lives, but some are

- B3** \_\_\_\_\_ than others. Plush, a black cat belonging to Joanna Simpson from Wales, had a lucky escape yesterday after an extraordinary 150 mile journey LUCKY
- B4** underneath a lorry. The story \_\_\_\_\_ that Jack GO  
 Davis, a removals man, discovered lucky Plush by
- B5** chance while he \_\_\_\_\_ out of his lorry after long GET
- B6** trip. As he was checking that the doors \_\_\_\_\_, he LOCK  
 heard a strange sound. While he was trying to find out where the noise was coming from, a cat
- B7** suddenly \_\_\_\_\_ from under the lorry, near the back APPEAR  
 wheels. 'I had a pretty good idea whose cat it was,' Jack explained. 'I came back from Wales where
- B8** I \_\_\_\_\_ the Simpsons' furniture to their new DELIVER
- B9** house. And I remembered \_\_\_\_\_ a black cat in SEE  
 their garden, although I didn't know if this one was the one that I had seen.'

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

The capital of the Commonwealth is Canberra. Each State government takes care of

- |     |  |          |
|-----|--|----------|
| B10 | its _____, health, justice, roads and railways. Canberra was planned as a capital city and its people almost all do government work. Forty                                     | EDUCATE  |
| B11 | years ago Canberra was a tiny _____ of a few homesteads, a church, a school and post   | SETTLE   |
| B12 | office. Though still _____, it is now a garden   | FINISH   |
| B13 | city with broad roads lined with _____ trees and shrubs. The State capitals not only contain their governments but are the centres of trade industry. They are all bigger than | ORNAMENT |
| B14 | Canberra and all are _____ seaport.  | IMPORT   |

#### Раздел 4. Письмо

Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ann.

*... At last I've moved to a new flat. I'm so happy now. It's near my college and it takes only ten minutes to get there. It doesn't need to share it with other students as usual, because this summer I've earned enough money working as a waitress. Would you like to see it and come to my party which I'll give next Saturday? Where are you going to live next term? Do you prefer to live alone or in a company with other students? ...*

Write her a letter and answer her 3 questions.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a talk about your family.

## Remember to say:

- who your family consists of,
- what relations have you got in your family,
- how you spend weekends,
- what duties you have got in your family.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

## Student card

## Task 2 (2-3 minutes)

Your friend has just looked through the ads in the newspaper. He/She offers you to read some reviews of the new films. After reading you suggest going to the comedy which is on.

## Before making a decision ask your friend:

- what films he/she prefers,
- how much time he/she has got tonight,
- would he/she like to watch a new comedy,
- where and when she /he is going to meet before the showing.

You begin the conversation. The teacher will play the part of your friend.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- recommend the place where you can meet.

## VARIANT 12

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.

The speaker tells us about \_\_\_\_\_.

- A. a habit of washing dishes
- B. a way of spending birthday
- C. an attitude to chocolates
- D. a dream of spending holiday
- E. a favour to spiders
- F. a dislike for an ice-cream

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Henry must \_\_\_\_\_ where he's going.

- 1) drive slowly
- 2) inform
- 3) ask

A2 Henry should have \_\_\_\_\_ with him.

- 1) enough water
- 2) enough money
- 3) enough clothes

A3 Henry knows that it may be \_\_\_\_\_.

- 1) hot at daytime
- 2) dangerous on the road

3) cool at night

A4 When it's getting dark Henry might \_\_\_\_\_.

- 1) meet an animal
- 2) see some people
- 3) be tired

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. a rock star
- B. a radio presenter
- C. a pop promoter
- D. an opera singer
- E. a music historian
- F. a classical musician

People tell us about their careers in music.

1. I was born in Wales, and I think it was probably thanks to my father that I got interested in music at the first place. He used to sing in the choir every Saturday and Sunday, and I used to go along too to watch and listen. Anyway I was about eight, I went to private lessons, and it was there that I really began my singing. A lot later on, I went to drama school, which was very good for me, because obviously I needed training in acting as well as singing. I got used to appearing in theatres and in front of audience, and that was there I was spotted by one of the big producers. I went off to London to sing and to start me off on my career.

2. I didn't always go on tour with the band, it has been the last five years. Till then, I was with an orchestra playing for musicals, but I got tired of doing the same thing, so I joined the band because they needed a guitarist. So I have a background in classical music, of course you can't tell that because the heavy metal stuff we play is about as different as you can get. And all those days taught me how important it was to practice, so I like to think we're pretty professional.

3. I grew up like most people, I suppose, liking all sorts of pop music, buying singles and in fact I still listen to that sort of thing quite a lot. I wanted to know more about musical styles and traditions. Then a bit later on I got very

interested in eighteenth century music, and I did some research on the subject when I was at university. Now I lecture at university.

4. It's a funny business - you get to meet a lot of famous people and if you're organizing a tour for them you get to know them quite well, because you can be together more or less all day for two or three weeks; but a lot of what I do isn't exciting - I have to make sure that the hotels are booked, that the groups have got everything they need for their concerts. They are used to get everything they want, and it's my role to look after them.

5. I got into this line of work because the jazz scene was always a passion of mine, and one day I happened to meet a friend who told me there was a vacancy for someone to do a new jazz programme. So I applied, and I didn't really expect to get the job because I hadn't had much experience, but I got it, and the show has been running for ten years now.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 — A8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

The great Muscari, the wild and courageous young Italian poet, walked into his favourite restaurant, beside the blue waters of the Mediterranean. Servants, dressed in white, were preparing the tables for an early lunch. The restaurant was surrounded by little orange and lemon trees, and Muscari looked at these with satisfaction.

Muscari had a long nose and long dark hair. He wore a silk handkerchief around his neck and carried a black cloak. He never travelled without his sword, with which he had won many brilliant fights, or without his mandolin (= a musical instrument), with which he had actually played to Miss Ethel Harrogate, the young daughter of an English bankers on holiday. Like a boy, he desired both fame and danger, and especially if he was helping some beautiful woman.

The banker and his lovely daughter were staying at the hotel attached to Muscari's restaurant; that was why it was his favourite one. He glanced round the room and saw at once that the English guests had not yet come down from their rooms. The restaurant was still empty. But from a seat, almost hidden behind one of the small orange trees, a man got up and came towards him. He was wearing clothes quite different from the poet's. This man was dressed in

an English suite, a white shirt with a stiff collar and a pink tie. But he had a dark Italian face, and Muscari realized that he was an old friend named Ezza, whom he had known at college.

*from The Paradise of Thieves by G.K. Chesterton*

- A5 It was about twelve o'clock.  
1) True            2) False            3) Not stated
- A6 Muscari liked all the atmosphere in the restaurant.  
1) True            2) False            3) Not stated
- A7 Muscari saw that the banker and her daughter had gone away.  
1) True            2) False            3) Not stated
- A8 Muscari recognized the face of a new visitor.  
1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.*

- B3 A young couple \_\_\_\_\_ a romantic dinner at an expensive restaurant. They saw an old lady sitting **HAVE**
- B4 alone, looking at them. They smiled politely, but \_\_\_\_\_ a little, when the old lady came over to their table. The old lady told the young woman that she **SURPRISE**
- B5 looked just like her daughter who she said \_\_\_\_\_ a year ago. She said it would make her very happy if they said, 'Goodbye, Mum' when she left the **DIE**
- B6 restaurant. How \_\_\_\_\_ they refuse? A few minutes **CAN**
- B7 later, the old lady \_\_\_\_\_ up to leave. The two diners waved, as she had asked them, and said goodbye as the old lady walked out. When the couple received their bill, however, they saw that it included the cost of the old lady's meal. They called over the manager **STAND**
- B8 and asked him what had happened. 'The bill \_\_\_\_\_ the change for your mother's meal,' he explained. **INCLUDE**

B9 'She said you \_\_\_\_\_ for it.'

PAY

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.

### Cold Comfort

The ice hotel in the town of Jukkasjarvi,

B10 is a \_\_\_\_\_ and exciting holiday experience which MEMORY

is becoming one of Sweden's most famous tourist destinations. The 40-room hotel, which is basically a vast igloo, has beds made of ice, which are surprisingly comfortable. Inside it is about -5 C,

B11 which is \_\_\_\_\_, but it is still very different from the CHILL  
-20 C outside, and you can keep warm by wearing lots of clothes. There is a

B12 very \_\_\_\_\_ bar that is always lively, and the hotel ATTRACT  
also has a beautiful chapel that is popular with couples who want to get married. For entertainment, there is a gallery displaying the work of professional artists, and the more

B13 \_\_\_\_\_ guests can go skiing. If you'd like to visit, ENERGY  
plan to go between December

B14 and March — it's \_\_\_\_\_ going any other time because the hotel melts and has to be re-built every POINT  
year.

### Раздел 4. Письмо

Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Frances.

*... I'm sorry it's taken me so long to write back. I'm very busy this week. You suggest going to the concert, I think it's a great idea. I'd love to come. But I don't know what kind of music do you like? What is your favourite band? By the way, could you let me know how much the tickets are? Anyway, I'm really looking forward to see you ...*

Write him a letter and answer his 3 questions.

Write 80 – 100 words. Remember the rules of letter writing.

### Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

Задания для экзаменуемого

**C2**

#### Student card

##### Task 1

Give a talk about your favourite holiday.

##### Remember to say:

- what holidays you know,
- when and how you celebrate them,
- which is your favourite,
- how you prepare for your favourite holiday,
- what traditions you have got in your family.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

**Student card****Task 2 (2-3 minutes)**

Your friend has just come to see you. You invite him/her into your room for a cup of tea. You offer him/her some sorts of tea, a tasty cake and sweets. After tea you offer your friend to see your new photos.

**Before making a decision ask your friend:**

- what tea he/she prefers,
- how much time he/she has got,
- would he/she like to have some desserts,
- would it be interesting for him/her to see new photos of your holiday,
- where he/she is going to spend his/her holidays.

You begin the conversation. The teacher will play the part of your friend.

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- recommend the place where you have been.

VARIANT 13

Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.*

The speakers tell us about their favourite holidays \_\_\_\_\_.

- A. In America
- B. In Asia
- C. In the city
- D. In the island
- E. In Africa
- F. In unknown places

Говорящий	1	2	3	4	5
Утверждение (Буква)					

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

A1 Millar has \_\_\_\_\_ been to Delhi.

- 1) already
- 2) never
- 3) just

A2 The best way to get around the city is going by \_\_\_\_\_.

- 1) bus
- 2) train
- 3) rickshaws

A3 Millar \_\_\_\_\_ visit the museums in Delhi.

- 1) should not

2) needs

3) may

A4 There is(are) \_\_\_\_\_ good restaurant(s) in Connaught Place.

1) only one

2) no

3) a lot of

## Раздел 2. Чтение

B2

Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.

A. If it is overweight

B. If it is a pain in the stomach

C. If it is high temperature

D. If it is a scald

E. If it is flu

F. If it is a pain in the back

Experienced Dr Sandra Cabot recommends what should you do in different situations.

1. If you burn your hand, you should put it under the cold tap, for at least twenty minutes. I know it sounds like a long time, but for it to work, that's what you need to do. It's not a good idea to put a plaster on it, because you could damage the skin when you take it off, you can break open the leaves from an aloe vera plant and put the sap on your burns.

2. For a temperature, well I know people often think they should keep warm, but actually you need to let your body get cool, so really the best thing is to open the windows, or even get in a bath of, well, warm water to start with, then cold water to it, to make cooler and bring the temperature down. You can take something like paracetamol, too. That will help.

3. Now if you're got a bad cold, you certainly shouldn't go to the doctor. There's really nothing we can do for you. No, all you can do is to go to bed, have lots of hot drinks and just allow it to get better by itself. If it doesn't come so, send for the doctor, who writes prescription for you and gives recommendations. If you are taking antibiotics, well, the important thing is that you must finish the prescription. Because if you don't do, your body could become resistant to the organism.

4. OK now, to lose weight people often think that you shouldn't eat potatoes, bread, pasta, things like that, but it depends how much of them you eat and how you cook them. I mean, you certainly shouldn't have fried potatoes, but that's because of fat. It's really fat and sugar that you should eat less of and then you should combine this with taking more exercise. And make sure you have regular exercise.

5. Now the thing about backache is that idea have changed. It certainly used to be true in the old days that you had to go to bed and lie still, but of course that's not going to help muscles. You'll find it even more difficult to move if you don't use them at all, so now we recommend that you keep moving, gently, of course. We don't want you to go and lift heavy boxes or anything like that!

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений А5 — А8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

'Diamonds,' sang Marilyn Monroe in the film, 'are a girl's best friends'. You might not agree, but we can be sure of this: diamonds are not only the hardest substance in the world; they are also the most expensive. A single diamond cost \$16.5 million when it was sold in Geneva in 1995.

Diamonds are found in a number of countries including Australia, South Africa, Brazil and The Russian Federation. In fact, there are two types of diamond; colourless (about 25% of those found) are the hardest and are often made into jewels. Black diamond's - remaining 75% - are usually used by industry. Industrial diamonds are also produced artificially.

The largest diamond in history is the Cullinan diamond. It weighed 620 g and was mined in South Africa in 1905. It was bought by the Transvaal Government for £150,000, and then it was presented to the King of England, Edward VII. The diamond was cut into smaller jewels, which are now part of the British Crown Jewels, which belong to the Queen of England and are kept in the Tower of London.

Diamonds are also used for decoration. Between 1885 and 1917 the Russian jeweler Peter Carl Faberge made a number of decorated Easter eggs for the stars and their families. The most valuable of them is decorated with more than 3,000 diamonds. It was sold at Christie's, Geneva, Switzerland for \$5.5 million.

- A5** Diamonds cost large amount of money.  
1) True            2) False            3) Not stated
- A6** Diamonds can be found only in nature.  
1) True            2) False            3) Not stated
- A7** The largest diamond in the world is in the UK.  
1) True            2) False            3) Not stated
- A8** Diamonds are used only for decoration.  
1) True            2) False            3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В3 — В9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В3 — В9.*

- B3** Last week my friends \_\_\_\_\_ to the London Eye. When they arrived, the queue was huge. The people GO
- B4** \_\_\_\_\_ for more than an hour. Luckily though, they WAIT
- B5** \_\_\_\_\_ wait more than ten minutes, because Harry had already bought the tickets on the Internet. The NOT MUST  
view from the top was wonderful. Beth was particularly excited because when she was little she used to be scared of high places, but not anymore.
- B6** Ann \_\_\_\_\_ her camera with her — she wanted to BRING  
take hundreds of photos. Unfortunately, while she
- B7** \_\_\_\_\_ a photo of Peter and Harry, the camera TAKE  
slipped from her hands and fell onto the floor. Since
- B8** then it \_\_\_\_\_ properly. Ann is sorry about it but her NOT WORK  
camera is rather old. And her father promises to
- B9** buy a new one when it \_\_\_\_\_ her birthday. BE

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В10 — В14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию В10 — В14.*

- |     |  |           |
|-----|--|-----------|
| B10 | Shopping has changed beyond _____ over the last 30 years; the traditional village shop has all but disappeared to be replaced by the | RECOGNIZE |
| B11 | more _____ giant supermarket. But in 50 years' time, it will be very different as computer shopping takes over. Hypermarkets will    | FASHION   |
| B12 | become more _____ as shoppers are encouraged to use computers to record the prices of the things they buy while they shop, or even   | COMPETE   |
| B13 | call up a _____ 'robot' assistant who will talk to them in a very natural way about their  | FRIEND    |
| B14 | purchases and make _____ about what they should buy.   | SUGGEST   |

#### Раздел 4. Письмо

*Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.*

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Beth.

*... I'm having the worst holiday of my life! I wish I had never accepted my aunt's invitation to join her. I'm so bored here. Her beautiful house is in the middle of nowhere. The weather is so awful because it rains every day. I don't know what to do. What do you advise me? What do you do in such situations? How can I occupy myself? ...*

Write her a letter and answer her 3 questions.

Write 80 – 100 words. Remember the rules of letter writing.

#### Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a talk about the role of the Mass Media in our life.

## Remember to say:

- what kinds of the mass media you know,
- which kind you use in your life,
- which are your favourite TV programmes,
- which newspapers or magazines you read,
- can you trust all information which we get from the Mass media.

You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.

C3

## Student card

## Task 2 (2-3 minutes)

You and your partner have decided to eat out and go to cafe. Suggest where you go.

## Before making a decision ask and find out:

- which café would be preferable,
- how much it would be cost,
- where you meet,
- what you order.

You begin the conversation. The teacher will play the part of your partner.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide which cafe you go.

## VARIANT 14

## Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

The speaker gives information about \_\_\_\_\_.

- A. a single woman
- B. a happy couple
- C. a young girl
- D. a creative lady
- E. an old man
- F. a young fellow

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Mum \_\_\_\_\_ her 25<sup>th</sup> wedding anniversary.

- 1) remembers about
- 2) forgets about
- 3) organizes

A2 Mum would like to have a party where she \_\_\_\_\_.

- 1) had her wedding ceremony
- 2) lived many years ago
- 3) spent her first month of marriage

A3 Leo \_\_\_\_\_ all of mother's fiends.

- 1) knows
- 2) has seen

3) can't recognize

A4 Mum \_\_\_\_\_ all her friend for ages.

- 1) keeps in touch with
- 2) hasn't seen
- 3) has forgotten

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- A. Dressed mannequins
- B. Experienced professional
- C. Difficult job
- D. Being on guard
- E. Different visitors
- F. Likeness with original

1. Madame Tussaud's is London's most visited tourist attraction, with over two and a half million visitors a year. There are over 400 models on display. Each one is worth £20, 000, so security is tight. However, despite the monitors and eagle-eyed staff, visitors can't resist picking up souvenirs and someone even went off with Marie Antoinette's head.

2. Making the wax models is highly skilled and length process. From start to finish it takes months of work for the artists and craftsmen who combine to produce the final figure. All the waxworks are life-size replicas of the real person, down to the last detail. Even Michael Jackson's inside trouser leg had been measured and recorded. This is considered highly classified information, of course.

3. Stuard Williamson, a sculptor here for fifteen years, says, 'Either they come to the museum or we go to them. We went to Buckingham Palace to do the Royal Family and to Neverland Ranch for Jackson. They sit on a turntable from every angle possible. I then sculpt the clay, trying to get a feel for their personality, which is as important as what they look like.'

4. The most nerve-racking part of the job can be when the real person meets their wax double. Bob Geldof thought that he wasn't scruffy enough and proceeded to ruffle his twin's hair. The Dalai Lama thought the whole thing was hilariously funny. Of course it depends on the person.

5. Clothes for models are often chosen by the famous themselves. Madame Tussaud's has the only exact replica of Princess Diana's wedding dress. Sometimes clothes are given to the museum. John Haigh, the acid bath murder, donated his suit the day before he was executed. And when comedian, Lenny Henry, revisited Madame Tussaud's, he was horrified to see his wax double wearing his favourite pink suit – he had been looking for it for two years. The public's fascination with fame will continue to be popular for many years.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 – A8 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated).*

A businessman, Mr. Harold Shore, went on a short business trip to Bermuda. The flight was terrible and he arrived at his hotel very late. His wife was going to join him the following day, so as soon as he arrived at the hotel he sent her a short e-mail.

His wife had recently changed her e-mail address. Harold made a mistake with her new address and the e-mail went to Mrs. Joy Elkson, eighty-two years old lady. Mrs. Elkson's husband, Henry, had died a few months before and she lived alone. She has bought her computer as a new interest after Henry's death and she used e-mail and the Internet every day. When she opened Harold's e-mail and read it, she immediately fainted.

Some time later Mrs. Elkson's daughter found her mother lying on the floor near the computer. The computer was on with the e-mail message still on the screen. It was:

*Darling,*

*It was a terrible journey but I eventually arrived safely. I am waiting for your arrival tomorrow. By the way, it's as hot as hell down here.*

*Love, H*

**A5** They used the Internet for communication.

- 1) True            2) False            3) Not stated

**A6** Mr. Shore wrote the correct address.

- 1) True            2) False            3) Not stated

**A7** When she had read the e-mail, she was shocked.

- 1) True            2) False            3) Not stated

**A8** Mr. Shore wanted his wife to bring light clothes for him.

- 1) True                      2) False                      3) Not stated

### Раздел 3. Грамматика и лексика

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B3 — B9, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B3 — B9.*

- |           |  |         |
|-----------|--|---------|
| <b>B3</b> | One of the _____ global products today is  | STRONG  |
| <b>B4</b> | <i>Coca-Cola</i> . Coke _____ by a pharmacist called   | INVENT  |
| <b>B5</b> | Dr. Pemberton in 1886. Pemberton _____ a syrup for a new drink and accidentally added carbonated water. The result was a soft drink that was called 'both delicious and refreshing'. During its first year | PRODUCE |
| <b>B6</b> | Pemberton _____ just nine bottles per day, but from these small beginnings <i>Coca-Cola</i> gradually grew into the world's largest manufacturer of soft drinks.   | SELL    |
| <b>B7</b> | Every day <i>Coca-Cola</i> products _____ more than 1 billion times to people in more than 200 countries. In only Great Britain over 10 billion <i>Coca-Cola</i> products are consumed each year.          | SERVE   |
| <b>B8</b> | In fact in many countries soft drinks _____ more popular than traditional drinks. Tea used to be Britain's number one drink, but today the average   | BECOME  |
| <b>B9</b> | British person _____ 188 litres of soft drinks a year, but only 157 litres of tea.   | DRINK   |

*Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B10 — B14, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию B10 — B14.*

## Driving Test

I knew I would have to retake my driving test

- |     |  |         |
|-----|--|---------|
| B10 | as soon as I saw the _____ . He didn't even  | EXAMINE |
| B11 | say 'Hello' and seemed very _____ . I was a little bit late I suppose as I had slightly estimated how long it would take me to get there. As usual in this crowded city all buses were packed and I had had to wait more than twenty | FRIEND  |
| B12 | minutes before a _____ would let me get on a   | CONDUCT |
| B13 | bus. I knew apologizing would be _____ so I just got in the car. I wasn't feeling particularly nervous but this horrible man stared at me in   | USE     |
| B14 | _____ as I began to drive off. I couldn't believe it but I got straight into a wall. I was so disappointed when he told me I had failed that I thought I might cry.  | SATISFY |

## Раздел 4. Письмо

*Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.*

**C1** You have 30 minutes to do this task. You have received a letter from your English-speaking pen friend Ben.

*... I'm arguing with my parents because they try to limit the amount of television in my life. They think that I'm watching rubbish for hours. But these programmes and films interest me. Have you got the same problem? How can I insist on my opinion? What do you usually watch on TV? ...*

Write him a letter and answer his 3 questions.

Write 80 – 100 words. Remember the rules of letter writing.

## Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: С2 — тематическое монологическое высказывание, С3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

## Задания для экзаменуемого

С2

## Student card

## Task 1

Give a talk about the pollution of the environment.

## Remember to say:

- what kinds of pollution we have got,
- which kind you think is more dangerous,
- what you think about recycle the rubbish,
- what the situation in your city is,
- if you can trust all information about this problem.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

С3

## Student card

## Task 2 (2-3 minutes)

You have decided to buy a new mobile phone. But it's difficult for you to choose which one. You invite your friend who knows more about it to join you and help you to buy the best one.

## Before making a decision ask and find out:

- which trade mark would be preferable,
- how much it would be cost,
- where you go to buy it.

You begin the conversation. The teacher will play the part of your partner.

## Remember to:

- be active and polite
- ask the questions and find out all the information you need
- decide which mobile phone you buy.

VARIANT 15

Раздел 1. Аудирование

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

B1

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу.

The speaker talks about \_\_\_\_\_

- A. interesting facts about animals.
- B. protecting from the animals.
- C. entertaining the animals.
- D. attitude to the animals.
- E. feeding the animals.
- F. saving wild animals.

Говорящий	1	2	3	4	5
Утверждение (Буква)					

В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A1 Writer was travelling \_\_\_\_\_ .

- 1) by train
- 2) by car
- 3) by bicycle

A2 Writer wrote the stories in the \_\_\_\_\_ .

- 1) notebook
- 2) laptop
- 3) album

A3 Writer knew Turkey \_\_\_\_\_ .

- 1) quite well

- 2) very well  
3) not so well

A4 Writer likes his job because \_\_\_\_\_.

- 1) he knows a lot of languages  
2) he likes communicating with people  
3) he earns a lot of money

## Раздел 2. Чтение

B2

*Прочитайте текст. Установите соответствие между заголовками А — F и пронумерованными абзацами текста 1 — 5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний заголовок.*

- |   |                                |
|---|--------------------------------|
| <b>A. The unexplained</b>                 | <b>D. Two kinds of stories</b> |
| <b>B. How horror stories make us feel</b> | <b>E. Real life fears</b>      |
| <b>C. Fears we can easily explain</b>     | <b>F. Not like other films</b> |

1. Horror films don't usually contain characters with strong personalities or have strong stories like other films. We are not interested in Dracula's psychological reasons for biting people. Horror stories can be supernatural, biological or physical, and they can take place anywhere. The important thing about them is how they make people feel.

2. People like stories that have an emotional effect on them. For example, some people like romantic stories, which make them feel sad or remind them of being in love. Horror stories and feeling afraid make our hearts beat faster. We experience the same feelings that we get when we do sport or ride on a roller coaster. People feel panic because they are frightened and this is exciting. The person watching the film or reading the book shares the feeling of the human being in the story.

3. There is another reason why people enjoy feeling afraid. It seems that horror stories help people to do something about things that worry or scare them, such as the dark or pain. They can sit in a safe cinema seat and watch the dark or pain on the screen. When they come out of the cinema, their real fear doesn't seem so bad.

4. There are two different types of fear in horror stories. In the first type, the danger always comes from outside, such as monsters or vampires like Dracula. Human beings can attack the monster, and there is usually a happy ending to the story, the danger disappears. The second type is more terrifying. The danger comes from inside of people, and it is usually more 'realistic' to people.

Human beings fight against it, but they are never successful, and the story is usually open-ended, the danger may return or get worse!

5. Finally, frightening stories are popular because they show us impossible, unknown beings and things we don't understand. These things both fascinate us and terrify us. Because we are fascinated, we keep on watching or reading, even though we are frightened. This is what gives us the experience which so many of us find enjoyable.

Текст	1	2	3	4	5
Утверждение					

*Прочитайте текст. Определите, какие из утверждений A5 — A8 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated).*

If you didn't have a cat and you heard a sad miaow coming from underneath the floorboards in your home, what would you do? Animal lovers Jane and Simon Brown took up their floorboards and spent two days trying to find the cat they were sure was trapped under their floor. They even called in the fire brigade!

Finally, Mrs. Brown realized that the noise was coming from a bag. The bag was full of her daughter's unopened birthday cards. As her daughter Michelle opened one of the cards, which was shaped like a cat, on the morning of her birthday, it miaowed just like the real thing. It wasn't a real cat — just an electronic birthday card!

«We felt absolutely awful!» said Mrs. Brown. «We'd been moving the bag around the room to hide the cards from Michelle and we kept touching the bag. It's all so embarrassing. If we ever get a card like that again, we'll throw it straight in the bin!»

**A5** They have a pet at home.

- 1) True      2) False      3) Not stated

**A6** The Browns took up their floor.

- 1) True      2) False      3) Not stated

**A7** Michelle bought this card.

- 1) True      2) False      3) Not stated

**A8** They don't want to buy such cards any more.

- 1) True      2) False      3) Not stated

## Раздел 3. Грамматика и лексика

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B3 — B9**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B3 — B9**.

- |    |   |        |
|----|---|--------|
| B3 | Tom likes going to evening classes. At the moment he _____ how to repair cars. Sometimes the teacher, Mr. Jones, let the students work on his car | LEARN  |
| B4 | but last night something _____ which made his   | HAPPEN |
| B5 | mind. Mr. Jones _____ for 15 years and he always trusts his students to do things. But last night,  | TEACH  |
| B6 | while Tom _____ on Mr. Jones' car, somebody called Mr. Jones to the phone. He only was away   | WORK   |
| B7 | for a few minutes when he _____ shouting from the workshop.   | HEAR   |
| B8 | He ran back and saw that his car _____!   | BURN   |
| B9 | Tom _____ a lighted match into the engine and set it on a fire. The result was terrible. Now Tom has to repair the car.                           | DROP   |

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B10 — B14**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B10 — B14**.

## Practical Computer Skills

As the name makes clear, this course emphasized the practical side of things. If you want

- |     |  |            |
|-----|--|------------|
| B10 | to _____ your knowledge and skills, the course will enable you to do just that.        | BROAD      |
| B11 | Experienced teachers will _____ areas that confuse you. There may be some terminology  | CLEAR      |
| B12 | which you have always _____. This course will ensure that this is no longer a problem. | UNDERSTAND |

**B13** The teachers will \_\_\_\_\_ the technical language and explain certain error messages, so that you know what to do if the same problem arises in the future. Many people are disadvantaged when applying for jobs as their computer skills let them down. **SIMPLE**

**B14** So don't be \_\_\_\_\_ if you're struggling with your enroll on our course. **COURAGE**

#### Раздел 4. Письмо

*Для ответа на задание C1 используйте бланк ответов №2. При выполнении задания C1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов №2. Никакие записи черновика не будут учитываться экспертом. При заполнении бланка ответов №2 вы указываете сначала номер задания C1, а потом пишете свой ответ.*

**C1** You have 30 minutes to do this task.

*You have received a birthday present from friends who have gone on holiday. Thank them for the present and wish them a good time on holiday. Ask them about their plans and when they are going to come back. Invite them to your place after arrival.*

Write a letter.

Write 80 – 100 words. Remember the rules of letter writing.

#### Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: C2 — тематическое монологическое высказывание, C3 — диалог-расспрос. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

## Задания для экзаменуемого

C2

## Student card

## Task 1

Give a talk about the role of English language in modern world.

**Remember to say:**

- what languages you study,
- where English is used now,
- what you think about your success in English are,
- what the ways of studying English,
- how you will use English in your future life.

**You have to talk for 1,5–2 minutes. The examiner will listen until you have finished. Then she/he will ask you some questions.**

C3

## Student card

## Task 2 (2-3 minutes)

You have caught a cold. Your temperature is very high. Your throat is sore.

**Before making a decision ask and find out:**

- you make an appointment,
- how much it would be cost,
- when the doctor comes,
- what recommendations you would like to know.

You begin the conversation. The teacher will play the part of your doctor.

**Remember to:**

- be active and polite
- ask the questions and find out all the information you need
- decide how you will treat.

**Тексты для аудирования.****VARIANT 1**

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**Задание B1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

**Speaker 1**

The best place I have ever stayed was a little wooden hut in the rain forests of Borneo, looking out over the mountains. There were lots of mosquitoes there and I woke up covered in bites, but the really great thing was that the following day we climbed the highest mountain in south-east Asia — Mount Kinabalu. I spent my eighteenth birthday there and my cake was a piece of bread covered in little bits of chocolate! It was wonderful.

**Speaker 2**

The best place I've ever stayed is a small Greek island called Serifos. It's really quiet. There is no airport. There are hardly any hotels and most people who go there rent a room from a local family. When I go there, I always stay with the same family. They are lovely and give me home-made bread and cakes, and even eggs! There are some wonderful beaches with hardly any people on them and the house I stay in looks out over the sea. When you're there, you can forget about the rest of the world, eat well and just relax.

**Speaker 3**

The best place I've ever stayed in is the Miyamoto hotel in Tokio. It's in a district which is a great mixture of modern buildings, restaurants, old squares, bookshops and museums. The hotel has one of those foyers that seem to go up to the sky and about seven or eight restaurants, but what I really like about it is the open-air swimming pool on the ninth floor. Swimming there and looking out over Tokyo is amazing. I stayed at the hotel in August, though, which was

maybe a mistake. Going back into the air-conditioned hotel in the afternoon from the hot streets was a real shock because it was so cold!

#### Speaker 4

The best place I've ever stayed was a hotel in France. It was a lovely building with a big fountain in lovely garden, but what I really remember about how my friends organised a surprise birthday party for me. While I was having a shower, I think they phoned the room service and organised it. They brought breakfast up, and all the hot food was covered with metal lids. I sat down expecting a nice breakfast. I lifted up one metal lid, and there was toast. I lifted up the second, and there were some eggs. I lifted up the third lid and there was the present! It was so romantic!

#### Speaker 5

One of the best places I've ever stayed in was my friend Joel's house in Maine. I've been there for the last two Thanksgiving holidays and I've had a wonderful time. They have a beautiful house on the beach looking out over the Atlantic Ocean. They designed the house themselves and the rooms have amazing light, especially during the morning and at sunset. They have a great dog called Kaja that I really loved!

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

#### Задания A1 — A4

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Presenter:** «School isn't like it was in my day. Kids today don't know how lucky they are.» We decided to find out for ourselves how true it was, so we put a class of fourteen-year-olds through a 1950s-style education for a week to see what they thought. This is Mark.

**Mark:** I wasn't sure what to expect. I'd heard that pupils had a lot less freedom then and that they worked much harder. I didn't mind that but I wasn't so keen on the idea of wearing a school uniform — we don't wear one in my school. It's amazing how quickly you get used to it. I'd never realised how handy a jacket with a lot of pockets could be until I had to wear one. The work was actually easier than I'd expected, just different. Nowadays we do a lot more group work and we put together projects things like that. I think they motivate us, keep us interested. It clearly wasn't like that in the fifties.

**Presenter:** Here's what Hannah had to say.

**Hannah:** It's really surprising how much certain subjects have changed. Languages, for example. I do French now, so I tried French lessons from the fifties. It was all memorising lists of vocabulary, doing tests, just stuff that was completely useless. It was all out of context, so I don't see how they could have learned anything. The maths lessons were at a much higher level in those days. History was very different, as well. You definitely had to have a good memory in the fifties! These days we learn about what life was like for ordinary people and how hard it was for them to survive.

**Presenter:** Finally, here's Gareth.

**Gareth:** Everybody imagines that teachers back then were much stricter but I think that was only because they cared about the progress of their students. That hasn't changed. What has is that a lot of the stuff kids had to learn back then came out of a book, so the teacher could sit at the front of the class teaching and testing all these things they didn't understand. I think it was an interesting experiment, but there were some things from the past that we could never recreate. One is the relationships between the pupils themselves. Negative things like bullying, well, I suppose that's always been with us and always will be. But I think students today are much more likely to give each other a hand. Also, I think the whole system is more co-educational than it was in the fifties.

**Presenter:** Some interesting views from our teenagers, there. We're now going to hear from the teachers to see what they thought of the experiment.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## VARIANT 2

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

Now we are ready to start.

**Speaker 1**

Like most students I don't like taking exams. I find it stressful and usually I can't get good results because I feel too nervous. Especially when I have to talk and answer the teacher's questions without any preparation. If I had a choice, I'd take a test or write an essay. When I write, I have enough time to calm down and to think over my answers. And the results are usually much better.

**Speaker 2**

If you have to take an exam, don't worry. Most people don't find exams a very pleasant experience, but there are some tips that can make it less stressful. The first and the most important thing — never spend the whole night over the books. You need a good night's sleep before the exam, otherwise you won't be able to concentrate or understand and answer the teacher's questions. Second, don't take any medicine for your nerves. It can do much more harm than good. You will feel sleepy during the exam.

**Speaker 3**

I always get very nervous before the exams. Doesn't matter whether I know all the answers or not. Once I was taking an exam in literature, the subject I like and know very well. It was an oral exam and the teacher asked me to recite any poem by any poet of the twentieth century. I know lots of them, but at that very moment I wasn't able to recall anything. The teacher looked really disappointed and I got quite a low grade. When I left the classroom, suddenly I remembered a dozen of poems I could have recited to the teacher.

**Speaker 4**

Most people believe that exams are very important for the education because during the exams teachers can assess the students' knowledge and it can motivate students to learn. I don't agree with this point of view. I think that during the exam it's difficult to say how much students know. Some of them can get very nervous and it affects their answers — they may know a lot but may be unable to cope with their stress. Some other students may be lucky and get the

only question they know well. Exams are not fair and I hope they are replaced soon by something more effective, at least at school.

### Speaker 5

It may sound strange but taking exams is not a stressful activity to me. I actually enjoy it. I never get nervous as I'm sure that I know enough to pass the exam. And even when it's bad luck — my life doesn't depend entirely on my exam results. Exam is a challenging task for me, it helps me to concentrate on some problems and to improve myself. I think I'll be taking exams when school is over, just for fun.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

### Задания A1 — A4

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Tom:** Mum, can you help me with my home task? I have to prepare a speech for my history class. Something interesting about travellers or discoverers of the past...

**Mother:** How about Christopher Columbus?

**Tom:** No, mum. Bob Smith has already done it. I'd like to talk about something special.

**Mother:** The Pilgrims and the «Mayflower» ship then...

**Tom:** Oh, no, the teachers tell us about them every autumn when Thanksgiving Day is coming.

**Mother:** How about the Vikings?

**Tom:** That sounds much better. I know they were great sea raiders and adventurers. That's all I know.

**Mother:** I'll tell you what I know so you can decide if it is interesting enough or not.

**Tom:** That sounds great!

**Mother:** Around the year 800 the Vikings began to travel around the world... from the countries we call Norway, Sweden and Denmark.

**Tom:** How did it happen that they became travellers?

**Mother:** Well, the Vikings were farmers. When the farmer died the farm was passed to his oldest son. But the Vikings had a lot of children! So many of them had to go over the seas in search of new lands.

**Tom:** Do you know anything exciting about their beliefs and their gods?

**Mother:** Odin was the most powerful god. From his throne he could see the entire world. Odin had a horse with eight legs and could travel through the air and to the underworld. He also had two ravens and sent them out every day to get the news.

**Tom:** So where are the Vikings now? Did they disappear?

**Mother:** The answer is that the Vikings are very much alive today... they are not called Vikings anymore. Can you remember Tove Jansson's stories about the Moomins and Astrid Lindgren's lovely books about Karlsson? Well, if you have a good look in the mirror on the wall, you will... You are most likely a descendent of the Vikings. They explored and settled in many parts of the world. You may be English, French, Russian, Turkish, Spanish... but the Vikings settled in your country. The face that you see might be the face of :he great, great, great... grandson of a Viking.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

### VARIANT 3

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

#### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1

Many children in Britain learn to swim at school or during holidays at the seaside, and swimming as a summer pastime is enjoyed by millions of people. There are also indoor swimming pools which make swimming possible all year

round. Swimming championships and competitions are widely reported in the press, over the radio and on television. Swimmers of many nationalities make attempts to cross the English Channel, which separates Great Britain from the Continent. Some of the attempts are successful.

### Speaker 2

Soccer, played in almost all countries, remains one of the most popular games in Great Britain. Each team consists of field players and one goalkeeper. Only the goalkeeper is permitted to take the ball into his hands. The game lasts for 90 minutes with a 15 minute break between two halves of 45 minutes each. Most British towns and cities have a football team. Every year, each team in England plays in the Football Association competition. The two best teams play in the Cup Final at Wembley Stadium in London. It is one of the biggest sporting events of the year.

### Speaker 3

Sport is a very important part of life in Great Britain. Thousands of people devote their leisure time to outdoor and indoor games, athletics, cycling, mountain climbing, boxing and other sports. Horse-racing, dog-racing and motor racing are among the most popular sports in Britain. They gather many spectators. Outdoor games played in Great Britain are team games such as football, cricket and hockey, and games in which individuals or couples test their skills, for example, lawn-tennis and golf.

### Speaker 4

Two different games that do not have much in common bear the name of tennis — lawn tennis and table tennis. Both games first appeared in England, but today the British prefer lawn tennis to table tennis. Every summer, in June, the biggest tournament in the world takes place in Wimbledon. This world centre of lawn tennis is located in a suburb of London. Table tennis originated in England in 1880. But British players are not lucky in table tennis international championships.

### Speaker 5

Although Englishmen played a kind of football in the Middle Ages or even earlier, as an organized game it dates back to over a century ago. One type of football, in which the players carried the oval ball in their hands, appeared in 1895 at Rugby School. That is why the game took the name Rugby or «rugger». The rules of the game are different from football (known as «soccer»), and there are 15 players instead of 11 in a team. The matches between England, Scotland, Wales and Ireland excite great interest, as do the matches between British teams and teams from European and American countries.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

### **Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Interviewer:** Susan, how long have you been a doctor?

**Susan:** Er... for ten years. But really I think I have been a doctor through all my life. I have always been interested why some people live long lives, but others suffer from all the illnesses imaginable.

**Interviewer:** So do you know what helps a person to keep fit and to remain healthy? What does our health depend on?

**Susan:** Well, I am sure there are some rules we should follow if we don't want to fall ill every winter and feel pretty tired at the end of every week. A proper diet is very important for us.

**Interviewer:** What should we eat to stay healthy?

**Susan:** The right food has seven important things: carbohydrates, fats, vitamins, protein, water, minerals and fiber. It is necessary to eat bread, potatoes, pasta and rice because they give you energy. So do fats. There are fats in meat, butter, cheese and oil. Protein helps you grow, so it is very important for children and teenagers. There is protein in meat, fish and milk products.

**Interviewer:** Among those seven important things you mentioned water. Why is water important for us?

**Susan:** Well, 70% of our body is water, and we need more than one litre of water every day to stay healthy! It cleans our body from inside. The main rule about any diet is that you should eat different kinds of food to get as many important things as you can.

**Interviewer:** Then I would eat everything that is nice and tasty...

**Susan:** But be careful, some food can taste well but be not healthy and even dangerous. It can be high in sugar, salt, fats, but low in fiber and vitamins. For example, fast food...

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

**VARIANT 4**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

**Задание B1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

Now we are ready to start.

**Speaker 1**

I travel a lot. I think I take it after my grandfather, who was a geologist and explored the most distant corners of our country. With him we travelled by bicycle and by boat, by dog sledge and by overland vehicle. Once a helicopter took us to some distant place in Siberia as no other transport was possible there! It was a unique experience — frightening and exciting at the same time. My grandpa taught me how to survive in any environment and I enjoyed his lessons. Now I have to travel a lot because of my job and I love it, no matter where I go and what transport I use.

**Speaker 2**

I love travelling! That is I love discovering new places and meeting new people. But, unfortunately, travelling often means flying, which sometimes makes me give up my ambitious travelling plans and stay at home. Honestly, I would prefer any means of transport to a plane, even a dog sledge or a bicycle, but it's not possible in our technological age. Once I went to a beautiful island in the Pacific. It was a paradise — warm ocean, white sand and bright tropical fish. But from the very first day I started thinking about the horror of flying back. I wasn't able to enjoy my holiday because of my fear.

**Speaker 3**

I enjoy travelling by train. Most people say that it's a slow and rather inconvenient means of transport. This may be quite true. The train is not very fast, it can never beat the plane. But I like the relaxing atmosphere in the train. People enjoy talking in the train. You can look through the window and watch

the places you are passing by. When I was little, we often went by train to my granny. It was a long journey and it was a very happy time for us kids. Dad used to tell us stories and mum invented different games to entertain us. It was fun!

#### Speaker 4

We enjoy travelling and visiting other cities and countries. In our routine life we travel long distances too — we go to work, schools and universities. We need to do some shopping and see friends. To save time people often use cars, but it causes new problems. In big cities traffic jams often block the roads. Hundreds of cars get stuck with their engines running and emitting a lot of carbon dioxide, which pollutes the air. People get nervous and it can cause follow-up traffic accidents. I think people should use buses and the underground more. It would be good for the environment and would save the time and resources.

#### Speaker 5

People can't live without travelling. There are lots of reasons which make us go to other cities and other countries — business, education or just curiosity. We can't stop it, as we can't stop technological progress in general. However, we should understand that most means of transport are rather harmful to the environment. Cars, planes and ships pollute the atmosphere, soil and water. To save nature we need to invent alternative means of transport, which use clean energy and are harmless to the environment. There's no need to limit travelling, we just need to make our means of transport nature-friendly.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

#### Задания A1 — A4

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Molly:** Time goes so quickly — I can't believe that I will have been here for five years on Saturday.

**Gregory:** That's a long time. Where did you live before that?

**Molly:** I lived in a small town Albany, about 150 miles from Perth, on the south-west coast of Australia.

**Gregory:** When you say «small», how small do you mean?

**Molly:** Oh, around 12 000 people.

**Gregory:** What is it like growing up somewhere that small?

**Molly:** Well, people tend to be much more friendly in small towns. The pace of life is much slower and generally the lifestyle is much more relaxed. On the other hand, small-town life can be pretty boring. Obviously, you haven't got the same range of entertainments available as in the city, and unless you want to go into farming you have to move elsewhere to look for a job.

**Gregory:** So farming is the main industry then?

**Molly:** Well, actually, no. There is a lot of sheep and cattle farming and more recently a lot of people have started to grow potatoes. However, the town was first established as a whaling base, most people are still employed by the fishing industry.

**Gregory:** What's the weather like?

**Molly:** In summer you get some fairly days, but it gets very windy. In winter I guess the average temperature is about 15 degrees Celsius, and it gets really windy and it's very, very wet.

**Gregory:** Sounds lovely, I can see why you are here.

**Molly:** Oh, come on. It's got a beautiful coastline and beautiful beaches. You can drive for about 45 miles and you will come to absolutely deserted white beaches. You can be the only person swimming there.

**Gregory:** With that wind I'm not surprised!

**Molly:** Don't be like that, we do get some good days. Anyway, where do you come from?

**Gregory:** I come from a town called Watford, about 17 miles from the centre of London.

**Molly:** Is it a big town?

**Gregory:** Not really. It has a population of around 80-90000 but the whole area is built up so it is hard to say where Watford finishes and the other towns begin.

**Molly:** Did you enjoy living there?

**Gregory:** Well, being so close to London has advantages. You get the latest films and music. There is always something going on and there is such a wide variety of different people and cultures that it is difficult to get bored. Of course, all this has its downside — the cost of living is very expensive and most people cannot afford to go out very often. Another problem is like in most big cities there is a lot of crime.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

**VARIANT 5**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (**B1, A1 — A4**) перенесите свои ответы в бланк ответов.

**Задание B1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

Now we are ready to start.

**Speaker 1**

I just wanted to say thank you for having me as your guest in your beautiful home. I had a great time. I really enjoyed meeting your friends. You all made me feel so welcome. You know how much I missed my family at first, but you were so kind that I soon stopped feeling homesick.

**Speaker 2**

Let's begin in the north. I'm afraid spring isn't here yet. Another major frontal system will move in from the Atlantic affecting Northern Ireland and Scotland, before moving on to Scandinavia. It's going to bring plenty of rain, which could fall as snow on Scottish mountains.

**Speaker 3**

I mean the dishwasher. I think it's marvellous! Every time I use something - cups, plates, dishes, knives, forks, you know, I put it in, and after a few days it fills up, I turn it on and «bingo» — all clean, bright and sparkling and I start again. I'm not very good at tidying but it helps keep my kitchen tidy.

**Speaker 4**

I just love standing on Waterloo Bridge and looking down the river at the house of Parliament and now, of course there's the London Eye — I think it's just wonderful. And I like travelling in the black cabs. Taxi drivers here are great, so friendly! They tell you their life stories and they know every street in London — not like in New York.

**Speaker 5**

Well, I'm lucky. I've got my health so I can do a lot. I can get out a lot. I've just taken up golf, you know. It's a wonderful sport for an old woman like me

because it's not really a sport at all, at least not the way old people plays it! It's just a good excuse for a walk.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

### **Задания A1 — A4**

*Вы услышите разговор двух подруг. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Bella:** I'm going shopping. Do we need anything?

**Ann:** I don't think so. ... Oh, hang on. We haven't got any sugar. I was going to buy some in the supermarket yesterday, but I met Alice. We talked a little and I forgot.

**Bella:** It's OK. It's on my list. I won't forget.

**Ann:** What about bread?

**Bella:** Good idea! I'll get a loaf or even a couple — white and rye.

**Ann:** Er, what time will you be back?

**Bella:** I don't know. I might stop at Nick's. It depends on how much time I've got.

**Ann:** Don't forget we're playing tennis with Dave and Donna this afternoon. I am looking forward to getting back on the field with them. I want our revenge. I've bought a new racket and a pair of trainers.

**Bella:** Don't worry. I won't forget. I'll be back before then. But I doubt that new trainers will help you to beat Dave and Donna. You should have spent more time practicing on the sports ground instead of doing shopping.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

**VARIANT 6**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (**B1, A1 — A4**) перенесите свои ответы в бланк ответов.

**Задание B1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

Now we are ready to start.

**Speaker 1**

Today is Beth's fifth birthday. She's just got a new bike as a gift. She wants to ride it right now! Dad says, «Wait. You still have one gift left to open.» Beth opens it. It is a red bike helmet. «This helmet will keep your head safe,» says Dad. «I wear one when I ride my bike. I want you to wear yours each time you ride your bike.» Beth's mother helps Beth with her helmet. With big smiles on their faces, Dad and Beth bike to the park.

**Speaker 2**

Ed is on his way to work. The gas gauge in his car is near the empty mark. He needs to get gas soon. He stops at the gas station. Ed reads the sign on the gas pump. It says to turn off the car. Sparks from the motor can cause a fire. Ed wants to be safe. He turns off the motor. The sign also says «No smoking!» Smoking may cause a fire or blast. He has safely filled his car with gas. The gas gauge has moved from empty to full. Ed is ready to go to work.

**Speaker 3**

School starts in one week. Sue is twelve years old. Her mom feels that Sue is responsible enough to stay home alone. She talks to Beth about their after-school plans. Mom and Sue create some afternoon rules. The rules are: Sue will call her Mom at work as soon as she gets home; Sue will have no friends at their home until Mom is at home; and Sue will not open the door to the unfamiliar people.

**Speaker 4**

Keeping kids safe is everyone's concern. Knowing your neighbours can make your neighbourhood safer. Find out who your neighbors are. Learn the names

of children, teens and adults. Say hello to them and smile. Make time to talk with your neighbours. Invite your neighbours over for a visit so your children can meet them. Children need to know their neighbours too. If your children know them, they will be more comfortable going to the neighbour for help.

### Speaker 5

Drivers sometimes forget to watch the road carefully when they are using their phones. Not paying attention to the road can be dangerous, even deadly. It is important for drivers to focus on the road. They need to pay attention to what is going on around them. They might need to stop or swerve quickly. Studies will be done using the information police officers collect at accidents. Maybe someday this information will lead to laws about driving and using cell phones.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

### Задания A1 — A4

*Вы услышите интервью с создательницей игры для изучения языка. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Interviewer:** Mary Errey is a games inventor. She created a board game for learners of English. The game is called «Word Up» and has been successfully used all over the world. Today we speak to her about her invention. Do you still use Word Up in your own classes?

**Mary:** Absolutely! For a start I use it early on with a new class. A lot of students are reluctant to speak at that stage — they're afraid of making mistakes, or they just feel a bit shy — and Word Up is a good way of getting them started. And it's also a good chance for me to observe them from a distance, so I can see pretty clearly the strengths and weaknesses of each student while they're playing and also find out a lot about their personalities. You can learn a great deal about someone by watching them play a game — and that's all useful stuff in teaching.

**Interviewer:** How specifically does Word Up help learners to develop their English?

**Mary:** Well, players obviously practise their reading, pronunciation and listening skills, but it also works as a good way to learn new material — like new vocabulary, new idioms and phrasal verbs or new ways to use modals or prepositions or articles or whatever — just about everything anyone needs is there

somewhere, I'd say. And students really remember the material they're exposed to. Not because they particularly want to, mind you, but because they're totally focused on what they're doing. And they have to be if they want to win...and believe me, they do!

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

### VARIANT 7

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

#### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Запишите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1

I'm 85 years old, but I've always been interested in keeping fit. Recently, I started doing aerobics. I go once a week - on - erm - a Thursday morning to the local old people's day center. It's really nice there. They run a special aerobics class for us. We go through all the exercises to music.

#### Speaker 2

I'm crazy about football. I like watching it but especially I love playing it. I play for the local football team at my school's football pitch. I play matches twice a week — on Friday evenings after school and on Sunday mornings. And we also have football coaching on Tuesday evenings when we just practise all our football skills.

**Speaker 3**

You serve the customers. Remember – you must always be polite. You say «Good morning» or whatever the time of day, and then «Can I help you?». When they tell you what they want, you have to enter it into the computer, and when they're finished, you should read back what they have ordered.

**Speaker 4**

I have a dangerous work. I have to risk my own life to protect my clients. I protect politicians, businesspeople, rock stars and other famous people and their families. I have to wear a bullet-proof vest and usually I stay with my clients wherever they go.

**Speaker 5**

I treat animals. My patients are cats, dogs, rats, cows, horses and sometimes zoo animals. But I should be very careful because sick animals can bite, kick or scratch me. I love animals. I know almost everything about their diseases and how to treat them so that nobody gets hurt.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*Вы услышите разговор двух подруг. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Jane:** We need to meet some time this weekend to talk about our project.

**Ashley:** OK. What are you doing today?

**Jane:** Well, this afternoon I've got a dance class, but I'm not doing anything this evening. What about you?

**Ashley:** Mmm – I'm going shopping this afternoon, and this evening I'm going ice-skating. What about tomorrow?

**Jane:** Well, I'm having my hair cut tomorrow afternoon, so that'll take a while.

**Ashley:** What time will you be finished at the hairdresser's?

**Jane:** About 4 o'clock. What are you doing around that time?

**Ashley:** I don't know. I might be free.

**Jane:** OK. Why don't we meet at the Internet Café at about 5 o'clock? We can have a coffee and do our work.

**Ashley:** Sounds good to me. Are you going out in the evening?

**Jane:** Yes. I'm going out for dinner with a couple of friends. Do you want to join us?

**Ashley:** That would be great! I'd love to.

**Jane:** OK. So we'll meet tomorrow at 5 o'clock at the Internet Café.

**Ashley:** Good.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## VARIANT 8

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1

It's a terrible feeling — you think you're going insane. I remember one patient who came to me so distressed because at three important meetings in one week, she found herself saying «I'm sorry, I can't remember what I'm talking about». This was a patient in a new job, which involved lot of travelling. She also had a home and family to take care of. She had so many things to think about that her brain couldn't cope.

#### Speaker 2

Every night is the same thing. They argue all the time. And we can hear every word they say. During the day it's not so bad because they are both out. But in the evening it's terrible. Usually they start arguing about which TV show to watch. Then he slams the door and goes to the pub. Last night he came

back really late and began shouting outside his front door. I won't tell you the language he used!

**Speaker 3**

Some time ago I got ready to go to work. I put on my smart black suit. I'd been working at home the night before - preparing for a very important meeting the next day, and I remembered to put all the right papers into my briefcase. I left home and walked down to the bus stop. Just before I got on the bus, I looked down, and I was still wearing my fluffy, pink bedroom slippers!

**Speaker 4**

I didn't start skiing until my mid 40s. Now I go to ski resorts once or twice a year for two weeks, usually in early spring. I live in London, so I go to Europe. At first it was really difficult, starting at my 40s. I spent most of my time on my bottom! My husband thought I was mad. But I took some classes, and now my instructor says I can give lessons to friends and my husband who has taken up skiing too.

**Speaker 5**

Now we are going to Westminster Abbey. It's a symbol of England. The legend says that Westminster Abbey was founded by St Peter himself. We know that it was built by King Edward in 1065. The coronations of all British Kings and Queens take place here. Some famous English people are buried in Westminster Abbey. The funeral service for Diana, Princess of Wales, took place here in September 1997.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*Вы услышите разговор Аманды с журналисткой. В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Interviewer:** First of all, just a little bit about you. Are you originally from New York City?

**Amanda:** No, I'm from Wilmington, Delaware, but I've been living in New York for 36 years. I came to New York to work in the fashion industry. I still work in the world of fashion. I love it.

**Interviewer:** So, how long have you been collecting dolls?

**Amanda:** Hmm... it must be about 25 years.

**Interviewer:** So what led you to having such a love of dolls? Have you always loved them?

**Amanda:** Well, no. I didn't play with dolls much when I was a girl, but these aren't children's dolls that I collect.

**Interviewer:** No?

**Amanda:** No, they're really works of art. When you say the word «doll» people think of a toy for little girls, but these are not. When I opened my business, Dolls-at-Home, two years ago, that was the message I wanted to get across to all art lovers — that dolls are another art form.

**Interviewer:** I can see that these are not dolls for little girls. Some of them are really quite amazing. How many dolls do you have in your collection?

**Amanda:** Oh, I would say — um I think maybe three hundred.

**Interviewer:** Wow! And where are they all?

**Amanda:** Well, I had to buy a new apartment...

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## VARIANT 9

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

**Speaker 1.**

I like lazing on a beach with a pile of books. I love exploring new places, especially on foot, and nosing around in churches, shops, museums and restaurants. I'm fond of cooking, so I love going around the markets and food stores. However, I must confess that my favourite «holiday resort» is home. I travel so much in my job that just waking up in my own bed is heaven. I potter around the house in my pyjamas, do some gardening and enjoy my being at home.

**Speaker 2.**

I see my daughter as my best friend. I think she always comes to me first if she has a problem. We have the same sense of humour and share many interests, except that she's crazy about animals, obsessed with them — she has always had dogs, cats and horses in her life. We were closest when she was about four, which I think is a wonderful age for a child. That's when they need their parents most.

**Speaker 3.**

My father is an actor. He isn't easy to get on with. I've always found him difficult to talk to. He's a bit reserved, but he loves to be recognized and asked for his autograph. He can't have been at home much when I was a small child that's why I don't remember much about him. I wasn't surprised when he and my mom split up. He must have wanted the best for me, but the best was always that he wanted.

**Speaker 4.**

My son has received a phone bill for over £450 after sending 3,500 text messages in just one month. He says that he thought texting was much cheaper than phoning. So he has been texting his friends all day long and even into the early hours in the morning. He says that he was having such good fun that he couldn't bear to stop. He promised to help us pay back the money. Now he has been working on Saturdays and has paid back £53.

**Speaker 5.**

I came to the USA from China eight years ago. I studied fine art. Now I work on Madison Avenue for a publisher. I married a Vietnamese American three years ago, but we don't have any children yet. New York is a busy city, very exciting. I like the stores here. They are huge, and it's cheaper than Hong Kong. I live in a house with a yard. And the people are very friendly here. When I do jogging, everyone says «Hi!»

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания А1 — А4**

*Вы услышите разговор Луизы с журналисткой. В заданиях А1 — А4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Louisa:** I'm the youngest of seven children. My eldest sister is still alive, age ninety-three, and there are sixteen years between us. There were four girls, two boys and then me.

**Interviewer:** Seven children! Wow! How did you all get on together when you were children?

**Louisa:** Amazingly well. Being the youngest, my two brothers and I called our sisters «the others», because they were either married or working by the time we were born. But the seven of us all got along very well. But it's different now, of course.

**Interviewer:** Really? How?

**Louisa:** Well, when we were small, my elder sisters often took care of us. Now my brothers and I are busy taking care of them.

**Interviewer:** Tell me about your eldest sister Julia. How has your relationship with her changed over the years?

**Louisa:** Julia was the sister who used to ... on her holidays ... used to take me for walks and so on. But then she became a nun and went to Africa for twenty-three years. We wrote to one another and I was still her little sister. When she came back, it was shortly after my husband died. We became very close and our whole relationship changed and we became great friends.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

**VARIANT 10**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (В1, А1 — А4) перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

Now we are ready to start.

**Speaker 1.**

I met my best friend when I was studying. He lived in the room next door, and always played strange, very loud music. Sometimes it disturbed me very much, because I couldn't do homeworks. When we finished studying we lost touch for a while, but when we met again we had so much to talk about and a lot of in common.

**Speaker 2.**

We met when I crashed into Anton's car when I was trying to park. I had only just bought a car and got my driving license. Luckily, we've got the same sense of humour and we both started laughing about it. Then we went to have a coffee and got to know each other. Soon we were really good friends.

**Speaker 3.**

I met Juliet in her office. I was delivering a parcel and she was the receptionist. She had a really big smile and I thought she looked friendly and sociable. We chatted for a few minutes and I invited her to a party. We've been friends ever since and I really enjoy her company. We still go to parties together!

**Speaker 4.**

I've met a new friend, Bulet, on one of the Web-sites. He is Turkish. My job is really boring, so I spend a lot of time in chatrooms. I express my opinions on different themes, ask some advice and change new information. I like chatting with him and I've found that we have a lot of in common.

**Speaker 5.**

It was a strange place to meet. We were both flying to Moscow, and the plane was delayed for four hours. We met in the coffee lounge at the airport, and we started talking about everything as if we knew each other for a long time. We found out we were flying to the same city and staying in the same hotel! After that trip we just kept in touch.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания А1 — А4**

*В заданиях А1 — А4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Karen:** So what happens at New Year in Hong Kong, Julia?

**Julia:** Well, most important for Chinese people, we eat a lot and we also eat special food with special meanings. So for example, we eat Chinese mushrooms and oysters, because they bring us good luck and also lots of money!

**Karen:** Aahh.

**Julia:** What about Scotland?

**Karen:** Well in Scotland we have special food, as well, but the food is very sweet. We have special cakes with lots of fruit in them and that brings us good luck and lots of money!

**Julia:** Mm, we also wear our new clothes, because it's the New Year, so we must put on only new clothes.

**Karen:** Really? In Scotland, another thing we do to bring good luck is to clean the house. So before the stroke midnight on the 31st of December you have to clean everything in the house, and then you open the front door and the back one, so that the good luck can come in front door and the old year can go out of the back door.

**Julia:** Chinese New Year is different, because sometimes it's at the end of January or at the beginning of February, because we have a special Chinese calendar, which follows the moon. So every year it's different date.

**Karen:** Really? So how do you find out, is it shown on the calendar?

**Julia:** My mother knows everything. She has a special calendar.

**Karen:** Yes, mothers are like that. Do you do anything special at New Year?

**Julia:** Oh yes, New Year's particularly for children because they get little red envelopes with money in them, and red is a lucky colour.

**Karen:** Sounds good.

**Julia:** It is. It is very good, because I still get little red envelopes of money, because I'm not married... So I'm still a child!

**Karen:** In Scotland the children don't really play much of a part in New Year. It's mostly for adults because everything takes place in the middle of the night. Oh, yes, at twelve o'clock on New Year the first person to come to your door brings good luck for the year. We call them your 'first foot'.

**Julia:** How funny!

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

### VARIANT 11

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

#### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1.

I am usually too tired to think about doing anything after work. My boyfriend keeps wanting to go out but I'm afraid I just have to tell him that we'll go out at the weekend instead. It's the kind of work I do. You see I'm on my feet all day long and it's exhausting. But all I want to do is be alone and sit in front of the TV or read a good book.

#### Speaker 2.

Actually, we get quite a bit of homework and that's the most important thing I have to do. It usually takes most of the evening. But, with any luck, I can finish in time to go and meet my friends for a coffee somewhere. We don't have a lot of time so it's usually only half an hour.

#### Speaker 3.

Well, what I really want to do is to join a band so at the moment I'm trying to teach myself how to play the guitar. I did have lessons to begin with but now it's really a question of just going over everything again and again. Still, with any luck, I'll soon be good enough to join a local band and from there, who knows?

**Speaker 4.**

I used to sit at home watching TV and doing nothing in particular and it worried me. Then a friend told me about this sport club which is really cheap. I'm not actually interested in sports but who knows? I might become sporty and actually take part in something. Also there's a great coffee bar where I can meet my friends.

**Speaker 5.**

I love my house, I like it a lot. This is where I spend most of my spare time. I have rather large family. We sit round the table talking, eating. It's very old table, my parents gave it to us when we got married. When my friends come round we always sit in here, too, listen to all their news. It's really comfortable and relaxing.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Kate:** Hi, Steve!

**Steve:** Hi, Kate. How are things?

**Kate:** Oh, OK, I suppose. But being at home all the time is driving me crazy. Now the kids are all at school, I've been thinking about what to do with the rest of my life.

**Steve:** So, what choice do you have?

**Kate:** Well, I could just go back to work, but I'm thinking of going back to university instead.

**Steve:** Really? Wow! What will you study if you go back to university?

**Kate:** I'd like to do Business Studies. I've talked to a few universities and I don't think it'll be a problem getting in.

**Steve:** What does your husband think?

**Kate:** Well, he thinks it's a good idea, but he's worried about how much it'll cost. We haven't got much spare money, you see.

**Steve:** Well, have you asked Mum and Dad? I'm sure they'll help if they can.

**Kate:** Yes, that's a good idea. I'll give them a ring before they go on holiday.

**Steve:** I think you should do what will make you happier.

**Kate:** Yes, you probably right. As soon as I make up my mind, I'll let you know.

**Steve:** OK, keep in touch with me. Bye.

**Kate:** No problem. Bye.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## VARIANT 12

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке A — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1.

I know everybody thinks I'm really strange, but I really hate this dessert. I've never liked it. Even when I was a child I always hated it. It's so cold and horrible. But if someone persuaded me to eat, the result was a sore throat or toothache. My mother used to think I was very strange.

#### Speaker 2.

I think insects are really sweet. I'd really like to get a tarantula for a pet. They're lovely and furry, and they're easy to look after, and they can live for ages. I could keep it in my bedroom. The only trouble is my mum can't stand them. She says if it moves in, she's moving out.

#### Speaker 3.

I know a lot of people think it's strange, but I really enjoy spending the day of my birth on my own. I do it every year. It's my own choice. My sister always

invites me to her house with her children, but it isn't really my idea of fun. At home, in my own flat, I can eat my tasty cake, I read my cards and watch my favourite video!

**Speaker 4.**

People always think it's a bit strange, but I actually enjoy it. I don't know why, I just find it quite relaxing after meal. Whenever I go to friends for dinner I always get up immediately after the meal and start doing it. I suppose I just hate sitting at the table looking at dirty plates. I feel much better when it's all clean again.

**Speaker 5.**

A lot of people can't understand this, but I really hate these brown bars. It's not just that I don't like them much, I absolutely loathe them. It's very embarrassing if I am given them for a present or I am offered them at the end of a meal at someone's house. I don't mind other kinds of sweets, and I love cakes and biscuits, but I can't stand them. They're disgusting!

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

*Henry is going to have a trip round Australian National park.*

**Instructor:** Your car is over there, and here are the keys.

**Henry:** Thanks a lot.

**Instructor:** No worries. Is this your first trip to the outback?

**Henry:** Yes, it is actually.

**Instructor:** Well, whatever you do, don't leave without telling people where you're going.

**Henry:** Oh, good idea. I hadn't thought of that.

**Instructor:** And don't forget to tell them when you expect to be back.

**Henry:** Right. And what do you think we should take with us?

**Instructor:** Well, make sure you take plenty of water. You'll need it out there. And of course you'll need your own food, sun cream, a hat and a spare can of petrol.

**Henry:** Right, that's really useful, thanks. And do you think it is a good idea to take some warm clothes? I hear it can get cold at night.

**Instructor:** Yes, that's always a good idea. Oh, and watch out for kangaroos, particularly when it starts to get dark. They move around a lot in the evening and you might hit one. The big ones can cause a lot of damage to your car. I mean my car!

**Henry:** Right, thanks. That's very helpful. See you next week.

**Instructor:** Good luck.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

### VARIANT 13

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

#### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1.

My favourite holiday was in Rome a few years ago. I was dreaming about it since my childhood, when I saw the sights of this city in one of my granny's book. I really love going for hours along old streets and amazing scenes from the past. Usually I try to see as much as it's possible. And of course I take plenty of cards and bring them back home. They always remind me about my trips.

#### Speaker 2.

I went to Malta last year and had a great time! There's such great nightlife there that I didn't actually see much of the place we stayed in! We went clubbing all night and just chilled out in the day in the hotel! We were on a budget, so we couldn't do anything too expensive. We saved our money for the clubs.

**Speaker 3.**

I'm going to work my way round South America. I've taken a course in how to teach English for foreigners, and I'm going to use that to help me travel. I'm going to go to unusual places, a bit off the beaten track. I don't like places where you just meet lots of people from your own country.

**Speaker 4.**

The most beautiful view that I can recall in my memory was in China. Since then I try to return there again and again. I was walking along the Great Wall in China. It was early in the morning, so there was nobody there, except a man walking his goats. Parts of the wall looked like they had been built in the clouds. The hills and the wall were stretching out as far as you can see.

**Speaker 5.**

I went to Grand Canyon with my family. You might see the view of this great land in a lot of Hollywood's westerns. We'd been walking for a few hours. We felt very happy to see the sunset there because it was unbelievable changes of different colours. Of course we heard about it but it was very, very exciting.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Millar:** Ellen, you've been to Delhi, haven't you?

**Ellen:** Yes, I have. Three times, actually. It's an amazing place.

**Millar:** Oh, good. I'm going there next week. Maybe you can give me some tips:

**Ellen:** Sure. What do you want to know?

**Millar:** Well, firstly, do you know any good places to stay?

**Ellen:** There are lots of good hotels in Connaught Place - that's right in the centre of New Delhi. The place I always stay in is called the Raj Hotel. I can give you the address if you like.

**Millar:** Great, thanks. And what's the best way to get around?

**Ellen:** In Delhi it's probably best to use rickshaws. They're quicker than taxis and quite cheap.

**Millar:** OK.

**Ellen:** And to travel to other cities I'd recommend the trains. They're a lot safer than the buses, especially at night.

**Millar:** Hmmm, that's good to know. So what are the things I shouldn't miss - any good museums?

**Ellen:** Er, no, don't bother going to the museums. There are much better things to see in Delhi. You should definitely see the Red Fort, in Old Delhi - it's absolutely huge.

**Millar:** Great. And, er, what about the food? Do you know any good places to eat?

**Ellen:** Yes, there are lots of really good restaurants, I remember one called the Shanti - the food there it's delicious. We ate there every night.

**Millar:** Thanks, that's really useful.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

#### VARIANT 14

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

#### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

#### Speaker 1.

Cornelia and Henry are in their late fifties. Cornelia is from a very rich family but she and Henry don't have a lot of money any more. They have an old house in the country and they've lived there for many years. They used to be hippies and they still have a free and easy lifestyle. They've travelled a lot and love India and Latin America, their house is full of things from their travels.

**Speaker 2.**

Toshi, a nineteen-year-old, from Nagasaki, in Japan, wants to become a sumo wrestler. Toshi, who weighs over 175 kilos, lives in a special training camp. His training is very hard. Even before breakfast, they normally practice for four and half hours. Toshi hopes to be famous and rich. But at the moment he doesn't earn much money, so each month his parents send him money to help him.

**Speaker 3.**

Carol is a fashion designer. She is in her early thirties. She has a modern house in the city. She always looks for new ideas and hates anything traditional. She wants to be different from other people. Her friends are designers and artists and she often buys their works. She doesn't have children and even doesn't want them.

**Speaker 4.**

Ophelia is in her late fifties, but thinks she is still twenty. She has been married seven times. She's single at the moment, but she's looking for husband number eight. She loves romance and glamorous parties. She has spent a lot of time on the French Riviera. She writes romantic novels and makes a lot of money this way.

**Speaker 5.**

Chan is sixteen and she comes from Malaysia. She lives in a small apartment with her mother. She studies very hard. She can speak three languages. She is studying drama at school and dreams to become an actress one day. In her free time she loves walking and watching TV. She plays football twice a week that is unusual for a girl.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Mum:** Hello?

**Leo:** Hi, Mum.

**Mum:** Oh, hello darling. How are you?

**Leo:** I'm OK, thanks. Did you get the message I left yesterday?

**Mum:** Oh, dear, yes I did. I was supposed to call you back, wasn't I? Sorry, Leo, I was out all day. Hope it wasn't important.

**Leo:** No, it's OK. It's just that Karen and I wondered if you had any special plans for your wedding anniversary this year. You know, as it's your 25<sup>th</sup>.

**Mum:** Er, we were going to spend our anniversary in the cottage in Wales where we had our honeymoon, but it was already booked. So the short answer is no, no plans.

**Leo:** Right. Karen and I want to organize a party for you. It was going to be a surprise party, but we can't do it without you.

**Mum:** What a lovely idea.

**Leo:** Actually, we want to invite all the people who came to your wedding so we borrowed some of your wedding photos. But we haven't got a clue who most of them are. If you let me have all the information you've got.

**Mum:** Well, we've lost touch with most of them. Twenty-five years is a long time. But I try to find out their addresses. I need some time.

**Leo:** All right I'll call you back in a few days. Bye.

**Mum:** Bye. Kiss you.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## VARIANT 15

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1 — A4) перенесите свои ответы в бланк ответов.

### Задание B1

*Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1 — 5 и утверждениями, данными в списке А — F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.*

**Now we are ready to start.**

**Speaker 1.**

The monkey Sanctuary in Cornwall has been home to woolly monkeys for over forty years. It provides a safe place in which the monkeys, many rescued from lonely lives in zoos or as pets, can live as naturally as possible. Thousands of young monkeys are taken from the wild every year. We should stop trade in monkeys as pets. Our task is to educate visitors about behavior of monkeys in the wild world.

**Speaker 2.**

The BBC provides programmes for all tastes although they haven't made programmes for animals - until now. From next week, pets and their owners will be able to watch *Pet TV*. It is a programme full of sounds and images that might appeal to animals. The aim is to find out what animals respond to. *Pet TV* is a new kind of TV programme from BBC which will also show extracts from popular TV programmes.

**Speaker 3.**

Everybody knows that cats like sleeping... they spend half their lives asleep and enjoy every minute of it. Other animals have very different sleeping habits, however. These horses may not look like they are asleep. But they are! Horses only spend about three hours asleep everyday and they do it standing up. Fish sleep for about seven hours a day but they don't close their eyes to sleep.

**Speaker 4.**

Countries have different opinions of animals and different traditions. One example is dogs. In Europe and America dogs are pets. They live in the house. They're part of the family. Man and dog are as best friends. In other countries, in Africa and Asia, dogs are dirty animals. They live on the street. No one wants to see a man with a horrible, unclean animal like a dog.

**Speaker 5.**

The farmers in Zambia had a problem because they lived near some elephants. Every few days these elephants ran over the farmers' land and destroyed a lot of food. One farmer decided to put some hot chilli on his fence. When they came to his farm, the elephants hated the smell of chilli and they stopped attacking farmers' lands.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1 — A4**

*В заданиях A1 — A4 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**Now we are ready to start.**

**Interviewer:** It's great to have you with us today. So... how did you start travelling?

**Writer:** Well, as a child, I travelled a lot with my family. We did some fantastic trips, like cycling through Europe, when I was 13. By the time I was 16 I had visited 19 countries!

**Interviewer:** Mmmm... And how did you start writing?

**Writer:** When I travelled I always wrote a diary. I didn't want to forget all the things that I had seen and experienced. So I wrote it all down. At first, it was just facts. Then I added my feelings and stories about the places and the people.

**Interviewer:** It's sometimes difficult to get started as a writer... What was your first 'break' as a travel writer?

**Writer:** It was luck really. I had lived in Turkey for about two years. Then a friend of mine, who worked for a travel company, said he needed someone to write a travel guide about Turkey. So I did it! Other writing jobs came from that.

**Interviewer:** And what is the most difficult thing when you travelling?

**Writer:** The language can be difficult. I love talking to people. But sometimes it's hard work when you can't speak the language. Anyway, being a travel writer really is a dream job!

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You now have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

## Ответы к учебно-тренировочным вариантам

## VARIANT 1

Номер задания	Ответ
<b>B1</b>	CBDFA
<b>A1</b>	1
<b>A2</b>	3
<b>A3</b>	2
<b>A4</b>	1
<b>B2</b>	ACBED
<b>A5</b>	3) Not stated
<b>A6</b>	1) True
<b>A7</b>	1) True
<b>A8</b>	2) False
<b>B3</b>	is
<b>B4</b>	most
<b>B5</b>	had tried
<b>B6</b>	began
<b>B7</b>	were published
<b>B8</b>	living
<b>B9</b>	cities
<b>B10</b>	valuable
<b>B11</b>	knowledge
<b>B12</b>	government
<b>B13</b>	locally
<b>B14</b>	economic

**VARIANT 2**

Номер задания	Ответ
<b>B1</b>	DAFBE
<b>A1</b>	2
<b>A2</b>	2
<b>A3</b>	3
<b>A4</b>	1
<b>B2</b>	ACBEF
<b>A5</b>	1) True
<b>A6</b>	1) True
<b>A7</b>	2) False
<b>A8</b>	1) True
<b>B3</b>	were sitting
<b>B4</b>	would bet
<b>B5</b>	did not believe
<b>B6</b>	was roasted
<b>B7</b>	eating up
<b>B8</b>	glasses
<b>B9</b>	have eaten
<b>B10</b>	skater
<b>B11</b>	graceful
<b>B12</b>	romantic
<b>B13</b>	naturally
<b>B14</b>	lonely

## VARIANT 3

Номер задания	Ответ
<b>B1</b>	CAFBE
<b>A1</b>	2
<b>A2</b>	2
<b>A3</b>	1
<b>A4</b>	3
<b>B2</b>	FBACD
<b>A5</b>	2) False
<b>A6</b>	2) False
<b>A7</b>	3) Not stated
<b>A8</b>	1) True
<b>B3</b>	was
<b>B4</b>	is spoken
<b>B5</b>	legends
<b>B6</b>	seeing
<b>B7</b>	continues
<b>B8</b>	is running off
<b>B9</b>	have been collected
<b>B10</b>	politician
<b>B11</b>	americanisms
<b>B12</b>	oratorical
<b>B13</b>	childhood
<b>B14</b>	instantly

VARIANT 4

Номер задания	Ответ
<b>B1</b>	FACBE
<b>A1</b>	2
<b>A2</b>	3
<b>A3</b>	1
<b>A4</b>	2
<b>B2</b>	BAFDE
<b>A5</b>	1) True
<b>A6</b>	3) Not stated
<b>A7</b>	1) True
<b>A8</b>	1) True
<b>B3</b>	feeling
<b>B4</b>	has made
<b>B5</b>	is programmed
<b>B6</b>	its
<b>B7</b>	spells
<b>B8</b>	be made
<b>B9</b>	is now working
<b>B10</b>	really
<b>B11</b>	calmer
<b>B12</b>	seriousness
<b>B13</b>	quietly
<b>B14</b>	breaking

## VARIANT 5

Номер задания	Ответ
<b>B1</b>	BACFE
<b>A1</b>	3
<b>A2</b>	2
<b>A3</b>	1
<b>A4</b>	1
<b>B2</b>	DAEFC
<b>A5</b>	2) False
<b>A6</b>	1) True
<b>A7</b>	1) True
<b>A8</b>	3) Not stated
<b>B3</b>	were
<b>B4</b>	felt
<b>B5</b>	was following
<b>B6</b>	could
<b>B7</b>	do you want
<b>B8</b>	will find
<b>B9</b>	lives
<b>B10</b>	mass
<b>B11</b>	less
<b>B12</b>	largest
<b>B13</b>	width
<b>B14</b>	different

**VARIANT 6**

Номер задания	Ответ
<b>B1</b>	CDEBA
<b>A1</b>	1
<b>A2</b>	3
<b>A3</b>	1
<b>A4</b>	2
<b>B2</b>	BACDE
<b>A5</b>	2) False
<b>A6</b>	1) True
<b>A7</b>	3) Not stated
<b>A8</b>	2) False
<b>B3</b>	found
<b>B4</b>	something
<b>B5</b>	examined
<b>B6</b>	disturbing
<b>B7</b>	showing
<b>B8</b>	would say
<b>B9</b>	comes
<b>B10</b>	practically
<b>B11</b>	commercial
<b>B12</b>	activities
<b>B13</b>	types
<b>B14</b>	obviously

## VARIANT 7

Номер задания	Ответ
<b>B1</b>	BCFEA
<b>A1</b>	3
<b>A2</b>	2
<b>A3</b>	3
<b>A4</b>	3
<b>B2</b>	EABFC
<b>A5</b>	1) True
<b>A6</b>	3) Not stated
<b>A7</b>	2) False
<b>A8</b>	1) True
<b>B3</b>	was
<b>B4</b>	was watching
<b>B5</b>	looked
<b>B6</b>	had happened <или > was happening
<b>B7</b>	would come
<b>B8</b>	stopped
<b>B9</b>	have just seen
<b>B10</b>	formed
<b>B11</b>	naval
<b>B12</b>	long
<b>B13</b>	dividing
<b>B14</b>	nearly

**VARIANT 8**

Номер задания	Ответ
<b>B1</b>	A FEBD
<b>A1</b>	2
<b>A2</b>	3
<b>A3</b>	1
<b>A4</b>	2
<b>B2</b>	FBAED
<b>A5</b>	1) True
<b>A6</b>	1) True
<b>A7</b>	2) False
<b>A8</b>	2) False
<b>B3</b>	has had
<b>B4</b>	found
<b>B5</b>	had disappeared
<b>B6</b>	sat
<b>B7</b>	was wearing
<b>B8</b>	doesn't know
<b>B9</b>	will change
<b>B10</b>	forgetfulness
<b>B11</b>	experts
<b>B12</b>	loss
<b>B13</b>	person
<b>B14</b>	meeting

## VARIANT 9

Номер задания	Ответ
<b>B1</b>	CABFD
<b>A1</b>	3
<b>A2</b>	1
<b>A3</b>	2
<b>A4</b>	1
<b>B2</b>	EADFC
<b>A5</b>	2) False
<b>A6</b>	1) True
<b>A7</b>	1) True
<b>A8</b>	3) Not stated
<b>B3</b>	covering
<b>B4</b>	were crowded
<b>B5</b>	reached
<b>B6</b>	greater
<b>B7</b>	had never seen
<b>B8</b>	will return
<b>B9</b>	are
<b>B10</b>	organization
<b>B11</b>	independent
<b>B12</b>	free
<b>B13</b>	origin
<b>B14</b>	second

**VARIANT 10**

Номер задания	Ответ
<b>B1</b>	EFCBD
<b>A1</b>	2
<b>A2</b>	3
<b>A3</b>	3
<b>A4</b>	1
<b>B2</b>	CDEAF
<b>A5</b>	1) True
<b>A6</b>	2) False
<b>A7</b>	3) Not stated
<b>A8</b>	3) Not stated
<b>B3</b>	most successful
<b>B4</b>	was touring
<b>B5</b>	studying
<b>B6</b>	was made
<b>B7</b>	had become
<b>B8</b>	has played
<b>B9</b>	knows
<b>B10</b>	relatives
<b>B11</b>	immediately
<b>B12</b>	producers
<b>B13</b>	assistants
<b>B14</b>	expression

## VARIANT 11

Номер задания	Ответ
<b>B1</b>	CDEAF
<b>A1</b>	3
<b>A2</b>	1
<b>A3</b>	1
<b>A4</b>	3
<b>B2</b>	FEDBA
<b>A5</b>	1) True
<b>A6</b>	1) True
<b>A7</b>	1) True
<b>A8</b>	2) False
<b>B3</b>	luckier
<b>B4</b>	goes
<b>B5</b>	was getting
<b>B6</b>	were locked
<b>B7</b>	appeared
<b>B8</b>	had delivered
<b>B9</b>	seeing
<b>B10</b>	education
<b>B11</b>	settlement
<b>B12</b>	unfinished
<b>B13</b>	ornamental
<b>B14</b>	important

**VARIANT 12**

Номер задания	Ответ
<b>B1</b>	FEBAC
<b>A1</b>	2
<b>A2</b>	1
<b>A3</b>	3
<b>A4</b>	1
<b>B2</b>	DAECB
<b>A5</b>	3) Not stated
<b>A6</b>	1) True
<b>A7</b>	2) False
<b>A8</b>	1) True
<b>B3</b>	was having
<b>B4</b>	were surprised
<b>B5</b>	had died
<b>B6</b>	could
<b>B7</b>	stood
<b>B8</b>	includes
<b>B9</b>	would pay
<b>B10</b>	memorable
<b>B11</b>	chilly
<b>B12</b>	attractive
<b>B13</b>	energetic
<b>B14</b>	poinless

## VARIANT 13

Номер задания	Ответ
<b>B1</b>	CDFBA
<b>A1</b>	2
<b>A2</b>	3
<b>A3</b>	1
<b>A4</b>	3
<b>B2</b>	DCEAF
<b>A5</b>	1) True
<b>A6</b>	2) False
<b>A7</b>	3) Not stated
<b>A8</b>	2) False
<b>B3</b>	went
<b>B4</b>	had been waiting
<b>B5</b>	didn't have to
<b>B6</b>	had brought
<b>B7</b>	was taking
<b>B8</b>	hasn't worked
<b>B9</b>	is
<b>B10</b>	recognition
<b>B11</b>	fashionable
<b>B12</b>	competitive
<b>B13</b>	friendly
<b>B14</b>	suggestions

VARIANT 14

Номер задания	Ответ
<b>B1</b>	BFDAC
<b>A1</b>	1
<b>A2</b>	3
<b>A3</b>	3
<b>A4</b>	2
<b>B2</b>	DCBFA
<b>A5</b>	1) True
<b>A6</b>	2) False
<b>A7</b>	1) True
<b>A8</b>	3) Not stated
<b>B3</b>	strongest
<b>B4</b>	was invented
<b>B5</b>	produced
<b>B6</b>	sold
<b>B7</b>	are served
<b>B8</b>	have become
<b>B9</b>	drinks
<b>B10</b>	examinator
<b>B11</b>	unfriendly
<b>B12</b>	conductor
<b>B13</b>	useless
<b>B14</b>	dissatisfaction

## VARIANT 15

Номер задания	Ответ
B1	FCADB
A1	3
A2	1
A3	1
A4	2
B2	FBEDA
A5	2) False
A6	1) True
A7	3) Not stated
A8	1) True
B3	is learning
B4	had happened
B5	has been teaching
B6	was working
B7	heard
B8	was burning
B9	dropped/had dropped
B10	broaden
B11	clarify
B12	misunderstood
B13	simplify
B14	discouraged

**Карточки экзаменатора-собеседника****VARIANT 1****Карточка экзаменатора-собеседника****C2****INTERLOCUTOR CARD****Warm up**

- 1) What's your favourite holiday?
- 2) Why do you like it?

**Task 1**

Let the student talk for **1.5 – 2** minutes.

Ask only those questions which the student has not covered while giving the talk.

- What kind of place is your city/town/village? What does it look like?
- What is it famous for?
- What would you show your guests in your city/town/village?

All these ideas must be covered.

**Finally**, you must ask each student the following question:

Would you prefer to live in the country or in a big city? Why/why not?

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3****INTERLOCUTOR CARD****Task 2 (2 – 3 minutes)**

You are a hotel receptionist. After the student's greetings start the conversation: «Hello! Can I help you?»

*You've got the following information about the health care services available for the guests of the hotel:*

Health care services	Reception hours	Price
Local hospital, a doctor (5 minute walk from the hotel)	Daily 8 a.m. — 2.00 p.m. (all the time for today is booked, but tomorrow is still open)	For the hotel guests the first visit is free, then the doctor informs about the price list for further treatment if necessary

— The receptionist can make appointments for the hotel guests.

To finish the conversation say: «Well, can I write down your relative's name in appointment list? When will he/she come? ... I hope he/she gets better soon.»

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

### VARIANT 2

#### *Карточка экзаменатора-собеседника*

C2

### INTERLOCUTOR CARD

#### Warm up

- 1) What's your favourite season of the year?
- 2) Why do you like it?

#### Task 1

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- How does the weather change every season?
- Which season is your favourite and why?
- What do you enjoy doing in different seasons? Why?

All these ideas must be covered.

Finally, you must ask each student the following question:  
What are the most popular seasons in our country? Why?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3****INTERLOCUTOR CARD****Task 2 (2 – 3 minutes)**

You are a travel agent. After the student's greetings start the conversation: «Hello! Can I help you?»

*You've got the following information about the tours available at the moment:*

Places to	Dates	Price	Transport
Tour to France	March 20 —	\$450	Plane
Tour about	March 24 —	\$550	Train, bus
France — Italy	March 23 — April	\$600	Bus, train

To finish the conversation say: «Well, which tour have you chosen?»

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

**VARIANT 3***Карточка экзаменатора-собеседника***C2****INTERLOCUTOR CARD****Warm up**

- 1) Do you like sightseeing?
- 2) What are your favourite places to visit?

**Task 1**

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving his/her talk.

- Why does he/she like the books by the author?
- What are the books about? What are the main characters in them?

— What style are the books written in?

All the topics must be covered.

**Finally**, you must ask each student the following question:

How can books help people in their lives?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3**

### INTERLOCUTOR CARD

#### Task 2 (2 – 3 minutes)

You are an administrator in the language school. After the student's greetings start the conversation: «Hello! Can I help you?»

*You've got the following information about the excursions available at the moment:*

Excursions	Days of the week/time	Price
Covent Garden	Monday, Wednesday, Friday 5 pm - 7.30 pm	£10
Stonehenge and Salisbury	every Saturday 9 am - 17 pm	£45
Tower of London	every day	£15

To finish the conversation say: «Well, which excursion have you chosen?»

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

### VARIANT 4

#### Карточка экзаменатора-собеседника

**C2**

### INTERLOCUTOR CARD

#### Warm up

1) What are your plans for the next school year?

2) Why do you like it?

### Task 1

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving the talk.

- Are you going to continue your education at school or anywhere else? Why?
- What subject would you like to specialize in?
- Do your friends support you in your choice? Why/why not?

All these ideas must be covered.

**Finally**, you must ask each student the following question:  
What qualities do you need for your future studies/job?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3**

### INTERLOCUTOR CARD

#### Task 2 (2 – 3 minutes)

You are a coordinator of the fare. Start the conversation: «Hello! Can I help you?»

*You've got the following information about local gift shops and available samples of the fare exhibit:*

Active excursions	Days	Price
Scuba diving	On Mondays	\$40 per person (for those who have a diving license)
Rafting	Daily	\$80 per person (without a diving license)
		\$45 per person

— The guide has the right to book and sell excursions.

To finish the conversation say: «Well, we'll be waiting for you at 7 am at the reception area. Bye, I hope you'll enjoy the tour.»

## VARIANT 5

## Карточка экзаменатора-собеседника

C2

## INTERLOCUTOR CARD

## Warm up

- 1) Do you like weekends?
- 2) Are your weekends very different from your weekdays?

## Task 1 (2.5 – 3 min)

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- What time will you get up?
- What are you going to do and where?
- Who will join you?

All these ideas must be covered.

Finally, you must ask each student the following question:  
What was your best weekend?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

## Task 2 (2 – 3 minutes)

You are a shop assistant. Start the conversation: «Hello! Can I help you?»  
*You've got the following information about the skirts in the store:*

Size	Price	Material	Advice
Medium and Large	£10.99	Woolen	This skirt is too tight on the waist.

To finish the conversation say: «Bye! Come again!»

## VARIANT 6

## Карточка экзаменатора-собеседника

C2

## INTERLOCUTOR CARD

## Warm up

- 1) Is it difficult for you to get up early in the morning?
- 2) Is your school far from your house?

## Task 1 (2.5 – 3 min)

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- Which weekday is the busiest?
- How long does it take you to do your home work?
- Do you have enough time for your friends?

All these ideas must be covered.

Finally, you must ask each student the following question:

Do you think it is possible to arrange your weekdays more reasonably?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

## Task 2 (2 – 3 minutes)

You are a passing woman/man. A young boy/girl is asking you how to get the Tower of London.

*You've got the following information about the underground.*

How to get there	Time	Price	Where to get off
By the underground or by bus number 31A.	About half an hour or so.	It's nearly £16 from here.	At Tower Hill Station

To finish the conversation say: «Enjoy your travel! Good luck!»

## VARIANT 7

## Карточка экзаменатора-собеседника

C2

## INTERLOCUTOR CARD

## Warm up

1) Do you have a lot of friends?

2) Do you often quarrel?

## Task 1 (2.5 – 3 min)

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

— What is her/his name and when did you first meet?

— What does your best friend look like?

— Why do you like him/her?

All these ideas must be covered.

**Finally**, you must ask each student the following question:

How many close friends do you think a person can have?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

— speak at length elaborating on the topic

— produce coherent utterances

— give reasons

— use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

## Task 2 (2 – 3 minutes)

You are a sister of the student with whom you are discussing where to go and what to see.

*Your opinion is as follows:*

Where to go	Your arguments	Where not to go	Your arguments
To the theatre	The play you've always dreamed to see is on today.	To the beach	You've heard the forecast. It's going to rain in the afternoon.

To finish the conversation say: «I hope we'll have a good day.»

## VARIANT 8

*Карточка экзаменатора-собеседника*

C2

## INTERLOCUTOR CARD

## Warm up

1) Do you think the Internet has changed our life?

2) Have you got the Internet at home?

## Task 1 (2.5 – 3 min)

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

— How much time do you spend surfing the Internet?

— Does the Internet help you to do your homework?

— Do you like the idea to contact with other people through the Internet?

All these ideas must be covered.

Finally, you must ask each student the following question:

Do you think there are some disadvantages of surfing the Internet? What are they?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

— speak at length elaborating on the topic

— produce coherent utterances

— give reasons

— use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

## Task 2 (2 – 3 minutes)

You are a friend of the student with whom you are preparing a report for your English lesson. You are discussing the possible topics.

The topic you like	Your arguments	Additional ideas
British history	You like history. You have got a lot of books on British history.	There are a lot of pictures in your books and you could make a picturesque presentation of your report

You are ready to discuss other variants.

To finish the conversation say: «OK! I'm glad we could agree in our choice.»

## VARIANT 9

## Карточка экзаменатора-собеседника

C2

## INTERLOCUTOR CARD

## Warm up

- 1) How many meals a day do you usually have?
- 2) How often do you eat out?

## Task 1 (2.5 – 3 min)

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- What do you usually eat for breakfast?
- What is your favourite dish?
- Can you cook? Who usually cooks in your family?

All these ideas must be covered.

Finally, you must ask each student the following question:

Do you often eat fastfood?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

## Task 2 (2 – 3 minutes)

You are a seller at a pizza delivery company. Start the conversation: «Hello! Can I take your order?»

*You've got the following information about pizza delivery:*

Kinds of pizza	Prices	Drinks	Time delivery
With mushrooms, with sausages, with seafood	from £1, 50 to £5	Cola Juice	From 15 minutes to half an hour

To finish the conversation say: «Thank you for your order.»

## VARIANT 10

*Карточка экзаменатора-собеседника*

C2

## INTERLOCUTOR CARD

**Warm up**

Describe your school? Where is its location?

**Task 1**

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- Do you like your school?
- Is it comfortable and interesting to study there?
- Do your teachers help you to solve your problems?
- Can you say anything interesting about school's life or traditions?
- Have you got any problems there?

All these ideas must be covered.

**Finally**, you must ask each student the following question:

What would you like to be in your adult life?

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

C3

## INTERLOCUTOR CARD

**Task 2 (2 – 3 minutes)**

You are a friend. Your partner offers you to join the sport club. You are very glad and offer to go to the nearest one. You want to know how much it would be, because you have lack of money. You say it is very important for you that there must be a swimming pool, because you like swimming very much. Start the conversation: «Oh, It's a good idea!...»

*You've got the following information about it.*

Location	Price	Facilities	Working hours
Offer the nearest one <i>Orange fitness club</i>	100£ per month You need the cheapest because you've lack of money	— swimming pool — 3 gyms — sauna — courts for tennis	Daily 8 a.m - 9 p.m.

To finish your conversation say: «OK. I would like to join this club.»

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

### VARIANT 11

#### *Карточка экзаменатора-собеседника*

**C2**

### INTERLOCUTOR CARD

#### Warm up

How many people are there in your family? What do your parents do?

#### Task 1

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- Where do you live? In what conditions?
- Do your parents spend much time with you?
- Do your parents help you to solve your problems?
- Can you say anything interesting about your relatives?
- Have you got any traditions?

All these ideas must be covered.

**Finally**, you must ask each student the following question:

What family would you like to have in your adult life?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons

— use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3****INTERLOCUTOR CARD****Task 2 (2 – 3 minutes)**

You are a friend. This is a telephone talk and after greeting you suggest him/her going out. You have read the review of a new comedy and you want to go there. You will meet outside the cinema and have a snake in the café nearby.

Film	Information /Cast	Price
He's just not that into you	Jennifer Aniston, Ben Affleck, Justine Long	\$10

To finish conversation say: «See you soon. Don't be late... You will like it.»

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

**VARIANT 12***Карточка экзаменатора-собеседника***C2****INTERLOCUTOR CARD****Warm up**

What is your favourite holiday of the year?

**Task 1**

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- How many holidays are there in your country?
- How do you spend them?
- What traditions have you got in your family?
- How do you usually prepare for your favourite holiday?

All these ideas must be covered.

**Finally**, you must ask each student the following question:

Are you looking forward your favourite holiday? Why?

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic

- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3****INTERLOCUTOR CARD****Task 2 (2 – 3 minutes)**

You are a friend. You call at your best friend and after greeting your friend offers to have a cup of tea and talk about his last journey. The partner shows your new photos.

Tea	Dessert	Journey
green tea without sugar	dark chocolate	Ask information about Italy, its famous places, the cost of living 100£ per day

To finish conversation say: «I'm very glad to see you. I've learn a lot of information about Italy. Maybe, I'll go there next year.»

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

**VARIANT 13***Карточка экзаменатора-собеседника***C2****INTERLOCUTOR CARD****Warm up**

What is the role of the Mass Media in our life now?

**Task 1**

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- What kinds of the Mass Media do you know?
- Which of them do you use?
- What do you think about modern TV?
- How long do you usually watch TV or use a computer?
- Do you read any press?

All these ideas must be covered.

**Finally**, you must ask each student the following question:  
Do you believe everything you learn from the Mass Media?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3**

### INTERLOCUTOR CARD

#### Task 2 (2 – 3 minutes)

You are a friend. You call to your best friend and after greeting your friend suggests you to go to the new Italian cafe.

Location	Reasons	Price
not far from person parking zone	new one (just one) It's interesting to see and taste new dishes	reasonable prices £15 per person

To finish conversation say: «Let's go. I'm sure I'll like it.»

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

### VARIANT 14

#### Карточка экзаменатора-собеседника

**C2**

### INTERLOCUTOR CARD

#### Warm up

Do you think that our planet in danger? Why?

#### Task 1

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving his/her talk.

- What kinds of the pollution do you know?

- What pollutes air we breathe?
- How does water get polluted?
- What can you say about the water in the river Don?
- What do you know about 'Green Peace'?

All these ideas must be covered.

Finally, you must ask each student the following question:  
What can we do for saving the situation?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3**

### INTERLOCUTOR CARD

#### Task 2 (2 – 3 minutes)

You are a friend who knows a lot about all types of mobile phones. You try to help your friend to buy a new one.

Shops	Trade mark	Price	Digitals
Media Market	Samsung Nokia	\$30	camera 5Mp All-in-one, Redefined USB2, Bluetooth 2.0

To finish the conversation say: «Of course you can choose any you like...»

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision

### VARIANT 15

#### Карточка экзаменатора-собеседника

**C2**

### INTERLOCUTOR CARD

#### Warm up

Do you think about the role of English language in the modern world?

**Task 1**

Let the student talk for 1.5 – 2 minutes.

Ask only those questions which the student has not covered while giving his/her talk.

- Is it necessary to learn English?
- Where is English used?
- Do you practice your English?
- What ways of learning do you know?
- Which of them is useful for you?

All these ideas must be covered.

Finally, you must ask each student the following question:

Where will you be able to use your knowledge of English in future?

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function

**C3****INTERLOCUTOR CARD****Task 2 (2 – 3 minutes)**

You are a doctor?

Complains	Recommendations
a running nose	to stay in bed
a sore throat	to drink a remedy for throat
high temperature 38.5	to take paracetamol three times a day

To finish the conversation say: «Bye, you should call me in a few days.»

**SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

- elicit the needed information by asking questions
- maintain and conclude the conversations
- be active and polite
- make a decision