

**ГОСУДАРСТВЕННАЯ  
ИТОГОВАЯ АТТЕСТАЦИЯ**

**ГИА**

**АНГЛИЙСКИЙ ЯЗЫК**

**ТЕМАТИЧЕСКИЕ  
ТЕСТОВЫЕ  
ЗАДАНИЯ**



**УРОВНИ А, В, С**

Государственная итоговая аттестация

**АНГЛИЙСКИЙ ЯЗЫК**

**7 класс**

**ТЕМАТИЧЕСКИЕ  
ТЕСТОВЫЕ ЗАДАНИЯ  
для подготовки к ГИА**

**Ярославль  
Академия развития**

**УДК 373:811.111**  
**ББК 81.2Англ-922**  
**А64**

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Пособие содержит задания по английскому языку для 7 класса в формате государственной итоговой аттестации. Задания предназначены для самостоятельной работы на уроках, для осуществления текущего и тематического контроля знаний.

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## ПРЕДИСЛОВИЕ

Пособие содержит задания по английскому языку для 7 класса в формате государственной итоговой аттестации. Задания предназначены для самостоятельной работы на уроках, для осуществления текущего и тематического контроля знаний.

Цель данного пособия состоит в том, чтобы подготовить учащихся 7 классов к государственной итоговой аттестации (ГИА) по английскому языку. Пособие включает тренировочные тестовые задания, которые составлены на основе демонстрационной версии ГИА по английскому языку.

Тесты соответствуют тематике УМК по английскому языку для 7 классов и помогут закрепить, обобщить и систематизировать знания, умения и навыки по всем видам речевой деятельности.

Материал пособия сгруппирован по тематическому принципу, что позволяет учащимся приобрести дополнительные страноведческие знания о странах изучаемого языка.

Задания тестов соответствуют различным уровням сложности: базовый, повышенный и высокий.

Задания каждого теста объединены одной темой и позволяют всесторонне обсудить и раскрыть ее.

Каждый тест включает пять разделов: «Аудирование», «Чтение», «Грамматика и лексика», «Письмо» и «Говорение». К тестам предлагаются также дополнительные материалы: тексты для аудирования, примерные образцы написания письма и диалоги. К каждому тесту есть ключи для проверки, что позволяет использовать это пособие для самостоятельной работы учащихся.

## **ИНСТРУКЦИЯ ПО ВЫПОЛНЕНИЮ РАБОТЫ**

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

Сначала выполняется письменная часть, на которую отводится 1,5 часа (90 минут). В этой части работы предлагается выполнить 23 задания, которые даны в следующей последовательности.

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

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

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

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

Выполнять задания следует в том порядке, в котором они даны.

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

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

**Желаем успеха!**

## TEST 1. SCHOOL

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

### Раздел 1. Аудирование

*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.*

**B1** The speaker says that

- A. she/ he prefers studying in the afternoon or evening.
- B. she/ he easily forgets what she/ he has learnt.
- C. she/ he likes studying with someone else.
- D. eating before an exam helps to calm down.
- E. enjoying the subject is important.
- F. she/ he has a lot of things to study before an exam.

Говорящий	1	2	3	4	5
Утверждение (буква)					

*Вы услышите интервью со студенткой о том, что ей нравится и не нравится в Британии. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1.** Helen studies at a language school in London.

- 1) True            2) False            3) Not stated

**A2.** She doesn't like the cold weather.

- 1) True            2) False            3) Not stated

**A3.** At home she eats at different times.

- 1) True            2) False            3) Not stated

**A4.** She doesn't like English food.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий **B1, A1—A4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.** При переносе ответов в задании **B1** буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

*Прочитайте текст об обучении в британской школе. 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.*

### **B2**

- A.** Activities after school
- B.** Free time between lessons
- C.** School clothes
- D.** School subjects
- E.** Homework
- F.** School day begins

1. I get up at 7.30 and get dressed for school. I don't live far from school, so I walk there with my friends, Brian and Gemma. On Mondays we all start the day with Assembly in the school hall at 8.50. The headteacher talks to us and gives us information about school events.

2. This year I've got nine subjects. We all study English, Maths and Science, and then we choose other subjects. My favourites are IT and Art&Design. Brian likes Spanish and Japanese. Gemma is brilliant at Maths, so she goes to an Advanced Maths class.

3. We have 20 minutes for break in the morning and an hour for lunch. Some students bring sandwiches to school for lunch, but my friends and I always eat in the dining room where you can get a hot meal every day.

4. Lessons end at 4 o'clock, but on Mondays and Wednesdays I stay at school until 5 o'clock. I go to the Photography Club and the Athletics Club. There are lots of clubs and activities at our school. Brian belongs to the Film Society and Gemma plays in the school orchestra.

5. At the end of the day I always spend two hours on homework — sometimes three hours. We get lots of homework now. We've got our exams in June, so there's always lots of work to do.

1	2	3	4	5

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

Yesterday was a normal school day for Yumiko, a fourteen-year-old student at Higashi High School in Tokyo, Japan. At 6.15 am, while you were probably still asleep, Yumiko was getting ready for school. At 7.30 she left home and travelled for an hour by train to get to school.

Her first class started at 8.40. She had four lessons in the morning. There isn't a cafeteria or a canteen at Yumiko's school so, at 12.30, she stayed in her classroom with her classmates and ate her packed lunch. She had 50 minutes for lunch and then had two more classes. At 3 pm classes finished. Yumiko helped to tidy the classroom and



after that she went to baseball club and practised for two hours. Every student in Japan goes to a sports club after school.

After baseball, Yumiko had a burger and then took a 30-minute train journey to a special school called a 'juku'. She stayed there for three hours, studying for her exams. Yumiko likes going to 'juku' because she says it's more fun than normal school, and more interesting. Her parents don't mind paying because they hope it will help her to get into a good university. Finally, Yumiko went home and did homework before she went to bed — at midnight. And you thought you had a hard life!

**A5.** It takes Yumiko much time to get to school.

- 1) True            2) False            3) Not stated

**A6.** She usually has lunch at a school canteen.

- 1) True            2) False            3) Not stated

**A7.** All students in Japan go in for sport after school.

- 1) True            2) False            3) Not stated

**A8.** Yumiko's parents have to pay a lot of money for extra classes.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий **B2, A5—A8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1!** При переносе ответов в задании **B2** буквы записываются без пробелов и знаков препинания.*

### Раздел 3. Грамматика и лексика

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

Hi! I'm Lizzie. I go to Sudbury Valley School. It is not the same as an ordinary school because here a student can

- B3.** choose what he or she \_\_\_\_\_ . DO
- B4.** You \_\_\_\_\_ a school timetable. NOT FOLLOW  
You don't have to \_\_\_\_\_ do tests and exams.  
And you don't have to sit in the classroom
- B5.** all day. But there \_\_\_\_\_ rules at my school too and everyone BE
- B6.** \_\_\_\_\_ to obey the rules. For example, HAVE  
we all have to help with the cleaning. We make rules at our school meetings. All
- B7.** the students can give \_\_\_\_\_ opinion, THEY  
and then we vote.
- B8.** When someone \_\_\_\_\_ at a meeting, SPEAK  
you mustn't interrupt.
- B9.** At Sudbury Valley, you have to think for \_\_\_\_\_. YOU  
That's why I like it here.

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

Are uniforms a symbol of a school?  
Does wearing a uniform

- B10.** have a special \_\_\_\_\_ for students? MEAN  
I think these questions are difficult to answer.  
In my opinion, it'd be better if students wear a
- B11.** uniform at school. Students' \_\_\_\_\_ RESPONSIBLE  
are to study and do well
- B12.** at school. Lots of people say it takes away your \_\_\_\_\_  
INDIVIDUAL
- B13.** Wearing uniforms is good because it shows  
the \_\_\_\_\_ of each school and makes \_\_\_\_\_ UNIQUE  
students look neat. Also parents may be
- B14.** proud when other people see their \_\_\_\_\_ CHILD  
wearing the uniform of a famous school.

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

*Для ответа на задание С1 используйте бланк ответов № 2.*

*При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.*

*При заполнении бланка ответов № 2 вы указываете сначала номер задания С1, а потом пишете свой ответ.*

**C1.** You have 30 minutes to do this task.

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

I want to improve my Russian because I'm going to visit your country in the summer. Which of the ways of learning Russian do you find the most useful? Is it a good idea to learn languages over the Internet? What is, in your opinion, the most important aspect of language to study?

Write her a letter and answer her 3 questions.

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

## *Раздел 5. Говорение*

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

**Задания для экзаменуемого**

### **C2. Student Card**

#### Task 1

Give a 1.5—2 minute talk about your school.

**Remember to speak about:**

- the school you study at
- your favourite subjects
- clubs at your school

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

### **C3. Student Card**

#### Task 2 (2—3 minutes)

You want to study English in a summer school in Ireland. You are phoning a language school and ask the secretary about:

- where the school is situated
- what the fee is
- what after-school activities they offer

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

#### **Remember to:**

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

## TEST 2. FAMILY

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

### Раздел 1. Аудирование

*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.*

**B1.** The speaker talks about her/ his relative working as

- A. a computer programmer.
- B. a translator.
- C. a businesswoman.
- D. a teacher.
- E. a doctor.
- F. a student.

Говорящий	1	2	3	4	5
Утверждение (буква)					

*Вы услышите разговор мамы с сыном о беспорядке в комнате. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

A1. Gary's mother is angry because the room is in a mess.

- 1) True            2) False            3) Not stated

A2. Gary's mother is going to tidy his room.

- 1) True            2) False            3) Not stated

A3. Gary says he is going to take up a new hobby.

- 1) True            2) False            3) Not stated

A4. Gary's mother thinks that her son is lazy.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В1, А1—А4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.*

*При переносе ответов в задании В1 буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

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

**B2.**

- A. After dinner activities
- B. Hobbies
- C. At the weekend
- D. Travelling to work
- E. Their friends
- F. Start of the day

1. If you stay with an English family, what will life be like? We will tell you about life at the Grants' flat in London. During the week, the day starts at about 7.15. They have breakfast in the kitchen. Tim and Penny Grant always have toast and coffee, but a lot of English people prefer tea. Charlie, Tim and Penny's son, has orange juice and cereal.

2. Tim and Penny leave the flat at about 8 o'clock. They go to work on the tube. Charlie gets the bus to school. A lot of British people travel to work by car. The roads are usually very busy, especially during the 'rush hour' — in the morning and at the end of the day.

3. They usually have dinner together, but sometimes Penny works in the evening and sometimes Tim goes to the gym after work. They eat at about half past seven. After that Tim reads a paper, Charlie does his homework and Penny watches TV. They go to bed at about eleven.

4. At the weekend, Charlie and Tim sometimes go to a football match, and Tim always washes the car. Penny does the housework and Tim does the shopping at the supermarket near the flat. Sometimes they go to the cinema, or they go for a walk on Hampstead Heath.

5. Sometimes Tim and Penny's friends come to the flat for a meal, or just to say 'hello'. Penny often goes cycling at the weekend. Charlie spends a lot of time at his friend's flat, and he often argues with his parents when he doesn't help at home!

1	2	3	4	5

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

I lay awake all night thinking about the next day, which was my birthday. My uncle Bob was going to take us to EuroDisney. At last, it was morning and I jumped out of bed. "Hurry! We can't keep Uncle Bob waiting!" I shouted and we set off.

We arrived at EuroDisney and looked for my uncle but there was no sign of him. "Jenny, we've been waiting for ages. Why don't we go on and check out the rides ourselves?" said Dad. When we got onto the rollercoaster I saw Mickey Mouse waving at me. Then later, as we walked towards the fairytale castle, we saw Mickey waving at me again. "That's very friendly, isn't



it, Jenny?" said my mum. "He must do that to all other kids," I said but I was secretly pleased.

Before we knew it, it was time for lunch. We made our way towards the restaurant, and believe it or not, there was Mickey again, but this time with a huge birthday cake. "I think it's your birthday today, young lady," he said in a very familiar voice. He took off his big mask and there was my uncle Bob standing in front of me! My parents smiled and everyone wished me a happy birthday.

**A5.** Uncle Bob wasn't in EuroDisney because he was busy.

- 1) True                      2) False                      3) Not stated

**A6.** Jenny was happy to see Mickey Mouse waving at her.

- 1) True                      2) False                      3) Not stated

**A7.** They decided to go home to have lunch.

- 1) True                      2) False                      3) Not stated

**A8.** It turned out that Mickey was Jenny's uncle Bob.

- 1) True                      2) False                      3) Not stated

**По окончании выполнения заданий В2, А5—А8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1!**

*При переносе ответов в задания В2 буквы записываются без пробелов и знаков препинания.*

### **Раздел 3. Грамматика и лексика**

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

Are today's teenagers really lazy, rude and unhelpful?

- B3.** We talked to forty teenagers and \_\_\_\_\_ **THEY**  
parents. We wanted to find out if they got on well.  
Most of the teenagers
- B4.** said that they \_\_\_\_\_ rebels. For example, **NOT BE**  
Gemma, aged
- B5.** 14, said that she \_\_\_\_\_ often with her **NOT ARGUE**  
parents. She said
- B6.** her mother was her \_\_\_\_\_ friend. Several **CLOSE**  
teenagers said they weren't happy at home,  
but they also said
- B7.** their \_\_\_\_\_ were important to them. **FAMILY**
- B8.** Donna, aged 15, said that she \_\_\_\_\_ **CANNOT**  
talk to her parents about problems because they  
didn't understand her. But she said it didn't  
worry her because she didn't spend
- B9.** \_\_\_\_\_ time at home. **MANY**

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

Are young people happier today than 50 years ago?  
This is a very interesting question. I have talked  
to many of

- B10.** my friends about this. They have many \_\_\_\_\_ **DIFFER**  
opinions. Young people have more opportunities  
than in the past. They have more money,
- B11.** more chances to get a good \_\_\_\_\_ **EDUCATE**  
There is also a lot of new technology to enjoy.  
There are mobile phones

**B12.** and the Internet. They give lots of \_\_\_\_\_ POSSIBLE  
for communicating with friends. On the other  
hand, there are many pressures on young people  
now to have a career, to earn lots of money,

**B13.** to look good and to be in a happy \_\_\_\_\_. RELATE

**B14.** When things don't go well, you can think you are a  
\_\_\_\_\_ FAIL

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬ-  
ТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При  
переносе ответов в заданиях В3—В14 буквы записываются  
без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

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

**C1.** You have 30 minutes to do this task.

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

My parents often get annoyed with me because I spend a lot  
of time on the phone talking to my friends. Do you talk to your  
friends a lot on the phone too? Do your parents get annoyed with  
you? What do you do about it? If you've got any ideas about what  
I should do about it, let me know!

Write her a letter and answer her 3 questions.

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

## Раздел 5. Говорение

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

### Задания для экзаменуемого

#### C2. Student Card

##### Task 1

Give a 1.5—2 minute talk on your family.

#### Remember to say:

- who is in your family and what they do
- what things you like to do together
- if you have any problems with your parents

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

#### C3. Student Card

##### Task 2 (2—3 minutes)

It is March 7<sup>th</sup>. You want to make a pleasant surprise for your Mum tomorrow. Discuss with your sister/ brother:

- cooking a family dinner
- what present to buy
- what people to invite

You begin the conversation. The teacher will play the part of your sister/ brother.

#### Remember to:

- be active and polite
- get all the information you need

### TEST 3. LEISURE TIME

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

#### Раздел 1. Аудирование

*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.*

**B1.** The speaker talks about

- A. playing football.
- B. playing chess.
- C. listening to music.
- D. drawing.
- E. playing computer games.
- F. walking.

Говорящий	1	2	3	4	5
Утверждение (буква)					

*Вы услышите разговор друзей о планах на вечер. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1.** Bill hasn't got any plans for the evening.

- 1) True            2) False            3) Not stated

**A2.** Jim likes U2 concerts.

- 1) True            2) False            3) Not stated

**A3.** The tickets for the concert are sold out.

- 1) True            2) False            3) Not stated

**A4.** The friends have got enough time to get to the concert.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В1, А1—А4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.*

*При переносе ответов, в задании В1 буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

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

**B2.**

- A.** Joining a club
- B.** Visiting a music festival
- C.** Going to the theatre
- D.** Going shopping
- E.** Listening to the radio
- F.** Watching TV

1. How will you spend your free time when you're in the UK? Here are some suggestions. There are lots of different radio stations and TV channels here. Some people like listening to BBC Radio 1, a pop music channel. Others like Radio 4; there are some really interesting programmes.

2. The most popular TV programmes are quiz programmes and soap operas, like 'EastEnders' and 'Coronation Street'. Some of them have been on TV for a very long time. At the weekend, teenagers in London can go to the Trocadero at Piccadilli Circus. There are cinemas, games, and shops.

3. If you come to the UK for several months, you would be able to join a gym or a club or go to an evening class. There is always a big choice — from karate to cooking, from first-aid to photography, from Italian to ecology.

4. The West End of London is famous for its theatres. Going to the theatre has been a popular pastime here since the time of Shakespeare. Shakespeare's plays are difficult to understand, even for English people, but teenagers really like 'Romeo and Juliet'.

5. There are lots of music festivals in the UK. The most famous is the Glastonbury Festival, which takes place at the end of June. Many of the world's best bands have played there. In London there are concerts in the parks in the summer.

1	2	3	4	5

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

Hobby is what people like doing in their free time. Most people choose a hobby according to their likes and dislikes. There are a lot of different hobbies. For some teenagers there is nothing more important than dancing. It's really good fun and enjoyable. Some teenagers come home and do nothing because they are tired. They like to sit in front of the TV set and watch films. They are a bit of couch potatoes. But a lot of teens go in for sports. It is very good

for your health. Sport makes you healthy and fit. If you are not a sporty person, it is a good idea to take up walking. It is just really relaxing to get back to nature, breathe in some fresh air, see some beautiful scenery. You come back really refreshed.

The young generation is fond of computers. Some teenagers spend hours playing computer games. They are really addictive. But the Internet is a really good way to spend your free time. You can send e-mails to friends from different countries and even talk to them. There are plenty of other activities such as travelling, reading, skateboarding or shopping. Teenagers also like going to the cinema and watching action films and comedies. But the most popular hobby is, of course, listening to music. So teenagers have different hobbies. Hobby makes our life more interesting and helps us make lots of friends.

**A5.** For some teenagers dancing is the most important thing.

- 1) True            2) False            3) Not stated

**A6.** Some teenagers watch TV a lot because they have nothing to do.

- 1) True            2) False            3) Not stated

**A7.** Playing computer games is very bad for teenagers' health.

- 1) True            2) False            3) Not stated

**A8.** Some teenagers like watching different films.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В2, А5—А8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в задания В2 буквы записываются без пробелов и знаков препинания.*



### Раздел 3. Грамматика и лексика

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

Kavin Hayes is 18 years old. He loves sport and he has a

**B3.** dangerous hobby. He \_\_\_\_\_ waterfalls! CLIMB  
How is this possible?

**B4.** The answer is easy. He \_\_\_\_\_ in the NOT CLIMB  
summer, but he climbs

**B5.** in the winter when everything \_\_\_\_\_. FREEZE  
At the moment, Kevin

**B6.** \_\_\_\_\_ plans for his next climb. He is going MAKE  
to travel to the Canadian Rockies next January.  
He wants to climb a big waterfall

**B7.** there. Kevin \_\_\_\_\_ to be very fit for his hobby, HAVE  
and he is

**B8.** training this month. Every day he \_\_\_\_\_ RUN  
for an hour and he

**B9** goes swimming. Many people think Kevin \_\_\_\_\_ BE  
crazy. 'Maybe I am,' he says. 'But I just love it!'

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

Feeling bored on a Saturday evening? If you keep changing

**B10.** channels and there is nothing \_\_\_\_\_ INTEREST  
to watch, why don't you try going to the cinema?  
Most newspapers and magazines

**B11.** have \_\_\_\_\_ about the best films. If you INFORM  
aren't a cinema-goer, there are other choices.  
For those of you who prefer classical

**B12.** dance, there are ballet \_\_\_\_\_ . If you like PERFORM  
culture, the local

**B13.** museum hosts some amazing \_\_\_\_\_ HISTORY  
exhibits. If you find all this boring, you can go on  
a roller-coaster at the local funfair.

**B14.** There are also many pop and rock concerts with FAVOUR  
your \_\_\_\_\_ singers and groups.  
Have a nice time!

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

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

**C1.** You have 30 minutes to do this task.

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

I am a very active person with lots of hobbies. I like spending my free time with my friends. We sometimes go to the movies or to concerts. I'm crazy about basketball and I often play for the school team. Do you have a hobby? Why do you find it interesting? What do you think of basketball?

Write him a letter and answer his 3 questions.

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

## **Раздел 5. Говорение**

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

**Задания для экзаменуемого**

### **C2. Student Card**

#### **Task 1**

Give a 1.5—2 minute talk on hobbies and interests.

#### **Remember to say:**

- why it is important to have a hobby
- why different people have different hobbies
- what hobby would you like to take up, why

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

### **C3. Student Card**

#### Task 2 (2—3 min)

Your friend from Great Britain has come to visit your city. You are planning to go on an excursion. Discuss with your friend:

- what places to visit
- who you can take with you
- what time to go

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

#### **Remember to:**

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

## TEST 4. TEENAGERS

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

### Раздел 1. Аудирование

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.

**B1.** The speaker talks about

- A. painting.
- B. collecting postcards.
- C. favourite football team.
- D. window shopping.
- E. playing basketball.
- F. photography.

Говорящий	1	2	3	4	5
Утверждение (буква)					

Вы услышите разговор двух подруг о будущем. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1. Ann never thinks about the future.

- 1) True            2) False            3) Not stated

A2. Ann hasn't chosen her future profession yet.

- 1) True            2) False            3) Not stated

A3. Tina wants to become a singer in a famous rock group.

- 1) True            2) False            3) Not stated

A4. Tina won't be able to become a singer because she can't sing.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В1, А1—А4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.*

*При переносе ответов в задании В1 буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

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

### **B2.**

- A. School uniform
- B. Bullies
- C. Free time
- D. Mobile phones
- E. School
- F. Clothes and looks

1. British teenagers spend most of their time at school. Students in Britain can leave school at 16. This is also the age when most students take their first important exams, GCSEs. They take between five and ten subjects and that means a lot of studying. They are spending more time on homework than teenagers have done before.

2. Visit almost any school in Britain and the first thing you will notice is the school uniform. Although school uniform has its advantages, by the time most teenagers are 15 or 16 they are tired of wearing it. When there is more than one school in a town, a school uniform can make differences and rivalries between schools worse.

3. It's not all work, of course. What do British teenagers do to have fun? They love watching TV, going out, meeting friends in the Internet cafes and listening to music. Some teens like listening to UK garage music, but others prefer to listen to hip-hop or new metal. A lot of teenagers spend their free time online, emailing their friends.

4. As well as the Internet, teenagers in Britain use their computers to play games and do their homework. They also love their mobile phones. Phones are getting smaller and lighter and you can do a lot more with them than just talk. Teenagers spend hours texting their friends and chatting.

5. In Britain teenagers judge you by the shirt or trainers you are wearing. Most teenagers think it's important to wear designer labels. Nike, Diesel and Paul Smith are the top favourites. Teenagers also worry about their looks and weight, like in many other western countries. Many girls in Britain are on a diet, although only one in eight of them is overweight.

1	2	3	4	5

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

Graffiti is a serious problem in modern cities. Most people think that it is a crime because young people leave their 'mark' on public and private buildings. Because of graffiti many of our city centres look

dirty and dangerous. People are afraid to use the subway. To stop this social 'disease', many towns have organised 'graffiti walls' — special places where graffiti artists can practise their art legally.

Graffiti walls bring teenagers together and help them to be creative. They show street artists how to use their art and express themselves in a good way. But the greatest advantage is that they help stop graffiti on buildings. Graffiti artists can display their talents legally. As a result, cities with graffiti walls have less vandalism. On the other hand, there are people who think that graffiti walls do nothing to solve the problem. They argue that graffiti walls can make the problem worse, because they make the crime seem OK.

So there are both advantages and disadvantages to organised graffiti walls. Most people think that advantages are much greater. They are an excellent way to help with the problem of the graffiti in many of our cities.

**A5.** Graffiti is a crime with serious punishment.

- 1) True            2) False            3) Not stated

**A6.** Graffiti makes cities look dirty and dangerous.

- 1) True            2) False            3) Not stated

**A7.** Graffiti walls can help teenagers to become friendly.

- 1) True            2) False            3) Not stated

**A8.** All people have the same opinion about graffiti walls.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В2, А5—А8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в задания В2 буквы записываются без пробелов и знаков препинания.*



### Раздел 3. Грамматика и лексика

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

- B3.** When a problem \_\_\_\_\_ up at school, I tend to think **COME**
- B4.** it over for a while, and I can usually sort it out \_\_\_\_\_ . If it **MY**
- B5.** is a \_\_\_\_\_ problem, then sometimes I need to sleep on it **BIG**
- B6.** and come back to it in the morning. If it \_\_\_\_\_ a problem with my family, and I can't make up my mind what to do, I can **BE**
- B7.** usually talk it over with my \_\_\_\_\_ friend. She can nearly **GOOD**
- B8.** always come up with an idea that \_\_\_\_\_ . And if I have a **HELP**
- B9.** problem with \_\_\_\_\_ — well, it usually just goes away by itself. **SHE**

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

We all have some preferences when we choose our friends. For

- B10.** some people intelligence is not \_\_\_\_\_. IMPORTANCE  
They appreciate things
- B11.** like patience or responsibility. Others are \_\_\_\_\_ APPEAR  
attracted by the \_\_\_\_\_ of a person or the  
self-confidence he or she has. Whatever the  
criteria may
- B12.** be, one thing is for sure. A good relationship \_\_\_\_\_ DIFFERENT  
will make a \_\_\_\_\_
- B13.** in your life. It'll make you feel better. It's nice \_\_\_\_\_ EXCITE  
to share your \_\_\_\_\_
- B14.** or disappointment with your friend. \_\_\_\_\_ FRIEND  
is one of the best things in the world.

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

*Для ответа на задание С1 используйте бланк ответов № 2.*

*При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.*

*При заполнении бланка ответов № 2 вы указываете сначала номер задания С1, а потом пишете свой ответ.*

**C1.** You have 30 minutes to do this task.

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

I've finally got some free time and I thought I'd drop you a line and tell you about a new CD I've bought. The CD is called 'Escape' and it's by Enrique Iglesias. In your next letter, please, tell me all about your favourite CD. Why do you like it? What kind of music is it? What songs has it got?

Write him a letter and answer his 3 questions.

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

## **Раздел 5. Говорение**

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

### **Задания для экзаменуемого**

#### **C2. Student Card**

##### **Task 1**

Give a 1.5—2 minute talk about teenagers' problems.

#### **Remember to say:**

- what problems teenagers have at school, with their parent or friends
- what problems you have
- how you cope with your problems

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

### **C3. Student Card**

#### Task 2 (2—3 minutes)

Your foreign friend is in a bad mood. Try to find out:

- the reason of it
- what you can do to help her/ him
- give her/ him some advice

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

#### **Remember to:**

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

## TEST 5. ENVIRONMENTAL PROBLEMS

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

### Раздел 1. Аудирование

*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.*

**B1.** The speaker talks about

- A. saving animals.
- B. using pesticides.
- C. using a new kind of energy.
- D. improving transport.
- E. recycling paper and plastic.
- F. planting new trees.

Говорящий	1	2	3	4	5
Утверждение (буква)					

*Вы услышите разговор Питера с отцом о проекте по географии. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1.** Peter found the information for his project on the Internet.

- 1) True                      2) False                      3) Not stated

**A2.** It's a good idea to carry a whistle with you during an earthquake.

- 1) True                      2) False                      3) Not stated

**A3.** During the hurricane you should get as high as you can.

- 1) True                      2) False                      3) Not stated

**A4.** Now Peter can help his family in case of an emergency.

- 1) True                      2) False                      3) Not stated

*По окончании выполнения заданий B1, A1—A4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.*

*При переносе ответов в задании B1 буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

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

**B2.**

- A.** Time to understand the problem
- B.** Making laws for factories
- C.** Hope for the future
- D.** Saving water at home
- E.** Water shortages in the world
- F.** Using water every day

1. Imagine a world with no drinking water, and no water to wash or cook with. It's hard to imagine this, because we use water every day without even thinking about it. Yet there are terrible water shortages all over the world. In parts of Africa and China, for example, many people don't even have clean water to drink.

2. In fact, over half of the people in the world have to live with water shortages every day. We all need water — not just for our homes and factories but to survive. Fortunately, there are things that we can all do to save water.

3. The solution begins at home. We can save the water from our baths and use it for the garden, instead of wasting hundreds of litres of clean water on our lawns and plants. This would help to save many litres of water every day, especially in the summer.

4. Governments can help by passing laws to stop factories from wasting and polluting water. If factories recycled water and stopped pouring chemicals into our lakes and rivers, there would be a lot more clean water around.

5. All in all, there are many things we can do to save our planet's disappearing water supplies. The time has come to start understanding the value of water, before a world without clean water becomes a terrible reality.

1	2	3	4	5

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

Tornadoes, sometimes called 'twisters', are whirlwinds with speeds of up to 400 km per hour. In the USA, there are 1,000 tornadoes every year. They look fantastic and dramatic when we are watching them on TV, but they can kill. Tornadoes are only one sign of the world's climate changes. There are many others. The number of thunderstorms is increasing and there are more hurricanes. There are more floods in some parts of the world, and there's much less rain in others.

We know that these things happen because global temperatures are rising and many people believe the weather will get worse in the

future. The problems of climate change won't go away unless we do something about the causes. Cutting down trees, burning too much oil, and the increase in the numbers of cars and planes are some of the things that cause the problems. Scientists believe that if the temperatures continue to rise, the ice at the poles will melt and sea levels will rise. Some islands might disappear completely. All this means that unless we do something to stop global warming now, there may be many other dramatic changes in the future.

**A5.** The climate is changing only in the USA.

- 1) True            2) False            3) Not stated

**A6.** The weather is changing because temperatures are rising.

- 1) True            2) False            3) Not stated

**A7.** Scientists cannot understand the causes of climate changes.

- 1) True            2) False            3) Not stated

**A8.** Scientists know what islands may disappear.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В2, А5—А8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в задания В2 буквы записываются без пробелов и знаков препинания.*

### **Раздел 3. Грамматика и лексика**

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

**В3.** Nobody really \_\_\_\_\_ for sure how fast the **KNOW** planet



- B4.** is heating up. Experts do know however that if we \_\_\_\_\_ NOT DO
- B5.** something about it, the problem will continue to get \_\_\_\_\_ BAD  
Scientists blame fossil fuels for global warming. When you burn
- B6.** oil, it \_\_\_\_\_ greenhouse gasses. These \_\_\_\_\_ PRODUCE  
greenhouse gasses are trapped in the atmosphere and prevent heat escaping into
- B7.** space and make the Earth \_\_\_\_\_ WARM
- B8.** Deforestation \_\_\_\_\_ to the problem. \_\_\_\_\_ ADD  
Slowing down global warming is a very difficult task. People believe that if
- B9.** the Earth \_\_\_\_\_ getting warmer, animals may \_\_\_\_\_ KEEP  
become extinct and there may be more storms and floods.

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

In 1991 Dr Jane Goodall decided to form a young

- B10.** people's \_\_\_\_\_ group of 16 local \_\_\_\_\_ ENVIRONMENT  
schoolchildren in East Africa. Its name was 'Roots and Shoots' and the members organised special programmes and cleaned up local parks, rivers and beaches. They also helped the old
- B11.** and \_\_\_\_\_ people in their neighbourhood \_\_\_\_\_ HOME  
as well as
- B12.** protecting the \_\_\_\_\_ habitat of local \_\_\_\_\_ NATURE  
animals. Today, 'Roots and Shoots' has over 3,000 groups in

**B13.** more than 68 countries worldwide which are \_\_\_\_\_ involved in Dr Jane Goodall's projects. Any young person can join the 'Roots and Shoots' programme. If you want to start your own group, simply find other young people who

ACTIVE

**B14.** want to participate and an adult to be the group \_\_\_\_\_

LEAD

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

*Для ответа на задание С1 используйте бланк ответов № 2.*

*При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.*

*При заполнении бланка ответов № 2 вы указываете сначала номер задания С1, а потом пишете свой ответ.*

**C1.** You have 30 minutes to do this task.

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

My friend and I have started a campaign to protect our local environment. Our campaign is called 'Trees please!' We started it six months ago. We've already planted trees around our school. Do you have any campaigns to clean the neighbourhood? What is the name of your campaign? What have you done?

Write him a letter and answer his 3 questions.

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

## Раздел 5. Говорение

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

### Задания для экзаменуемого

#### **C2. Student Card**

##### Task 1

Give a 1.5—2 minute talk on animal protection.

#### **Remember to say:**

- why some species of animals are in danger
- if zoos can help to protect animals
- what your favourite wild animal is, why

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

#### **C3. Student Card**

##### Task 2 (2—3 minutes)

The teacher asked you to write an article about environmental problems for your school magazine. Ask your friend about:

- what problems to include
- where to find information
- the title of the article

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

#### **Remember to:**

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

## TEST 6. FAMOUS PEOPLE

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

### Раздел 1. Аудирование

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.

**B1.** The speaker talks about her/ his talent as

- A. a circus performer.
- B. a dancer.
- C. a comedian.
- D. a magician.
- E. an actor.
- F. a singer.

Говорящий	1	2	3	4	5
Утверждение (буква)					

Вы услышите интервью с юной скрипачкой, победителем конкурса молодых музыкантов. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1. Jennifer's father taught her to play the violin.

- 1) True            2) False            3) Not stated

A2. Jennifer was sure that she would win in the competition.

- 1) True            2) False            3) Not stated

A3. People from different countries phone to invite her to concerts.

- 1) True            2) False            3) Not stated

A4. Jennifer is interested in a lot of different things.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий B1, A1—A4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.*

*При переносе ответов в задании B1 буквы записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

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

**B2.**

- A. Education
- B. First success
- C. His family
- D. Why he is famous
- E. Personality
- F. Achievements

1. Walt Disney is known as a famous cartoonist and a creator of studios and entertainment theme parks. He made many wonderful, enjoyable movies like 'Snow White and the Seven Dwarfs', 'Pinocchio', 'Bambi' and a lot of others. He also created Mickey Mouse. Then came other characters: Donald Duck, Pluto and many, many more.

2. He was born on 5 December, 1901 in Chicago, Illinois. He worked hard through his schooling. Walt developed his talent when he attended the Academy of Fine Arts at night. At the same time he took a job as a paperboy to support himself.

3. In 1923 he signed a contract to make cartoons. With his older brother, Roy, Walt moved to Los Angeles to set up a cartoon studio. The year 1928 was a big year for them: the Disney cartoon characters Mickey and Minnie Mouse first appeared in a film called 'Steamboat Willie' and Mickey, Minnie and Walt Disney became famous.

4. He achieved so much in his lifetime. He made more than fifty full-length movies and won 48 Academy Awards. The first Academy Award came in 1932 for 'Flowers and Trees' in the best cartoon category. In 1955 he opened the Disneyland theme park and he didn't stop there. Before his death in 1966, he bought the land for Disney World in Florida.

5. He was very hard-working, talented and motivated. He felt that all the people who worked with him were part of his family, the Disney family. He was also very generous to the young and the old in the entertainment world. Walt Disney was a brilliant man and he will always be remembered for the enjoyment he gave so many people.

1	2	3	4	5

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

William Shakespeare was the greatest writer in the English language. He was born in 1564 in Stratford-upon-Avon. At the age of 18 he married Anne Hathaway, who was eight years older than himself. A few years later he moved to London, where he worked as an actor and a playwright.

Shakespeare wrote 37 plays and 154 sonnets. His most famous plays are the four great tragedies — ‘Othello’, ‘Macbeth’, ‘Hamlet’, and ‘King Lear’. He also wrote several historical plays. Eight of these plays were about English kings, including ‘Richard II’, ‘Henry V’ and ‘Richard III’. Others dealt with Roman history and included ‘Julius Caesar’ and ‘Antony and Cleopatra’. But not all of Shakespeare’s plays were serious. He also wrote comedies, such as ‘A Midsummer Night’s Dream’ and ‘Twelfth Night’.

Shakespeare died in Strafford on 23 April 1616, but his plays are still very popular today. They have been translated into several different languages, and many of them have been made into films. Shakespeare’s plays are about the great issues of life — love, hatred, jealousy, power, ambition, death and so on. So, his plays are just important today as they were in the sixteenth century. To show this, modern directors sometimes do the plays in modern dress, and one of Shakespeare’s plays has even been turned into a modern musical. His romantic tragedy, ‘Romeo and Juliet’, was the basis for the musical ‘West Side Story’.

**A5.** Shakespeare went to London to become an actor and to write plays.

- 1) True                      2) False                      3) Not stated

**A6.** All Shakespeare’s plays were serious dramas and tragedies.

- 1) True                      2) False                      3) Not stated

**A7.** We can read Shakespeare’s plays only in English.

- 1) True                      2) False                      3) Not stated

**A8.** Famous actors play in films and musicals based on Shakespeare’s plays.

- 1) True                      2) False                      3) Not stated

*По окончании выполнения заданий В2, А5—А8 НЕ ЗА-  
БУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ  
№ 1! При переносе ответов в задании В2 буквы записыва-  
ются без пробелов и знаков препинания.*

### Раздел 3. Грамматика и лексика

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

- B3.** Marie Sklodowska-Curie \_\_\_\_\_ in Poland in 1867. BEAR
- B4.** Her father \_\_\_\_\_ to be a Physics teacher, and she enjoyed USE
- B5.** physics at school. Marie \_\_\_\_\_ to Paris in 1891, where she met a scientist called Pierre Curie in 1892. They got married in 1895. Together, Pierre and Marie discovered radium — an element GO
- B6.** that \_\_\_\_\_ very important for nuclear science. BE
- B7.** Marie Sklodowska-Curie was the \_\_\_\_\_ person who used the ONE
- B8.** word 'radioactive'. In 1903 Marie \_\_\_\_\_ a Nobel Prize and shared it with Pierre. Pierre died in 1906, but Marie went WIN
- B9.** on \_\_\_\_\_ until she died in 1934. WORK

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



- B10.** "Popstars" is a TV programme that has already been \_\_\_\_\_ popular in the USA and the UK. **HUGE**  
The idea is simple. It's the story of the making of the band. Teenagers
- B11.** answer \_\_\_\_\_ and then sing and dance **ADVERTISE**  
in front of
- B12.** judges, who are well known in the music \_\_\_\_\_. **BUSY**  
Eventually, the chosen five become a band.  
They live and work together, make a CD and music video, and, they hope, become a hit. The whole story of success and failure is on film.
- B13.** Then there is the big day, when the judges tell the \_\_\_\_\_ **FINAL**  
\_\_\_\_\_ the good or the bad news.
- B14.** By the time the members of the band make their CD, they are already \_\_\_\_\_ **FAME**

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

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

**C1.** You have 30 minutes to do this task.

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

We're doing a project at school about famous people in different countries. It would be nice to include a first-hand report about famous people in your country. What are the most famous scientists, writers or actors in Russia? Could you tell me some facts about their works? What famous person do you admire?

Write him a letter and answer his 3 questions.

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

### **Раздел 5. Говорение**

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

**Задания для экзаменуемого**

#### **C2. Student Card Task 1**

Give a 1.5–2 minute talk about a famous person in your country.

**Remember to say:**

- about his personal life
- his famous works
- what makes him famous

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

### **C3. Student Card**

#### **Task 2 (2—3 minutes)**

You are a journalist interviewing a popular foreign singer. Ask her/ him questions about:

- the beginning of her/ his career
- why she/ he has chosen this kind of art
- her/ his plans for the future

You begin the conversation. The teacher will play the part of the singer.

#### **Remember to:**

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

## TEST 7. FINAL TEST

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 всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

### Раздел 1. Аудирование

*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.*

**B1.** The speaker talks about

- A. recycling paper.
- B. using bicycles.
- C. producing less rubbish.
- D. banning cars.
- E. creating more parks.
- F. encouraging other people to recycle

Говорящий	1	2	3	4	5
Утверждение (буква)					

*Вы услышите радиовикторину об известных изобретениях. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.*

**A1.** The presenter asks questions only about modern inventions.

- 1) True            2) False            3) Not stated

**A2.** The player doesn't give any additional information in his answers.

- 1) True            2) False            3) Not stated

**A3.** The player has answered all questions correctly.

- 1) True            2) False            3) Not stated

**A4.** The player became the winner of the first round.

- 1) True            2) False            3) Not stated

**По окончании выполнения заданий В1, А1—А4 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ.**

*При переносе ответов в задании В1 буквы записываются без пробелов и знаков препинания.*

## **Раздел 2. Чтение**

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

**B2.**

- A.** Helpful for the future
- B.** Children's manners improved
- C.** Bad habits
- D.** Unusual school
- E.** Teaching young children
- F.** Teaching manners

1. Do you ever speak with your mouth full of food? Do you forget to cover your mouth when you sneeze? If you're guilty of these 'crimes', then perhaps you should enrol on an Etiquette and Social skills course. This is not just an ordinary course. It's a course in manners. You will have lessons in good manners and how to behave in social situations.

2. The person who teaches these lessons is Maggie O’Farrill at the Petite Protocol School, and her students are aged between six and twelve years old. She thinks this is the best time to teach kids. “At this age they are very easy,” Maggie says. “When they get older, it’s harder for them to break bad habits. Children at this age want to be polite. You can see that they’re trying.”

3. Maggie instructs the children to speak properly on the phone and walk correctly, as well as telling them about basic table manners. These classes have become popular because parents want well-behaved children but they are too busy to teach manners at home.

4. So, what do the children actually think of this course? The classes have proven to be popular with most of the children, and their teachers at school have noticed that the youngsters are treating each other with more respect. They also feel the skills they have learnt will be useful to them in the future. Danny, aged nine, commented, “If I get invited to the White House, I know I won’t spill anything on the President.”

5. Maggie O’Farrill herself believes that such skills can be life-changing. “We’ll have children growing up who value manners. Maybe we’ll see a change in direction for the better society.” That, however, remains to be seen. Only time will tell.

1	2	3	4	5

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

Ludwig van Beethoven was born in 1770 in Bonn, Germany. He was the eldest of three boys. His father and grandfather were musicians. Ludwig started learning the violin and piano at a very early

age. In 1783 he published his first composition. He was only 13. In 1787 he travelled to Vienna to study under Mozart, but returned to Bonn because his mother was dying. After her death he moved to Vienna. He never returned to his hometown.

In 1795 he gave his first public performance as a pianist. It was a success. In the late 1790s, Beethoven began to lose his hearing and by 1819 he was completely deaf. It was during this period that he wrote some of his most famous compositions like 'Moonlight'. After he became deaf, he continued to compose great music which was joyful and optimistic.

Beethoven died on March 26, 1827 in Vienna after he caught pneumonia. More than 10,000 people came to his funeral. Beethoven was the first composer who used music to express deep feelings and ideas, such as his belief in freedom and heroism. Even today he is, for many people, the greatest composer ever.

**A5.** Ludwig liked playing the piano more than the violin.

- 1) True            2) False            3) Not stated

**A6.** He published his first composition at a very young age.

- 1) True            2) False            3) Not stated

**A7.** After he became deaf, he couldn't compose any music.

- 1) True            2) False            3) Not stated

**A8.** Beethoven's music expresses deep emotions.

- 1) True            2) False            3) Not stated

*По окончании выполнения заданий В2, А5—А8 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в задания В2 буквы записываются без пробелов и знаков препинания.*

### Раздел 3. Грамматика и лексика

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

- B3.** Madonna is one of the \_\_\_\_\_ singers **SUCCESSFUL** in the world.
- B4.** She \_\_\_\_\_ in Bay City, Michigan, USA **BEAR** on 16<sup>th</sup> August in 1958.
- B5.** She \_\_\_\_\_ with the local church choir **START** at the age of 4. She went to the university of Michigan but later she left for New York where she went
- B6.** to dance school. She produced her \_\_\_\_\_ **ONE**
- B7.** album at the age of 24 and she \_\_\_\_\_ **PRODUCE** many successful songs since then. She has also starred in several films.
- B8.** Madonna is hardworking and clever and she **LIKE** \_\_\_\_\_ going to the gym, to parties, to the theatre and to the cinema.
- B9.** At present she \_\_\_\_\_ to record a new album. **PLAN**

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



When you speak a foreign language, it's normal to have an accent. It's OK — other people can usually understand you.

- B10.** It's a good idea to listen to cassettes to make your \_\_\_\_\_ better. If you see a new word and you don't know what it means **PRONOUNCE**
- B11.** you can look up the \_\_\_\_\_ in a dictionary. **MEAN**
- B12.** A lot of good language \_\_\_\_\_ try not to translate things from their first **LEARN**
- B13.** language. \_\_\_\_\_ is sometimes a good idea, but try to think in the foreign language if you can! It's also normal to make **TRANSLATE**
- B14.** mistakes. When your \_\_\_\_\_ corrects a mistake in your writing or speaking, think about it and try to see why it's wrong. **TEACH**

But it's more important to communicate, so don't be afraid to speak!

*По окончании выполнения заданий В3—В14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! При переносе ответов в заданиях В3—В14 буквы записываются без пробелов и знаков препинания.*

#### **Раздел 4. Письмо**

*Для ответа на задание С1 используйте бланк ответов № 2.*

*При выполнении задания С1 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом.*

*При заполнении бланка ответов № 2 вы указываете сначала номер задания С1, а потом пишете свой ответ.*

**C1.** You have 30 minutes to do this task.

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

I've joined Drama Club! Next week is the rehearsal of our school play. I have to bring my costume because it'll be a full dress rehearsal. What do you usually do after school? Do you have any clubs at your school? Would you like to join the Drama or Photography club?

Write her a letter and answer her **3** questions.

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

## **Раздел 5. Говорение**

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

**Задания для экзаменуемого**

### **C2. Student Card**

#### **Task 1**

Give a 1.5–2 minute talk about your favourite teacher at school.

#### **Remember to say:**

- what subject your favourite teacher teaches
- what things you usually do in class
- what is special about your favourite teacher

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

### **C3. Student Card**

#### Task 2 (2—3 minutes)

You are calling a bakery to order a cake for your mother's birthday. You know that your mother is allergic to chocolate. Before you order a cake ask the shop assistant about:

- the kinds of cake they make
- what a cake is made of
- the price

You begin the conversation. The teacher will play the part of shop assistant.

#### **Remember to:**

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

# ОТВЕТЫ

## TEST 1

### Аудирование

Номер задания	Ответ
B1	AFCDE
A1	3) Not stated
A2	1) True
A3	1) True
A4	2) False

### Чтение

Номер задания	Ответ
B2	FDBAE
A5	1) True
A6	2) False
A7	1) True
A8	3) Not stated

### Лексика и грамматика

Номер задания	Ответ
B3	does
B4	don't follow
B5	are
B6	has
B7	their
B8	is speaking
B9	yourself
B10	meaning
B11	responsibilities
B12	individuality
B13	uniqueness
B14	children

## Test 2

### Аудирование

Номер задания	Ответ
B1	BEACF
A1	1) True
A2	2) False
A3	3) Not stated
A4	1) True

### Чтение

Номер задания	Ответ
B2	FDACE
A5	3) Not stated
A6	1) True
A7	2) False
A8	1) True

### Лексика и грамматика

Номер задания	Ответ
B3	their
B4	were not
B5	did not argue
B6	closest
B7	families
B8	could not
B9	much
B10	different
B11	education
B12	possibilities
B13	relationship
B14	failure

## Test 3

### Аудирование

Номер задания	Ответ
B1	FCEBD
A1	1) True
A2	3) Not stated
A3	1) True
A4	2) False

### Чтение

Номер задания	Ответ
B2	EFACB
A5	1) True
A6	2) False
A7	3) Not stated
A8	1) True

### Лексика и грамматика

Номер задания	Ответ
B3	climbs
B4	doesnotclimb
B5	isfrozen
B6	ismaking
B7	has
B8	runs
B9	is
B10	interesling
B11	information
B12	performances
B13	prehistoric
B14	favourite

## Test 4

### Аудирование

Номер задания	Ответ
B1	CFABE
A1	2) False
A2	1) True
A3	3) Not Stated
A4	2) False

### Чтение

Номер задания	Ответ
B2	EACDF
A5	3) Not stated
A6	1) True
A7	1) True
A8	2) False

### Лексика и грамматика

Номер задания	Ответ
B3	comes
B4	myself
B5	bigger
B6	is
B7	best
B8	helps
B9	her
B10	important
B11	appearance
B12	difference
B13	excitement
B14	friendship

## Test 5

### Аудирование

Номер задания	Ответ
B1	DAFCB
A1	3) Not stated
A2	1) True
A3	2) False
A4	1) True

### Чтение

Номер задания	Ответ
B2	FEDBA
A5	2) False
A6	1) True
A7	2) False
A8	3) Not stated

### Лексика и грамматика

Номер задания	Ответ
B3	knows
B4	donotdo
B5	worse
B6	produces
B7	warmer
B8	adds
B9	keeps
B10	environmental
B11	homeless
B12	natural
B13	actively
B14	leader



## Test 6

### Аудирование

Номер задания	Ответ
B1	CFAEB
A1	1) True
A2	2) False
A3	3) Not stated
A4	1) True

### Чтение

Номер задания	Ответ
B2	DABFE
A5	1) True
A6	2) False
A7	2) False
A8	3) Not stated

### Лексика и грамматика

Номер задания	Ответ
B3	wasborn
B4	used
B5	went
B6	is
B7	first
B8	won
B9	working
B10	hugely
B11	advertisements
B12	business
B13	finalists
B14	famous

## Test 7

### Аудирование

Номер задания	Ответ
B1	DAFCE
A1	2) False
A2	1) True
A3	2) False
A4	3) Not stated

### Чтение

Номер задания	Ответ
B2	DEFBA
A5	3) Not stated
A6	1) True
A7	2) False
A8	1) True

### Лексика и грамматика

Номер задания	Ответ
B3	mostsuccessful
B4	wasborn
B5	started
B6	first
B7	hasproduced
B8	likes
B9	isplanning
B10	pronunciation
B11	meaning
B12	learners
B13	translation
B14	teacher

# ПРИЛОЖЕНИЯ

## Test 1

### Приложение 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1.** Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке А—Ф. 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. У вас есть 30 секунд, чтобы ознакомиться с заданием.

**Now we are ready to start.**

You will hear five speakers talking about preparing for exams.

#### Speaker 1

I only study for half an hour at a time. I often have a break so I don't get tired. I stop for ten minutes to relax my brain. The best time for me to study is between noon and 11 pm. Learning at this time is more exciting. The day before an exam, I stop learning at 5 pm. Then I watch TV and try not to think about the exam. I go to bed early and have at least nine hours' sleep.

#### Speaker 2

I don't study regularly and I leave a lot to study at the end of the term. I usually lie on my bed or walk up and down my room. After reading an article, I repeat it aloud. I must be alone and I prefer listening to the radio because I need to hear some noise in the background. I can't study for more than two hours.

### Speaker 3

I don't usually study much during the school year. I study hard about one week before the exams. I wake up at about 9 am, have breakfast, have a shower and start studying. I usually sit on a sofa and read my materials. The best way to study is with someone you know, for example with a classmate.

### Speaker 4

When I study for an exam, I need to be alone in my room. I often listen to music when I study, but the music is quiet — it's just in the background. I read the text again and again and after a few minutes, I tell myself what I can remember. I can memorise for a maximum of two hours. I eat a lot before exams because I'm nervous.

### Speaker 5

I think a lot of learning is a question of enjoyment. If you really enjoy the subject, then you don't really have many problems. I don't have any special way of learning things. I make sure I have plenty of time to read my school books, and I always make notes as I go along. I revise everything before exams and manage to remember most of it.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1—A4.** Вы услышите интервью со студенткой о том, что ей нравится и не нравится в Британии. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.

**Now we are ready to start.**

**Interviewer:** Hello. I'm interviewing people about what they like or don't like about England. Can I ask you some questions?

**Helen:** Yes, of course.

**Interviewer:** Are you a tourist?

**Helen:** No, I'm a student at a language school.

**Interviewer:** What's your name? And where are you from?

**Helen:** Helen Gogos. I'm from Greece.

**Interviewer:** Thank you. Well, Helen, what do you like about England?

**Helen:** I like the people. They are very friendly.

**Interviewer:** What don't you like?

**Helen:** I don't like the weather. It's too cold for me. And your times are all wrong.

**Interviewer:** What do you mean?

**Helen:** Well, you eat at the wrong times. At my language school we have lunch at half past twelve. But I'm not hungry then. In my country I eat at three o'clock and then I have a rest. Here in England I have lessons in the afternoon, but I'm tired and I want to sleep. But I love your sweets and English breakfasts are great.

**Interviewer:** Thank you very much, Helen.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

*Приложение 2*

***Карточка экзаменатора-собеседника***

**Warm up**

What's your favourite holiday? Why do you like it?

## **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

- 1) What school do you go to?
- 2) What are your favourite subjects? Why do you like them?
- 3) What school clubs are there at your school?

All these ideas must be covered.

Finally, you must ask each student the following question:

Do you agree that Physical Education should be an optional subject at school? Why/ why not?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

### C3 Sample dialogue

Task 2 (2-3 minutes)

**A:** Hello, may I speak to the school secretary, please?

**B:** Gleeson Language School. Can I help you?

**A:** Yes, please. I'd like some information about your summer courses, please.

**B:** Fine, what would you like to know?

**A:** Could you tell me where your school is situated?

**B:** It's a small school in the historic city centre of Dublin.

**A:** Sounds interesting. What about accommodation?

**B:** Well, we can arrange accommodation with a local family or you can stay in the single room flat near the school.

**A:** I see. And how long are the courses?

**B:** In the summer, we offer two-week courses with four lessons a day.

**A:** What kind of after-school activities are there?

**B:** There's sport in the afternoon, swimming or tennis.

**A:** Great. Do you organise any trips?

**B:** Yes, various trips to theatres or art galleries or for general sightseeing.

**A:** Fine. And how much do the courses cost?

**B:** They cost from J900, including fees, accommodation and trips.

**A:** OK. Could you send me a brochure and application form, please?

**B:** Certainly. Just give me your name and address...

## C1 Sample letter

Dear Jane,

Thanks so much for your letter. It's great to hear that you are coming to my country. I'm sure you'll have a wonderful time.

You asked me about the best ways of learning Russian. Well, I think Russian language is rather difficult that's why the best way of learning it is to attend courses. The most important aspects of any language are speaking and grammar. It's important to know grammar to speak correctly. If you attend courses, a teacher will explain you the grammar which is very difficult. Besides, if you study with a group of other students, it will help you to speak better. I'm not sure that the Internet is a good way of learning languages because it's difficult to study languages on your own.

That's all for now. I hope my advice helps. I'm looking forward to meeting you in Russia.

Love,  
Tanya

## Test 2

## Приложение 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1.** Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке А—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

**Now we are ready to start.**

You will hear five speakers talking about their relatives' jobs.

**Speaker 1**

My mother works at home. She translates English texts into Greek. She gets up early and she makes breakfast. Then she cleans the house. She does the shopping and then works in the afternoon.

**Speaker 2**

My father goes to work at 8 o'clock. He works from Monday to Friday in a clinic in Rhodes. He doesn't have breakfast. He reads the morning newspaper and has a cup of coffee.

**Speaker 3**

My mother writes programmes for computers. She gets up at 7 o'clock and she makes breakfast. She works in the afternoon at home — the cat Leo sleeps near her computer!

**Speaker 4**

My mother works for a big company in Turin. She meets interesting people. She travels to other cities on business. She often goes shopping and meets her friends in an Internet café.

**Speaker 5**

My sister goes to university in the morning. She has lunch in the university coffee bar — she has a sandwich or burger and fruit juice. She studies in the evening. In her free time she plays the guitar in a group.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

*Задания A1—A4. Вы услышите разговор мамы с сыном о беспорядке в комнате. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.*



**Now we are ready to start.**

**Mum:** Gary! Where are you? Get in here right now!

**Gary:** Here I am, Mum. What's up?

**Mum:** Just look at this room, Gary!

**Gary:** Why? What's wrong with it?

**Mum:** It looks like a bomb's hit it. How can you?

**Gary:** It doesn't bother me!

**Mum:** You must be joking! Everything's such a mess!

**Gary:** That's the way I like it.

**Mum:** Well, I hope you don't think I'm going to tidy it up.

**Gary:** OK, leave it to me. I'll do it at the weekend.

**Mum:** That's what you always say — then you take up another sport or hobby...

**Gary:** That's right — so the problem is I'm always pressed for time.

**Mum:** No, Gary! The problem is you are lazy!

**Gary:** Oh, come off it... You know that's not true.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

*Приложение 2*

***Карточка экзаменатора-собеседника***

**Warm up**

What's your favourite holiday? Why do you like it?

## **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

- 1) Who is in your family? What do they do?
- 2) What things do you like to do together?
- 3) Do you have any problems with your parents?

All these ideas must be covered.

Finally, you must ask each student the following question:  
Who are you close to in your family? Why?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

#### C3 Sample dialogue

- A:** Hello! Do you remember that tomorrow is the 8<sup>th</sup> of March?  
**B:** Yes, of course. We should congratulate our Mum! Do you have any ideas?  
**A:** First of all, we should tidy up the flat. And then why don't we cook a dinner for Mum?  
**B:** I can't say that I love cooking very much.  
**A:** But I think you can make a salad, we can order Mum's favourite pizza and I will make a cake. It's not very difficult.  
**B:** It sounds reasonable. We can ask Dad to help us.  
**A:** You are quite right. And what about a present? Should we buy flowers?  
**B:** I'm sure that Dad will buy flowers. Let's buy something different.  
**A:** We don't have enough money for an expensive present. How about buying a large box of chocolates?  
**B:** Great! But then we should invite some of our relatives and friends. What do you think?  
**A:** You are right. The more, the merrier. I can phone our grandparents and you can invite Mum's friends.  
**B:** OK.

*Приложение 3*

#### C1 Sample letter

Dear Jill,

Thanks for your letter — it was great to hear from you. I was really sorry to hear that you have problems with your parents and thought I'd drop you a line to cheer you up and give some friendly advice.

First of all, I don't think it's a good idea to spend lots of time talking on the phone. I'm sure your parents are annoyed because you don't spend enough time doing your homework and housework. I can't say that I talk on the phone too much. I'm very busy. I have a lot of homework to do and in the evening I go to the gym. I think you should listen to your parents and stop wasting your time talking on the phone. If I were you, I'd take up sport or other hobbies.

That's all for now. I hope I've been of some help. Let me know how everything turns out.

Best wishes,

Olga

### Test 3

#### Приложение 1

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

**Задание B1.** Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке A—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

**Now we are ready to start.**

You will hear five speakers talking about their hobbies.

#### Speaker 1

We try and go somewhere every weekend. It's just really relaxing to get back to nature for an hour or two. Breathe in some country

air, see some beautiful scenery. You come back really refreshed, and realise you haven't thought about work all day. Fantastic!

**Speaker 2**

Well, I've got over 200 CDs. What I really love about it is that you can always find something to fit your mood. You know, if you're sad or miserable, it makes you feel better. And if you're in a really good mood, you put on something really poppy and dance round the room.

**Speaker 3**

Yes, they are totally addictive! I spent the whole day playing Cyberforce Invaders. It's great! My mum and dad do sometimes complain that I spend all my time here, but I want to be a professional programmer when I'm older, so I've got to learn all about it.

**Speaker 4**

I started playing when I was four. My dad taught me the rules, and now I'm a member of a local club. Some people think it must be really boring, but it's not. What I like most about the game is that there's so much skill involved. And you can always improve. The more you play, the better you get.

**Speaker 5**

I've always been good at art. It was my favourite subject at school, so it's always been my hobby, really. When I do a picture, I usually have a person in mind to give it to. They're perfect for birthdays and Christmas. They're personal and people like hanging them up.

**You have 30 seconds to complete the task. (Pause 30 seconds)**

**Listen to the text again and check your answers. (Repeat)**

**This is the end of the task B1.**

**Задания A1—A4.** Вы услышите разговор друзей о планах на вечер. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.

**Now we are ready to start.**

**Jim:** Hi, Bill! Fancy doing something tonight?

**Bill:** I'm not sure. Have you anything in mind?

**Jim:** What about the Comedy Night at Murphy's?

**Bill:** No, I'm not in the mood for comedy.

**Jim:** OK then. Do you like ballet? There's 'Swan Lake' on. It should be quite good.

**Bill:** Ballet? That sounds a bit boring.

**Jim:** Let's go to the cinema, then. There's a good thriller on.

**Bill:** Come off it! isn't there anything else on?

**Jim:** What about the U2 concert? It's going to be the best gig of the year.

**Bill:** Isn't the concert sold out?

**Jim:** Yes, but I've got a surprise for you.

**Bill:** What's that?

**Jim:** My brother gave me two tickets for tonight's show. Interested in coming?

**Bill:** You bet! When does it start?

**Jim:** At 8 pm. It's 5:30 now, so we'd better hurry.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**• This is the end of the Listening Test.**

*Приложение 2*

### *Карточка экзаменатора-собеседника*

#### **Warm up**

What's your favourite holiday? Why do you like it?

#### **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only those questions which the student has not covered while giving a talk.

- 1) Why is it important for people to have a hobby?
- 2) Why do different people have different hobbies?
- 3) What hobby would you like to take up? Why?

**All these ideas must be covered.**

**Finally, you must ask each student the following question:  
How can a hobby help you make friends?**

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

#### **C3 Sample dialogue**

Task 2 (2—3 minutes)

- A:** Hello! The weather is wonderful. I think it's a good idea to go on an excursion.
- B:** Why not? I haven't seen any places of interest in your city yet.
- A:** I think you should see different historical places and monuments in our city.
- B:** I can't say that I love history very much.
- A:** But I think you should see the Historical Museum. The Museum collection includes old books and manuscripts, national clothes, icons and paintings.
- B:** It sounds interesting. What other places can we visit?
- A:** During the excursion we'll see the unique plants and animals in the national park. I think it'll be very interesting.
- B:** Well, you have convinced me. Let's go on an excursion.
- A:** And how about going to the disco in the evening? We can dance and listen to music there. I can invite my classmates to go with us. We'll have a lot of fun.
- B:** Great! I hope I will make a lot of new friends here.
- A:** Sure. Shall we start at 9 o'clock tomorrow?
- B:** OK.

**C1 Sample letter**

Dear David,

Thanks for your letter. It was great to hear all your news. I'm sorry I didn't have the time to answer sooner.

I was glad to hear that you have so many hobbies so I'm sure you do a lot of interesting things in your free time. As for me, in my free time I like playing computer games and listening to rock music. I also like going to the cinema. My friends and I go to the cinema every Saturday. Perhaps my hobbies don't sound very exciting but they help me to relax. Of course, I'd like to do something active for a change. I think I need to take up sport to be healthy. It'd be a good idea to play basketball with my friends.

Well, that's all from me! Have to go now. Write soon.

Take care,

Peter

**Test 4***Приложение 1*

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1.** *Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке А—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

You will hear five speakers talking about things they like doing.

**Speaker 1**

My name's Teresa and I'm from Rio de Janeiro in Brazil. I'm 18. I've got two sisters. I love sport. My favourite football team is Barcelona. I play tennis and volleyball and I go diving and windsurfing.

**Speaker 2**

My name's Colin and I'm seventeen. I'm from Sydney in Australia. My hobby is photography. I take photos of people and animals. I have brilliant photos of koala bears! I love music and I collect rock magazines. I don't play sport and I don't watch TV!

**Speaker 3**

My name's Lena and I'm from Durban in South Africa. I'm sixteen and I'm at school. I've got one brother and my grandmother lives with us. I like painting. I paint pictures of the countryside. I love music, and I sing and play in a rock group with two friends.

**Speaker 4**

My name's Tina. I'm fifteen and I live in Britain. My mum is a nurse and my dad works in a bank. I've got two brothers. I play tennis and hockey at school. I collect postcards and I've got a collection from twenty different countries.

**Speaker 5**

My name's Colin and I'm from New York. I go to High School and I play in the school basketball team. I also like rock music and I collect great guitar CDs. In the summer holidays I visit my sister in California. She teaches me windsurfing.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**



**Задания A1—A4.** Вы услышите разговор двух подруг о будущем. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.

**Now we are ready to start.**

**Ann:** It's so great lying here on the beach with nothing to worry about.

**Tina:** Yes, it's lovely, but will it always be like this? Do you ever think about the future?

**Ann:** Sometimes. It's fun to picture myself in 15 years' time.

**Tina:** So? Would you like a family?

**Ann:** Oh yes. As soon as I get a job, I'll get married and have two children.

I don't know yet what I'll be, maybe an architect or something...

**Tina:** I think you'll make an excellent architect. You're very good at drawing.

**Ann:** I hope so. I'd love to be an architect. What about you?

**Tina:** I'm sure I'll be a famous rock star.

**Ann:** A rock star? I thought you wanted to be a photographer!

**Tina:** Well, I've changed my mind. When I release my first CD, my life will change. I'll travel around the world giving concerts and signing autographs.

**Ann:** There is only one problem. You can't sing very well.

**Tina:** I'll take lessons and I'll find a very good manager. That's how you become a singer nowadays.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

### **Карточка экзаменатора-собеседника**

#### **Warm up**

What's your favourite holiday? Why do you like it?

#### **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

1) What problems do teenagers have at school, with parents or friends?

2) What problems do you have?

3) How do you cope with your problems?

**All these ideas must be covered.**

Finally, you must ask **each student** the following question:

**Who usually helps you when you are in a difficult situation?**

#### **SKILLS TO BE TESTED**

The student is expected to demonstrate her/his ability to:

— speak at length elaborating on the topic

— produce coherent utterances

— give reasons

— use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

#### **C3 Sample dialogue**

Task 2 (2—3 minutes)

**A:** Hello! You look pale and worried. What's the matter?

**B:** I'm perfectly well, thank you.

**A:** Are you sure there's nothing wrong?

**B:** I've just had an awful day. Everything seems to go wrong.

**A:** What do you mean? What has happened?

- B:** I have failed my Maths test. It's really awful because I won't be able to go on holiday with my parents.
- A:** Don't worry. Ask your teacher to explain the problems to you and take the test again.
- B:** Oh no! Our teacher is so strict! I don't understand her explanations at all!
- A:** Perhaps I'll be able to help you. You know I'm good at Maths. Let's stay tomorrow after classes. We can do some Maths problems and I'm sure you'll do the test successfully.
- B:** Oh, I think it's a good idea. Thank you for your help.
- A:** You are welcome. You know: a friend in need is a friend indeed.

### *Приложение 3*

#### **C1 Sample letter**

Dear Tony,

Thanks for your letter with your news. Sorry I haven't written for so long — I've been so busy! At last I have some time to write back and tell you about my favourite CD.

My favourite CD is 'Fallen' by Evanescence, an alternative rock band from the USA. It is their debut album and has eleven wonderful tracks. Their music is a mixture of different influences. The unusual combination of piano and strings, together with Amy Lee's wonderful vocals, makes it so beautiful to listen to. My favourite track on the CD is called 'Bring Me to Life'. It is a powerful piano ballad with sensitive lyrics. It's also great to listen to the rich sound of the guitar. You should definitely listen to this album — you won't be disappointed.

Anyway, that's all just now. Write back and let me know how you get on.

Love,

Natalie

## Test 5

### Приложение 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1.** Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке А—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.

**Now we are ready to start.**

You will hear five speakers talking about solving environmental problems.

#### **Speaker 1**

If I were the leader of my country, I would ban cars because they cause too much air pollution. Air pollution causes acid rain which kills trees and plants. I would also improve public transport. People wouldn't need to use their cars so much then. I think people should walk more often or use a bicycle.

#### **Speaker 2**

If I were the leader, I wouldn't allow hunters to kill endangered species. Did you know that animals such as tigers and rhinos have been hunted so much that there will soon be none left? I think we need to teach hunters that's it's wrong to kill these animals. I would also create special parks where these animals could live safely.

#### **Speaker 3**

If I were the leader of my country, I would stop destroying the

rainforest. It's terrible the way that animals and rare plants die when the trees disappear. Trees produce oxygen, which is one of our most basic needs. One answer to the problem is to plant new trees. It could save the rainforest and give all of us cleaner air to breathe.

**Speaker 4**

If I were the leader of my country, I would use the solar energy. Solar energy is everywhere the sun shines. We can build the largest solar power stations in the Sahara desert. Solar energy will never run out and it is naturally reproduced. Solar energy creates neither air nor water pollution.

**Speaker 5**

If I were the leader, I would ban using pesticides. Pesticides can be useful but they can also harm people, wildlife and the environment. Most pesticides are toxic to animals and humans. They can give us headaches and damage our skin. Experts believe that some of them can even cause cancer.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

*Задания А1—А4. Вы услышите разговор Питера с отцом о проекте по географии. Определите, какие из приведенных утверждений А1—А4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Peter:** Guess what, Dad! I got an A on my Geography project.

**Dad:** Well done! What is your project about?

**Peter:** You remember, it was all about what we should do in case of a natural disaster.

**Dad:** Oh yes, that's right. It was all about floods and earthquakes, wasn't it?

**Peter:** ...and hurricanes.

**Dad:** So, tell me, what should I do in an earthquake?

**Peter:** Well, the best thing to do is to get under the table and cover your head, in case there is any falling glass. And if you live in an area where there are a lot of earthquakes, you should carry a whistle with you so that you can whistle for help if you get stuck.

**Dad:** That makes sense, but what about a hurricane?

**Peter:** There is usually some warning when a hurricane is coming so you must board up all your windows and go to the basement. You should also make sure that you have a supply of candles, bottled water and tinned food, just in case you have to stay down there for a while.

**Dad:** I see. And what should I do if there is a flood?

**Peter:** You should make sure you wear waterproof clothing so that you won't get too wet while you're waiting to be rescued. Then, you must get as high as you can, like on the roof of your house or the top of a hill.

**Dad:** Well, I'm impressed. You obviously did a lot of work for this project. You deserve a good grade. You know, I'm really glad there's someone in the family who knows what to do in case of an emergency.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

*Приложение 2*

### ***Карточка экзаменатора-собеседника***

#### **Warm up**

What's your favourite holiday? Why do you like it?

#### **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only those questions which the student has not covered while giving a talk.

1) Why do you think some species of wild animals are in danger?

2) Can zoos help people to protect wild animals?

3) What is your favourite wild animal? Why?

All these ideas must be covered.

Finally, you must ask each student the following question:

What do you prefer, to watch animals at the zoo or keep them at home? Why?

### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

— speak at length elaborating on the topic

— produce coherent utterances

— give reasons

— use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

#### C3 Sample dialogue

Task 2 (2—3 minutes)

**A:** Hello! Could you give me some advice?

**B:** Yes, of course.

**A:** I have to write an article for our school magazine. What do you think are the most important environmental problems nowadays?

**B:** I'm not sure. There are many different environmental problems.

**A:** In my opinion, the most serious ecological problems today are air and water pollution. Pollution from factories and cars is the main reason for the greenhouse effect.

**B:** I agree that these problems are very important. If I were you, I would also write about endangered animals.

**A:** You are quite right. A lot of species of animals disappear because their natural habitat has been destroyed. Can you tell me where I can find all the necessary information?

**B:** You can find some information on the Internet. Why don't you look for information in Wikipedia?

**A:** Great idea. I really should start with Wikipedia. You see, I need a good title for my article. Do you have any ideas?

**B:** I think the title of your article should be connected with the future of our planet.

A: Well, I'll call my article 'Save our Future'. Thank you for your help!

Приложение 3

**C1 Sample letter**

Dear Andrew,

Thanks for your letter. It was great to hear all your news. I'm sorry I haven't written for ages, but I've been really busy.

I think you're doing very important work to protect the environment. Our school has also organised a 'Cleanup' campaign. We wanted to clean up our town's streets and parks because they are full of litter. One group of teenagers picked up litter off the streets and put it into the plastic bags. The second group took the bags to the recycling centre. The third group cleaned a big park in the city centre. I was responsible for sorting rubbish into different bags for recycling. It was pretty hard work, but very rewarding!

I guess that's all about our campaign. Write back and let me know how you get on.

Take care,

Mark

**Test 6**

Приложение 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1.** Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1—5 и утверждениями, данными в списке А—F. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Запишите свои ответы в таблицу. У вас есть 30 секунд, чтобы ознакомиться с заданием.



**Now we are ready to start.**

You will hear five speakers talking about their talents.

**Speaker 1**

I've always made people laugh — I guess I'm just good at it. For the talent show, I got together some really funny stories about things my teachers do at school. I'm good at impersonating my teachers and I think I did some very good impressions. My last joke got a very long clap from the audience.

**Speaker 2**

I'd say that entering the talent show wasn't such a good idea. No-one in the audience seemed to like my song and, of course, I didn't get the notes right because I was so nervous — that didn't help. I forgot the words too. I've never been so embarrassed.

**Speaker 3**

Of course coming from where I do, I've always worked with clowns, acrobats, etc. My act is with a dog and when I turned up at the talent show, they weren't sure if animals could take part. Luckily, they allowed us too. Jock — that's my dog — loves being on stage and did all the things I'd taught him. It was fun.

**Speaker 4**

Well, in the theatre, where I usually perform, I've always done very well. But as a contestant in this show it didn't go to plan. You know, I wasn't dancing or singing. Well, I was just being my character from the play. I wish I'd never entered that contest.

**Speaker 5**

I thought about doing some magic because I'm good at tricks, but obviously that's not my real talent. So I showed them my ballet moves. My teacher has hopes for me to perform internationally when I'm older, and I think I did quite well in the contest. I didn't win though.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

**Задания A1—A4.** Вы услышите интервью с юной скрипачкой, победителем конкурса молодых музыкантов. Определите, какие из приведенных утверждений A1—A4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.

**Now we are ready to start.**

**Presenter:** Hello! Welcome to our programme! We are going to talk to a violinist Jennifer Pike, who has won 'Young Musician of the Year' competition. Jennifer, where are you from?

**Jennifer:** I'm from Cheshire, in the north of England. I live there with my family and I go to school in Manchester.

**Presenter:** How long have you been playing the violin?

**Jennifer:** Since I was five years old. My father gave me the violin. He has been teaching young musicians for years.

**Presenter:** How did you feel when you became 'Young Musician of the Year'?

**Jennifer:** It was amazing, I didn't really think I'd win. I still can't believe it — sometimes I think I've been dreaming, and in a minute I'll wake up!

**Presenter:** Jennifer, you're well-known now — does that bring problems?

**Jennifer:** The phone has been ringing non-stop to invite me to play in concerts. But I have to say «No» because school's important too and I have exams.

**Presenter:** Classical music is important in your life. Do you have other interests?

**Jennifer:** Oh yes, lots! For example, I like pop music too — I like Robbie Williams a lot! Also I've been playing tennis for years. Well, I like lying in bed in the morning, and text messaging my friends. I'm quite normal!

You have 30 seconds to complete the task. (Pause 30 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You have 20 seconds to check your answers.

This is the end of the Listening Test.

## Приложение 2

### *Карточка экзаменатора-собеседника*

#### Warm up

What's your favourite holiday? Why do you like it?

#### C2 INTERLOCUTOR CARD

Let the student talk for 1.5—2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

- 1) What can you tell us about life of this famous person?
- 2) What his famous works do you know?
- 3) What makes this person famous?

All these ideas must be covered.

Finally, you must ask each student the following question:

What do you think is more important: talent or hard work? Why?

#### SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

#### C3 Sample dialogue

Task 2 (2—3 minutes)

- A:** Hello! I'm happy to meet one of the world's favourite singers. Can I ask you some questions?
- B:** Yes, sure.
- A:** Let's start from the beginning. When did you begin your career? Did you want to be a singer in your early years?
- B:** Yes, I wanted to sing as long as I can remember. At the age of twelve I started to appear on the show.
- A:** When did you have your first really big success?
- B:** It happened when they needed a singer to sing the song Reflection in the film Milan. Actually this film has changed my life.
- A:** Why have you chosen this kind of art?
- B:** Well, I am good at dancing and acting. But I think that singing helps me to express my feelings best of all.
- A:** And the last question. What are your plans for the future?
- B:** I am planning to do a lot of things but the most important is to record a new album.
- A:** Thank you very much for your answers. We wish you success and new songs.

*Приложение 4*

### **C1 Sample letter**

Dear Mike,

Thanks for your letter. It was great to hear all your news. I think doing a project about famous people is very interesting. I've got some information for you.

The names of Russian scientists and writers, composers and painters are world-famous. Popov invented the radio. The names of Tsiolkovsky, Korolyov and Gagarin are the symbols of new space era. People in many countries read books by Pushkin, Tolstoy and Dostoyevsky and listen to music by Tchaikovsky. Russian scientists also have played the greatest role. The person I admire most is Mikhail Lomonosov, the founder of the Moscow University. He wrote works on physics, astronomy, geography, history. Besides this, Lomonosov wrote poetry. He was the author of the first Russian grammar.

Well, that's all for now. I hope my information will be useful for your project. Write and tell me all about it.

Best wishes,  
Alex

## Test 7

### Приложение 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

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**Now we are ready to start.**

You will hear five people talking about environmental problems and solutions.

**Speaker 1**

I think cars cause more pollution than anything else. For one thing, there are far too many of them on the roads. Cars need petrol, and it's the petrol that pollutes the air. This causes the acid rain and all kinds of other problems. If I had my way, I'd ban cars from cities — or at least make them run on electricity.

**Speaker 2**

We've started a recycling project at school. We all take old newspapers and things, to be recycled. Our school gets money for them, and they use the money to buy us more computers. I really enjoy collecting all our old papers and magazines. It helps the environment, and it's fun, too!

**Speaker 3**

I'm trying to encourage my family to recycle more often. I think it's

working. For example, last week my parents had a big party because they've been married for 25 years. Anyway, I told them not to throw away any of the empty bottles from the party, and we collected them all in a box. There were lots of them — all different colours and sizes. Dad's going to take them to the bottle bank tonight.

**Speaker 4**

Have you seen that rubbish dump on the edge of the town? It's a terrible problem! It looks horrible and it smells really bad. I'm sure it must be causing a lot of air pollution. Why can't they do something about it? You know, if people didn't throw away so many things, we wouldn't have this problem.

**Speaker 5**

I think governments should stop building so many houses and offices. If there were more trees and green areas in our cities, people would have more oxygen, and if we had more parks, children would be able to play more safely. The result would be a more pleasant environment which would help everyone to relax.

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Listen to the text again and check your answers. (Repeat.)**

**This is the end of the task B1.**

*Задания А1—А4. Вы услышите радиовикторину об известных изобретениях. Определите, какие из приведенных утверждений А1—А4 соответствуют содержанию текста (1 — True), какие не соответствуют (2 — False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 — Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Presenter:** Hello! Welcome to our quiz show! Our first category is «Inventors and their inventions». Are you ready?

**Player:** Yes!

**Presenter:** When did Galileo build his first telescope?

**Player:** 1609.

**Presenter:** Correct! He used it to study the moon and Mars. OK. What did Alexander Graham Bell invent?

**Player:** The telephone.

**Presenter:** You're right — next question: When did Bell invent the telephone?

**Player:** In 1780?

**Presenter:** Oh, sorry, that is incorrect.

**Player:** In 1876?

**Presenter:** Yes! And by 1887, there were more than 150,000 phones in the UK! Now when did Edison and Swan invent the light bulb?

**Player:** 1879.

**Presenter:** That's correct — did you know that Edison also invented the phonograph?! Alright — what did Karl Benz invent in 1885?

**Player:** The automobile!

**Presenter:** Yes — and can you believe that this first automobile had only three wheels and went 15 kph!?

So, that's the end of round one and now...

**You have 30 seconds to complete the task. (Pause 30 seconds.)**

**Now you will hear the text again. (Repeat.)**

**This is the end of the task. You have 20 seconds to check your answers.**

**This is the end of the Listening Test.**

*Приложение 2*

### *Карточка экзаменатора-собеседника*

#### **Warm up**

What's your favourite holiday? Why do you like it?

#### **C2 INTERLOCUTOR CARD**

Let the student talk for 1.5—2 minutes.

Ask only **those questions** which the student has not covered while giving a talk.

- 1) What subject does your favourite teacher teach?
- 2) What do you usually do in class? Is it interesting?
- 3) What is special about your favourite teacher?

All these ideas must be covered.

Finally, you must ask each student the following question:

Will you keep in touch with your teacher after you finish school?

Why/ Why not?

## SKILLS TO BE TESTED

The student is expected to demonstrate her/his ability to:

- speak at length elaborating on the topic
- produce coherent utterances
- give reasons
- use accurate grammar structures and a good range of vocabulary appropriate to the context and function.

### C3 Sample dialogue

Task 2 (2—3 minutes)

**A:** Hello!

**B:** Hello! Can I help you?

**A:** Yes, I'd like to order a cake for my mother's birthday.

**B:** And what kind of cake would you like to order?

**A:** I don't know. What kinds of cakes do you make?

**B:** We make a lot of different cakes. I think most people prefer Fantasy.

**A:** Sounds good. What is it made of?

**B:** It's made of chocolate, cream and nuts.

**A:** Sorry, but my mum is allergic to chocolate. What other cakes do you have?

**B:** You can buy Snow White, this cake doesn't contain any chocolate.

**A:** That's fine. And how much does it cost?

**B:** It's 250 roubles.

**A:** That suits me perfectly. I think I'll order a Snow White cake.



### C1 Sample letter

Dear Diana,

Thanks so much for your letter. Sorry I haven't written for so long — I've been so busy! It was interesting to read about your Drama Club.

As for me, I like my school. It is modern and the teachers are very nice. I have a very busy schedule because we have a lot of classes and the school organises lots of activities for us. After classes we can join different clubs. There we can dance, play the guitar, paint or sing. There's also Drama club but I haven't thought about it. Now I'd also like to take part in a school play, for example, 'Romeo and Juliet'. It sounds fantastic!

Well, that's all for now. Write back and let me know how you get on.

Love,  
Julia

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## Тесты

### Государственная итоговая аттестация

### АНГЛИЙСКИЙ ЯЗЫК

### 7 класс

### Тематические тестовые задания

### для подготовки к ГИА

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