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Российская академия наук
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Издательство «Просвещение»

English 9



Exam Preparation
Assessment Tasks


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Российская академия образования
Издательство «Просвещение»

АНГЛИЙСКИЙ ЯЗЫК

**Подготовка
к итоговой аттестации**

Контрольные задания

9 класс

Пособие для учащихся
общеобразовательных
учреждений с приложением
на электронном носителе

Москва
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Руководители проекта: вице-президент РАН акад. **В. В. Козлов**, президент РАО акад. **Н. Д. Никандров**, управляющий директор издательства «Просвещение» чл.-корр. РАО **А. М. Кондаков**

Научные редакторы серии: акад. РАО, д-р пед. наук **А. А. Кузнецов**, акад. РАО, д-р пед. наук **М. В. Рыжаков**, д-р экон. наук **С. В. Сидоренко**

Научный консультант авторского коллектива акад. РАО, д-р психол. наук **И. А. Зимняя**

Авторы: В. П. Кузовлев, В. Н. Симкин, Н. М. Лапа, Э. Ш. Перегудова, И. П. Костина, О. В. Дуванова, Ю. Н. Кобец

Научный руководитель авторского коллектива
профессор Е. И. Пассов

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ОТ АВТОРОВ

По окончании 9 класса некоторым из вас предстоит сдавать экзамен по английскому языку. Его отличительной особенностью является то, что проверка ваших знаний, навыков и умений по всем видам речевой деятельности будет проводиться с помощью новых, более объективных средств контроля — тестовых заданий. Умение выполнять их, как и любыми другими умениями, нужно овладевать.

В данной книге содержатся разные типы тестовых заданий, многие из которых могут встретиться на экзамене. Кроме самих контрольных заданий, здесь вы найдёте краткие описания видов тестовых заданий и полезные советы по тому, как лучше справиться с каждым заданием и контрольной работой в целом.

Таким образом, следуя советам и выполняя тестовые задания, помещённые в данном пособии, вы сможете достичь две цели: проверить свои знания, навыки и умения и одновременно лучше подготовиться к **Государственной итоговой аттестации** по английскому языку.

Желаем успехов!

КРАТКАЯ ХАРАКТЕРИСТИКА СОДЕРЖАНИЯ КОНТРОЛЬНЫХ ЗАДАНИЙ

Из чего состоит контрольная работа?

Контрольные задания, включённые в данный сборник, объединены в 5 контрольных работ. В каждой контрольной работе предложены задания, проверяющие уровень сформированности навыков и умений по разным аспектам иноязычной культуры.

Сборник также познакомит вас с различными типами и форматами тестовых заданий, что поможет вам в подготовке к сдаче стандартизированных экзаменов.

Каждая контрольная работа состоит из 5 разделов.

Раздел 1

В данном разделе проверяется умение аудировать с целью понимания основного содержания, с целью полного понимания текста и с целью извлечения конкретной информации. Проверка осуществляется на основе прослушивания аутентичных текстов разного характера (интервью, высказывания людей по проблеме и т. д.) длительностью звучания 1,5–2 минуты. К текстам предлагаются контрольные задания. На выполнение заданий отводится 10–15 минут, включая время двукратного прослушивания текстов.

Раздел 2

В этом разделе проверяется умение читать с целью понимания основного содержания, чтение с целью полного понимания текста, чтение с целью извлечения конкретной информации, умение читать быстро, ориентироваться в прочитанном тексте, догадываться о значении незнакомых слов по контексту.

Вам будет предложено прочитать два аутентичных текста и выполнить ряд контрольных заданий к ним. Тексты, используемые в данном разделе, различны по характеру: газетные или журнальные статьи, рек-

ламный проспект, художественные тексты и т. д. На выполнение заданий отводится 20–25 минут.

Раздел 3

Раздел включает задания на проверку умения использовать лексические единицы и грамматические явления в рамках пройденного материала. На выполнение заданий отводится 20–25 минут.

Раздел 4

В задание данного раздела входит написание письма. На выполнение задания отводится 20–25 минут. Объём письма указан в задании.

Раздел 5

Данный раздел состоит из двух частей. В первой части вам будет предложено высказаться по определённой теме/проблеме. Вторая часть направлена на проверку умения вести диалогическое общение в заданной ситуации и предполагает парную работу.

РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ КОНТРОЛЬНЫХ ЗАДАНИЙ

Чтобы успешно выполнить контрольные задания, советуем вам следовать некоторым общим рекомендациям:

1. Приступая к выполнению тестового задания, внимательно ознакомьтесь с инструкцией по его выполнению.
2. Время, отведённое на работу, ограничено — не отвлекайтесь во время выполнения задания.
3. Постарайтесь правильно распределить время:
— задания на проверку умения аудировать выполняются первыми со всем классом одновременно;

- далее вы можете продолжить работу с любого задания в удобном для вас порядке;
 - рекомендуем сначала выполнить задания, которые не вызывают у вас затруднений.
4. Даже если вы не уверены в правильности ответа, попробуйте определить наиболее вероятный. Не стремитесь к угадыванию. Но и не оставляйте ни одного задания невыполненным.
 5. В конце работы просмотрите задания ещё раз, чтобы проверить свои ответы.

Каждый вид речевой деятельности проверяется при помощи различных видов тестовых заданий. Если вам впервые приходится выполнять данный вид тестового задания, обратитесь к Приложению, в котором даётся описание различных тестовых заданий и рекомендации по тому, как успешнее справиться с ними.

При выполнении Итоговой контрольной работы вам предстоит переносить свои ответы в контрольные бланки ответов.

При переносе ответов в контрольные бланки ответов будьте особенно внимательны. Точно соблюдайте соответствие номеров контрольных вопросов и ответов. Не допускайте небрежного переноса ответов и исправлений. За это может быть снижена отметка.

Как выполнять задания разных разделов?

Раздел 1

1. Перед прослушиванием текста/текстов внимательно ознакомьтесь с заданием и контрольными вопросами. Знакомство с типом текста (интервью, высказывания людей и т. д.), который предстоит услышать, поможет вам предугадывать содержание текста и его лексический состав.
2. Прослушайте текст от начала и до конца. Во время прослушивания сосредоточьте внимание на информации, которая необходима для выполнения контрольного задания. Можно делать пометки и краткие записи в черновике.
3. Если вы сомневаетесь в правильности ответа, не торопитесь с окончательным решением. У вас будет возможность прослушать текст ещё раз.
4. Прослушайте текст ещё раз и проверьте свои ответы.

Не старайтесь понять каждое слово услышанного текста. Сохраняйте спокойствие — вполне вероятно, что вы справитесь с заданием, даже не зная некоторых слов.

Будьте внимательны — в неправильных вариантах ответа могут содержаться лексические единицы текста.

Раздел 2

1. Просмотрите тексты от начала и до конца.
2. Внимательно ознакомьтесь с заданиями, обращая внимание на вид текста и характер информации, которую необходимо извлечь.
3. Прочитайте текст более внимательно, выделяя информацию, которая требуется для выполнения задания:
 - не останавливайтесь при чтении на каждом незнакомом слове и на информации, не относящейся к выполнению задания;
 - обращайтесь в тексте на слова, которые могут подсказать, где находится нужная информация.

Ответы на контрольные вопросы могут потребовать неоднократного обращения к тексту. В целях экономии времени, отведённого на выполнение тестового задания, важно каждый раз правильно выбирать стратегию чтения. Стратегию чтения всегда подскажет вид тестового задания и характер требуемой информации.

Раздел 3

1. Внимательно прочитайте задание.
2. Просмотрите текст, чтобы понять его общее содержание.
3. Внимательно изучите каждое предложение и определите, какой грамматической формы требует контекст и какие лексические единицы следует использовать.
4. Записав ответ, прочитайте предложение полностью, с заполненным пропуском, чтобы убедиться, что оно имеет смысл.
5. Также убедитесь, что вы не допустили ошибки в правописании.

6. Не оставляйте пропусков. Если не уверены в ответе, не теряйте время — переходите к следующему контрольному вопросу. А затем вернитесь к трудному вопросу ещё раз.

Раздел 4

1. Внимательно ознакомьтесь с заданием.
2. Прочитайте отрывок из адресованного вам письма. Обратите внимание на количество вопросов и их содержание.
3. Подумайте, как вы ответите на эти вопросы.
4. Можете предварительно сделать краткие записи или выполнить задание полностью в черновике.
5. Не забывайте про логику письма и его оформление.
6. После окончания работы внимательно проверьте всё написанное.

Раздел 5

1. Внимательно ознакомьтесь с заданием монологического высказывания. Убедитесь, что вам оно понятно.
 - Чётко формулируйте свои мысли. Помните, что важно не только верно использовать слова и грамматические структуры, но также необходимо рассказать обо всём, что указано в задании.
 - Припомните известную вам фактическую информацию для подтверждения вашего высказывания.
 - Вы можете делать краткие записи при подготовке к заданию, составить план высказывания.
 - Время высказывания, как правило, ограничено, сосредоточьтесь на существе проблемы.
 - Будьте готовы к тому, что учитель может задать вам вопросы по заданной ситуации.
2. При выполнении задания в паре перед началом обсуждения внимательно изучите информацию на Student Card и убедитесь в том, что вы понимаете ситуацию.
 - При подготовке к выполнению задания попытайтесь определить чётко свою роль в диалоге.
 - Используйте подходящие лексические единицы и грамматические структуры.
 - Инсценируя диалог, старайтесь, чтобы он звучал естественно.

I ЧЕТВЕРТЬ

Раздел 1

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** what attracts to the library.
- B** the type of books he/she likes best.
- C** the genre of books he/she likes/dislikes.
- D** the family that likes reading books.
- E** the school and teachers that can help in developing a reading habit.
- F** the importance of school libraries.

Говорящий	1	2	3	4	5
Утверждение (буква)					

Вы услышите беседу о классической музыке. Определите, какие из приведённых утверждений **1–4** соответствуют содержанию текста (**A — True**), какие не соответствуют (**B — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**C — Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

1 A lot of classical music was composed in the 18th—19th centuries.

A True **B** False **C** Not stated

2 No new musical instruments have been invented nowadays.

A True **B** False **C** Not stated

3 All the composers write music under the influence of different events.

A True **B** False **C** Not stated

4 Contemporary composers don't write classical music today.

A True **B** False **C** Not stated

5 The Indian composer wrote *Don't Leave Me* after his mother died.

A True **B** False **C** Not stated

Раздел 2

Прочитайте мнения на тему “Why is reading important?”. Установите соответствие между высказываниями **A–F** и пронумерованными абзацами текста **1–5**. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть одно лишнее высказывание.

- A** Reading helps us to explore the world.
- B** Reading develops the creative side of people.
- C** Reading is important in our everyday life.
- D** Reading is a useful and pleasant way to spend your spare time.
- E** Reading improves our imagination and mind.
- F** Without reading a person can hardly achieve much in his/her life.

- 1** Reading is an important part of our life. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. Understanding road or warning signs is difficult without reading well enough. Even following a map becomes a problem. Day-to-day activities can be embarrassing without understanding what is written here and there. Reading is an important skill in finding a good job. Many well-paid jobs need reading as a part of job performance. A man can't succeed without reading.
- 2** Reading is important because it develops the thinking skills. Our mind needs exercise. Understanding the written word is one way our mind grows in its ability. Teaching young children to read helps them to develop their language skills. It also helps them to learn to listen. Everybody wants to talk, but few can really listen. Reading develops the imagination. TV and computer games contribute to developing our imagination, but they are more like entertainment. With reading, a person can go anywhere in the world ... or even out of it! They can be a king, or an adventurer, or a princess, or ... The opportunities are endless.
- 3** Why is reading important? Books, magazines, and even the Internet are great learning instruments which need the ability to read and

understand what is read. A person who knows how to read can study any subject in any area of life they are interested in. We live in an age where we have a lot of information, but reading is the main way to take advantage of it. We get a lot of information from different spheres. It is how we discover new things. How can we do without reading then?

- 4** Reading is important in developing your own image. Non readers or people who are not good at reading don't often have high opinions of themselves and their abilities. Many times they feel as if the world is against them. They feel as if they are all alone and no one supports them. They have behaviour problems. They are not good at other subjects because they cannot read and understand the material. People who cannot read feel helpless and in difficult situations they often "give up".
- 5** Why is reading important? Reading continues to be the favourite way of spending time for a large number of people. Books are their lifelong companions and very good friends. Reading soon becomes the person's hobby. Nothing — absolutely nothing can be compared with reading. Reading takes us to a new world and helps us to forget our problems. It is an activity that keeps us busy when we are free and results in the useful usage of time. It is one of the best ways of relaxation. The quickest and easiest way to gather yourself is to take a book, not any book – but a pleasant book and relax on the sofa. Within a few minutes you will recover from being upset or tired or bored. Reading has always been an ever interesting way of spending time and will always be.

Текст	1	2	3	4	5
Утверждение (буква)					

Прочитайте отрывок из лекции известного дирижёра Бенджамина Зандера и выполните задания 1–8. В каждом задании обведите букву **A**, **B** или **C**, соответствующую выбранному вами варианту ответа.

Many people know the story of the two salesmen who went down to Africa in the 1900s. They were sent down to find if there was any opportunity for selling shoes. And they wrote telegrams back to Manchester. And one of them wrote: "Situation hopeless. Stop. They don't wear shoes." And the other one wrote: "Glorious opportunity. They don't have any shoes yet."

Now, there's a similar situation in the classical music world, because there are some people who think that classical music is dying. And there are some who don't know anything about it.

There are people who think they are absolutely mad about classical music. They adore classical music. They listen to symphonies in the car. And their children are playing musical instruments. They can't imagine their life without classical music. That's the first group; it's quite a small group. Then there's another group, bigger group. These are the people who don't mind classical music. At home a little Vivaldi in the background doesn't do any harm. That's the second group. Now comes the third group. These are the people who never listen to classical music. It's just simply not part of their life. That's probably the largest group of all.

And then there's a very small group. These are the people who think they're tone deaf (or unable to tell the difference between different musical notes). Amazing number of people think they're tone deaf. Actually, they cannot be tone deaf. Nobody is tone deaf. If they were tone deaf, they couldn't tell the difference between somebody from Texas and somebody from Rome. And the telephone. If your mother calls on the telephone and says "Hello," you not only know who it is, you know what mood she's in. You have a fantastic ear. Everybody has a fantastic ear. So nobody is tone deaf.

I tell you what happened to me. I was in Ireland during the Troubles ten years ago, and I was working with some Catholic and some Protestant kids. One of them came to me the next morning and he said, "You know, I've never listened to classical music in my life, but when you played that music ..." He said, "My brother was killed last year and I didn't cry for him. But last night when you played that piece, I was thinking only about

him and I was crying." So then I began to understand that classical music is for everybody.

They say three per cent of the population likes classical music. I say, "Everybody loves classical music – they just don't know it yet."

I had an amazing experience. In the year of 1984 when I was 45 years old and I'd been conducting for 20 years, I suddenly understood one important thing. The conductor of an orchestra doesn't make a sound. My picture appears on the front of the CD – but I don't make a sound. For his power a conductor depends on his ability to make other people powerful. And that changed everything for me. I understood that my job was to make people happy. And do you know how you understand if people are happy or not? I look at their eyes. If their eyes are shining, I know I have done it.

I have a definition of success. For me it's very simple. It's not about having a lot of money and being famous or powerful. It's about how many happy shining eyes I have around me.

Thank you. Shining eyes, shining eyes. Thank you.

1 Benjamin Zander began his lecture by describing how two salesmen visited Africa.

A True **B** False **C** Not stated

2 Most people don't know anything about classical music.

A True **B** False **C** Not stated

3 The group of people who don't mind classical music is bigger than the group of people who can't live without classical music.

A True **B** False **C** Not stated

4 There are people who think they are tone deaf but in fact they are not.

A True **B** False **C** Not stated

5 The boy from Ireland started to listen to classical music after his brother's death.

A True **B** False **C** Not stated

6 Benjamin Zander has been a conductor for 20 years.

A True **B** False **C** Not stated

7 Benjamin Zander is a famous American conductor.

A True **B** False **C** Not stated

8 Being famous or rich is not important for Benjamin Zander.

A True **B** False **C** Not stated

Раздел 3

Прочитайте текст об истории Евровидения. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1–11, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 1–11.

The Eurovision Song Contest

(1) _____ on the 24th of May, 1956. On that day Europe (2) _____ the first ever Eurovision Song Contest. Today the contest (3) _____ a modern classic.

The number of Eurovision Song Contest facts and stories is huge! A true fan (4) _____ how many points Luxembourg got in 1980 or who came last in 1972.

The Eurovision Song Contest (5) _____ every year since 1956, which makes it one of the longest-running television programmes in the world. In 2003, the first ever Junior Eurovision Song Contest (6) _____.

Many singers think that it's worth (7) _____ in the competition because it (8) _____ throughout Europe. And very soon people in Australia, Canada, Egypt, Hong Kong, India, Jordan, Korea, New Zealand and the United States (9) _____ an opportunity to see it, these are countries that (10) _____ in the contest. Next year more than 50 countries (11) _____ in the contest.

(1) START

(2) WATCH

(3) BECOME

(4) KNOW

(5) HOLD

(6) TAKE PLACE

(7) TAKE PART

(8) SHOW

(9) HAVE

(10) NEVER TAKE
PART

(11) COMPETE

Прочитайте тексты. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 12–23, так, чтобы они грамматически и лексически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 12–23.

Denis Matsuev is a famous Russian (12) _____ who won first prize in the International Tchaikovsky (13) _____ in Moscow in 1998.

- (12) PIANO
- (13) COMPETE

Denis Matsuev was born in Irkutsk into a family of (14) _____. His mother was a piano teacher and his father was a (15) _____. Denis Matsuev started learning to play the piano in his early (16) _____. His father was his first music teacher.

- (14) MUSIC
- (15) COMPOSE
- (16) CHILD

In 1990 Matsuev and his parents moved to Moscow and Denis continued his education there. His victory of 1998 changed his life and career. He started playing with world-famous (17) _____ like Evgeny Svetlanov, Vladimir Spivakov and Claudio Abbado.

- (17) CONDUCT

J. Tolkien is a very well-known fantasy (18) _____. Tolkien spent his life writing in *The Lord of the Rings* world. His (19) _____ helped him to invent new lands and languages. All his characters live in his imagined world. Most of them are looking for the way to freedom and happiness, although (20) _____ ghosts stand in the way. *The Hobbit* and *The Lord of the Rings* are his most (21) _____ works. The books have been translated into more than 100 languages. Their plots are so (22) _____ that you can't stop reading.

- (18) NOVEL
- (19) IMAGINE
- (20) POWER
- (21) SUCCESS
- (22) IMAGINE

In 2008, J. Tolkien was sixth on a list of "The 50 greatest British (23) _____ since 1945".

- (23) WRITE

Раздел 4

You have received a letter from your English-speaking pen friend Melody.

... I am going to be a pianist and after school I go to my music teacher. I have to work hard. Unfortunately I don't have much time for reading which I like a lot. Do you like reading? What books do you read? What music do you like listening to? Who are your favourite performers? Why? ...

Write her a letter and answer her 5 questions.

Write 100–120 words. Remember the rules of letter writing.

Раздел 5

Task 1

Give a 1.5 to 2-minute talk about Russian writers.

Remember to say:

- what Russian writers you studied at school;
- what you know about the life and the works of the writers;
- which books of the Russian writers you have read and like;
- why you like the books of this or that writer.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

Task 2

Student Card 1

You are in England for an exchange programme. You are discussing with your British friend what to buy for your father who collects rock music recordings.

Ask your friend about:

- **where you can buy recordings for your father;**
- **when you will go to buy recordings;**
- **what they sell in shops and supermarkets;**
- **what recordings your British friend can advise to choose.**

You start the conversation.

Remember to:

- **be active and polite;**
- **ask questions and find out all the information you need;**
- **answer the questions.**

Student Card 2

You are a British pupil. You and your Russian friend are discussing what recordings to buy for his/her father who collects rock music.

Remember to say:

- **where to buy records: supermarkets, independent record shops;**
- **when to buy records: after school, working hours in shops: Mon–Sat 11 am–7 pm, in supermarkets: much of the day;**
- **what they sell: secondhand and new CDs from old jazz to rare hip-hop, posters;**
- **what to choose: recordings of the best groups ever – the Beatles, the Rolling Stones, U2, Led Zeppelin, Pink Floyd.**

Ask your friend about:

- **what performers your friend's father likes;**
- **what recordings your friend's father has.**

Remember to:

- **be active and polite;**
- **explain clearly;**
- **ask questions and find out all the information you need.**

II ЧЕТВЕРТЬ

Раздел 1

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

The speaker says the following:

- A** Internet users should be ready to pay for some news websites they go on.
B The Internet has a strong effect on its users.
C You can get your news anywhere you like.
D Television is the best way of getting information and education.
E The Internet is the best way of getting news.
F The Internet is not always safe.

Говорящий	1	2	3	4	5
Утверждение (буква)					

Прочитайте текст. Определите, какие из приведённых

утверждений (1-8) соответствуют содержанию текста (A= True, B= False, C= Not stated). Прочитайте текст и выберите правильный ответ. Прочитайте информационный и телевизионный фильмы "Tunisian Babu" (Подкинутый). Установите соответствие между заголовками и текстом. Выберите правильный ответ (A, B, C, D, E, F). Запишите свой ответ в таблицу. Используйте каждую букву только один раз. Ответы в таблицу. Испытайте каждую букву только один раз. **Read that the tv programme in the Bible came from the East**

Mr. Bulle came from the East, too, so he was a wise man; and what is more, ~~the~~ **A** The Merit Award a Success. The only occasion on which he was not wise was ~~when he came to the city of Alexander-the-Great~~ **A** The Enemy Award a Success, he came to the city of Alexander-the-Great to acquire Wilson's Awards.

But this storyline produced a situation when he made up his mind to stay in
De Critics and producers' opinions
 that town were enough to get no newspaper and no editor were there in that
FTV viewers' opinions
 part of the International Film Festival
FThe International Emmy Awards
 no competition. In a sure Nippon Bowler would never think of going to Nopolis

1. **Dustin Baber** at the CBC's *Drop the Bomb* was shown on **John Smoltz**. **John Smoltz** was the 2008 World Series MVP and was the first pitcher to throw a no-hitter in the American League since 1956. The film stars **Dustin Baber** as a baby who was born in April 1998 and was the first child of a woman who was born in April 1998. The film is a comedy about a baby who was born in April 1998 and was the first child of a woman who was born in April 1998. The film is a comedy about a baby who was born in April 1998 and was the first child of a woman who was born in April 1998.

[illegible]

Bullet Blakeman was a Childstar's British Academy Award for Best Children thanks to her screenplay for *Dustin*. I cannot hope to give all the Nominations to Baby Award, isuboneofparaphrase like this: best yes? Of the *Dustin* Baby Award is one of those that America's all best.

The winners are selected by members of the National and International Academies of Television Arts & Sciences. The International Academy waited one TV season and program before all over the world which awards the

Oh, goodness! I won't be the Vicar of Dibley. Graham Norton and Rick

man can write a word that hasn't an O in it. Probably this O-ing is his habit. He came from the East in a great hurry. Probably he took a great sum of money in the place he had lived in and could not pay. O, it is pitiful!

3 *Dustbin Baby* is a sentimental family drama. It is a story of April, a teenage girl, who has been left in a dustbin as a baby. The film begins on April's fourteenth birthday. April argues with Marion, her adoptive mother, after getting earrings instead of a mobile phone as a gift. April runs away from home and visits places and people that are significant to her. While young April tries to discover where she belongs, her adoptive mother searches for her, trying to understand where she went wrong. When April and her adoptive mother meet, Marion apologizes and the film ends with April's voice saying that she may never find her real mother, but that it doesn't matter to her.

4 *Dustbin Baby* is based on the novel by Jacqueline Wilson, one of the nation's favourite authors, whose books are loved by young readers not only in the UK but all over the world.

One of Jacqueline's most successful creations has been the famous Tracy Beaker, who first appeared in 1991 in *The Story of Tracy Beaker*. Since then, Jacqueline has won many awards. *The Illustrated Mum* won the Guardian Children's Fiction Award, the 1999 Children's Book of the Year at the British Book Awards. *Double Act* won the prestigious Smarties Medal and the Children's Book Award. In 2002 Jacqueline Wilson won the Peter People's Choice Award. In the same year, Jacqueline was awarded the OBE and from 2005 to 2007 she was the Children's Laureate.

5 Jacqueline Wilson said that it was the best ever film adaptation of her work. In an article in *The Times* David Chater, a well-known British journalist, awarded the programme the TV choice of the day, describing it as "tremendous", and "the wonderful surprise of Christmas". *The Telegraph* described the film as "something that teenagers and parents can watch together". This view was a reflection of producer Anne Brogan's view. She said that the film was something "that parents and children will enjoy watching while giving them much to talk about". TV viewers also highly appreciated the film.

Текст	1	2	3	4	5
Утверждение (буква)					

Прочитайте текст. Определите, какие из приведённых утверждений (1–8) соответствуют содержанию текста (A — True), какие не соответствуют (B — False) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (C — Not stated).

It is well-known that the “wise men” in the Bible “came from the East”. Mr Bullet came from the East, too, so he was a wise man; and what is more — Mr Bullet was an editor. The only occasion on which he was not wise was when, leaving the East, he came to the city of Alexander-the-Great-o-nopolis (Nopolis) in the West.

But I must be fair and say that when he made up his mind to stay in that town, he thought that no newspaper and no editor were there in that part of the country. When he started the newspaper, he expected to have no competition. I’m sure Mr Bullet would never think of going to Nopolis if he didn’t know that there lived a gentleman named John Smith. John Smith was an editor who for many years had quietly grown fat editing the *Alexander-the-Great-o-nopolis Daily News*.

So Mr Bullet decided that he would live in Nopolis. He opened an office exactly opposite that of the *Daily News*. In the third morning after his arrival the first issue of the *Nopolis Teapot* appeared. The leading article was excellent and shocking at the same time. It was strong about things in general and it was especially strong about Mr Smith. Some of Bullet’s words were really so strong that I do not know how John Smith managed to live through the experience. I cannot hope to give all the *Nopolis Teapot’s* words exactly, but one paragraph goes like this: *Oh, yes! Oh, we can see! Oh, no doubt! The editor opposite is such a clever man. Oh, dear! Oh, goodness! What is the world coming to?*

The article exploded like a bomb among the citizens of Nopolis. Groups of excited people met to discuss it on street corners. Everyone waited nervously for John Smith’s reply. Next morning it appeared in the *Daily News* as follows:

In the Teapot of yesterday we find the words Oh, yes! Oh, we can see! Oh, no doubt! The editor opposite is such a clever man. Oh, dear! Oh, goodness! Why the man is all O? We really do not believe that the man can write a word that hasn’t an O in it. Probably this O-ing is his habit. He came from the East in a great hurry. Probably he took a great sum of money in the place he had lived in and could not pay. O, it is pitiful!

3. *Dustbin Baby* is a sentimental family drama. It is a story of April, a Mr. Bullet did not seem to be angry at the attack on his honesty, it was the attack on his style that made him feel unhappy. What? He, Mr. Bullet, was not able to write a word without an O in it. He would soon show Mr. Smith that he was mistaken. Yes, he would let Mr. Smith see that he, Mr. Bullet, could write a whole paragraph even a whole article that would make him feel wide awake. But what he would be just what Mr. John Smith wanted. He, Mr. Bullet, would make no change in his style. The O for ever. He would keep the O. He would use O whenever he liked. The O, that is, would keep the O. He would use O whenever he liked.

Mr. Bullet sat up all night and wrote an article with the letter O in each word. He handed his article to printer's boy who was waiting, and walked slowly home to bed.

4. *Dustbin Baby* is based on the novel by Jacqueline Wilson, one of the nation's favourite authors (after X-ing a Paragraph by Edgar Allan Poe).

1 Mr. Bullet, an editor, came to Nopolis from the East.
 1 True B False C Not stated
 A Tracy Beaker, who first appeared in 1993, is the famous
 2 Mr. Bullet closed his office in the place he had lived in before.
 2 True B False C Not stated
 A The *Illustrated Mum* won the Guardian Children's Fiction Award, the
 3 The *Nopolis* Teenage was the title of the newspaper Mr. Bullet started.
 3 True B False C Not stated
 A In 2002, Jacqueline Wilson won the Peter People's
 4 The first article that Mr. Bullet published criticized John Smith for
 4 being late. The first article that Mr. Bullet published criticized John Smith for
 4 being late.

5 Jacqueline Wilson said that it was the best film adaptation of
 5 the work of a Nopolis like *The Times* or *Daily Mirror*, a well-known
 5 True B False C Not stated
 A The people of Nopolis like to read the *Daily News* a lot
 6 Describing it as "amazing", and "a wonderful surprise of
 6 Christmas", *The Telegraph* described the film as something that
 6 In his article *The Telegraph* wrote that Mr. Bullet was not an honest
 6 man. In his article *The Telegraph* wrote that Mr. Bullet was not an honest
 6 teenagers and parents can watch together. This view was a reflec-
 6 tion of producer Anne Brogan's view. She said that the film was
 6 True B False C Not stated
 A Mr. Bullet was angry at the attack on his style of writing, while giv-
 7 Mr. Bullet was a busy man, the attack on his style of writing appreciated
 7 True B False C Not stated

8 Mr. Bullet's final decision was to write an article in which the letter O would not appear at all.

1	2	3	4	5
A True	B False	C Not stated		
Утверждение (буква)	B False	C Not stated		

Раздел 3

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1-12, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 1-12.

Every day Mary Feldman watched the group of teens hang (1) the window of her office. She

believed that if someone not pay (2) any attention to them soon, they would do some

thing wrong. Mary asked the teenagers what they like (3).

They said that they all enjoy (4) the same: music, art and sports. Mary thought that music can (5)

make them excited about school. She hoped be (6) a great way music kept them

interested in learning. She thought it was easy (7) to learn and teach a genre that would be

easy and bring (8) a lot of fun to the students. She said that blues music teach (9)

was a great way to learn about the blues. She said that blues music learn (10)

was a great way to learn about the blues. She said that blues music become (11)

was a great way to learn about the blues. She said that blues music not have (12)

was a great way to learn about the blues. She said that blues music not have (12)

was a great way to learn about the blues. She said that blues music not have (12)

was a great way to learn about the blues. She said that blues music not have (12)

was a great way to learn about the blues. She said that blues music not have (12)

(1) HANG

(1) HANG

(2) NOT PAY

(2) NOT PAY

(3) LIKE

(4) ENJOY

(4) ENJOY

(5) CAN

(5) CAN

(6) BE

(6) BE

(7) NEED

(7) NEED

(8) BRING

(8) BRING

(9) TEACH

(9) TEACH

(10) LEARN

(10) LEARN

(11) BECOME

(11) BECOME

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

(12) NOT HAVE

Говорящий	1	2	3	4	5
Утверждение (буква)					

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 13–21, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 13–21.

Television can serve as a type of (13) _____. But (14) _____ too much TV can have an extremely negative influence on the life of people. People watch too many (15) _____ shows. As a result, they find (16) _____ in the lives of actors on television and cannot comprehend real life and television. Violence on television is responsible for violence in real life, most (17) _____ companies know that, but do not change anything. (18) _____ are even worse than violent shows. (19) _____ about food, however, are the worst. Besides, while watching television, the TV (20) _____ are inactive and this contributes to the obesity problem. Alcohol and cigarette (21) _____ contributes to increased drinking among young people, which is very bad indeed.

(13) ENTERTAIN

(14) WATCH

(15) REAL

(16) ENJOY

(17) BROADCAST

(18) ADVERTISE

(19) COMMERCE

(20) VIEW

(21) ADVERTISE

Раздел 4

You have 30 minutes to do this task.

You have received an e-mail from your English-speaking friend James.

... Hurrah! At last, my parents allowed me to use the web chat sites on MSN because MSN is a social networking site and it is safe. I think that web chat sites are the best way to get in contact with our friends. Before I only used the web for checking my mail, researching things or going on a few websites I really liked. What do you use the web for? Do you have any favourite sites, or do you just surf the net? Are you allowed to go on chat sites? If you are, I could click straight to a web chat site to keep in touch with you. ...

Write him a letter and answer his 3 questions.

Write 100–120 words. Remember the rules of letter writing.

Раздел 5

Раздел 5

Прочитайте рассказ и выполните задания 1–6. В каждом

задании обведите букву А, В или С, соответствующую

выбранному вами варианту ответа.

Task 1 Give a 1.5 to 2-minute talk about how you get your news.

Remember to: Give a 1.5 to 2-minute talk about how you get your news.

Remember to: name the media you use to get the news from;

• explain why you like to get the news from this or that medium;

• say what news interests you most and why.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

There was worried-looking Hertha Boatwright, in the branch

department. Mrs Boatwright always took her cookies or cake

back to her own desk. "I'll eat them a little later," she said.

Task 2 "Take two," Clarissa used to say.

Task 2 With a min apologetic little laugh Hertha usually took another

piece of candy or an extra slice of cake and went off by herself

Student Card didn't like it.

You are going to stay in a US hotel for two weeks.

Task 2 You are going to stay in a US hotel for two weeks.

Task 2 Talk to a desk clerk to find out what services are available

for you at the hotel.

Task 2 Ask the desk clerk:

• if you could use the Internet in the room;

• if you could watch the Internet in the room;

• where you could watch a Russian TV channel;

• where you could buy a newspaper to learn about local

news; could call home.

Task 2 You start the conversation.

Remember to: Remember to:

• be active and polite;

• ask questions and find out all the information you need;

• answer the clerk's questions.

Clarissa was as tireless as a detec-

tive in running down information, in finding for the many peo-

ple who visited the library that extra book on Africa, or whether

the certain holiday was before or after the earthquake in 1906.

She found the answers in the strangest places.

Вы услышите интервью с Ником Брауном, учителем средней школы. Заполните, какие из приведённых утверждений 1-7 соответствуют содержанию текста (A — True), какие не соответствуют (B — False), а какие не указаны (C — Not stated).
 You are a desk clerk at a US hotel.
 Talk to a person from Russia who is going to stay at your hotel for a few weeks. Give him/her the information he/she asks you about and find out some information about this person.

You've got the following information about the hotel services.
 You've got the following information about the hotel services.

Internet services: Internet is free (North America only); if you have a computer (B laptop) you can have Internet in your room.
Newspapers: free USA Today newspaper (delivered to your door).

Television: guest room TVs offering at least one English language channel with international news.
Radio: clock radio in all guest rooms.

Telephone: free local calls under 30 minutes and free long-distance calls (US and Canada only).

Remember to:
 1. be polite;
 2. explain clearly;

3. ask:
 4. if he/she is going to use his/her personal computer;
 5. if he/she likes listening to the radio;
 6. if he/she is interested in getting international news.

6 Teachers can get an inexpensive lunch in the school dining room.
 A True B False C Not stated

7 Nick thinks that teaching is quite an easy job.
 A True B False C Not stated

III ЧЕТВЕРТЬ

Раздел 1

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** how to get a part-time job.
- B** his/her own part-time job experience.
- C** good effects of part-time work.
- D** bad effects of part-time jobs.
- E** attitude of school to the working students.
- F** why some part-time jobs are not for teens.

Говорящий	1	2	3	4	5
Утверждение (буква)					

Вы услышите интервью с Ником Брауном, учителем средней школы. Определите, какие из приведённых утверждений **1–7** соответствуют содержанию текста (**A — True**), какие не соответствуют (**B — False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**C — Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

1 Nick studied at two universities.

A True **B** False **C** Not stated

2 Nick started working as a secondary school teacher.

A True **B** False **C** Not stated

3 The school where Nick works is not far from his house.

A True **B** False **C** Not stated

4 Nick finishes his working day before 4 o'clock in the afternoon.

A True **B** False **C** Not stated

5 According to the dress code in Nick's school a teacher should wear a tie as a part of the uniform.

A True **B** False **C** Not stated

6 Teachers can get an inexpensive lunch in the school dining room.

A True **B** False **C** Not stated

7 Nick thinks that teaching is quite an easy job.

A True **B** False **C** Not stated

Раздел 2

Прочитайте информацию о школьниках, планирующих свое будущее. Установите соответствие между утверждениями А-Е 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 person has too many career choices.
B Disability doesn't stop the person planning a career.
C Work experience was valuable to the person.
D The person is unsure about his/her future.
E The person has found out what is necessary for his/her future career.
F The person has followed his/her dream since childhood.

1 Zoe is in Year 9 and has always had a keen interest in animals. She plans to work for the RSPCA in the future as an inspector. She has researched the entry requirements for this type of work and has discussed the skills and experience that are needed with her personal adviser at school.

2 Michael is in Year 10 and enjoys most of his school subjects. He has decided to take GCSEs in additional science, product design and food technology. But he doesn't have a clear career plan at the moment. Michael talked to a range of people in and outside of school to help him make his option choices.

3 Zoe has chosen to attend college in Year 10 to study a City & Guilds course, which she will combine with GCSEs in school. She knows that she needs to achieve A-C grades at GCSE to train with the RSPCA. From her research, Zoe has found that as well as academic qualifications it is important to get as much experience with animals as possible. As a result, she spends time helping on a local farm and goes horse-riding.

4 Michael found it invaluable talking to lots of different people about what to do after Year 9 even though he doesn't have a career idea yet.

Говорил	Michael found it invaluable talking to lots of different people about what to do after Year 9 even though he doesn't have a career idea yet.
Утверждение	Michael found it invaluable talking to lots of different people about what to do after Year 9 even though he doesn't have a career idea yet.

Прочитайте рассказ и выполните задания 1–6. В каждом задании обведите букву А, В или С, соответствующую выбранному вами варианту ответа.

Torrey liked her job. She liked most of her colleagues. They were friendly and helpful, laughing at her mistakes, answering her questions with patience. When she took some of Mom's dried figs down for tea, they fell upon them with joy. Torrey already felt a part of a pleasant organisation where most of the staff were interesting and intelligent people, working hard at highly technical jobs.

There were two or three who puzzled her.

There was worried-looking Hertha Boatwright, in the branch department. Mrs Boatwright always took her cookies or cake back to her own desk. "I'll eat them a little later," she said.

"Take two," Clarissa used to say.

With an apologetic little laugh Hertha usually took another piece of candy or an extra slice of cake and went off by herself. Torrey didn't like it.

There was Warren Brock, the chief librarian. He rarely came to the staff room. When he did, he made a cup of coffee and went off again. He seemed pleasant enough, and Torrey could often hear him laughing in his office with visitors. She learned from Clarissa that he had a little girl of six, and that his wife had died several years before.

And there was Mona, the reference librarian. She was a tall, slim girl. Her silver-gold hair was brushed back in two shining wings. Her clothes were in soft colour, they were expensive, and she never wore the same thing two days running.

Mona could make people laugh by her clever remarks. "What strange questions I am asked! A woman asked me if we had the book, *Three Men on a Horse*, by David Belasco. What she wanted was *The Four Horsemen of the Apocalypse*, by Blasco-Ibanez. You have to be a mind reader."

But Torrey could see that Mona was as tireless as a detective in **running down** information, in finding for the many people who visited the library that extra book on Africa, or whether the certain holiday was before or after the earthquake in 1906. She found the answers in the strangest places.

"I'm trying to analyse Mona. I want to know her better," Torrey said to Clarissa.

"Mona is okay. She's unhappy right now because her family has been making her come out at the Debutantes' Ball next Christmas. Mona's not interested."

"If they have that kind of money, why does she work here?"

"Same reason you and I do. We happen to like libraries and books and people. There are lots of other jobs. Some of them pay better, some have better holidays. But I don't know any work that gives you the satisfaction that this kind of work does. Mona feels the same way."

(from *Bright Particular Star* by Marion Garthwaite)

1 Why did Torrey like her job?

A It was a highly technical job.

B She worked in a friendly atmosphere.

C The job was easy and she could work without mistakes.

2 What was strange about Hertha Boatwright?

A She rarely laughed.

B She never ate with the other employees.

C She ate only cookies or cake that she made herself.

3 What did Torrey know about Warren Brock?

A He was raising his small daughter alone.

B He could make good coffee for his visitors.

C He worked more with books than with people.

4 How can Mona be characterised?

A A person who doesn't pay attention to her clothes.

B A person who is unsatisfied with her work.

C A person with a sense of humour.

5 *running down* in line **32** means:

A classifying

B offering

C searching for

6 Why did Mona work in a library?

A She could earn good money there.

B Her family made her work there.

C She liked working with books.

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами задания 1-10, в форму грамматически соответствующую содержанию текста. Каждому пропуску соответствует отдельному заданию 1-10. Каждый пропуск соответствует отдельному заданию 1-10.

A Why choose our English School in Oxford?

B We have taken courses for people with learning disabilities at the English School in Oxford for several years. Our English course is organised in such a way that students can be involved in

(1) CUT
(1) CUT

C What activities can students be involved in?

D What visits to interesting places are included in the programme?

(2) FAR
(2) FAR

E What facilities are offered at the English School?

F We conducted a survey to find out what

(3) PROVIDE
(3) PROVIDE

G We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

H We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(4) LOSE
(4) LOSE

I We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(5) FEW
(5) FEW

J We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(6) EMPLOY
(6) EMPLOY

K We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(7) TAKE OVER
(7) TAKE OVER

L We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(8) SUPPOSE
(8) SUPPOSE

M We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(9) MANY
(9) MANY

N We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(10) LOOK FOR
(10) LOOK FOR

O We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(11) GOOD FOR
(11) GOOD FOR

P We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(12) SUPPOSE
(12) SUPPOSE

Q We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(13) SUPPOSE
(13) SUPPOSE

R We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(14) SUPPOSE
(14) SUPPOSE

S We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(15) SUPPOSE
(15) SUPPOSE

T We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(16) SUPPOSE
(16) SUPPOSE

U We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(17) SUPPOSE
(17) SUPPOSE

V We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(18) SUPPOSE
(18) SUPPOSE

W We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(19) SUPPOSE
(19) SUPPOSE

X We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(20) SUPPOSE
(20) SUPPOSE

Y We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(21) SUPPOSE
(21) SUPPOSE

Z We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(22) SUPPOSE
(22) SUPPOSE

AA We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(23) SUPPOSE
(23) SUPPOSE

AB We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(24) SUPPOSE
(24) SUPPOSE

AC We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(25) SUPPOSE
(25) SUPPOSE

AD We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(26) SUPPOSE
(26) SUPPOSE

AE We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(27) SUPPOSE
(27) SUPPOSE

AF We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(28) SUPPOSE
(28) SUPPOSE

AG We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(29) SUPPOSE
(29) SUPPOSE

AH We invite students to study English as one of the subjects in our courses. The survey showed that nearly 5,000 of the world's oldest English-speaking university students

(30) SUPPOSE
(30) SUPPOSE

Прочитайте текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами 11-21. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенные номерами 11-21.

Student Card 1 about the school. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 11-21. Fill in a person who studies there and find out some information about this school.

Ask the person:
 (11) if there is career education growth in the school. (11) CURRICULUM
 (12) about after-school activities. (12) DEVELOP
 (13) skills such as self-discipline, time management and teamwork. (13) USE
 (14) to be active and polite. (14) MANAGE
 (15) to ask questions and find out all the information you need; (15) COOPERATE
 (16) answer the questions. (16) FRIEND

Remember to:
 (17) Children in preschool and early school benefit from trying a variety of activities until they find one that fits. (17) ELEMENT
 (18) It is not hard for kids to know what they like or what they are good at. (18) VARY
 (19) Talk to a person who is going to study here, like him/her. (19) LIKE

After-school activities help children to discover who they are and what they like to do. A child's process of making life and career choices is a special Sixth Form building. A-level courses provides a foundation for making life and career choices.
 (20) EXPLORE
 (21) CHOOSE

Career education: a special resource centre in the school; regular visits of career co-ordinators
Find out some information about the person.
Ask the person:
 • if he/she plays any musical instrument;
 • about his/her career plans.
Remember to:
 • be active and polite;
 • explain clearly.

Раздел 4

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Alice.

... I do well in most subject areas. That's why it's a bit difficult for me to choose my options. I know that it's important to choose options that will interest and motivate you. Do you consider your future ambition? What interests you? What makes you study hard? ...

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.

Раздел 5

Task 1

Give a 1.5 to 2-minute talk about your future ambitions and the opportunities that you have now to achieve your future ambitions.

Remember to say:

- what plans for the future you've got;
- if you have qualities, skills and abilities necessary for your future profession;
- what subjects and courses you can choose at your school that will help you to design your future.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

Task 2 (2–3 min)

Student Card 1

You are going to study at a school in Britain.

Talk to a person who studies there and find out some information about this school.

Ask the person:

- if there is career education;
- if there is the Sixth Form (what it offers);
- about after-school activities (if there are any/what kind of).

You start the conversation.

Remember to:

- be active and polite;
- ask questions and find out all the information you need;
- answer the questions.

Student Card 2

You study at British school.

Talk to a person who is going to study here, give him/her this information:

After-school activities: clubs for chess, table tennis, photography; the choir; instrumental lessons for individuals

the Sixth Form: a special Sixth Form building; A-level courses, one-year vocational courses

Career education: a special resource centre in the school; regular visits of career co-ordinators

Find out some information about the person.

Ask the person:

- if he/she plays any musical instrument;
- about his/her career plans.

Remember to:

- be active and polite;
- explain clearly.

Раздел 4

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Alice.

... I do well in most subject areas. That's why it's a bit difficult for me to choose my options. I know that it's important to choose options that will interest and motivate you. Do you consider your future ambition? What interests you? What makes you study hard? ...

Write her a letter and answer her 3 questions.

Write 100–120 words. Remember the rules of letter writing.

Раздел 5

Раздел 1

Give a 1.5 to 2-minute talk about your future ambitions and the opportunities that you have now to achieve your future ambitions.

Remember to say: 5 советов по изучению иностранного языка. Установите соответствие между высказываниями каждого говорящего 1–5 и советами, данными в списке A–F. Используйте каждый совет, обозначенный соответствующей буквой, только один раз. В задании есть один лишний совет. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу.

what plans for the future you've got set.

what subjects and courses you can choose at your school.

While learning a language, enjoy yourself.

While learning a language, enjoy yourself.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

Learn vocabulary effectively.

Believe that you can be good at English.

Use all of your resources.

Use all of your resources.

Говорящий	1	2	3	4	5
Говорящий	1	2	3	4	5
Совет (буква)					
Совет (буква)					

Раздел 2

Прочитайте информацию о курсах английского языка. Установите соответствие между заголовками **A–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** Why choose our English School in Oxford?
- B** Why take English courses in Oxford?
- C** How is the English course organised?
- D** What activities can students be involved in?
- E** What visits to interesting places are included in the programme?
- F** What facilities are offered at the English School?

1 We invite students to study English on one of the many courses in the historical city of Oxford, home to the world's oldest English-speaking university. Oxford is famous throughout the world for its beauty and history. Oxford's city centre bustles with interesting shops, lively markets and a wide range of galleries and museums. London is only about one hour away by train and sightseeing visits and excursions are regularly organised. Within easy travelling distance of Oxford by bus or train are other historic cities. We can arrange excursions to such interesting cities as Cambridge, Stratford-upon-Avon, Bath, Liverpool, York and even weekend trips to Scotland and Wales. A visit to such places with their wonderful architecture and grounds will help you to better understand British history and culture.

2 Our English School has many years of experience in international student exchange. We have developed an excellent reputation for providing quality English language learning in a relaxed and welcoming environment. We offer a range of courses all year round and accept students of all abilities, from complete beginners to advanced learners. At our English School much emphasis is placed upon fluency and communication, thus building confidence in the language. We help you to take full advantage of your time in Oxford,

enjoying your free time with other students from the school and also with local English people. The school is situated just 10 minutes north of Oxford's city centre. The school is easily reached by train from Central London and Gatwick and Heathrow Airports are about an hour's drive away.

- 3** Our English School is housed in an attractive building within a 10-minute's walk from the centre of Oxford. It offers spacious classrooms with the use of television, video and overhead projectors. The multimedia centre has computers for students to use and a collection of learning materials. There is a library in the school with textbooks, self-study materials, magazines and a wide range of novels and short stories. Students are able to join the local gym for indoor sports and fitness training. The school has a beautifully designed, modern cafeteria where a variety of hot and cold food is served. Teachers are qualified and experienced at teaching English as a foreign language. There are opportunities for regular contact with English-speaking people and the real chance to build friendships with students from all over the world.
- 4** Our programme offers a well-balanced timetable of English learning, sport and fun activities combined with outings to recreational and cultural centres. Our school boasts first-class sports fields, an impressive outdoor heated swimming pool and tennis courts. There is also an excellent art room and a large assembly hall – for activities such as dance, keep fit, drama, yoga, etc. During the afternoons there is usually a choice of 5 activity options, 2 of which are non-sporting. Activities include, for example, football, basketball, swimming, rugby, baseball, tennis, cricket, volleyball, water polo, aerobics, drama, jewellery making, art and craft, music, dance (and many more!). Evening entertainment can include quiz games, film night, concerts, talent contests, karaoke, to name but a few. We hope that students get as much out of their stay in Oxford as possible.
- 5** Our English School offers an enjoyable English language learning experience together with organized sports, activities and excursions. Excursions, which change weekly, take place (usually) on a Wednesday and Sunday. Our staff always accompany students on all visits. All excursions are included in the weekly course fee. There

are no additional costs involved. Typical tours include London, Windsor, Stratford, Bath, York, Brighton, Canterbury, Cambridge, Salisbury and Stonehenge. There are also tours for long weekends to Scotland, the Lake District, Brussels, Amsterdam or Paris!

Task 2 (20-30 min)	1	2	3	4	5
Текст	1	2	3	4	5
Заголовок (слова)					
Заголовок (буква)					

You are staying with Andrew's family in London. You want to go

to the Roald Dahl Museum because he is your favourite writer.

You start the conversation.

Talk to your British friend and find out about the museum.

Ask your friend about:

- the location of the museum;
- the working hours;
- the price of the ticket.

Remember to:

- be active and polite;
- explain why you want to go to the Roald Dahl Museum;
- ask questions and find out all the information you need;
- invite your friend to go to the museum together;
- agree to go to the museum with Andrew and his parents.

Раздел 3

Прочитайте текст об Александре Белле. Определите, какие из приведенных утверждений 1-10 соответствуют содержанию текста (A - True), какие не соответствуют (B - False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (C - Not stated). Обведите номер выбранного вами варианта ответа. (Not stated):

Обведите номер выбранного вами варианта ответа. Каждый пропуск соответствует отдельному заданию 1-12.

Alexander Graham Bell (1847-1922) was born in Edinburgh, Scotland. Curious and full of ideas, he grew up in a family whose parents were experts on education (the art of public speaking) and teaching the deaf to speak. Alexander's mother taught him until he was ten years old. When he was a young boy, he created a machine that removed the husks from grain. It was his first invention.

After studying at the University of Edinburgh and University College, London, Bell became his father's assistant. He taught the deaf to talk by adopting his father's method of visible speech.

In 1870 Bell's family moved to a healthier climate in Boston, Massachusetts. In 1871 he went to Boston, Massachusetts, to work at Sarah Fuller's School for the Deaf, the first such school in the world. Throughout his life he continued to educate the deaf and he founded the American Association to Promote the Teaching of Speech to the Deaf.

From 1873 to 1876 Bell experimented with many inventions, including an electric speaking telephone (the telephone). On March 7, 1876, the U.S. Patent Office granted Bell a patent for a document guaranteeing a person the right to make and sell an invention for a set number of years, no matter how long it takes to develop it. Bell's patent for a set number of years for a communication device for transmitting several voices over a telephone line was the most valuable single patent ever issued. It opened a new chapter in communications technology.

In 1877 the first telephone was installed in a private home; a conversation took place between Boston and New York using telegraph lines; the Bell Telephone Company was formed. That year Bell demonstrated the telephone to England and France.

The Bell Company built the first long distance line in 1884, connecting Boston and New York. Bell and others organized the American Telephone and Telegraph Company in 1885 to operate other long-distance lines.

The Volta Laboratory was started by Bell in Washington, D.C., with the money he received from France (about \$10,000) for his invention. At the money he received from France (about \$10,000) for his invention. At the

laboratory Bell and his colleagues worked on various projects during the 1880s, including the photophone, induction balance, audiometer, and phonograph improvements.

Bell was also involved in other activities that took much of his time. The magazine *Science* was founded in 1880 thanks to Bell's efforts. As National Geographic Society president from 1896 to 1904, he contributed to the success of the society and its publications. Aviation was Bell's primary interest after 1895. Bell was granted 18 patents in his name, and 12 he shared with collaborators. His contribution to the modern world and its technologies was enormous.

1 In his early childhood, Alexander Bell was educated by his parents.

- A** True **B** False **C** Not stated

2 He completed his first invention when he was young.

- A** True **B** False **C** Not stated

3 Bell's family moved to Canada because of problems with Alexander's health.

- A** True **B** False **C** Not stated

4 Bell was the founder of Sarah Fuller's School for the Deaf in Boston.

- A** True **B** False **C** Not stated

5 Alexander Bell spent most of his life time teaching deaf people.

- A** True **B** False **C** Not stated

6 The first telephone talk took place in America.

- A** True **B** False **C** Not stated

7 British people started using telephones in 1877.

- A** True **B** False **C** Not stated

8 Since 1885, American people were able to speak over the telephone throughout the country.

- A** True **B** False **C** Not stated

9 Alexander Bell spent the money he got for his invention to set up the Volta Laboratory in France.

- A** True **B** False **C** Not stated

10 Alexander Bell was the inventor of more than eighteen inventions.

- A** True **B** False **C** Not stated

Раздел 3

Прочитайте текст. Преобразуйте слова, напечатанные за главными буквами в конце строк, обозначенные номерами 1–12, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию 1–12.

Many people feel that by (1) _____ a language in a country where it (2) _____, they will be able to learn it (3) _____ and (4) _____ than if they just studied the language in their home country. When I was in England last year I (5) _____ that it is true. If I (6) _____ the contest, I would have never known about the youth exchange programme which I liked very much.

I (7) _____ book accommodations because I stayed with a host family who treated (8) _____ like their own daughter. I (9) _____ six weeks in London which is really the (10) _____ place to explore Great Britain and to improve English. The trip was one of the most exciting experiences I (11) _____. No doubt, I (12) _____ England if I had another chance to go abroad to study English.

(1) STUDY

(2) SPEAK

(3) EASY

(4) QUICKLY

(5) REALIZE

(6) NOT WIN

(7) NOT HAVE TO

(8) I

(9) SPEND

(10) GOOD

(11) EVER HAVE

(12) CHOOSE

enjoying your free time with other students from the school and also with local English people. The school is situated just 10 minutes north of Oxford's city centre. The school is easily reached by train from Central London and Gatwick and Heathrow Airports are about an hour's drive away.

You have 30 minutes to do this task.

You have 30 minutes to do this task.

You have received a letter from your English-speaking pen friend Laura. Our English School is housed in an attractive building within a 10-minute's walk from the centre of Oxford. It offers spacious classrooms with the use of television, video and overhead projectors.

My dad is Italian, my mum is Welsh. My family moved to England where I was born. I have always lived in England so I can speak English fluently. Now I'm also learning German at school. So I can speak Welsh, Italian and German. Next year I start Spanish and I want to learn Russian. What is your native language? What foreign languages are taught at your school? What languages do you study? Would you like to study other languages? Why?

as a foreign language. There are opportunities for regular contact with English-speaking people and the real chance to build friendships with students from all over the world.

Write 100-120 words. Remember the rules of letter writing.

Write 100-120 words. Remember the rules of letter writing.

4 Our programme offers a well-balanced timetable of English learning, sport and fun activities combined with outings to recreational and cultural centres. Our school boasts first-class sports fields, an impressive outdoor heated swimming pool and tennis courts. There is also an excellent art room and a large assembly hall – for activities such as dance, keep fit, drama, yoga, etc. During the afternoons there is usually a choice of 5 activity options, 2 of which are non-sporting. Activities include, for example, football, basketball, polo, aerobics, drama, jewellery making, art and craft, music, dance (and many more). Evening entertainment can include quiz games, film night, concerts, talent contests, karaoke, to name but a few. We hope that students get as much out of their stay in Oxford as possible.

Task 1
Task 1

Give a 1.5 to 2 minute talk about your English lessons.

Give a 1.5 to 2 minute talk about your English lessons.

Remember to say:

how long you've been learning English;

how long you've been learning English;

why you've chosen English to study;

what you are your marks in English lessons; and why.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

questions.

Excursions, which change weekly, take place (usually) on a Wednesday and Sunday. Our staff always accompany students on all visits. All excursions are included in the weekly course fee. There

Task 2 (2–3 min)

Student Card 1

You are staying with Andrew's family in London. You want to go to the Roald Dahl Museum because he is your favourite writer.

You start the conversation.

Talk to your British friend and find out about the museum.

Ask your friend about:

- the location of the museum;
- the working hours;
- the price of the ticket.

Remember to:

- be active and polite;
- explain why you want to go to the Roald Dahl Museum;
- ask questions and find out all the information you need;
- invite your friend to go to the museum together;
- agree to go to the museum with Andrew and his parents.

Student Card 2

You are Andrew and you live in London. Your Russian friend is staying with your family. He/she wants to go to the Roald Dahl Museum and asks you about it. You went on an excursion to the museum with your class last week.

Listen to your friend and answer his/her questions about the museum.

Information about the museum:

Location: in Great Missenden, a small village, 40 minutes by train from London

Open: from Tuesday to Sunday, from 10 am to 5 pm on weekdays and from 11 am to 5 pm on Sundays and Saturdays

Tickets: children: 5 to 18 £4.00

Remember to:

- be active and polite;
- ask why he/she wants to go to the Roald Dahl Museum;
- say that you liked the excursion very much and want to go to the museum again;
- suggest going to the museum with your parents on Sunday.

Итоговая контрольная работа

Раздел 1

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–A7) перенесите свои ответы в бланк ответов №1.

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.

B1

- A** Adults can't get a correct picture of teens' life from the mass media.
B Books give adults the right idea of teens' life.
C Adults should read stories written by teenagers.
D Books can't help adults to understand teenagers.
E Adults should listen to their children's opinions.
F Adults should swap roles with their children for a day to learn about children's life.

Говорящий	1	2	3	4	5
Утверждение					

Вы услышите интервью с выпускником школы. Определите, какие из утверждений **A1–A7** соответствуют содержанию интервью (**1 – True**), какие не соответствуют (**2 – False**) и о чём в интервью не сказано, то есть на основании интервью нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Tim is a member of the school committee.

1 True **2** False **3** Not stated

A2 It was the teachers' idea to organise a school committee.

1 True **2** False **3** Not stated

A3 The school library was opened thanks to the schoolchildren's efforts.

1 True **2** False **3** Not stated

A4 The initiative of setting up a club for year 7 and 8 belonged to Tim.

1 True **2** False **3** Not stated

A5 Tim writes articles for the school newspaper.

1 True **2** False **3** Not stated

A6 Tim's mother is a journalist.

1 True **2** False **3** Not stated

A7 Tim plays the violin in a school band.

1 True **2** False **3** Not stated

По окончании выполнения заданий **B1, A1–A7** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях **B1** буквы записываются без пробелов и знаков препинания.

Раздел 2

Прочитайте информацию о Международном дне книги. Установите соответствие между вопросами А–F и параграфами 1–5. Запишите свои ответы в таблицу. Используйте каждую букву только один раз. В задании есть один лишний вопрос.

B2

- A Where did the tradition of World Book Day come from?
- B How was the official date for celebrating World Book Day chosen?
- C What are the symbols of World Book Day?
- D What is the aim of World Book Day celebrations?
- E What is special about World Book Day in the UK?
- F What events are held on World Book Day?

- 1 World Book Day UK began in 1998. It was launched by Prime Minister Tony Blair at the Globe Theatre in London. Schoolchildren in Great Britain were given a £1 special World Book Day Token. This money sign could be exchanged for any book in any bookshop. Since then, World Book Day UK has followed a similar tradition. Some more initiatives, such as *Quick Reads Initiative*, *Books for Hospitals* were added to the celebration. In the United Kingdom World Book Day is held annually on the first Thursday in March. Although it might be argued that this makes it more a UK Book Day than a *World Book Day*, it was decided to celebrate this date together with spring school holidays.
- 2 The idea of World Book Day originated from Catalonia, Spain. There on 23 April, Saint George's Day is celebrated. On Saint George's Day it has been traditional since early times for men to give roses to women they admire and for the women to give books in exchange. Now on this day a rose is given in bookshops as a gift for each book sold. The tradition was set up more than 80 years ago. The connection between 23 April and books was first made in 1923 by booksellers in Spain as a way to honour the author Miguel de Cervantes who died on that day. To mark this day Cervantes' *Don Quixote* is read during a two-day "readathon" and the Miguel de Cervantes Prize is presented by the King.

- 3** World Book Day is the biggest annual celebration of books and reading. During World Book Day, local libraries, school libraries and bookstores usually have special activities and parties for children, which are designed to encourage a love of books. They usually present material and information about how to get involved in World Book Day. Everybody can find the range of activities organised. As part of the celebration, children are invited to help to select the top children's book of the year by voting online or at their school or library. Also, schoolchildren design posters, write compositions and book reviews of their favourite books and share them with the world on a special website. The winners of the review competitions have a chance to get brand new books. There are also a lot of charity and special fundraising activities for children in poor countries held on this day.
- 4** World Book Day is also known as International Day of the Book. It is a yearly event which is held on 23 April. World Book Day was set up in 1995. In that year, UNESCO decided that World Book Day would be celebrated on this date because of the festival in Catalonia, Spain and because on this date and in the same year of 1616, Cervantes, Shakespeare and Inca Garcilaso de la Vega all died. It is also the date of birth or death of other prominent authors such as Maurice Druon, Vladimir Nabokov, Josep Pla and some others. So, it was a choice of UNESCO to commemorate the authors and their books on this date. Now World Book Day is celebrated in over 100 countries around the globe.
- 5** World Book Day is a celebration for authors, publishers, booksellers and people who like reading. They work together to promote books and reading for the personal education and enjoyment of life. It was a wonderful decision for UNESCO's General Conference to pay worldwide attention to books and authors on this date. The main idea of World Book Day is to encourage people worldwide to explore the pleasures of books and reading by providing them with the opportunity to choose a book of their own. Through the celebrations people are inspired to discover the beauty and the joy of the world through books. The activities and events organised on World Book Day is a good way to motivate people to read.

1	2	3	4	5

Прочитайте отрывок из воспоминаний У. Черчилля о его школьных годах. Определите, какие из утверждений **A8–A14** 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**).

I was twelve when I entered the unfriendly region of examinations, and through which for the next seven years I had to travel. These examinations were a great test to me. The subjects which were valued by the examiners were almost always those I liked least. I would like to be examined in history, poetry and writing essays. The examiners, on the other hand, preferred Latin and mathematics. Moreover, the questions which they asked on both these subjects were almost always those to which I was unable to suggest a satisfactory answer. I would like to be asked to say what I knew. They always tried to ask what I did not know. This sort of treatment had only one result: I did not do well in examinations.

This was especially true of my entrance examination to Harrow. The Headmaster, Mr Welldon, however, took a broad-minded view of my Latin text. This was the more amazing, because I was found unable to answer a single question in the Latin paper. I wrote my name at the top of the page. I wrote down the number of the question "1". But I could not think of anything connected with it that was true. Suddenly I made some dirty marks on my test paper. I stared for two hours at these spots. And then they collected my piece of test paper with all the others and carried it up to the Headmaster's table. It was from these small signs of knowledge that Mr Welldon drew the conclusion that it was enough to pass into Harrow. It showed that he was a man who did not depend upon paper demonstration.

I was placed in the third, or lowest, division of the Fourth, or bottom, Form. The names of the new boys were written in the school list in alphabetical order. As my correct name, Spencer-Churchill, began with an "S", I was in fact only two more names away from the end of the whole school.

However, by being in the lowest form I got a great advantage over the cleverer boys. They all learned Latin and Greek and things like that. But I was taught English. We were considered such silly pupils that we could learn only English. Mr Somervell taught the stupidest boys the most ignored thing – to write simple English. He knew how to do it. He taught it as no one else has ever taught it.

I learned it thoroughly. And when in after years my schoolmates who had won prizes for writing such beautiful Latin poetry and Greek epigrams had to come down again to common English, to earn their living or make their career, I did not feel myself at any difficulty. Naturally, I am in favour of boys learning English. I would make them learn English; and then I would let the clever ones learn Latin as an honour and Greek as a pleasure. But the only thing I would beat them for is not knowing English. I would beat them hard for that. (507)

(adopted from *My Early Life* by Winston Churchill)

A8 At the age of twelve Churchill had his first examination.

- 1 True 2 False 3 Not stated

A9 Churchill couldn't pass the exams to Harrow several times.

- 1 True 2 False 3 Not stated

A10 Besides Latin, entrance exams to Harrow included mathematics.

- 1 True 2 False 3 Not stated

A11 In the Latin exams Churchill didn't answer any question.

- 1 True 2 False 3 Not stated

A12 At Harrow, Churchill was considered to be the most gifted pupil.

- 1 True 2 False 3 Not stated

A13 As a pupil Churchill won a lot of prizes writing English poetry.

- 1 True 2 False 3 Not stated

A14 Churchill would like all the pupils to learn their native language properly.

- 1 True 2 False 3 Not stated

По окончании выполнения заданий **B2, A8–A14** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в задании **B2** буквы записываются без пробелов и знаков препинания.

Раздел 3

Прочитайте информацию об известном журналисте. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B3–B18**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B3–B18**.

- B3** Alistair Cooke _____ as an outstanding journalist of the 20th century. Before **HONOUR**
- B4** 1936 Cooke _____ a 15-minute talk **MAKE**
London Letter for American listeners on life in Britain. During the Second World War
- B5** Alistair Cooke _____ throughout the **TRAVEL**
United States, writing about the lifestyle of ordinary Americans during the war and their attitude towards it.
- B6** In 1946 Cooke _____ to do another **ASK**
weekly programme *Letter from America*, in
- B7** which Cooke presented _____ own view **HE**
on the most significant events of the century.
- B8** The programme _____ for about sixty **BROADCAST**
years until the 20th of February 2004. Also,
- B9** Cooke _____ for the *Guardian* newspaper **WRITE**
and as a foreign correspondent for *The Times*.
- B10** In 1952, Cooke _____ the host of **BECOME**
- B11** CBS's *Omnibus*, which was _____ commercial **ONE**
network television series devoted to
- B12** the arts. Cooke achieved his _____ popularity **GREAT**
in the US in this role.
- After Cooke's death on March 30, 2004,
- B13** it _____ that his BBC radio programme **DECIDE**
- B14** *Letter from America* _____ on a website. **PUT**
Colin Webb, Cooke's literary secretary, said
- B15** that if the people went online they _____ **FIND**
there Cooke's weekly broadcasts over 58

B16

years. The online archive will give _____
a unique range of topics. Susan Cooke
Kittredge, Cooke's daughter, was asked if
she _____ of this project. She hoped that
the project _____ a success.

B17

B18

THEY

APPROVE

BE

Прочитайте информацию о результатах опроса в Британии. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B19–B30**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию **B19–B30**.

B19	The surveys show that UK children today fail learning skills, because they are not doing enough sports and extracurricular _____. 81% of the teachers say that children who take active part in sports can concentrate better. And 64% say that those kids who use their leisure time for sports and hobbies are more _____ and better in the school subjects and in the class _____.	ACTIVE
B20	Most of the teachers agree that both study and sports are of equal _____.	CONFIDENCE
B21	The reports show that most of the schoolchildren are quite _____, but they do not know how to achieve their aims. As a result they are making _____ development in language, literacy and _____ skills. In _____ with boys, girls' achievements are better in all the areas of learning. Boys, as the surveys show, do not choose _____ active ways of spending their free time and are glued to TV and computer. The parents should take the problem _____ and try to provide a positive attitude of the kids towards sports. This proves that it is the _____ of both the parents and the teachers to help to improve children's _____.	DISCUSS
B22		IMPORTANT
B23		AMBITION
B24		SATISFY
B25		COMMUNICATE
B26		COMPARE
B27		TRADITION
B28		SERIOUS
B29		RESPONSIBLE
B30		ABLE

По окончании выполнения заданий **B3–B30** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях **B3–B30** буквы записываются без пробелов и знаков препинания.

Раздел 4

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 учителем. При заполнении бланка ответов № 2 вы указываете сначала номер задания C1, а потом пишете свой ответ.

C1

You have 30 minutes to do the task.

You have got a letter from your pen friend Peter. He is asking you for some information.

... The exams are over. Hurrah! Next Friday there is a graduation ceremony for the pupils who leave school this year. It will take place outdoors. We will have some interesting activities and sports. Our yearbooks will be ready by that time. What exams will you have this year? Will you celebrate the end of the school year? Will you hold a graduation ceremony or any special events for the school leavers? Do you have a yearbook? What school events have you written in your yearbook about?

...

Write a letter to your pen friend and answer his 5 questions. Write 100–120 words. Remember the rules of letter writing.

Раздел 5

Вы получите карточку, на которой представлены два задания для устного ответа: **C2** — тематическое монологическое высказывание, **C3** — диалог-расспрос. Окончание выполнения каждого задания определяет учитель.

C2

Student Card

Give a 1.5 to 2-minute talk.

You are telling your foreign friend about the things that give a better idea about you and your classmates.

Remember to:

- say about the books you like reading;
- say about the music you and your classmates like best;
- give an example of your favourite TV shows or programmes;
- explain why you like these things.

You have to talk for 1.5 to 2 minutes. The teacher will listen until you have finished. Then he/she will ask you some questions.

Student Card 1

You are an exchange student at an American school.

Talk to a student from the school and find out some information about the school.

Ask the student about:

- the traditional events and ceremonies;
- the school contests and competitions;
- the school facilities.

You begin the conversation.

Remember to:

- be active and polite;
- ask questions to get all the information you need;
- be ready to answer your friend's questions.

Student Card 2

You are a student at an American school.

Talk to an exchange student who is going to study at your school. Give him/her some information about your school and get some information about the student.

Some facts about your school:

- the school weekly newspaper and the TV studio;
- a computer club for those who want to study IT professionally;
- a traditional composition contest in February;
- a graduation ceremony for school leavers in mid-June.

Ask your friend:

- if he/she likes writing articles for a school newspaper;
- if he/she is interested in computers;
- if he/she can play any sports or musical instruments and takes part in the school contests or sports competitions.

Remember to:

- be active and polite;
- explain clearly.

Бланк ответов № 1

Номер задания	Ответ													
B1														
A1														
A2														
A3														
A4														
A5														
A6														
A7														
B2														
A8														
A9														
A10														
A11														
A12														
A13														
A14														
B3														
B4														
B5														
B6														
B7														
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B19														
B20														
B21														
B22														
B23														
B24														
B25														
B26														
B27														
B28														
B29														
B30														

Бланк ответов № 2

[illegible]

ВИДЫ ТЕСТОВЫХ ЗАДАНИЙ И РЕКОМЕНДАЦИИ ПО ИХ ВЫПОЛНЕНИЮ

Matching (установление соответствия) — вид тестового задания, при выполнении которого необходимо установить соответствие между утверждениями/заглавиями/вопросами и высказываниями, воспринимаемыми на слух, или текстами, предназначенными для чтения. Обратите внимание на то, что одно из утверждений/заглавий/вопросов является лишним.

Рекомендации по выполнению задания на установление соответствий в разделе 1 (аудирование)

1. Перед прослушиванием текста ознакомьтесь с инструкцией к заданию.
2. Внимательно прочитайте утверждения (заглавия или вопросы), чтобы понять тему высказывания, предназначенного для аудирования, и получить представление о том, на что следует обратить внимание при слушании текстов.
3. Во время первого прослушивания записи отметьте ответы, в которых вы уверены, а остальные пока пропустите.
4. Во время паузы после первого прослушивания подумайте над вопросами, которые вы пропустили.
5. Во время второго прослушивания ответьте на оставшиеся вопросы и проверьте правильность ранее сделанного выбора.
6. Во время паузы в конце задания проверьте правильность всех ответов.

Рекомендации по выполнению задания на установление соответствий в разделе 2 (чтение)

1. Просмотрите абзацы одного текста (короткие тексты), чтобы понять основную идею каждого из них.
2. Внимательно прочитайте каждый абзац (короткий текст) и выберите подходящий ответ (заголовок/утверждение/вопрос). Имейте в ви-

ду, что ответ должен либо согласовываться с большей частью текста, либо полностью соответствовать содержанию.

3. Обратите внимание на то, что слова в ответе (заголовке/утверждении/вопросе) могут не встречаться в соответствующем абзаце (коротком тексте). Нужно искать соответствие не между отдельными словами, а между основной мыслью абзаца/короткого текста и ответом (заголовком/утверждением/вопросом).

4. Выбирая ответ, старайтесь держать в памяти все заголовки. Возможно, ранее сделанный выбор не верен и вам потребуется его заметить.

True/False/Not stated (*верно/неверно/в тексте не сказано*) — один из видов тестовых заданий, в котором следует определить, соответствуют ли предложенные утверждения содержанию высказывания (диалога, письменного текста) или нет, или на основании услышанного/прочитанного нельзя дать ни положительного, ни отрицательного ответа.

Рекомендации по выполнению задания True/False/Not stated
(*верно/неверно/в тексте не сказано*) **в разделе 1 (аудирование)**

1. Прочитайте внимательно инструкцию к заданию и утверждения. Это даст вам представление о содержании диалога, предназначенного для аудирования.

2. Обратите внимание на то, что контрольные вопросы (утверждения) даются в том же порядке, что и информация в тексте.

3. Во время первого прослушивания записи отметьте ответы, в которых вы уверены, а остальные пока пропустите.

4. Во время паузы после первого прослушивания подумайте над вопросами, которые вы пропустили.

5. Во время второго прослушивания ответьте на оставшиеся вопросы и проверьте правильность ранее сделанного выбора.

6. Во время прослушивания спросите себя, на самом ли деле говорящий произносит то, что написано в утверждении (True), или он произносит что-либо противоположное данному утверждению (False), или из слов говорящего нельзя сделать однозначное умозаключение, то есть утверждение в общем соответствует содержанию текста, но детали, о которых говорится в утверждении, не упоминаются в тексте (Not stated).

7. Во время паузы в конце задания проверьте правильность всех ответов.

Рекомендации по выполнению задания True/False/Not stated
(*верно/неверно/в тексте не сказано*) в разделе 2 (чтение)

1. Прежде чем приступить к выполнению задания, ознакомьтесь с инструкцией и просмотрите текст, чтобы получить представление о теме текста.

2. Обратите внимание на то, что вопросы расположены в том же порядке, что и относящиеся к ним части текста.

3. Прочитайте вопрос и найдите соответствующую часть текста. Определите подходящий вариант (*верно/неверно/в тексте не сказано*).

4. При чтении текста спросите себя, на самом ли деле в тексте говорится о том, что написано в утверждении (True), или что-либо противоположное данному утверждению (False), или из текста нельзя сделать однозначное умозаключение, то есть утверждение в общем соответствует содержанию текста, но детали, о которых говорится в утверждении, в тексте не упоминаются (Not stated).

5. Обратите внимание на то, что верное утверждение может не содержать слова и выражения из текста, но при этом его смысл будет соответствовать содержанию текста, и наоборот, неверное утверждение по своему лексическому составу может полностью совпадать с текстом.

Multiple choice (*множественный выбор*) — тестовое задание, при выполнении которого необходимо выбрать ответ из нескольких предлагаемых вариантов.

1. Прежде чем приступить к выполнению задания, ознакомьтесь с инструкцией и просмотрите текст, чтобы получить представление о теме текста.

2. Обратите внимание на то, что вопросы расположены в том же порядке, что и относящиеся к ним части текста.

3. Прочитайте вопрос и предложенные варианты ответа и найдите соответствующую часть текста. Определите подходящий вариант.

4. Обратите внимание на то, что правильный вариант ответа может не содержать слова и выражения из текста, но при этом его смысл будет соответствовать содержанию текста.

5. Будьте внимательны, один из вариантов ответа может соответствовать содержанию текста, но при этом не являться ответом на заданный вопрос.

Gap-filling (*дополнение/заполнение пропусков*) — задание, предполагающее восстановление пропущенных элементов текста, представляющих собой то или иное грамматическое явление (видовременные формы глаголов, степени сравнения прилагательных, местоимения, порядковые числительные и т. п.).

1. Прежде чем приступать к выполнению задания, ознакомьтесь внимательно с инструкцией.

2. Просмотрите текст, чтобы понять его содержание и получить представление о том, какие грамматические явления проверяются в каждом задании.

3. Внимательно читайте каждое предложение и данное справа от него слово. Определите, какой частью речи является данное слово.

4. Определите, какая грамматическая форма этого слова требуется для заполнения пропуска (нужно ли образовать определённую форму глагола, нужно ли употребить пассивную форму или форму множественного числа; следует ли образовать сравнительную или превосходную степень сравнения прилагательного; нужно ли употребить объектный падеж личного местоимения или употребить соответствующее притяжательное местоимение и т. п.).

5. Записав ответ, прочитайте получившееся предложение, чтобы убедиться в том, что ответ верен с точки зрения грамматики и орфографии.

Word formation (*словообразование*) — один из видов тестовых заданий, в котором следует заполнить пропуски в предложениях данными словами, изменив их форму с помощью соответствующих словообразовательных элементов.

1. Быстро просмотрите текст, чтобы иметь представление о его содержании.

2. Прочитайте каждое предложение с пропуском, чтобы определить, какой частью речи является пропущенное слово.

3. Вспомните известные вам способы словообразования (суффиксы, приставки, конверсия) и выберите подходящий способ.

4. Запишите слово. Проверьте орфографию.

5. Будьте внимательны при образовании имени существительного: возможно, в предложении требуется форма множественного числа.

6. Прочитайте готовое предложение и проверьте, имеет ли оно смысл.

Letter writing (*написание личного письма*) — вид письменного тестового задания, в котором проверяется умение написать письмо личного характера.

В этом задании предполагается написание письма в ответ на письмо, данное в тесте.

1. Внимательно прочитайте отрывок из адресованного вам письма.
2. Обратите внимание на содержание вопросов, на которые вам предстоит ответить, и, продумывая ответы на эти вопросы, делайте соответствующие записи.
3. Начните своё письмо согласно правилам написания писем личного характера.
4. Тщательно продумывайте лексико-грамматическое оформление каждого предложения и его соответствие заданной ситуации.
5. Правильно соединяйте предложения, используя соответствующие союзные слова и/или союзы.
6. Убедитесь в том, что вы ответили на все поставленные вопросы.
7. Правильно завершите письмо.
8. Прочитайте написанное вами письмо и проверьте, насколько логично и связно оно написано и соответствует ли его объём заданному (100–120 слов).
9. Убедитесь в том, что вы не допустили орфографических и пунктуационных ошибок.

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Перегудова Эльвира Шакировна, **Костина** Ирина Павловна,
Дуванова Ольга Викторовна, **Кобец** Юлия Николаевна

АНГЛИЙСКИЙ ЯЗЫК

Подготовка к итоговой аттестации

Контрольные задания

9 класс

Пособие для учащихся
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с приложением на электронном носителе

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Руководитель Центра *В. В. Копылова*
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Техническое редактирование и компьютерная вёрстка
Н. А. Разворотневой
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