**ЭКЗАМЕНАЦИОННЫЙ ТЕСТ**

**по предмету «Английский язык»**

**ДЕМОНСТРАЦИОННЫЙ ВАРИАНТ**

**PART 1**

**ТЕСТ ПО АУДИРОВАНИЮ / LISTENING TEST**

**TASK 1**

**Questions 1 – 8.** You will hear people talking in eight different situations. For questions **1 – 8**, choose the best answer

(**A**, **B** or **C**).

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**1 You hear an art teacher talking about learning to draw cartoons.**

**What does he say about the lessons he gives?**

**A** They will make it easy to do.

**B** They are aimed at beginners.

**C** They will give enough practice.

**2 You hear a boy talking to a friend about butterflies.**

**What does he find difficult?**

**A** locating butterflies in the city

**B** identifying certain butterflies

**C** pronouncing the names of butterflies

**3 You hear a boy talking about a long walk he did to raise money for charity.**

**What did he dislike about it?**

**A** being interviewed by the media

**B** getting increasingly painful feet

**C** having to walk in bad weather

**4 You hear a teacher talking to her class.**

**What is she talking about?**

**A** ideas for doing research

**B** ways of finishing homework

**C** preparing for a presentation

**5 You hear two friends talking about a competition.**

**How does the boy feel about entering it?**

**A** unsure whether he’s old enough

**B** interested in finding out more

**C** confident he could do well

**6 You hear a teacher talking about writing a poem.**

**What does she want her students to do first?**

**A** read famous poems aloud

**B** read poems on the internet

**C** read poems by other teenagers

**7 You hear two friends talking about a book about a footballer.**

**What do they agree about it?**

**A** It contains surprising information.

**B** It shows what a good writer he is.

**C** It says things that may be untrue.

**8 You hear part of a programme on the subject of animals.**

**What is the presenter doing?**

**A** inviting listeners to suggest names for an animal

**B** giving information about an unusual species

**C** describing a problem a zoo has experienced

**TASK 2**

**Questions 9 – 18**

You will hear a young man called Sam Conti telling a group of students about his job as a specialist

chocolate maker. For questions **9 – 18**, complete the sentences with a word or short phrase.

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**Chocolate maker**

Before becoming a chocolate maker, Sam chose **(9)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** as his subject of study.

Sam uses the word **(10)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** to describe the process of growing cocoa beans.

Sam learnt that cocoa beans are similar to **(11)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in the way the weather affects them.

Sam finds that the most difficult part of chocolate-making is **(12)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** it perfectly.

Sam can identify the quality of chocolate when he hears a sound he calls the

**(13)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** Sam uses a **(14)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** where he keeps a record of all his recipes. Sam tries to make a chocolate without any **(15)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** in the flavour.

Sam says he gets his most original ideas while he is **(16)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Sam gives the example of **(17)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** as a chocolate flavour he unsuccessfully tried to sell.

Sam calls the place where he makes his chocolate his **(18) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**

**PART 2**

**ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ / TEST ON USE OF ENGLISH**

# TASK 1

For questions 1-15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

**Example:** 0

A joined B held C were D took

# THOMAS EDISON

On the night of 21 October 1931, millions of Americans **(0)** ***D*** part in a coast-to-coast ceremony to commemorate the passing of a great man. Lights **(1).....**in homes and offices from New York to California. The ceremony **(2) .....**the death of an inventor - indeed, to many people, the most important inventor of **(3).....**time: ***Thomas Alva Edison***.

Few inventors have **(4)**.....an impact as great as his on everyday life. While most of his 1,000-plus inventions were devices we no **(5).....**use, many of the things he invented played a crucial **(6).....**in the development of modern technology, simply by showing what was possible. And one should never **(7).....**how amazing some of Edison's inventions were.

In so many ways, Edison is the perfect example of an inventor, by which I **(8).....**not just someone who **(9).....**up clever gadgets, but someone whose products transform the lives of millions. He possessed the key characteristics that an inventor needs to **(10).....** a success of inventions. Sheer determination is certainly one of them. Edison famously tried thousands of materials while working **(11).....**a new type of battery, reacting to failure by cheerfully **(12).....**to his colleagues: «Well, **(13).....**we know 8,000 things that don't work». Knowing when to take no **(14).....**of experts is also important. Edison's proposal for electric lighting circuitry was **(15) .....** with total disbelief by eminent scientists, until he lit up whole streets with his lights.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15 | A turned out  A marked  A whole  A put  A further  A effect  A underestimate  A mean  A creates  A gain  A up  A announcing  A by far  A notice  A gathered | B came off  B distinguished  B full  B had  B later  B place  B lower  B think  B shapes  B make  B through  B informing  B at least  B regard  B caught | C went out  C noted  C entire  C served  C wider  C role  C decrease  C suppose  C dreams  C achieve  C on  C instructing  C even though  C attention  C drawn | D put off  D indicated  D all  D set  D longer  D share  D mislead  D express  D forms  D get  D to  D notifying  D for all  D view  D received |

# TASK 2

For questions 16-30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

**Example:** **0**

***after***

# VANCOUVER

Vancouver in western Canada is named (0) ***after*** Captain George Vancouver of the British Royal Navy. However, Captain Vancouver was not the first European (16)..........visit the area. The coast (17)..........already been explored by the Spanish. Captain Vancouver did (18)..........spend many days there, even (19)..........he was warmly welcomed by the local people and the scenery amazed him and everyone else (20)..........was travelling with him.

The scenery still amazes visitors to (21)..........city of Vancouver today. First-time visitors who are (22) ..........search of breathtaking views (23) .......... usually directed to a beach which is about ten minutes (24) ..........the city centre. There, looking out over the sailing boats racing across the blue water, visitors see Vancouver’s towering skyline backed by the magnificent Coast Mountains. Then they sigh and say, «It's (25)..........beautiful that I want to stay forever!»

You can't blame them. The city is regularly picked by international travel associations (26).........one of the world's best tourist destinations. They are only confirming what the two million residents and eight million tourists visiting Greater Vancouver (27) .......... single year already know: there is simply (28) ..........other place on earth quite (29).......... it. It's not just the gorgeous setting where mountains meet the sea that appeals to people, (30) .......... also Vancouver's wide range of sporting, cultural and entertainment facilities.

# TASK 3

For questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

Here is an example (0).

**Example:**

1. A very friendly taxi driver drove us into town.

**driven**

We.......................................................................................a very friendly taxi driver.

The space can be filled by the words «were driven into town by» so you write: ***were driven into town by***

31 «Don't sit in front of the computer for too long», our teacher told us.

**warned**

Оur teacher.......................................................................................in front of the computer for too long.

32 We got lost coming home from the leisure centre.

## way

We couldn't.....................................................................................………………from the leisure centre.

33 I tried as hard as I could to keep my promise to them.

**best**

I.....................................................................................………………………...break my promise to them.

34 Mary didn't find it difficult to pass her driving test.

**difficulty**

Mary had.....................................................................................……………………….her driving test.

35 I always trust Carla's advice.

**somebody**

Carla.....................................................................................……………………….advice I always trust.

36 We appear to have been given the wrong address.

**as**

It.....................................................................................…………we have been given the wrong address.

37 I couldn't understand the instructions for my new video recorder.

**sense**

The instructions for my new video recorder idn't.........................................................………………..me.

38 Stephen didn't realise that the city centre was a bus ride away.

**necessary**

What Stephen failed to realise...............................................................................to catch a bus to the city centre.

39 It's a pity we didn't do more sport when I was at school.

**could**

I wish that..........................................................................………….more sport when I was at school.

40 He described the hotel to us in detail.

**detailed**

He.....................................................................................…………………………..of the hotel.

# TASK 4

**For questions 41-50, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).**

#### Example: 0 amazement

### **A JOB WITH RISKS**

|  |  |
| --- | --- |
| Have you ever been to the cinema and wondered in (0) ***amazement*** how film stars manage to perform (41)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_acts like jumping off buildings or driving at great speed? They don't, of course. The real (42)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are usually stunt men or women, who can earn a very good (43) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_by standing in for the stars when necessary. The work is (44) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_demanding and, before qualifying for this job, they have to (45) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_their ability in six sports including skiing, riding and gymnastics.  Naturally, (46) \_\_\_\_\_\_\_\_\_\_\_\_ and timing are important and everything is planned down to the (47) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ detail. In a scene which involves a complicated series of actions, there is no time for (48) \_\_\_\_\_\_\_\_\_\_\_\_\_\_mistakes. A stunt man or woman often has only one chance of getting things right, (49) \_\_\_\_\_\_\_\_\_\_\_\_\_\_film stars, who can always film a scene (50) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_until it gains the director's approval. | AMAZE  DANGER  PERFORM  LIVE  CREDIT  PROOF  SAFE  TINY  CARE  LIKE  REPEAT |

**PART 3**

**ТЕСТ ПО ЧТЕНИЮ / TEST ON READING**

# TASK 1

**Questions 1–5. Read the text and questions below. For each question, mark the correct letter А, B, C or D on your answer sheet.**

**JAZZ**

# By Katie Atkins, aged 14

I play the trumpet in my school jazz band. Last month we held a jazz competition with bands from local high schools – and our band won!

Each band had their own costumes, ranging from black school uniforms like my band wore, to brightly-coloured T-shirts. We didn’t look much like adult professional bands, but all of us were used to performing in competitions, so the quality of playing was amazing, especially considering everyone was so young. Players from each band even created new tunes right there on stage. It was exciting to watch – but even better when my band played on stage! We have a great jazz band at my school, but not everyone who wants to play in it gets accepted – only about half, in fact. But anyone who’s keen to play goes to jazz practice before school, and we often spend time together after school, listening to jazz and learning its language. There are also trips to jazz summer camps across the country – I’ve been to a couple and learnt a lot.

Adults are often surprised that young people are getting interested in jazz. My music teacher thinks it’s because pop music isn’t challenging enough for people like me who are serious about music. But I find it exciting because it’s both new and old at the same time – you can create your own music, but you also feel you’re part of its history, as you’re playing on stage in the same way as great jazz performers before you. My school’s really lucky because we have great teachers, and parents who’ve supported us all the way. Without them, we’d never get anywhere with our music!

**1 What is Katie trying to do in the text?**

A encourage young people to try to listen to more jazz

B explain how jazz is becoming popular with young people

C advertise young people’s jazz events in her area

D give advice on how to create great jazz music

**2 Katie says the bands in her school’s jazz competition**

A played music they’d written themselves before they came.

B had little experience of playing in public.

C played at a high level despite their age.

D were dressed to look like professional jazz bands.

**3 Most people at Katie’s school who are interested in jazz**

A attend early jazz sessions at school.

B join the school jazz band.

C learn about jazz in after-school classes.

D go to jazz summer camps at the school.

**4 Why does Katie enjoy playing jazz so much?**

A she finds it easier to learn than other forms of music.

B she thinks it is more serious than pop music.

C she likes the chance to perform with others on stage.

D she feels in touch with jazz players of the past.

**5 Which of the following would Katie write to a friend?**

A The competition was great, but I think I preferred being in the audience to playing – I was nervous!

B My mum and dad always do all they can to help with my trumpet playing – I couldn’t do this successfully without their help.

C One band wore really colourful clothes, but we chose dark costumes. maybe that’s one reason why they won instead of us.

D One music teacher left a while ago and no one’s replaced him yet. We just haven’t got anyone good to help

us now.

# TASK 2

**You are going to read a magazine article in which a father describes his relationship with his son. For questions 6-12, choose the answer (A, B, C or D) which you think fits best according to the text. Circle the correct answer.**

# Gary and Me

***The restaurant owner John Moore writes about his***

***relationship with his son Gary, the famous TV chef.***

I believe everyone’s given a chance in life. My son, Gary, was given his chance with cooking, and my chance was to run a restaurant. When I heard about the opportunity, I rushed over to look at the place. It was in a really bad state. It was perfect for what I had in mind.

Coming into this business made me recall my childhood. I can remember my mother going out to work in a factory and me being so upset because I was left alone. With that in mind, I thought, “We want time for family life”. My wife dedicated herself to looking after the children and did all my accounts while 1 ran the business. We lived over the restaurant in those days, and we always put a lot of emphasis on having meals together.

**Line 10.** It’s paid dividends with our children, Gary and Joe. They’re both very confident. Also, from a very early age they would come down and talk to our regular customers. It’s given both of them a great start in life.

Gary was quite a lively child when he was really small. We had a corner bath, and when he was about seven he thought he’d jump into it like a swimming pool, and he knocked himself out. When he was older, he had to work for pocket money. He started off doing odd jobs and by the age of about ten he was in the kitchen every weekend, so he always had loads of money at school. He had discipline. He used to be up even before me in the morning. If you run a family business, it's for the family, and it was nice to see him helping out.

Gary wasn’t very academic, but he shone so much in the kitchen. By the age of fifteen he was as good as any of the men working there, and sometimes he was even left in charge. He would produce over a hundred meals, and from then I knew he’d go into catering because he had that flair. So when he came to me and said, “Dad, I’ve got to do work experience as part of my course at school”, I sent him to a friend of mine who’s got a restaurant.

Gary recently took up playing the drums and now he has his own band. Goodness knows what will happen to the cooking if the music takes off. My advice to Gary would be: if you start chasing two hares, you end up catching neither, so chase the hare you know you’re going to catch. He understood when I said to him: “Gary, if you’re going to get anywhere in life, you’ve got to do it by the age of 30.

**Line 29.** If you haven't done it by then, it’s too late.”

Gary went to catering college at the age of 17, and on his first day he and the other new students - they're normally complete beginners - were given what's supposed to be a morning's work. But within an hour, Gary had chopped all his vegetables, sliced all his meats. He’d prepared everything. That's my son for you! In the end, he was helping other people out.

None of us can believe how successful Gary’s TV cookery series has become. I’m extremely proud of him. I’ve always tried to tell him that if you want something, you’ve got to work jolly hard for it, because no one gives you anything. He’s seen the opportunity he’s been given and grabbed hold of it with both hands. You know, you talk to your children as they grow up, and if they only take in ten per cent of what you’ve told them, you've got to be happy with that. The things Gary says, the things he does, I think, well, he must have listened sometimes.

**6 How did the writer react to his own big chance?**

A He worried about the problems.

B He saw what could be done.

C He thought the family would suffer.

D He wondered if he should take it.

**7 How did the writer's childhood influence his own family life?**

A He realised that the pattern was repeating itself.

B He encouraged his children to talk to him.

C He made sure there was plenty of personal contact.

D He forced his wife to stay at home.

**8 What does the writer mean by ‘paid dividends’ in line 10?**

A brought financial reward

B produced benefits

C was worth the suffering

D allowed money to be saved

##### 9 As a young boy, Gary

A showed how determined he could be.

B was always in trouble.

C was motivated by money.

D demonstrated a variety of talents.

##### 10 What does ‘done it’ refer to in line 29?

A chosen a profession

B achieved success

C caught a hare

D lived your life

11 According to his father, what was typical about Gary’s behaviour on his first day at college?

A He helped other people.

B He impressed those in charge.

C He tried to make his father proud.

D He performed the task efficiently.

##### 12 How does his father regard Gary’s upbringing?

A His encouragement has caused Gary's success.

B The family influence on Gary was too strong.

C Gary has forgotten important lessons.

D Gary has learnt some essential things.