

# **ЗБІРНИК ЗАВДАНЬ**

для державної підсумкової  
атестації  
з англійської мови

2-ге видання, доопрацьоване

*Рекомендовано Міністерством освіти і науки,  
молоді та спорту України*

**9**  
клас

Київ  
Центр навчально-методичної літератури  
2012

## ПОЯСНЮВАЛЬНА ЗАПИСКА

Посібник «Збірник завдань для державної підсумкової атестації з англійської мови. 9 клас» містить 100 варіантів білетів. Білети складаються із завдань стандартизованої форми двох рівнів складності (A2, B1), виконання яких дає змогу визначити ступінь засвоєння учнями Державного стандарту базової і загальної середньої освіти та навчальних програм для загальноосвітніх навчальних закладів, спеціалізованих шкіл з поглибленим вивченням іноземних мов, гімназій та ліцеїв.

Державна підсумкова атестація з англійської мови складається з двох частин: письмової та усної. Письмова частина має три складові: читання, використання мови<sup>1</sup> та письмо. Усна частина має одну складову – говоріння (див. таблицю).

Письмова частина	Усна частина
Читання 10 хв	Говоріння 10 хв
Письмова робота (Використання мови та завдання з писемного мовлення) 15 хв	
25 хв	10 хв на кожного учня

Перше питання білета – читання тексту та виконання післятекстового завдання.

*Мета* – виявити рівень сформованості вмінь учнів читати і розуміти автентичні тексти самостійно, у визначений проміжок часу.

*Типи текстів*: статті з періодичних видань; листи (особисті, офіційні тощо); оголошення, реклама; розклади (розклад уроків, руху поїздів тощо); меню, кулінарні рецепти; програми (телевізійні, радіо тощо); особисті нотатки, повідомлення.

*Форми завдань*: завдання з вибором правильної відповіді; завдання на встановлення відповідності (добір логічних пар); запитання з короткими відповідями (2–3 слова); встановлення логічного порядку простого тексту; знаходження аргументів та висновків; встановлення зв'язків між інформаційними блоками; вибір назв абзаців тексту із запропонованих назв. Для кожного тестового завдання запропоновано декілька варіантів відповідей, з яких тільки одна правильна. Завдання вважається виконаним правильно, якщо в бланку відповідей указана тільки одна літера, якою позначена правильна відповідь.

*Учні повинні вміти*:

- виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.);
- виділяти загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо);
- виділяти детальну інформацію про осіб, факти, події тощо;
- розрізняти фактографічну інформацію і враження;
- виділяти точну та детальну інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою;
- розуміти точки зору авторів на конкретні та абстрактні теми в статтях та доповідях;
- розуміти абстрактні та складні тексти, уривки з літературних творів та спеціальної літератури;
- розуміти структуру тексту, розпізнавати зв'язки між частинами тексту.

<sup>1</sup> Використання мови – це складова частина письма, де оцінюються лінгвістичні компетенції учнів, їхнє вміння використовувати знання граматичних структур та словниковий запас іноземної мови.

Друге питання білета – письмова робота – складається з двох частин: завдань закритої форми (використання мови) та завдання з писемного мовлення.

**Використання мови.** Мета – визначити рівень володіння лексичними, граматичними, семантичними та прагматичними знаннями, що дадуть можливість учням спілкуватися вільно.

**Забезпечення:** тексти різні за обсягом та складністю; окремі речення. Завдання завжди пов'язані із ситуаціями спілкування в контексті дійсності та життя у країнах, мова яких вивчалась.

**Форми завдань:** завдання з вибором однієї правильної відповіді. Завдання полягає у тому, щоб учень вибрав одну правильну відповідь із двох-чотирьох варіантів відповідей; текст із пропусками для заповнення. Завдання полягає в тому, щоб учень заповнив пропуски в тексті/реченні, використовуючи подані слова або словосполучення. Вибір пропущених місць здійснюється відповідно до мети, знань, навичок та вмінь, що перевіряються з лексики чи граматики. Таке завдання вважається виконаним правильно, якщо в бланку відповідей записана правильна відповідь.

**Писемне мовлення.** Мета – визначити рівень сформованості в учнів навичок та вмінь, необхідних для розв'язування на письмі комунікативних завдань, що пов'язані з повсякденним життям.

**Запропоновані завдання:** всі письмові завдання супроводжуються спеціальними поясненнями, які визначають, про що саме учні повинні написати. Від учнів вимагається створити тексти на основі конкретної ситуації і направляючих вказівок: письмових підказок (повідомлень, листів, оголошень, реклами тощо); візуальних підказок (картинок, фотографій, таблиць, схем тощо). Таке завдання вважається виконаним правильно, якщо учень надав запис завдання.

*Учень повинен уміти:*

- передати привітання та використовувати звороти ввічливості, підписуючи листівку з побажаннями, володіючи мінімумом лінгвістичної інформації;
- використовувати увесь спектр форм ввічливості (подяка, вибачення, поздоровлення з успіхами, побажання здоров'я, прощання, побажання видужання);
- заповнювати прості формуляри;
- описати свою особисту ситуацію або стан справ у сім'ї в короткому тексті з опорою на прості питання;
- передати особисте повідомлення у вигляді записки довільної форми;
- передати особисту інформацію в короткому листі відповідного зразка або в довільній формі, в електронному листі з тим, щоб подякувати, висловити жаль з якого-небудь приводу, відмовитися від замовлення, вибачитися;
- переписати інформацію з телефонної книги, розкладу руху, оголошення;
- передати прості ділові повідомлення (зустріч із точним визначенням часу та місця тощо);
- написати короткий текст про свій стан справ та ситуацію в сім'ї, подію, особистий план на майбутнє.

Третє питання білета – усне мовлення – має на меті визначити рівень уміння учня висловлювати свої думки, розв'язувати завдання комунікативного характеру в ситуаціях повсякденного життя та перевірити рівень сформованості навичок і вмінь мовлення за допомогою зв'язного висловлювання, зміст і форма якого визначається звичай ситуацією. Для того щоб зміст завдання усвідомлювався та адекватно сприймався учнями, до кожної ситуації подано інструкції з урахуванням психологічних особливостей та навчального досвіду учнів. Кожна інструкція подається у вигляді віртуальної проблемної ситуації, котру необхідно розв'язати засобами іноземної мови.

*Учень повинен уміти:*

- представити людей та описати умови життя, повсякденну діяльність короткими висловами або фразами;
- коротко та просто описувати подію чи діяльність;
- описувати проекти, приготування до дії, звички та щоденні дії, види діяльності, які виконував/ла, та особистий досвід;
- описувати та порівнювати простою мовою предмети та речі, які йому належать;
- розказувати про свій особистий досвід, свої потреби, смаки, бажання, свої почуття, здоров'я та уподобання;
- представитися та розпитати співбесідника про нього самого;
- просити роз'яснення;
- детально переказувати свій досвід, висловлюючи свої почуття та реакції (надії, плани на майбутнє);
- побудувати просте та пряме повідомлення з теми, що обговорюється;
- переказувати головні деталі події (наприклад, дорожньо-транспортна пригода);
- розказати про події реальні та уявні.

Відповідь учня проходить у формі співбесіди із членами екзаменаційної комісії з елементами монологічного повідомлення. Відповіді членів комісії на запитання учня не повинні бути формальними, вони мають носити природний характер і бути зв'язані з контекстом спілкування.

Обсяг відповіді може бути різним, але відповідь повинна свідчити, що учень правильно розуміє запитання чи спонукання з першого пред'явлення і адекватно на них реагує.

Правильність виконання завдань оцінює вчитель відповідно до розроблених критеріїв оцінювання державної підсумкової атестації з іноземної мови в 9-х класах загальноосвітніх навчальних закладів.

Кількість білетів добирається вчителями відповідно до типу загальноосвітнього навчального закладу та чисельності учнів у класі за вказаним посібником.

Завдання першого та другого питання білета учні виконують на аркушах зі штампом відповідного загальноосвітнього навчального закладу. Проштамповані аркуші для відповідей та стандартизовані завдання для виконання першого та другого завдань відібраних вчителем білетів адміністрація загальноосвітнього навчального закладу готує заздалегідь.

Зміст завдань збірника для державної підсумкової атестації з англійської мови формується відповідно до вимог, викладених у програмах для 2–11-х класів загальноосвітніх навчальних закладів.

#### Критерії оцінювання рівня володіння іноземною мовою учнів 9-х класів

Учень отримує середньоарифметичну оцінку за показниками в читанні, писемному та усному мовленні.

#### Читання

Бали	Характеристика відповіді
12 балів	<i>Учень уміє:</i> виділяти загальну та детальну інформацію з документів, що використовуються в повсякденному житті (короткі повідомлення для друзів, оголошення, проспекти, меню, розклад руху поїздів тощо); детальну інформацію про осіб, факти, події тощо; точну та детальну інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою; розрізняти точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнавати зв'язки між частинами тексту; не допускає помилок при виконанні післятекстового завдання



11 балів	<p><i>Учень уміє:</i> виділяти загальну та детальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню, розклад руху поїздів тощо); детальну інформацію про осіб, факти, події тощо; точну та детальну інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою; розрізняти точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнавати зв'язки між частинами тексту</p>
10 балів	<p><i>Учень уміє:</i> виділяти загальну та детальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню, розклад руху поїздів тощо); детальну інформацію про осіб, факти, події тощо; точну та детальну інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою; розрізняти точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; розпізнавати зв'язки між частинами тексту; плутає фактографічну інформацію із враженнями; допускає 1 помилку під час виконання післятекстового завдання</p>
9 балів	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); детальну інформацію про осіб, факти, події тощо; інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою; розрізняти точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; не розпізнає зв'язки між частинами тексту; плутає фактографічну інформацію із враженнями; допускає 1–2 помилки під час виконання післятекстового завдання</p>
8 балів	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); не розпізнає зв'язки між частинами тексту. <i>Допускає помилки:</i> розрізняючи фактографічну інформацію і враження; точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; допускає 1–2 помилки під час виконання післятекстового завдання</p>
7 балів	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); детальну інформацію про осіб, факти, події тощо; точну та детальну інформацію, що стосується повсякденного життя, в текстах, написаних розмовною мовою; не розпізнає зв'язки між частинами тексту. <i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; допускає 2–3 помилки під час виконання післятекстового завдання</p>
6 балів	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); детальну інформацію в текстах, що стосується повсякденного життя, в текстах, написаних розмовною мовою; не розпізнає зв'язки між частинами тексту. <i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; допускає 2–3 помилки під час виконання післятекстового завдання</p>

5 балів	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо).</p> <p><i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнаючи зв'язки між частинами тексту; допускає дві-три помилки під час виконання післятекстового завдання</p>
4 бали	<p><i>Учень уміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.).</p> <p><i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнаючи зв'язки між частинами тексту; допускає три-чотири помилки під час виконання післятекстового завдання</p>
3 бали	<p><i>Учень не вміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо).</p> <p><i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнаючи зв'язки між частинами тексту; допускає численні помилки під час виконання післятекстового завдання</p>
2 бали	<p><i>Учень не вміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо).</p> <p><i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнаючи зв'язки між частинами тексту; допускає численні помилки під час виконання післятекстового завдання</p>
1 бал	<p><i>Учень не вміє:</i> виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.).</p> <p><i>Допускає помилки:</i> розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях та доповідях; фактографічну інформацію і враження; структуру тексту; розпізнаючи зв'язки між частинами тексту; допускає численні помилки під час виконання післятекстового завдання</p>

## Письмо

Бали	Характеристика відповіді
12 балів	<p>Учень розкриває мету і основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні і повні відповіді до завдання у частині, що стосується використання мови.</p> <p>Не допускає жодної орфографічної помилки, робить 1–2 граматичні помилки в прийменниках чи артиклях</p>



11 балів	Учень розкриває мету і основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні і повні відповіді до завдання у частині, що стосується використання мови. Допускає 1–2 орфографічні помилки, робить 1–2 граматичні помилки в прийменниках чи артиклях
10 балів	Учень розкриває мету і основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні і повні відповіді до завдання у частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, робить 2–3 граматичні помилки в прийменниках чи артиклях
9 балів	Учень розкриває мету і основний зміст завдання, проте недостатньо чітко аргументує свою точку зору, робить власні висновки, допускає 1–2 помилки в завданнях у частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, 1–2 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики
8 балів	Учень розкриває мету і основний зміст завдання, проте недостатньо чітко аргументує свою точку зору, допускає 1–2 помилки в завданнях у частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, 1–2 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики, 1–2 стилістичні помилки
7 балів	Учень розкриває мету і основний зміст завдання в цілому зв'язно, але поверхово розкриває тему, допускає 2–3 помилки в завданнях у частині, що стосується використання мови. Допускає 3–4 орфографічні помилки, 2–3 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики, 1–2 стилістичні помилки
6 балів	Учень розкриває мету і основний зміст завдання в цілому зв'язно, але поверхово розкриває тему, допускає 2–3 помилки в завданнях у частині, що стосується використання мови. Допускає 4–5 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки
5 балів	Учень розкриває мету і основний зміст завдання недостатньо повно і зв'язно, допускає 3–4 помилки в завданнях у частині, що стосується використання мови. Допускає 4–5 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки
4 бали	Учень розкриває мету і основний зміст завдання недостатньо повно і зв'язно, допускає 3–4 помилки в завданнях у частині, що стосується використання мови. Допускає 5–6 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки
3 бали	Учень не може сформулювати мету завдання, основний зміст завдання викладено незв'язно, поверхово, допускає 4–5 помилок у завданнях у частині, що стосується використання мови. Допускає 3–4 помилки у вживанні лексики, 6–7 помилок у різних розділах граматики, 3–4 стилістичні помилки
2 бали	Учень не може сформулювати мету завдання, основний зміст завдання викладено незв'язно, поверхово, допускає численні помилки в завданнях у частині, що стосується використання мови. Допускає 3–4 помилки у вживанні лексики, 6–7 помилок у різних розділах граматики, 3–4 стилістичні помилки

1 бал	Учень не може розкрити тему завдання, допускає численні помилки в завданнях у частині, що стосується використання мови. Робить численні орфографічні помилки, має труднощі з підбором слів, допускає багато граматичних помилок
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### Говоріння

Бали	Характеристика відповіді
12 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань у заданому обсязі; володіє мовленнєвим етикетом; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, підтримувати бесіду, виражати власну думку з теми, що обговорюється, і запитувати думку співрозмовника. Демонструє розмаїття словникового запасу і граматичних структур. Вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань; не робить фонематичних помилок
11 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань у заданому обсязі; володіє мовленнєвим етикетом; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, підтримувати бесіду, виражати власну думку з теми, що обговорюється, але має труднощі у здійсненні запиту думки співрозмовника. Демонструє розмаїття словникового запасу і граматичних структур. Вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань; не робить фонематичних помилок
10 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань, але обсяг висловлювання менший заданого, є повторення, володіє мовленнєвим етикетом, демонструє вміння здійснювати запит інформації, звертатися за роз'ясненнями, підтримувати бесіду, виражає власну думку з теми, що обговорюється, але має труднощі із запитом думки співрозмовника. Демонструє розмаїття словникового запасу і граматичних структур. В основному вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань. Допускає 2–3 помилки у вживанні лексики; не робить фонематичних помилок
9 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань, але обсяг висловлювання менший заданого, є повторення, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. Демонструє розмаїття словникового запасу і граматичних структур. Вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань, проте допускає помилки (2–3 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики); не робить фонематичних помилок
8 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань в заданому обсязі, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. В основному використовує граматичні структури і лексичні одиниці відповідно до комунікативних завдань, логічно будує монологічне висловлювання, але обсяг висловлювання менший заданого, є повторення; демонструє вміння висловлювати міркування про факти/події, намагається наводити приклади та аргументи. В основному вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань, проте допускає помилки (2–3 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики); не робить фонематичних помилок





7 балів	Учень логічно будує діалогічне спілкування відповідно до комунікативних завдань в заданому обсязі, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. В основному використовує граматичні структури і лексичні одиниці відповідно до комунікативних завдань, логічно будує монологічне висловлювання, але обсяг висловлювання менший заданого, є повторення; демонструє вміння висловлювати міркування про факти/події, намагається наводити приклади та аргументи, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, але має труднощі у формулюванні власної думки з теми, що обговорюється. В основному вживає граматичні структури і лексичні одиниці відповідно до комунікативних завдань, проте допускає помилки (3–4 помилки у вживанні лексики, 3–4 помилки в різних розділах граматики); допускає фонематичні помилки
6 балів	Учень не досить логічно будує діалогічне спілкування у відповідності з комунікативним завданням, обсяг висловлювання менший заданого, є повторення; демонструє вміння здійснювати запит інформації, звертатися за роз'ясненнями, але в бесіді неодноразово порушує правила мовленнєвого етикету. Має труднощі у формулюванні власної думки з теми, що обговорюється, і з'ясуванні думки співрозмовника. Використовує обмежений словниковий запас та елементарні граматичні структури. <i>Допускає помилки:</i> 4–5 помилок у вживанні лексики, 4–5 помилок у різних розділах граматики, 1–2 фонематичні помилки
5 балів	Учень не досить логічно будує діалогічне спілкування, відходить від теми або намагається замінити її іншою, якою володіє краще, має труднощі у здійсненні запиту інформації, зверненні за роз'ясненнями, а також у формулюванні власної думки з теми, що обговорюється; обсяг висловлювання менший заданого, є повторення; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, але має труднощі у формулюванні власної думки з теми, що обговорюється; використовує обмежений словниковий запас та елементарні граматичні структури. <i>Допускає помилки:</i> 4–5 помилок у вживанні лексики, 4–5 помилок у різних розділах граматики, зробив 1–2 фонематичні помилки
4 бали	Учень не досить логічно будує діалогічне спілкування, відходить від теми або намагається замінити її іншою, якою володіє краще; має труднощі під час здійснення запиту інформації, звернення за поясненнями, а також формулювання власної думки з теми, що обговорюється, використовує обмежений словниковий запас та елементарні граматичні структури. <i>Допускає помилки:</i> 5–6 помилок у вживанні лексики, 5–6 помилок у різних розділах граматики, зробив 3–4 фонематичні помилки
3 бали	Учень не досить логічно будує монологічне висловлювання, відходить від теми чи намагається замінити її іншою, якою володіє краще, намагається замінити діалог монологом, не вміє будувати діалогічне спілкування, здійснювати запит інформації, звертатися за роз'ясненнями, не може сформулювати власну думку з теми, що обговорюється. На спроби екзаматора побудувати діалог не реагує. <i>Допускає численні граматичні, стилістичні, лексичні помилки</i>
2 бали	Учень намагається замінити діалог монологом, не вміє будувати діалогічне спілкування, здійснювати запит інформації, звертатися за роз'ясненнями, не може сформулювати власну думку з теми, що обговорюється. На спроби екзаматора побудувати діалог не реагує. <i>Допускає численні граматичні, стилістичні, лексичні помилки</i>
1 бал	Учень розуміє окремі деталі, але не може зв'язно передати основний зміст завдання. На поставлені екзаматором запитання відповідає незадовільно. Мова учня є граматично не оформленим набором слів

**EXAMINATION CARD № 1****I. Reading**

Read the text and decide if the statements are **T (True)** or **F (False)**.

Scientists said on Tuesday they had found a “Lost World” in an Indonesian mountain jungle, home to dozens of exotic new species of birds, butterflies, frogs and plants. “It’s as close to the Garden of Eden<sup>1</sup> as you’re going to find on Earth,” said Bruce Beehler, co-leader of the U.S., Indonesian, and Australian expedition to part of the cloud-shrouded Foja mountains in the west of New Guinea. Indigenous<sup>2</sup> peoples living near the Foja range, which rises to 2,200 metres, said they did not venture into the trackless area of 3,000 sq km – roughly the size of Luxembourg or the U.S. state of Rhode Island. The team of 25 scientists rode helicopters to boggy clearings in the pristine<sup>3</sup> zone.

“We just scratched the surface,” Beehler told Reuters. “Anyone who goes there will come back with a mystery.”

The expedition found a new type of honey-eating bird with a bright orange patch on its face, known only to local people and the first new bird species documented on the island in more than 60 years. It also found more than 20 new species of frogs, four new species of butterflies and plants including five new palms. It found a rare tree kangaroo, previously unsighted in Indonesia. Animals there were unafraid of humans.

“I suspect there are some areas like this in Africa, and am sure that there are similar places in South America,” Beehler said. He added that the Indonesian government was doing the right thing by keeping the area off limits to most visitors – including loggers and mineral prospectors.

Taken from “Lost World” Found in Indonesian Jungle, Reuters, February 9<sup>th</sup>, 2006

<sup>1</sup> The Garden of Eden – Райський сад

<sup>2</sup> indigenuos – місцевий

<sup>3</sup> pristine – первісний, чистий, незіпсований

- Luxembourg is involved in the exploration of the “Lost World.”
- Scientists have found more than twenty new species of frogs.
- Scientists have discovered five species of butterflies.
- The last new bird species to be recorded on the island was less than 60 years ago.
- Only the native people knew about the honey-eating bird.
- The text indicates that the bird eats only honey and oranges.
- A synonym of the word “pristine” is “untouched”.
- The animals there were not scared of humans.
- The Indonesian government is banning loggers from exploiting the area.
- The Indonesian government is doing nothing to protect the area.

1	2	3	4	5	6	7	8	9	10

**II. Writing**

➤ Choose the correct item **A**, **B**, or **C** to complete the sentences.

1. It happened ages ago. She ..... in London at the time.

A worked

B was working

C had worked



2. A: Do you want to go to the cinema tonight?  
B: I'm afraid I can't. I ..... Jane this evening.  
 A 'm going to see       B 'll see       C see
3. If I ..... (to have) free time today, I ..... (to go) to the cinema with you.  
 A had, will go       B had, would go       C will have, will go
4. That's ..... a nice piece of furniture. I wish I had it in my flat.  
 A so       B such       C much
5. Did you see ..... moon last night?  
 A -       B the       C a
6. My brother got lost in ..... Alps and had to be rescued.  
 A the       B a       C -

1	2	3	4	5	6

- At your school you are organising a lecture with a famous writer. Write a note about the lecture. Include this information:

- who is giving the lecture;
- where and when the lecture will be;
- the subject of the lecture;
- events after the lecture (photo signing).

Write 35–45 words on your answer sheet.

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### III. Speaking

Talk about the adventure holiday you had and describe its good and bad points.

Include this information:

- when and where you went on holiday;
- general description of the holiday;
- good and bad points;
- your recommendations.

## EXAMINATION CARD № 2

## I. Reading

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

A record-breaking snowstorm has brought chaos to much of the north-eastern United States. Much of the region now lies covered in some two feet or more of snow and transport systems are at a standstill. Thousands of homes are without electrical power.

The United States National Weather Service says that this huge winter storm has dumped some 68.3 centimetres of snow in Central Park, making it the worst blizzard to hit New York since records began in 1869.

To add to the problems facing the entire north-eastern seaboard, winds across the region have been gusting at up to 96 kilometres an hour, causing serious localised drifting<sup>1</sup>. The road network in many places is impassable. Most of the airports in the region have been closed, with hundreds of flights cancelled. Passengers on Transatlantic flights heading into New York have, in some cases, found themselves diverted to alternative destinations.

Here in Manhattan, snowploughs worked non-stop on Sunday in an effort to keep the streets and avenues open to traffic. But much of the city was quiet. Even the notoriously busy Times Square was all but deserted for much of the day. Some who did venture<sup>2</sup> out into the snow were rewarded with the memorable sight of people making their way down Broadway on skis.

Taken from "Snowstorm Hits US" by Jeremy Cooke, www.bbc.com, 13 February, 2006

<sup>1</sup> drifting – занос (сніговий)

<sup>2</sup> venture – ризикнути

- Because of the large amount of snow...
  - A people walked out on strike for higher pay.
  - B transport systems were closed and many homes were without power.
  - C the New York City government gave away coats to keep people warm.
  - D New York City ordered all stores closed for the day.
- This was the most snowfall New York has seen since...
  - A 1969.
  - B the record-breaking storm of 1899.
  - C records began in 1869.
  - D the blizzard of 1989.
- The phrase "localised drifting" most likely means...
  - A snow is being blown into large piles in some areas.
  - B snowploughs cannot plough the roads clear.
  - C people are lost in the blizzard.
  - D people stayed home from work.
- What was the notoriously busy Times Square missing?
  - A people
  - B snow
  - C policemen
  - D skis
- What was a remarkable sight to see on this day?
  - A Central Park Zoo's penguins
  - B people skiing on Broadway



- C Transatlantic flights landing in Times Square  
 D the deserted theatres on Broadway

1	2	3	4	5

## II. Writing

➤ Complete the sentences with the correct forms of the verbs in brackets.

- How long \_\_\_\_\_ (you / to learn) English?
- \_\_\_\_\_ (you / to go) to the museum last week?
- The telephone rang while I \_\_\_\_\_ (to have a shower).
- Before I met Susan, I \_\_\_\_\_ (never / to be) interested in music.
- I know that when I leave school, I \_\_\_\_\_ (to work) for my family's company.
- I think that we \_\_\_\_\_ (probably / to win) but you never know.
- I can't talk now. I \_\_\_\_\_ (to have) a meeting with Marion in ten minutes.
- If you \_\_\_\_\_ (not / to switch off) the computer properly, you will have problems.

➤ Imagine that you are having a fantastic holiday. Write a postcard to a friend back home. Tell him / her about:

- how you got to the place;
- the weather;
- the accommodation;
- how you are spending your time.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about a magazine you have read recently. Include this information:

- what sort of magazine it is;
- what it is about;
- why you chose it;
- what you liked / didn't like about it.

## EXAMINATION CARD № 3

## I. Reading

Read the text and choose the best answer (A–D) to answer the questions (1–5).

In 1983, Howard Schultz was visiting Italy. In Italy he noticed people sitting at coffee bars sipping their coffee and talking. He wondered whether Americans, too, would like to sit in relaxing coffee bars, sipping good coffee and talking with their friends. Schultz returned to the United States and tried to convince his bosses to turn Starbucks, which at that time was a company that sold whole coffee beans, into a chain of coffee bars. They did not like the idea. Schultz then began to approach potential investors. Within a year, he had raised \$1.7 million, and by April 1986, he had opened his first coffee bar. A year later, Schultz offered to buy Starbucks from his old bosses. They ended up selling him the company for about \$4 million.

Schultz's success in the coffee business has been quite remarkable. Sales are projected to reach \$1 billion by the end of the decade and Starbucks expects to have 2,000 outlets. But the road to success was not an easy one for Schultz. The new Starbucks company lost money in each of the first three years of operation. Schultz said that he "cried a lot. But we had tremendous conviction<sup>1</sup> that this was the way to build a company and that the losses were going to end."

It is interesting to note that Howard Schultz attributes some of his success as an entrepreneur<sup>2</sup> to a book called *Jacob's Journey*, by Noah ben Shea. Here is a quote from that work: "Strength is not the absence of weakness but how we wrestle with our weakness."

Taken from "Economics in Our Times"

<sup>1</sup> conviction – переконання

<sup>2</sup> entrepreneur – антрепренер

- From which continent did Howard Schultz try to apply an idea in the United States?  
 A Africa       B Asia       C South America       D Europe
- Before Starbucks became a chain of coffee bars, it...  
 A sold coffee that was not yet ground.  
 B sold coffee with special flavours.  
 C sold canned coffee in supermarkets.  
 D exported coffee to other countries.
- Why did Schultz say he "cried a lot"?  
 A He was very happy with his new business.  
 B He wanted to sell his business.  
 C He lost money the first three years in business.  
 D He didn't know what to name his company.
- A year after opening his own coffee bar, Schultz bought his old bosses' business. This meant he...  
 A was making an investment to build his business.  
 B was not losing any money.  
 C wanted revenge on his bosses.  
 D spent too much money on his bosses' business.
- Howard Schultz was motivated by the idea that successful businessmen...  
 A believe in their strength.  
 B hide their weaknesses from others.  
 C work in spite of their weaknesses.  
 D cannot admit their weaknesses.



1	2	3	4	5

## II. Writing

- Fill in the correct prepositions.

at • in • for • by

- The offices are \_\_\_\_\_ 77 Oxford Street.
- He lives \_\_\_\_\_ the suburbs and commutes to the city every day.
- There's a beautiful cottage \_\_\_\_\_ sale in our village.
- You're \_\_\_\_\_ a good mood today! Have you had some good news?
- Your order will be sent \_\_\_\_\_ post within 3 days.
- There's a restaurant \_\_\_\_\_ the top of the Eiffel Tower.

- Write an advert for an English textbook for sale. Include this information:
- write what the textbook is and describe it briefly;
  - say what level it is for;
  - say how long you have used it and give its price;
  - give your contact details.

Write 35–45 words on your answer sheet.

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## III. Speaking

You have just come back from a journey. Tell your friend about it. Include this information:

- when / where you went and who with;
- details about your journey (hotel, food, activities, souvenirs);
- what you saw and did.

**EXAMINATION CARD № 4****I. Reading**

Read the text given below. Answer the questions (1–6).

**Butlin's Holiday Camp**

Can you imagine spending your holiday on a campsite with 9,000 other people, being woken up at 7:30 every morning with "Good morning, campers!" from a loudspeaker? Sounds awful, doesn't it? Well, it's how many British people used to spend their summer holidays in the 1950's and 1960's. Campers stayed not in tents but in comfortable chalets at different seaside locations around the UK. The biggest and most popular ones were run by Billy Butlin.

Butlin's holiday camps were exciting places for all the family. There were all sorts of activities, including games, talent shows and competitions. Every camp had its own miniature railway to ride on. There were swimming pools, adventure playgrounds, and theatre shows to suit people of all ages. There were also babysitters so parents could go out for the evening. One unusual feature was that there weren't any restaurants!

Campers used to eat in large dining halls at set times, and if they didn't get there on time, they didn't get any food! This was one reason why there were loudspeakers everywhere – to remind people of meal times!

However, times changed, and by the early 1980's a lot of the camps were closed. Cheap package holidays abroad gained popularity and holiday camps went out of fashion. Today, three Butlin's resorts remain in the UK. These days, guests stay in spacious apartments and luxury hotels, eat at a wide range of restaurants, attend concerts, pantomimes and the latest movies, or have fun at water parks and funfairs. One thing hasn't changed, though – they still offer inexpensive family holidays.

1. Where did the British use to go on holiday?

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2. What could someone do at Butlin's camps?

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3. Where did the campers eat?

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4. Why did holiday camps go out of fashion?

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5. Are there any Butlin's camps today?

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6. What can guests do there nowadays?

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## II. Writing

➤ Complete the words with *any-, some-, no-, every-, -body* or *-thing*.

1. Is there \_\_\_\_\_ body in the classroom?
2. 'What did you say?' 'No \_\_\_\_\_.'
3. 'Where did your family go last week?' '\_\_\_\_\_ where, we stayed at home.'
4. I haven't seen \_\_\_\_\_ one today.
5. She wanted to tell me some \_\_\_\_\_.
6. There's \_\_\_\_\_ one in the living room.
7. Every \_\_\_\_\_ in my family has green eyes.
8. Can I do any \_\_\_\_\_ to help?
9. You can find Coca-Cola \_\_\_\_\_ where.
10. No \_\_\_\_\_ can do this for me.
11. I want to live \_\_\_\_\_ where warm.
12. I don't know \_\_\_\_\_ body who plays the violin.

➤ You want to invite your friend to the cinema. Write a note to him / her. Include this information:

- invite your friend to the cinema;
- say when and where you will meet;
- tell him / her what film you are going to see.

Write 35–45 words on your answer sheet.

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## III. Speaking

You have decided to go to the Carpathian Mountains for a few days. Talk about your trip. Include this information:

- how long the trip is;
- where you are going to stay;
- what you are going to do there.

**EXAMINATION CARD № 5****I. Reading**

Read the text given below. For questions (1–4), choose the correct answer A, B, or C.

**Funny or not funny**

We can't say for sure who started using smileys, or emoticons (meaning emotive icons), but we can be quite sure that it started over twenty years ago. And it started with a smile. The different stories all tell how the first symbols were used to mean more or less funny and not funny. One story says that in 1982 an American computer scientist named Fahlman suggested using an emoticon to express sarcasm or irony. But according to the Internet Tip's brief history of the smiley, a man named Kevin McKenzie sent the first emoticon in an email on 12<sup>th</sup> April 1979. The funny thing is that neither of them imagined how useful the new language would be and didn't bother to patent it. So, neither of them made any money from it.

Emoticons have become very popular and today they are used in everyday Internet conversations along with abbreviations. In 1993, a Smiley Dictionary was published and quickly became the reference for smiley users. However, the number of emoticons being used continued to increase and so this dictionary rapidly became out of date. New emoticons are being invented all the time and have made messages more fun. Today, there are emoticons to express almost every possible emotion and idea.

1. We don't know for sure who invented emoticons.

A Right       B Wrong       C Doesn't say

2. The first emoticons were not very funny.

A Right       B Wrong       C Doesn't say

3. Everyone knew that emoticon would be a success.

A Right       B Wrong       C Doesn't say

4. You can express many ideas using emoticons.

A Right       B Wrong       C Doesn't say

1	2	3	4

**II. Writing**

➤ Choose the correct item.

1. Jennifer has a regular work .....

A review       B break       C routine

2. John is ..... part in a bike race.

A making       B having       C taking

3. In the summer I like to cool ..... in the sea.

A over       B off       C under





**EXAMINATION CARD № 6****I. Reading**

Read the text and choose the best answer (A–D) to answer the questions (1–5).

Americans often express a great love of informality when using nicknames. These are shortened forms of their given name at birth and reflect the casual relationships which exist among friends and co-workers. Family names are hardly ever used in daily situations and the use of one's father's last name is saved only for rare and formal occasions. In many traditional cultures the use of the family name is seen as a sign of respect. For Americans, however, it's the nickname which creates an immediate intimacy between two people upon which to build a relationship.

This love for nicknames can create a sense of closeness between people who are otherwise not related. Even the presidents of the United States have borne nicknames. Abraham Lincoln was known as "Honest Abe", Franklin Delano Roosevelt was simply called FDR, Eisenhower was referred to informally as Ike, President Ronald Reagan was affectionately called "The Gipper", and John F. Kennedy was known as Jack or JFK.

Not every nickname, however, is a compliment and some can be downright rude and insulting. If someone should demonstrate a certain negative characteristic, a label will soon be attached to describe that person in a non-flattering<sup>1</sup> way. Likewise a person's dominant physical traits may lead to nicknames that are not necessarily to one's liking or choice.

Taken from "Nicknames" from Nada's ESL Island

<sup>1</sup> non-flattering – невіддесливий, неулесливий

1. Why do Americans use nicknames when addressing one another?  
 A Nicknames are easier to remember.  
 B Americans are formal people.  
 C Nicknames help to create a casual atmosphere.  
 D Nicknames are never to be used in daily life.
2. When do Americans prefer to use their family names?  
 A when they are working  
 B when writing a business letter  
 C while in formal situations  
 D when they are in trouble
3. Which American president was known as "The Gipper"?  
 A John F. Kennedy  
 B Richard Nixon  
 C Ronald Reagan  
 D Franklin Roosevelt
4. In a traditional society, how could the use of one's family name be described?  
 A rude  
 B respectful  
 C intimate  
 D informal
5. Which of the following is true?  
 A All nicknames have a positive meaning.  
 B All nicknames have a negative meaning.



- C Nicknames are never endearing.  
 D Nicknames can have positive or negative meanings.

1	2	3	4	5

## II. Writing

### ➤ Complete the questions.

1. A lot of people came to her party.' 'How many people \_\_\_\_\_?'
2. 'Steve caught a train.' 'Which train \_\_\_\_\_?'
3. 'One of those buses goes to the airport.' 'Which bus \_\_\_\_\_?'
4. 'Mrs Green speaks a lot of languages.' 'How many languages \_\_\_\_\_?'
5. 'Alison likes music.' 'What sort of music \_\_\_\_\_?'
6. 'I saw some snakes.' 'How many snakes \_\_\_\_\_?'
7. 'One of those drawings belongs to Mary.' 'Which drawing \_\_\_\_\_?'
8. 'They went to a museum last week.' 'Which \_\_\_\_\_?'

### ➤ You were planning to go to the cinema with your friends this afternoon but your plans have changed. Leave a note for your friends. Include this information:

- apologise for the change;
- explain why you can't go;
- offer them another day.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the sport you enjoy watching and explain why. Say:

- if it is a winter or a summer kind of sport;
- where it is held;
- how you feel when you are watching it;
- what your favourite athlete or team in this kind of sport is.

**EXAMINATION CARD № 7****I. Reading**

Read the text given below. For questions (1–6), decide if the statements T (True) or F (False).

**The Earthquake**

I had found a cave to live in and had spent three or four months building a wall around its entrance. It meant that I had to enter my home by using a ladder, but at least I would be safe from the wild animals and any other creatures which may live on the island.

When I had finally finished building, I pitched my tent in the space between the cave mouth and the wall and felt very comfortable and content. However, this feeling did not last long. The very next day, when I was busy in my new home, just inside the entrance to the cave, I saw some earth falling from the roof of my cave, and I heard two of the supporting posts, which I had put up, make a frightening, cracking noise. I was afraid that the roof of the cave was about to fall in and bury me alive, so I ran to my ladder and climbed over the wall to get clear of any falling rocks which might roll down the hill.

The moment I stepped down onto the ground, I realised that a terrible earthquake was taking place. The ground I was standing on shook three times, with a pause of about eight minutes between each tremor. The shaking was so strong that it would have brought down the strongest building in the world. Huge waves were crashing on the shore and making a terrible noise as the earthquake shook the water.

The experience frightened me so much that I was stunned, and could do nothing but stare around me. I felt sick from the shaking of the earth, as if I was in a boat on a rough sea. Then, suddenly, I heard a crash as rocks fell from the hill, and I was filled with fear. I was worried that my months of work would have been destroyed in a few minutes and that my few belongings would be destroyed. This thought made me so sad that I felt my heart sink in my chest. I sat on the ground until I was sure that the earthquake had stopped. However, I was still afraid to go back into my cave in case the roof collapsed on top of me. I did not know what to do.

After some time, I began to feel calmer and made a new plan. If earthquakes happened often on this island, then I would have to build a new home. A cave was not a safe place to live. This time, I would make a hut, surrounded by a wall, and I would live there without fear.

Taken from *Robinson Crusoe* by *Daniel Defoe*

1. Crusoe built a cave to live in.
2. The tremor made the cave crash down.
3. Crusoe's belongings were destroyed.
4. Crusoe stood near the wall during the earthquake.
5. There was a terrible storm.
6. Crusoe started to repair the cave.

1	2	3	4	5	6



**II. Writing**

➤ Choose the correct item.

1. If Paul had driven a car, he .....  
 A would have been hired       C would have hired  
 B would have to hire       D would hire
2. .... have you been living in this area?  
 A Since when       B From when       C For when       D How long ago
3. "Did you paint the living room yourself?" "No, .... by a painter."  
 A I had it done       B I had done it       C it had done       D I did it
4. "I have to stick this paper down." "There .... some glue in the kitchen cupboard."  
 A have       B is       C are       D be
5. He was .... to go to work, so he stayed at home.  
 A very ill       B so ill       C too ill       D ill enough
6. .... you show them the photographs, they'll never believe you.  
 A Whether       B Despite       C Unless       D If not

1	2	3	4	5	6

➤ Imagine that you are planning to buy a new computer. You see one advertised in a magazine. Write a letter to the shop asking for more information. Include this information:

- write why you are writing, and where you saw the advert;
- explain what you need the computer for;
- ask your questions for more details.

Write 35–45 words on your answer sheet.

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**III. Speaking**

Talk about the things that you used to do in your childhood but you don't do now. Include this information:

- what activities you used to like / dislike doing;
- what you used to wear;
- what books you liked reading.

**EXAMINATION CARD № 8****I. Reading**

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

Bahrain's reputation as a relatively liberal and modern Persian Gulf state has made it a favourite with travellers in the region and an excellent introduction to the Gulf. It was once the seat of one of the great trading empires of the ancient world, and is redolent<sup>1</sup> of the past. Bahrain's history goes back to the roots of human civilisation. The main island is thought to have broken away from the Arabian mainland sometime around 6000 BC and has almost certainly been inhabited since prehistoric times. The archipelago first emerged into world history sometime around 3000 BC as the seat of the Dilmun trading empire. Dilmun, a Bronze Age culture that lasted some 2000 years, benefited from the islands' strategic position along the trade routes linking Mesopotamia with the Indus Valley. In the midst of a region rapidly becoming arid<sup>2</sup>, Dilmun's lush spring-fed greenery gave it the image of a holy island in the mythology of Sumeria, one of the world's earliest civilisations, which flourished in what is today southern Iraq. Dilmun had a similar cachet<sup>3</sup> with the Babylonians, whose "Epic of Gilgamesh" mentions the islands as a paradise where heroes enjoy eternal life. Some scholars have suggested that Bahrain may be the site of the biblical Garden of Eden.

<http://en.wikipedia.org/wiki/Bahrain>

<sup>1</sup> redolent – той, що нагадує (про щось), викликає думку

<sup>2</sup> arid – посушливий, безводний, неродючий

<sup>3</sup> cachet – особлива якість, слава

- Bahrain is known for its...
 

<input type="checkbox"/> A unusually dry climate	<input type="checkbox"/> C lush flora
<input type="checkbox"/> B arid archipelagos	<input type="checkbox"/> D mild summers
- In this text "broken away" could be replaced by...
 

<input type="checkbox"/> A fused	<input type="checkbox"/> C connected
<input type="checkbox"/> B separated	<input type="checkbox"/> D damaged
- Dilmun culture could be described as...
 

<input type="checkbox"/> A short-lived	<input type="checkbox"/> C brief
<input type="checkbox"/> B lengthy	<input type="checkbox"/> D momentary
- Sumeria was located in present-day...
 

<input type="checkbox"/> A Bahrain	<input type="checkbox"/> C Eden
<input type="checkbox"/> B Iraq	<input type="checkbox"/> D Babylon
- According to the text, which of the following has made Bahrain a popular tourist destination?
 

<input type="checkbox"/> A Bahrain shares a border with Gilgamesh.
<input type="checkbox"/> B It is a liberal state.
<input type="checkbox"/> C It was once part of the Arab mainland.
<input type="checkbox"/> D Bahrain is rapidly becoming more arid.

1	2	3	4	5





## II. Writing

➤ Complete the sentences with the correct forms of the verbs in brackets.

1. We \_\_\_\_\_ (to meet) our granny at 10 a.m. Is there anything you'd like us to do after that?
2. \_\_\_\_\_ (the members of the jury / to make) their decisions by the end of the day?
3. Don't take many things with you. They \_\_\_\_\_ (to have) everything we \_\_\_\_\_ (to need) there.
4. Look! John \_\_\_\_\_ (to fall) down! He is crying now.
5. When \_\_\_\_\_ (the shop / to open)? I need to get some flour and sugar.
6. My sister \_\_\_\_\_ (to decide). She \_\_\_\_\_ (to study) foreign languages at the university.
7. Steve \_\_\_\_\_ (probably / to win) the student election. He's very popular.
8. The train \_\_\_\_\_ (to arrive) at 8.30 so we should be at home by ten.

➤ Imagine that someone from your mother's working place phoned home while she was away. Write a short message for her. Include this information:

- who phoned;
- what the message was about;
- the person's contact telephone number.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about advantages and disadvantages of living in a private house. Include the information:

- good points;
- bad points;
- your opinion.

## EXAMINATION CARD № 9

## I. Reading

Read the text and decide if the statements are T (True) or F (False).

“A Not-So-Plain Jane from Spain”

By Jennifer Orodceez

When Paz Vega got the call that she'd won a starring role in a big-budget Hollywood film, she thought the gods must be crazy. “It was shocking,” she says. “It seemed impossible.” Vega, an onyx-haired actress from Spain, spoke hardly a word of English. But that wasn't a deal breaker for James L. Brooks, who was making a comedy called “Spanglish,” his first film in eight years. Vega plays Flor, housekeeper to a privileged, mixed-up family headed by Adam Sandler and Téa Leoni. “When I got here they gave me my schedule for the next two months, and I started to cry,” she says. “I was not sure if I could do it.” And English wasn't Vega's only problem. She had to be coached on her Spanish, too – so she could deliver her lines like a Mexican.

Brooks, a director who is notoriously hard to please, initially hoped to find an actress with Mexican roots, but says that Vega simply nailed the part in the five-hour audition. “Flor's face just has to entice<sup>1</sup> us,” Brooks says. “We have to feel like we know what she's saying, without really knowing what she's saying.” Vega says she's still hitting the books hard. Ultimately, she would like to eliminate her Spanish accent entirely. “I don't want to play only Latin women,” she says. “I want to have roles in English.” That could take a while. In the meantime, don't be surprised if some “Spanglish” fans start brushing up on their Spanish.

Taken from *Newsweek*, January 17, 2005

<sup>1</sup> entice – спокушати, приваблювати

1. This is Paz Vega's first film that she speaks English in.
2. Vega wasn't worried about making the film.
3. Director James L. Brooks is known as being easy to please.
4. Vega is studying to learn English.
5. The actress who plays Flor must have Mexican roots.
6. Vega will be playing the starring role.
7. Adam Sandler and Téa Leoni will be in the film.
8. Brooks was sure she could do the job.
9. Paz will be playing Flor, a homeowner in Beverly Hills who is the mother of two children.
10. Spanish is Vega's native language.

1	2	3	4	5	6	7	8	9	10

## II. Writing

➤ Choose the correct item A, B or C to complete the sentences.

1. I'm sorry, I ..... to get to change that money for you, I was too busy.  
 A couldn't                       B didn't manage                       C weren't able





**EXAMINATION CARD № 10****I. Reading**

Read the text given below. Decide if the statements are T (True) or F (False).

**20,000 Leagues Under the Sea**

By Jules Gabriel Verne

Captain Nemo pointed to a chair and asked me to sit down. He began to tell me the story of the Nautilus. He pointed to the instruments hanging on the walls of his room. Many of them I recognised as standard navigation instruments but I was puzzled as to the nature of some of the others. I asked him what the unfamiliar instruments were for. "These are manometers or depth gauges," said the captain, "and these measure the different temperatures of the sea at any depth."

"How is this craft powered?" I asked of the captain "Why, by electricity," he explained. "Chemicals from the seawater can provide as much power as we need. They produce electricity and the electricity gives the Nautilus heat, light and the ability to move. It is the source of itself," he remarked, "the air we breathe, the power of the engines, even heat for cooking our food." I found it incredible that such wonderful energy and power could be obtained from the sea.

"Captain Nemo," I said, "I have seen what you have achieved and I cannot explain it. I saw the Nautilus moving around our ship at great speed but speed isn't everything. You have to be able to see where you are going, to steer to the right and the left and up or down. How do you manage to reach such depths against the incredible pressure? How do you return to the surface? How do you manage to stay at any depth you choose? I am sorry to ask so many questions."

"Not at all, Professor," said the captain after a slight hesitation. "I will tell you everything you want to know, since you will never leave this submarine. Come to the saloon and you will learn everything about the Nautilus."

The captain led me to the rear of the craft. He pointed to another dial. "This dial shows us how fast the ship is travelling. The propeller, which has a diameter of 23 feet, can revolve at up to 120 revolutions per second and gives us a maximum speed of 50 knots." Then he took me further back in the ship until we came to a sort of well with an iron ladder attached to the wall. "This leads up to a dinghy kept in a special watertight compartment. I climb inside, fasten the hatch and the dinghy shoots to the surface." I asked him how he managed to return. "I don't. The Nautilus comes to me. I send the crew a message by electric wires, a sort of telegram."

1. The guest was confused by the instruments.
2. Manometers were used to check temperature.
3. The *Nautilus* was powered by electricity.
4. The captain didn't want to answer his guest's questions.
5. The guest wasn't going to stay on the *Nautilus* for very long.

1	2	3	4	5





**EXAMINATION CARD № 11****I. Reading**

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

They're actually visible to the naked eye from space: two palm tree-shaped artificial islands in the Persian Gulf, one three miles across, the other four and a half. For Dubai, the Palms, as they're officially called, are the keys to the future.

Once a minor trading port, this city-state in the United Arab Emirates rose to prominence as the Arabian Peninsula's flashiest metropolis, thanks in part to oil discoveries in the 1960's. But petroleum reserves are expected to dry up within 20 years, and the push is on to convert to an economy based on sun and fun.

One problem: Much of Dubai's 45-mile coastline is lined by ports and other facilities, so beaches for development were scarce. Not anymore. The two islands, each built of more than 130 million cubic yards of rock and sand, will create 75 miles of shoreline and feature houses, hotels, and a marine park. The first island will welcome guests by early 2006, the second in 2007. Already thousands of wealthy Middle Easterners and Europeans have bought homes here, betting the scene on the ground will compare favourably to the view from space.

Taken from "Palms Grow in the Gulf" by Chris Carroll, National Geographic, June, 2004

- Which industry is Dubai looking to promote?  
 A the oil industry  
 B the tree industry  
 C the tourism industry  
 D the trade industry
- Which statement is TRUE?  
 A The islands can be seen from space without the use of instruments.  
 B Dubai will be going into the tree farming business.  
 C Dubai is the capital of Saudi Arabia.  
 D Oil is the key to the future in Dubai.
- Dubai will have...  
 A a problem with its coastline in the year 2007.  
 B a major oil industry in 20 years.  
 C two artificial palm trees in the Arabian Peninsula.  
 D more foreigners coming to its country for vacation.
- The islands...  
 A will be made of rock and sand.  
 B are going to be called "the Keys".  
 C will revitalize the United Arab Emirates status as a world military power.  
 D will have a space telescope observatory on them.
- One problem with the development of Dubai's coastline was...  
 A the absence of the building materials needed.  
 B the lack of available coastline to build upon.  
 C getting the proper permits from the oil companies.  
 D not having the money to finance the project.



1	2	3	4	5

## II. Writing

➤ Choose the correct prepositions and put them in the correct places.

- Mrs Johnson got \_\_\_\_\_ the car and ran \_\_\_\_\_ the High Street. (across / round / out of / over)
- Michael walked \_\_\_\_\_ the steps to the river and \_\_\_\_\_ the bridge. (along / down / through / over)
- She walked slowly \_\_\_\_\_ the path, then she stopped and went \_\_\_\_\_ a small door \_\_\_\_\_ a garden. (across / along / into / through)
- Alice went \_\_\_\_\_ the stairs and \_\_\_\_\_ her room, took a letter \_\_\_\_\_ the table and started to read it. (into / off / out of / over / up)
- Go \_\_\_\_\_ the record shop, \_\_\_\_\_ the railway bridge, \_\_\_\_\_ the first corner, and the post office is on your right. (along / down / past / round / under)
- I went \_\_\_\_\_ the stairs and \_\_\_\_\_ the passage. (along / into / out of / up)

➤ You want to go to the cinema with your friend. Write a message to him / her. Include this information:

- tell him / her which cinema you are going to;
- say what film you want to see;
- suggest what time you will meet your friend.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the school where you study at. Include this information:

- school facilities;
- the teaching staff;
- school traditions.

**EXAMINATION CARD № 12****I. Reading**

Read the text given below. Decide if the statements are T (True) or F (False).

**A PROUD TRADITION**

The tartan kilt is a well-known and very striking part of Scottish national dress. It is a pleated, woollen, knee-length garment, like a skirt, which is usually worn by men. What makes the kilt so recognisable is its multi-coloured pattern of squares and stripes. Each distinct pattern is known as a tartan, and today more than one hundred different tartans are widely available. Many of these are associated with a certain family, region or organisation.

The modern kilt evolved from the belted plaid, which was a long piece of patterned cloth. The bottom half was pleated and then wrapped around the wearer's waist, and the top half was thrown over his shoulder. The belted plaid dates back to the early 17<sup>th</sup> century, when it was very common among Scottish Highlanders. It wasn't long before tartan became a strong symbol of Scotland. During the late 18<sup>th</sup> century, the shorter kilt which we know today, gradually began to replace the belted plaid as the standard national dress.

During the 19<sup>th</sup> century, the development of mechanical looms meant that the same patterns could be easily produced over and over again. It was during this period that most of the family and regional tartans were designed. All of the old Scottish families, or clans, had their own tartans. In fact most had at least two different designs; a brightly coloured design for evening wear, and a hunting tartan for everyday wear. The hunting tartan contained duller brown and green colours that allowed the wearer to blend into the Scottish moors, when he was out hunting.

These days, the kilt is normally worn with a plain white shirt and a jacket. A sporran, which is a small leather or fur pouch, is worn around the waist and hangs at the front of the kilt. This is especially useful since the kilt has no pockets. Socks should either be white or the same tartan as the kilt. It is also traditional to carry a small knife, or dagger, in the right sock.

Today, if you spend some time in Scotland, you are bound to see plenty of people wearing kilts. Although it certainly isn't everyday dress anymore, there are all sorts of occasions, from formal dinners to football matches, where people will proudly put on their family tartan.

1. The kilt is usually worn by women.
2. There are thousands of tartans which are widely available.
3. The belted plaid was the first type of kilt.
4. Most family tartans were designed during the 17<sup>th</sup> century.
5. Most families have two different tartan designs.
6. There are pockets in the kilt.
7. Nowadays, people in Scotland rarely wear kilts.

1	2	3	4	5	6	7

**II. Writing**

➤ Choose the correct item.

1. Tim is a ..... , he works in a garage.

A newsreader

B chemist

C mechanic





2. This job has two ..... .  
 A shifts                       B shorts                       C sheets
3. I ..... basketball on Saturdays.  
 A am playing                       B play                       C plays
4. I really enjoy ..... to the cinema.  
 A go                       B going                       C goes
5. We can't go on a picnic today because it's ..... .  
 A rains                       B rain                       C raining
6. I'm going to ..... my website.  
 A update                       B create                       C operate

1	2	3	4	5	6

- Imagine that you and your friends are members of a new music fan club. Plan and write an Internet page describing your club. Include this information:
- why and when the club started;
  - number of members joining the club weekly / monthly;
  - who can join the club.

Write 35–45 words on your answer sheet.

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### III. Speaking

Talk about an interesting journey or a trip you went on. Include this information:

- When did you go?
- Where did you go?
- How did you get there?
- What did you like most?

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**EXAMINATION CARD № 13****I. Reading**

Read the text given below. Put the paragraphs (A–D) in the correct order.

**Market Delights**

**A** Strolling along the many stalls of this colourful and culturally diverse street market, I soon realised it would be impossible to leave this place empty-handed. Dozens of brightly-dressed traders were selling a vast range of goods. There were exotic fruit and vegetables, handmade clothes, beautifully crafted jewellery and much more. Behind the stalls, cafés offered freshly ground coffee and were playing loud music which instantly gave an upbeat feel to the place.

**B** After I finished my shopping for the day, I had to drag myself away carrying lots of heavy bags but feeling quite pleased with myself. Should you ever find yourself in Amsterdam, make sure you pay a visit to this fantastic market. The combination of a lively atmosphere, delicious food and traditional goods makes this an experience not be missed.

**C** When I arrived, the market had just opened, but the hustle and bustle of shoppers, traders, tourists and even street musicians had already started. There was lots of noisy chatter around and the place was jumping with life. The delicate fragrance of freshly cut flowers was like perfume and they came in all possible colours, which made the whole place look bright and festive. As I wandered along, looking at the freshly baked cakes and smelling the mouth-watering aromas of the many sweet and savoury pies, I suddenly realized how hungry I was. When I sampled some, they tasted delicious.

**D** I discovered an amazing, traditional street market while on holiday in Amsterdam last year. With its huge variety of goods for sale and its lively atmosphere, the Albert Cuyp street market stands out from all the others. It is situated in one of the oldest and most characteristic parts of the city which adds to its charm and it never fails to attract numerous local and international visitors.

1	2	3	4

**II. Writing**

➤ Choose the correct item.

- The Browns have a family web ..... .  
 A sheet       B page       C screen
- My bedroom is in a(n) ..... at the top of the house.  
 A attic       B area       C porch
- If you need any help, drop ..... anytime.  
 A out       B by       C off
- The garden has a ..... all around it.  
 A balcony       B fence       C block





**EXAMINATION CARD № 14****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

**The Ant and the Grasshopper**

While a grasshopper was taking it easy in the shade of a willow tree one hot summer's day, an ant struggled in the sun with a grain of rice that he was carrying out to his nest. "Hey, Mister Ant," the grasshopper said. "Why don't you take it easy, like me? You can work tomorrow."

The ant paused. "I'm saving up food now for the cold winter ahead, and if you know what's good for you, you'll do the same," he said.

The grasshopper looked at the ant and laughed. "Cold winter? But Mr. Ant, it is sunny and hot right now. It won't be winter for a long time. There is always time to gather food, there's no need to spend your time in this beautiful weather doing work. Come sit down with me and have some lemonade." But the ant refused and spent the rest of the day gathering food and storing it in his nest.

As the days went by the ant continued to collect food, while the grasshopper continued to rest underneath the shade of the willow tree. Three or four months later, winter came and it was very cold. While the ant was snug in his nest, the starving grasshopper shivered under a pile of dead leaves and wished that he'd paid attention to the ant's advice.

Taken from *Aesop's Fables*

1. The grasshopper wasn't working because he had hurt his back.
2. The ant gathered food all summer.
3. The ant invited the grasshopper to come live with him during the winter.
4. The grasshopper was a hard worker.
5. The ant took a rest with the grasshopper underneath the willow tree.
6. The ant was comfortable during the winter.
7. It was easy for the ant to carry food back to his nest.
8. The moral of the story is working hard will benefit you more than being lazy.
9. The grasshopper was drinking lemonade underneath the willow tree.
10. The grasshopper had plenty of food to eat during the winter.

1	2	3	4	5	6	7	8	9	10

**II. Writing**

➤ Choose the correct item A, B, C or D to complete the text.

**A First Time for Everybody**

Joe stepped onto the aeroplane and was met by one of the cabin crew who showed him to his seat. This was his first flight and he was feeling quite nervous. His hands were

- (1) \_\_\_\_\_ slightly and he was breathing deeply. He walked along the  
 (2) \_\_\_\_\_ of the plane and found his seat. Joe had spent a lot of time  
 (3) \_\_\_\_\_ planning his holiday, given this was the first time he had been



abroad. Sitting next to him there was an 8-year-old boy who also (4) \_\_\_\_\_ to be quite nervous. Joe knew he was quite good (5) \_\_\_\_\_ children, so he decided to try to calm the boy. After conversing with the boy for a few minutes, Joe produced some chocolate and gave it to him. The (6) \_\_\_\_\_ then became quite cheerful as he explained that he loved chocolate (7) \_\_\_\_\_ much. The man and the boy found that they (8) \_\_\_\_\_ well together as they chatted for the whole flight. Joe discovered that they were on the same return flight the following week, which pleased them both.

1	A moving	B trembling	C jumping	D rattling
2	A corridor	B path	C lane	D aisle
3	A with	B to	C on	D at
4	A was	B appeared	C set	D showed
5	A at	B for	C with	D by
6	A young	B youth	C juvenile	D youngster
7	A too	B extremely	C so	D absolutely
8	A got on	B were	C got to	D got so

1	2	3	4	5	6	7	8

- Imagine that you have seen a TV show (e.g. "Ukraine Has Got a Talent"). Write a letter to the programme makers. Include this information:
- say how much you enjoyed it;
  - say why you enjoyed it;
  - ask for information about a DVD version of the programme.

Write 35–45 words on your answer sheet.

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### III. Speaking

Talk about the environmental problems in the place where you live. Include this information:

- what the reasons of these problems are;
- what individuals can do to help;
- what governments should do to help.

**EXAMINATION CARD № 15****I. Reading**

Read the text given below. Decide if the sentences (1–10) are T (True) or F (False), according to what the text says.

**Ice Alaska**

Ice Alaska is an amazing event that takes place in Fairbanks, Alaska. It brings the town to life in February and March every year. It is a wonderful event that promotes art, culture, education, international friendship and winter tourism through ice. It was all started in 1934 by Kay Huffman and Clara Murray West. They used to organise the Fairbanks Winter Carnival, with activities such as parades and dog races. After four years, this became the Ice Carnival and Dog Derby, and artists would carve thrones from ice for the carnival queen and king. Each year these thrones became more complex and this was the start of the town's ice sculpting tradition.

In 1988 the festival was revived. Teams of ice sculptors came from China and Chicago to create sculptures for the Winter Carnival. They taught local people how to sculpt ice. An exhibition followed, and in 1990 the first competition was held. A team from France won the first prize. Today, up to 75 teams from around the world compete in Ice Alaska every year.

Visitors can watch the artists at work and see all the finished sculptures in a fantastic light display. Children can have fun, too, in the Kids' Park, which offers a wide range of activities, including rides, slides, mazes and trains. This is definitely an event that is not to be missed! Find out more at [www.icealaska.com](http://www.icealaska.com).

1. Ice Alaska encourages friendships with people from other countries.
2. It started as something quite different.
3. Some local people know how to sculpt ice.
4. It turned into a competition in 1988.
5. It is not a festival children can enjoy.

1	2	3	4	5

**II. Writing**

➤ Put the verbs in brackets into the Present Perfect or Past Simple Tense.

1. Ann \_\_\_\_\_ her job at the bank. She often \_\_\_\_\_ work overtime. (to leave; have to)
2. I \_\_\_\_\_ a beautiful dress. I \_\_\_\_\_ it at Parker's yesterday. (to buy; to find)
3. Lucy and Tom \_\_\_\_\_ their flat. They \_\_\_\_\_ a very good price. (to sell; to get)
4. 'Dad \_\_\_\_\_ his glasses.' 'Where \_\_\_\_\_ he \_\_\_\_\_ them?' 'Under the table.' (to find; to find)
5. Mrs Brown \_\_\_\_\_ into hospital. She \_\_\_\_\_ to the doctor





## EXAMINATION CARD № 16

## I. Reading

Read the text and choose the best answer (A–D) to answer the questions (1–5).

Every year, the average college student throws out 640 pounds of trash, 30 per cent of that amount in the month before graduation. Many, in their rush to move on with their lives, toss more than highlighter pens and notebooks. They throw away everything from half-full bottles of laundry detergent to fully functioning computers and stereos. And that appalled Lisa Heller, an environmentally minded Syracuse University student.

“Students were so busy with finals and job interviews they didn’t have time to drop off stuff at a Salvation Army,” say Heller. So a few years ago, in 2000, she founded Dump & Run, now a national organization that gathers pre-grad unwanted items from university bins and sells them at events in campus parking lots. The pickings are anything but slim, which may explain how participants at 20 universities last year raised more than \$100,000, which went to local charities including soup kitchens and after-school programmes.

“We’ve found designer clothes with their price tags on them and the receipts still in the bag,” says Heller. Even oddities<sup>1</sup> like fishbowls with live fish and, once, a three-foot-tall inflatable Jesus have found new owners.

“It really opens your eyes to the fact that one person’s trash can be someone else’s treasure.”

Taken from *Reader’s Digest*

<sup>1</sup> oddities – дивні речі

- Lisa Heller dealt with the problem of so much college trash by...

A moving to another country that isn’t as wasteful.

B beginning an organization that would gather the college throw-aways and sell them.

C writing a letter and sending it to her congressman.

D going around to colleges and yelling at all of the students.
- Why did Lisa Heller start Dump & Run?

A She had just graduated from college and she needed a job.

B She wanted to have an article written about her.

C She was concerned about all of the things college students were throwing away.

D She had received a degree in business, and so she wanted to start a business.
- Which of the following has Dump & Run NOT discovered in college students’ trash?

A An inflatable Jesus

B Brand new clothes that have never been worn

C A new computer still in its box

D Fish still in their fishbowls
- What happens to the money that is raised through Dump & Run?

A It is given to local charities.

B It is given back to the college students.

C It is used to buy more trash.

D Lisa Heller uses all of it to pay her rent.
- Since the start of Dump & Run in 2000 it has become...

A wasteful       B expensive       C successful       D smaller





1	2	3	4	5

## II. Writing

➤ Complete the sentences with the correct forms of the verbs in brackets.

1. You might \_\_\_\_\_ (to prepare) some soup for dinner.
2. I can't stand \_\_\_\_\_ (to listen) to the same song over and over again.
3. Mrs Smith refused \_\_\_\_\_ (to give) us any information on her achievements.
4. My mum never lets me \_\_\_\_\_ (to eat) too much junk food.
5. I feel like \_\_\_\_\_ (to cook) some vegetable salad.
6. Did she manage \_\_\_\_\_ (to keep) to a balanced diet last month?
7. I miss \_\_\_\_\_ (not to travel) for so long.

➤ Your pen friend has decided to visit you in Ukraine. Write him / her an email. Include this information:

- what to prepare for this trip to Ukraine;
- what food will give him / her a little taste of the Ukrainian cuisine;
- where you will take him / her in your town.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the book you have read recently. Include this information:

- its title, author and type of book;
- where the plot is set, who the main characters are, what the content of the book is;
- what your opinion of it is and why.

## EXAMINATION CARD № 17

## I. Reading

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

## Jonathan Swift and the Errand Boy

Jonathan Swift, the famous Irish writer (1667–1745), leading satirist of his age, was not very generous. He seldom gave anything to the servants of those who sent him presents. But once he received a lesson from a boy who very often brought him hares, partridges<sup>1</sup>, and other game<sup>2</sup>.

One day the boy arrived with a heavy basket full of fish, fruit, and game. When Swift opened the door, the boy said gruffly, "Here, my master has sent you a basket full of things." Swift, feeling displeased at the boy's rude manners, said to him: "Come here, my boy, and I will teach you how to deliver a message a little more politely. Come, imagine yourself Jonathan Swift, and I will be the boy."

Then taking off his hat very politely and addressing himself to the boy, he said: "Sir, my master sends you a little present and begs you will do him the honour to accept it."

"Oh, very well, my boy," replied the boy, "tell your master I am much obliged to him, and there is half a crown for yourself."

Swift laughed heartily, and gave the boy a crown for his wit<sup>3</sup>.

<sup>1</sup> partridge – куріпка

<sup>2</sup> game – тут дичина

<sup>3</sup> wit – кмітливість

1. Hares, partridges, and other game mean...

- A different kinds of soup.  
 B different animals that are hunted.  
 C different kinds of precious metals.  
 D different customary gifts of the time.

2. Why does the text say, "Oh, very well, my boy," replied the boy.?"

- A The boy was insulting Jonathan Swift by talking down to him.  
 B The boy was pretending to be Jonathan Swift.  
 C The boy thought that he was better than Swift.  
 D It is a mistake.

3. In the end, Jonathan Swift was impressed by the boy because...

- A he showed how proper he could be.  
 B he proved how cultured he was.  
 C he showed his wit by taking advantage of the situation.  
 D Jonathan Swift was not impressed by the boy.

4. Jonathan Swift gave the boy a crown because...

- A the boy was actually a prince.  
 B he wanted to give the witty boy a tip.  
 C he was a generous man.  
 D he didn't give the boy a tip, he actually gave himself a tip, as he was pretending to be the boy.



5. The boy can be most fairly characterized by being called...

- A arrogant and witty  
 B daring and witty  
 C daring and rude  
 D intelligent and confident

1	2	3	4	5

## II. Writing

➤ Choose and circle the correct answers.

- Our basketball team *won* / *has won* all its games this season. It *won* / *has won* all its games last year too.
- Did you ever meet* / *Have you ever met* a celebrity?
- My cousin speaks good Spanish, but he *has never had* / *never had* lessons.
- Did you see* / *Have you seen* Matt yesterday? 'No, but he *just phoned* / *has just phoned*.'
- Have you done the cleaning *yet* / *yesterday*?
- I started reading this book *for eight weeks* / *eight weeks ago* / *ago eight weeks*.
- I'm* / *I've been* in this school *for* / *since* three years.
- 'What time does the lesson start?' '*It's already started*.' / '*It already started*.'
- Have they *saw* / *seen* that play before?

➤ Your family owns a country cottage and you would like to invite your friends for a holiday. Write an email. Include this information:

- where the cottage is;
- how to get to the place;
- how they can spend their spare time;
- sports equipment they might take with them.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the film you like. Include this information:

- the name of the film, its type, actors in it;
- other aspects of the film: acting, screenplay, music, special effects, etc;
- your overall opinion.

**EXAMINATION CARD № 18****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

I was visiting in Naples, Italy, last November, eating my favourite Neapolitan food (pizza – did you really have to ask?), when I heard startling news: if the mayor of this delightfully anarchic town has his way, tens of thousands of pizzerias all over Europe might be changing their menus, if not their very names. Mayor Antonio Bassolino, it seems, has petitioned the Italian government, and thereby the European Union, for controlled-name status for Neapolitan pizza.

Now, I need no convincing that the best pizza in the whole wide world comes from Naples, but much as I love it, I can happily make do with Neapolitan pizza from New Haven, Chicago, even Naples, Maine. But if Bassolino is successful, the only pizzas that can legally be called pizza Napoletana will be those from Naples, Italy – made with Neapolitan flour, Neapolitan yeast and Neapolitan water and baked in a Neapolitan wood-fired oven. For the rest of the world, “flat bread in the Neapolitan style” may become the accepted name. Somehow, it doesn't have the same ring to it.

While it seems silly to legislate the definition of pizza, what's happening in Naples is a very small part of an important European movement to protect traditional foods from the galloping globalism that threatens the entire world of food and wine. Foods are no longer exclusive to their place of origin. And for that reason alone, I'm all for it, even though the movement sometimes comes off as ridiculous.

Taken from “*Food Court*” by Nancy Harmon Jenkins, *Food & Wine*, August 1999

- The author assumes that we know that pizza is her favourite Neapolitan food.
- The author is from Naples, Italy.
- Bassolino has asked his government for controlled-name status of pizza from Naples, Italy.
- According to the author pizza from Naples, Italy, is the only pizza worth eating.
- In the author's opinion all good pizzas should be made with ingredients from Naples.
- The author thinks that “Flat bread pizza in the Neapolitan style” doesn't sound right.
- “Galloping globalism” most likely means the fast-paced rotation of the Earth.
- The economy of Naples is suffering from Neapolitan pizza being on worldwide menus.
- The author hates pizza from all other places but Naples, Italy.
- The author believes Mayor Bassolino's petition could be seen as silly.

1	2	3	4	5	6	7	8	9	10

**II. Writing**

➤ Choose the correct item.

- Antarctica has ..... temperatures in the world.  
 A the lowest     B low     C lower
- England has ..... rainfall than Spain.  
 A the heaviest     B heavier     C heavy





**EXAMINATION CARD № 19****I. Reading**

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

Coca-Cola is probably the world's best-known taste, and was the first truly global brand. Dr. John Stith Pemberton, a pharmacist from Atlanta, Georgia, invented the drink. He mixed the Coca-Cola syrup, which was combined with carbonated water to make a popular soda fountain drink, in the local Jacob's Pharmacy. The first customers, who paid a handsome 5 cents a glass, pronounced the drink to be "excellent," "delicious and refreshing."

Dr. Pemberton's partner and bookkeeper, Frank M. Robinson, suggested the product's unusual name and wrote it down in his florid handwriting, feeling that the "two C's would look well in advertising." The first advertisement for the drink appeared in the Atlanta Journal, and hand-painted oilcloth signs indicated which soda fountains offered the product. This was just the first step in a fantastic cooperation between the brand and advertising, which has made the trademark universally recognized. A continuous stream of slogans have entered the collective consciousness, from "Drink Coca-Cola" in 1886, the iconic "I'd Like to Teach the World to Sing" television advertisement of 1971, right up to the simple assertion "Real" of today's campaign.

From its original output of around nine drinks a day, Coca-Cola is now the world's most ubiquitous brand, serving over 1.3 billion drinks every day.

Taken from *"Made in America: The History of Coca-Cola," Levi's to Barbie to Google, by Nick Freeth, 2005*

1. The Coca-Cola logo comes from...

- A an idea that Dr. John Stith Pemberton had.  
 B an advertisement in the Atlanta Journal.  
 C Frank M. Robinson's belief that the name would market well.  
 D the first customers at Jacob's Pharmacy.

2. Coca-Cola has been advertised for about ... years.

- A 90                       B 120                       C 150                       D 200

3. Coca-Cola first became popular with...

- A young people who saw the TV commercials.  
 B Dr. Pemberton's friends and family.  
 C the customers at the local pharmacy.  
 D Frank M. Robinson.

4. Coca-Cola has become the popular and recognized product that it is today due to...

- A its cheap price in Jacob's Pharmacy.  
 B the first customers who drank it.  
 C Dr. Pemberton's disgusting recipe.  
 D the brand and advertising together.

5. "Ubiquitous" means...

- A delicious  
 B existing everywhere  
 C important  
 D least popular



1	2	3	4	5

## II. Writing

- Choose and underline the correct items to complete the text.

I have known Jim for a very long time – we (1) *are / have been* friends since our first day at school, twenty years (2) *ago / before / since*. He (3) *came / has* come round to see me last week to ask for my advice. His son, Tom, (4) *did / has been doing* very well at school for the last year, and they (5) *decided / have decided* to send him study abroad. They (6) *just asked / have just asked* Tom if he wants to go to Scotland to attend a language course there. Tom (7) *didn't decide / hasn't decided* what to do yet. He doesn't really want to study in summer: he (8) *never lived / has never lived* outside his native town, and he (9) *never travelled / has never travelled* by plane. But the new experience (10) *will be / would be* interesting, and very useful for his further studies.

- You have found a wallet in the school cafeteria. Write a notice about it. Include this information:

- describe the wallet (colour, shape);
- say where and when you found it;
- give your contact details.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the town / city / village where you live. Include this information:

- its location;
- means of transport;
- places that are worth visiting;
- things to do and see (e.g. libraries, museums).

**EXAMINATION CARD № 20****I. Reading**

Read the text given below. For questions (1–6), decide if the sentences are T (True) or F (False).

**Thatching: A Traditional British Craft**

Thatching, which is the use of straw, reeds or grasses to make a roof for a building, goes back to the Bronze Age. In Britain especially, thatched cottages and farmhouses were a common sight in rural areas for more than a millennium. Thatch was used because it was cheap and lightweight. Houses were not built to take a lot of weight and so a thatched roof was the best option.

The materials used varied from region to region according to what was available in the area. For example, in areas such as the south of England where wheat was grown, wheat straw was used. The wheat had to be threshed and the grain removed and then it was trimmed, combed and cut before it was used for the roof. A straw roof would last for about twenty years. In other areas, such as East Anglia and Norfolk, sturdy reeds were used. Reeds took less preparation and these roofs lasted for a lot longer, about sixty or seventy years. Over the years thatching became a specialised trade performed by skilled craftsmen who developed a variety of individual styles. Many craftsmen would finish off the roof with an ornament such as a bird or a 'dolly' made from straw.

Thatched houses were at their most popular in the late 18<sup>th</sup> century and were the subject of many famous paintings at that time. However, the craft started to decline when Britain entered the industrial era. Modern building techniques and the growing railway network made other materials more available. Nevertheless, owners today recognise the value of keeping their cottages thatched. Modern thatch is fire retardant and wire netting can be used to protect it from birds and rodents. So, a thatched roof is much more than just a roof; it is a traditional, picturesque and eco-friendly way to cover your house.

- All houses in Britain have thatched roofs.
- Thatching is an old craft.
- In the past the same materials were used to make roofs.
- People in England used thatch because it could be easily found.
- The introduction of the railway system meant thatching became more popular.
- Thatching is still practised nowadays.

1	2	3	4	5	6

**II. Writing**

➤ Choose the correct item.

1. Her house is very small and .....

A cramped

B spacious

C large





2. Tidy up your room, it's so ..... !  
 A bright       B messy       C dark
3. Mozart was a ..... musician.  
 A talented       B talents       C talent
4. Helen Keller ..... read braille.  
 A should       B could       C was
5. NASA ..... the Apollo 7 spaceship.  
 A sent       B performed       C launched
6. Who ..... the Barbie doll?  
 A appeared       B started       C designed

1	2	3	4	5	6

- You want to invite your friend to the entertainment centre. Write a note to him / her. Include this information:
- invite him / her to go out with you;
  - where you plan to spend time;
  - suggest what time he / she should be ready.

Write 35–45 words on your answer sheet.

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### III. Speaking

Describe the ideal day off you would like to have.

- What activities would you do?
- How would this day be different than every other day?
- Do you think it's possible to have a perfect day? Explain.

**EXAMINATION CARD № 21****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Many of her friends would even describe her as easy-going. Her great exuberance<sup>1</sup> for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

Taken from "Marie Curie" in Testprep.com, 2005

<sup>1</sup> exuberance – надмір, надлишок, багатство

- Pierre and Marie Curie helped unlock the secrets to the universe.
- The Curies had a poor working relationship.
- Marie Curie's father worked as a science professor.
- The university in Warsaw only admitted men.
- Marie challenged the norms of society by leaving Poland to go to a university in France.
- Marie met her future husband, Pierre, in Warsaw.
- A long time after the couple discovered radium, Pierre died in an accident.
- When Pierre died, Marie had to raise their three children alone.
- Marie was asked to find a new professor to replace her husband at Sorbonne.
- The Noble prize for physics was awarded to Marie Curie.

1	2	3	4	5	6	7	8	9	10





**EXAMINATION CARD № 22****I. Reading**

Read the text and choose the best answer (A–D) to complete the sentences (1–5).

The sixteenth century was full of changes in Europe. The Protestant churches were developed, Europeans began to explore the Americas, Asia and Africa, and creativity and learning in all areas flowered. In England, the English language grew enormously in order to express a huge number of new ideas.

At the beginning of the sixteenth century Latin was the language of learning in all of Europe, and it was seen as richer than English and the other spoken European languages. However, with the growth of education, the invention of printing and the new interest in learning, this began to change. More and more people wanted to read books by Roman and Greek writers, and in England they wanted to read them in English. So these books were translated, and other books about learning were written in English. Using English meant that a writer could reach a larger audience, as one sixteenth-century printer explained to a writer who preferred Latin: "Though, sir, your book be wise and full of learning ... it will not be so saleable."

However, the acceptance of English as a language of learning was not complete until the end of the seventeenth century. For example, in 1687, Sir Isaac Newton wrote his "Principia" in Latin, but fifteen years later he wrote "Opticks" in English.

Taken from *The History of the English Language* by Brigit Viney

- In the sixteenth century, the Protestant churches ... in Europe.
 

<input type="checkbox"/> A declined	<input type="checkbox"/> C devolved
<input type="checkbox"/> B emerged	<input type="checkbox"/> D emancipated
- When the author says, "Creativity and learning in all areas flowered," the word 'flowered' means:
 

<input type="checkbox"/> A stagnated and died	<input type="checkbox"/> C grew and expanded
<input type="checkbox"/> B continued yet struggled	<input type="checkbox"/> D declined and left
- During the 16<sup>th</sup> century, Latin was...
 

<input type="checkbox"/> A the language of the proletariat.
<input type="checkbox"/> B the language that most people spoke with their families.
<input type="checkbox"/> C easier to understand than other European language.
<input type="checkbox"/> D the language of education.
- What began to change the belief in Latin as the richest of the European languages?
 

<input type="checkbox"/> A education, printing and learning
<input type="checkbox"/> B printing, newspapers and magazines
<input type="checkbox"/> C education, computers and the Internet
<input type="checkbox"/> D learning, sports and public schools
- When was the acceptance of English as a language of learning completed?
 

<input type="checkbox"/> A the opening of the 15 <sup>th</sup> century
<input type="checkbox"/> B the end of the 18 <sup>th</sup> century
<input type="checkbox"/> C the closing of the 17 <sup>th</sup> century
<input type="checkbox"/> D the beginning of the 17 <sup>th</sup> century

1	2	3	4	5



**II. Writing**

➤ Choose the correct item.

1. It was named ..... her daughter.  
 A for       B before       C after
2. The Beatles were an ..... band.  
 A amazed       B amazing       C amazes
3. The Beatles ..... in 1970.  
 A broke down       B broke off       C broke up
4. U2's music will ..... forever.  
 A go       B last       C reach
5. Matt is the boy ..... father is a teacher.  
 A who       B which       C whose
6. Was he the man ..... phoned you?  
 A whose       B who       C what

1	2	3	4	5	6

- You are on holiday at the seaside and have just bought a postcard to send to your friend. In your postcard you should:
- explain when your holiday started;
  - tell your friend where you are staying;
  - what you are enjoying most about the holiday.

Write 35–45 words on your answer sheet.

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**III. Speaking**

Talk about the kind of music you like. Include this information:

- your favourite singer / band;
- where you usually listen to music;
- what kind of music you don't like.

## EXAMINATION CARD № 23

## I. Reading

Read the text given below. Decide if statements (1–5) are 'Right' or 'Wrong'. If there isn't enough information choose 'Doesn't say'.

Come to Universal Studios Island of Adventure and explore a land of ancient myths and epic legends at The Lost Continent. Tour the remains of the ancient temple of Poseidon beneath the sea and experience a battle between ancient gods. But, be careful! If you go too far, you might never get out! If you feel like fairy tales, watch the mighty Sinbad and his servant try to rescue the Princess Amoura from the evil witch Miseria. If you feel like something exciting, ride the Fire Dragon or Ice Dragon roller coasters and ride through the air at speeds of up to 55 miles an hour while they fight each other in the sky. Why not experience the real Jurassic Park where the largest creatures on Earth live beside man for the first time. At Marvel Super Hero Island, see comic heroes and villains come to life, or laugh all day in the streets of Toon Lagoon with the world's best-loved cartoon and comic strip characters. If you're not too tired after all that adventure, you could do some shopping for yourself or for friends. You'll find a variety of shops and boutiques where you can get toys, sportswear, jewellery and many attractive gifts.

1. No one ever gets out of The Lost Continent.

- A Right       B Wrong       C Doesn't say

2. If you like exciting things you can go on a roller coaster.

- A Right       B Wrong       C Doesn't say

3. You can see large trees in Jurassic Park.

- A Right       B Wrong       C Doesn't say

4. There are lots of shops on Adventure Island.

- A Right       B Wrong       C Doesn't say

5. The Island of Adventure is open every day of the year.

- A Right       B Wrong       C Doesn't say

1	2	3	4	5

## II. Writing

➤ Choose the most appropriate answer from the options (A–D) for each gap in the text. There is one example (0) at the beginning.

One of the concerns (0) *many* parents (1) \_\_\_\_\_ about home education is that children (2) \_\_\_\_\_ become isolated, without the chances for social interaction a school provides. Educational psychologists (3) \_\_\_\_\_ parents to do all they can to make sure their children have adequate opportunities for socialising with all sorts of children of all different ages. It (4) \_\_\_\_\_ children confidence and security, (5) \_\_\_\_\_ an ability to think (6) \_\_\_\_\_ themselves.





**EXAMINATION CARD № 24****I. Reading**

Read the texts given below. For questions (1–5), match the paragraphs (A–C).

**Job Opportunities****A Production Assistant**

TV channel in Central London needs a new member of staff. Your responsibilities will include answering the phone, meeting and greeting clients and helping whoever is in need. You must have a friendly personality and excellent communication skills. The work will involve some late nights and weekend work. No experience necessary – training will be given.

Please call Tim on 020 789 3311 for an interview.

*Starting Salary: £12,000*

**B Web Designer**

An exciting position has opened up in our design department. We are looking for a recent graduate with a degree in graphic design. The job is challenging and you need to be very creative. You will work shifts: one week 9–5; the second week 11–7.

For more information call 0141 555 8675.

*Salary: £12 per hour*

**C Journalist**

Qualified journalist needed to work on a travel magazine. The ideal candidate should have at least 3 years' experience and love travelling. You will be sent on assignments all around the world and be writing articles and travel guides.

Please email your CV and a sample of your work to radiantne@peepo.com

*Salary is negotiable.*

Which job requires you to:

- |  |           |
|--|-----------|
| work different hours each week?              | (1) ..... |
| have several years' experience?              | (2) ..... |
| travel a lot?                                | (3) ..... |
| work some weekends?                          | (4) ..... |
| have the ability to communicate with others? | (5) ..... |

1	2	3	4	5

**II. Writing**

➤ Choose the correct item.

1. "What happened to you?" "Don't ask! Today was a ....."

A nightmare

B concert

C display

2. The pavement was wet and I .....

A knocked it over

B escaped unhurt

C slipped and fell







**EXAMINATION CARD № 25****I. Reading**

Read the text given below. Choose the most suitable heading from the list (A–F) for each part (1–5) of the text. There is one extra heading which you do not need to use.

**BLACK BEAUTY**  
**THE LIFE OF A HORSE IN NINETEENTH CENTURY ENGLAND**

By *Anna Sewell*

(1) .....

Black Beauty spent his early years in a picturesque, green field with his mother and some other young colts. When it was time for him to be trained to serve men, he was gently and patiently broken in by his master. He learned to wear a saddle and bridle, and carry a human quietly on his back.

(2) .....

Black Beauty learnt about the way horses can suffer because of men very early in life. He witnessed a hunting expedition in which a horse was pushed too hard and fast by an inexperienced and overconfident rider. The consequences were tragic. The rider took a fall that killed him and the fine horse broke his leg and was then shot.

(3) .....

At his next home, one of the horses with whom he shared a stable, had the reputation of being wild and aggressive. This horse, Ginger, said this was because she had been treated very badly at a young age. Ginger was taken away from her mother, not long after birth, and was trained to work, in a very rough manner, by men who did not care for horses. Although her new master and his employees were very kind, she could not help being suspicious of men.

(4) .....

Black Beauty's kind owner was forced to move abroad for the sake of his wife's health. This marked the beginning of a string of owners with different personalities. Some were well-intentioned but allowed their grooms full control of their animals. Unfortunately, in Black Beauty's case, this often proved to be harmful. He was often either neglected or misused.

(5) .....

Fortunately, after some time Black Beauty was bought by Jerry Barker, a kind cab owner. There, he was treated very well. Although being a cab horse was very hard work, Black Beauty always did his best because he enjoyed pleasing his master. Black Beauty was very well cared for. He was given good food to eat, a warm stable to sleep in and lots of kind words. Black Beauty spent a couple of very happy years there.

A Unable to trust

B A gentle teacher

C In the wrong hands

D Hard but satisfying work

E Life as a cart horse

F A fatal accident



1	2	3	4	5

## II. Writing

➤ Choose and tick (✓) the correct item A, B, C or D.

1. .... car is that green one there?

- A Who       B Who's       C Whose       D Which

2. I don't have .... money to buy a new computer.

- A too much       B very much       C enough       D little

3. Would you like a .... with your apple?

- A bread       B sandwich       C cheese       D soup

4. My sister and her boyfriend are getting .... next year.

- A marry       B marries       C marrying       D married

5. We moved to this city three years .... .

- A ago       B behind       C last       D passed

6. Have you .... met a famous person?

- A yet       B still       C ever       D only

1	2	3	4	5	6

➤ You have seen a very interesting film. Write a note about a character that made an impression on you. Include this information:

- description of a character;
- references to his / her personality, appearance, behaviour, influence on other characters.

Write 35–45 words on your answer sheet.

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## III. Speaking

Talk about the Olympic Games. Include this information:

- when they started;
- what they were like in the past;
- why they are important;
- when and where they took place last.

**EXAMINATION CARD № 26****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

The building company Hong Kong Housing is building a new suburb in Shanghai, a city with a population of more than 15 million people. But this suburb is not like other parts of Shanghai. It is a little piece of England. The name of the new area is "English Town". The manager of Hong Kong Housing, Shi Guangsheng, says many people in this area of China want to buy an English house and live in English town.

"This town is like Bristol or Chester. There is an English square and there are pigeons to feed like in Trafalgar Square, London. There are four English-style pubs and you can buy English beer to drink. There is a canal and you can row a boat there like in Cambridge."

Are there any cricket fields? "No, there aren't any places to play cricket because nobody in Shanghai can play this game. But there is a football stadium like those in England. And the thing we are very proud of is our shopping street. There are several shops where you can buy traditional English food like fish and chips or Christmas Pudding."

The rich Shanghai businessman can do some gardening too. For with every house in "English Town", there is an English lawn and there are long gardens with ponds and tall hedges.

But there is one problem. The houses in this part of town cost a minimum of \$400,000!

<http://www.esl-lounge.com>

- "English Town" is in a Chinese city.
- These houses are only for English people to buy.
- There are pigeons in all the gardens.
- The English pubs look like pubs in Cambridge.
- There aren't any cricket fields in the new development.
- Shi Guangsheng feels proud about the English-style shops.
- Most houses have a lawn.
- The houses are cheap.

1	2	3	4	5	6	7	8

**II. Writing**

➤ Choose the correct item.

- "You look upset. What's wrong?" "I have ..... missed the bus!"  
 A since       B yet       C just
- Angela ..... lots of clothes so far.  
 A bought       B buys       C has bought
- Annie ..... the rubbish away yet.  
 A threw       B hasn't thrown       C thrown
- I am not a big fan of fish. I think it's .....!  
 A delicious       B disgusting       C great





**EXAMINATION CARD № 27****I. Reading**

Read the text and choose the best answer (A–C) to complete the sentences (1–4).

Today, millions of people want to learn or improve their English but it is difficult to find the best method. Is it better to study in Britain or America or to study in your own country?

The advantages of going to Britain seem obvious. Firstly, you will be able to listen to the language all the time you are in the country. You will be surrounded completely by the language wherever you go. Another advantage is that you have to speak the language if you are with other people. In Italy, it is always possible, in the class, to speak Italian if you want to and the learning is slower.

On the other hand, there are also advantages of staying at home to study. You don't have to make big changes to your life. As well as this, it is also much cheaper than going to Britain but it is never possible to achieve the results of living in the UK. If you have a good teacher in Italy, I think you can learn in a more concentrated way than being in Britain without going to a school.

So, in conclusion, I think that if you have enough time and enough money, the best choice is to spend some time in the UK. This is simply not possible for most people, so being here in Italy is the only viable option. The most important thing to do in this situation is to maximise your opportunities: to speak only English in class and to try to use English whenever possible outside the class.

<http://www.esl-lounge.com>

- What is the article about?
  - A How many people learn English.
  - B The best way to learn English.
  - C English schools in England and America.
- What is one of the advantages of going to the UK to learn English?
  - A There are no Italians in Britain.
  - B You will have to speak English and not your language.
  - C The language schools there are better.
- What is one of the advantages of staying in your country to learn English?
  - A The teachers aren't very good in Britain.
  - B You have to work too hard in Britain.
  - C Your life can continue more or less as it was before.
- People who don't have a lot of time and money should...
  - A Learn English in Britain.
  - B Try and speak English in class more often.
  - C Go to Italy to learn English.

1	2	3	4



**II. Writing**

➤ Choose and tick (✓) the correct item A, B, or C.

1. There were three ..... in the car.

- A peoples                       B persons                       C people

2. What a grey day! It's very ..... .

- A sunny                       B cloudy                       C cloudless

3. Can you give her something to drink? She's very ..... .

- A hungry                       B thirsty                       C tired

4. She's about 50. She's ..... .

- A middle-ages                       B middle-aged                       C medium-aged

5. He eats fast food every day. It's very ..... .

- A unhealthy                       B healthy                       C fat

6. My mother's or father's sister is my ..... .

- A cousin                       B niece                       C aunt

1	2	3	4	5	6

➤ You have two tickets for a football match. Write a phone message to your friend. Include this information:

- invite your friend to go with you;
- the time and the place of the match;
- suggest the time to meet your friend.

Write 35–45 words on your answer sheet.

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**III. Speaking**

Imagine that you are going to spend a month in the USA on an English-language course. Give the information to the family you are going to stay with. Include the following:

- general personal details;
- say something about your village / town / city and your country;
- say something about your hobbies and interests.

**EXAMINATION CARD № 28****I. Reading**

Read the text and choose the best answer (A–D) to complete the sentences (1–6).

**Pyramids**

The Great Pyramid at Giza is one of the world's most amazing landmarks. Rising high above the Sahara Desert in the Giza region of northern Egypt, the Great Pyramid stands some 450 feet into the burning desert sky and occupies an area of 13 acres. The rough climate of the Sahara has actually caused the pyramid to shrink 30 feet from its original height. The pyramid was such an amazing feat of engineering, that it remained the tallest structure in the world for over 3,800 years! The entire pyramid was originally faced with polished limestone to make it shine brilliantly in the sun.

Most Egyptologists, scientists who study ancient Egypt, agree that the Great Pyramid was built around 2560 BC, a little more than 4,500 years ago. It took tens of thousands of workers twenty years to build it. The pyramid contains over two million stone blocks. Although most of the blocks weigh two or three tons, some weigh up to 80 tons! The Great Pyramid of Giza was ordered to be built by the Pharaoh Khufu as a magnificent tomb. His vizier (advisor) Hemon is credited with being the pyramid's architect. Khufu's pyramid is actually part of a complex of pyramids that includes the Pyramid of Khafre, the smaller Pyramid of Menkaure, a variety of smaller pyramids and structures, and the Great Sphinx. The Great Pyramid of Giza is the last remaining of the Seven Wonders of the World.

<http://www.mrnussbaum.com/readingcomp/egyptcomp.htm>

- Where is the Great Pyramid not located?
 

<input type="checkbox"/> A Northern Egypt	<input type="checkbox"/> C the Sahara Desert
<input type="checkbox"/> B Giza	<input type="checkbox"/> D Southern Egypt
- The great Pyramid was built a little more than ..... years ago.
 

<input type="checkbox"/> A 2000	<input type="checkbox"/> C 5000
<input type="checkbox"/> B 4500	<input type="checkbox"/> D 7500
- How many stone blocks make up a pyramid?
 

<input type="checkbox"/> A 2560	<input type="checkbox"/> C 3800
<input type="checkbox"/> B More than two million	<input type="checkbox"/> D 4500
- Most of the blocks in the pyramid weigh about ..... tons.
 

<input type="checkbox"/> A five	<input type="checkbox"/> C eighty
<input type="checkbox"/> B two or three	<input type="checkbox"/> D 4500
- Which of the following definitions best describes the meaning of "complex" in the passage?
 

<input type="checkbox"/> A pyramid	<input type="checkbox"/> C materials
<input type="checkbox"/> B army	<input type="checkbox"/> D group or set
- Which is NOT a part of a complex of pyramids?
 

<input type="checkbox"/> A The Pyramid of Khafre	<input type="checkbox"/> C The Great Pyramid of Giza
<input type="checkbox"/> B The Sphinx	<input type="checkbox"/> D The Tomb of King Tut

1	2	3	4	5	6







**EXAMINATION CARD № 29****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

**Presidents' Day**

The United States has at least one holiday in every month except August. On the third Monday of February, Americans celebrate the birthday of two former presidents. They are George Washington and Abraham Lincoln. They were both famous U.S. presidents and they both had birthdays in February. Even though they are different days, Americans celebrate both of them on the same day.

George Washington was born February 22, 1732. He was the first president of the United States, elected by unanimous vote in 1789. He is sometimes referred to as The Father of Our Country [the USA]. He was one of the people who fought in the Revolutionary War and later helped write the United States Constitution. There is a famous story about George Washington when he was a young boy. It says that he chopped down his father's cherry tree with an ax. When his father asked, "Who did this?" young George replied, "I cannot tell a lie. I did it." Many children have heard this story and are encouraged to always tell the truth.

Abraham Lincoln was born on February 12, 1809. He became the president in 1860. His presidency was difficult. The states in the north and the south were divided because of slavery. White people in the south owned black people. The north did not like it. A civil war began between the two sides. In the end, the northern states won and President Lincoln helped to free the slaves. He gave a very famous speech about how everybody had the right to be free and how all people were equal. After the civil war, Abraham Lincoln went to see a play. While he was there, he was assassinated.

Both George Washington and Abraham Lincoln were very famous presidents in the United States. Today you can see their faces on the American money. George Washington is depicted on the one dollar bill and Abraham Lincoln is on the five dollar bill. Many schools and some cities in the USA are named after each president. And the State of Washington and Washington D.C. were both named after President Washington.

[www.5minuteenglish.com](http://www.5minuteenglish.com)

1. President's Day is on the third Tuesday of every February.
2. Everybody wanted George Washington to be the president.
3. George Washington fought in the civil war.
4. George Washington chopped down an apple tree when he was a young boy.
5. Abraham Lincoln became the president in 1809.
6. Abraham Lincoln believed black people and white people should be equal.
7. Someone killed Abraham Lincoln.
8. You can see Abraham Lincoln's face on a U.S. one dollar bill.

1	2	3	4	5	6	7	8

**II. Writing**

➤ Complete the dialogues with the necessary adverbs.

1. A: Have you \_\_\_\_\_ been skiing?  
B: Yes – I went to Austria a few years ago.





**EXAMINATION CARD № 30****I. Reading**

Read the text and decide if the statements are T (True) or F (False).

I have returned to my hometown of Wilson Creek after an absence of 10 years. So many things have changed around here. When I left Wilson Creek, there was a small pond on the right as you left town. They have filled in this pond and they have built a large shopping mall there. A new post office has also been built just across from my old school.

There is a baseball stadium on the outskirts of Wilson Creek which has been changed completely. They have now added a new stand where probably a few thousand people could sit. It looks really great.

The biggest changes have taken place in the downtown area. They have changed the centre into a walking zone and you can't drive there anymore. A European-style fountain has been built and some benches have also been added along with a grassy area and a new street café.

My street looks just the same as it always has but a public library has been built in the next street along. There used to be a great park there but they have cut down all the trees which is a pity. The library now has a large green area in front of it but it's not the same as when the park was there.

Another improvement is the number of new restaurants that have opened in Wilson Creek. A Chinese and an Italian restaurant have opened in the town centre and a Mexican restaurant has opened near my home. Which is where I am going tonight!

1. Jake's school doesn't exist anymore.
2. They have improved the baseball stadium.
3. Jake likes the new-look baseball stadium.
4. It's only possible to reach the downtown area on foot.
5. The buildings in the centre of the town look European.
6. Jake's street hasn't changed much.
7. He is sad about the park being ruined.
8. Jake is going to eat Italian food tonight.

1	2	3	4	5	6	7	8

**II. Writing**

➤ Make up the sentences using *after*, *because* and the correct forms of the verbs.

1. My mother finished reading. She went to bed.

\_\_\_\_\_

2. We did our homework. We went to the theatre.

\_\_\_\_\_

3. Simon spoke to the teacher. She gave him some help.

\_\_\_\_\_

4. We went swimming. We came home.

\_\_\_\_\_





**EXAMINATION CARD № 31****I. Reading**

Read the text and choose the best answer (A–C) to answer the questions (1–6).

Agatha Christie was probably the most successful writer in history. She wrote 78 crime novels, six other novels, 150 short stories, four non-fiction books and 19 plays. That represents two billion books sold: more than William Shakespeare!

Christie became a writer by accident. She was bored when her husband was away in the First World War. Agatha was working in a hospital dispensary (which is where she learned all the information about poisons that she used in her books). She decided to write a novel to pass the time. She chose a detective novel because she loved reading them. Her first novel, *The Mysterious Affair at Styles*, was an instant success. Each book had a new ingenious plot. Readers loved the books, particularly because Christie always gave the readers all the information they needed to find the solution.

Christie loved travelling. When she became rich she could go all over the world. She used the travels in her writing.

Agatha Christie died in 1976, but her stories are still immensely popular. Many have been adapted for film or television.

www.tolearnenglish.com.

- Agatha Christie only wrote novels.  
 A true       B false
- Christie became a writer because it was her favourite hobby.  
 A true       B false
- Why did she know a lot of things about poisons?  
 A Because her father was a doctor.  
 B Because she was ill.  
 C Because she worked in a hospital during World War I.
- What was the title of her first book?  
 A "The Mysterious Affair at Styles"  
 B "War"  
 C "The Mysterious Prison"
- Why did readers like her novels?  
 A Because they could find who was guilty.  
 B Because her books contained great love stories.  
 C Because the story was easy to understand.
- What did she do when she became rich?  
 A She travelled a lot.       B She ate a lot.       C She read a lot.

1	2	3	4	5	6



**II. Writing**

➤ Choose and tick (✓) the correct item **A**, **B** or **C**.

- Have you got any ..... paper for the present?  
 A wrapping     B wrap     C wrapper
- Will you ..... the match on TV tomorrow night?  
 A watch     B look     C see
- She's short-sighted. She wears .....  
 A glasses     B spectators     C binoculars
- The opposite of 'hungry' is .....  
 A thirsty     B full     C greedy
- He writes articles. He's a/an .....  
 A artist     B architect     C journalist
- I receive about 20 text ..... every day.  
 A letters     B mails     C messages

1	2	3	4	5	6

➤ Your friend has invited you to the disco next Saturday but you can't go. Write the text of a phone message you have left for him / her on the answering machine. Include this information:

- thank your friend for inviting you;
- tell him / her that you can't go;
- suggest meeting another time.

Write 35–45 words on your answer sheet.

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**III. Speaking**

Talk about a special place in your town. Invite your friend to come to this place with you. Include this information:

- describe the place;
- invite your friend;
- say how you will spend the day.

**EXAMINATION CARD № 32****I. Reading**

Read the text. Choose the correct item **A, B, C** or **D** to complete the sentences (1–5).

**The Dark Side – Making War on Light Pollution**

In 1610, Galileo Galilei published a small book describing astronomical observations that he had made of the skies above Padua, Italy. His homemade telescopes had less magnifying and resolving power than most beginners' telescopes sold today, yet with them he made astonishing discoveries: that the moon has mountains and other topographical features, that Jupiter is orbited by satellites which he called planets, and that the Milky Way is made up of individual stars. It may seem strange that this last observation could have surprised anyone, but in Galileo's time people assumed that the Milky Way must be some kind of continuous substance. It truly resembled a streak of spilled liquid and it was so bright that it cast shadows on the ground (as did Jupiter and Venus). Today, by contrast, most Americans are unable to see the Milky Way in the sky above the place where they live, and those who can see it are sometimes baffled by its name.

The stars have not become dimmer; rather, the Earth has become vastly brighter, so that celestial objects are harder to see. Air pollution has made the atmosphere less transparent and more reflective, and high levels of terrestrial illumination have washed out the stars overhead – a phenomenon called “sky glow.” Anyone who has flown across the country on a clear night has seen the landscape ablaze with artificial lights, especially in urban areas. Today, a person standing on the observation deck of the Empire State Building on a cloudless night would be unable to discern much more than the moon, the brighter planets and a handful of very bright stars – less than one percent of what Galileo would have been able to see without a telescope.

Today, the very darkest places in the United States are increasingly threatened. For someone standing on the rim<sup>1</sup> of the Grand Canyon on a moonless night, the brightest feature of the sky is not the Milky Way but the glow of Las Vegas, a hundred and seventy-five miles away. To see skies truly comparable to those which Galileo knew, you would have to travel to such places as the Australian Outback and the mountains of Peru.

<sup>1</sup> rim – край

1. What is “sky glow?”

- A The brighter planets and some of the brighter stars.  
 B The large amount of artificial lights on earth.  
 C The man-made phenomenon that makes the cosmos difficult to observe.  
 D The brightening of the earth's surface.

2. Galileo's discoveries were remarkable because...

- A his telescopes were weak and homemade.  
 B Padua, Italy had very bright skies.  
 C no one else had telescopes.  
 D the skies in the sixteenth century were very bright.

3. To experience the truly dark skies, you can go...

- A to the Grand Canyon, the USA.  
 B to the Australian Outback.





- C to Padua, Italy.  
 D to the top of the Empire State Building.

4. According to the text, which of these things did Galileo NOT discover?

- A that the moon has mountains  
 B that Venus casts a shadow on the ground  
 C that the Milky Way is made up of many stars  
 D that Jupiter is orbited by satellites

1	2	3	4

## II. Writing

➤ Choose and circle the correct item to complete the sentences.

- I'm going to get up early tomorrow. If I *have* / *had* time, I'll / I'd walk to school.
- If I *have* / *had* time, I'll / I'd walk to school, but it's just not possible.
- We never leave food on the table. If we *do* / *did*, the cat *will* / *would* eat it.
- 'Shall I put this on the table?' 'If you *do* / *did*, the cat *will* / *would* eat it.'
- I'm not going to open the window. If I *open* / *opened* the window, it *will* / *would* be too noisy.
- Maybe I'll open a window. But if *open* / *opened* a window, it *will* / *would* be very noisy.

➤ Imagine that your parents are leaving for a holiday and are writing you a memo. Write the text of the note you got. Include this information:

- things you should do first of all;
- things you should do every day;
- the date of your parents' arrival.

Write 35–45 words on your answer sheet.

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## III. Speaking

Describe your favourite book character. Say:

- why you have chosen this character;
- what he / she is like;
- what time period he / she lives in;
- if you want to be like this character and why.