Ответы к заданиям из Сборника контрольных заданий

Четверть I.

Раздел 1.
Текст для аудирования 1
Ж: Первая четверть. Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы могли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов.
Ж: Раздел 1 стр. 10 Задание 1. Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **1–5** и утверждениями, данными в списке **A–F**. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу. У вас есть тридцать секунд, чтобы ознакомиться с заданием.
(пауза 30 секунд)
W: Now we are ready to start.
(пауза 3 секунды)
W: Speaker 1.
M: I will never stop reading books because reading a new book is always a good idea! But I don't like going to the local library. Why not read a book using a computer? I like it, though my parents think that I could spoil my eyes. But, on the Internet I can get any book of any genre. An electronic book would save a lot of space in my school bag, which is always packed with text books. Also, I might be able to take an electronic book on long trips. I think that a lot of people will want the electronic book more because it is fashionable and is easy to carry. But paper books will still be popular, because the technology may be just too expensive.
(пауза 3 секунды)
W: Speaker 2.
W: I love to read and some of the best books I've read were recommended by my mother. She gave me some adventure books and I liked them a lot. They are my favourite books now! And I like books about fantasy worlds, like Harry Potter; they are wonderful, and because they let you escape from the real world and all its problems. I think some books about real life problems are good, because it is comforting to read about people going through the same problems as you are. But I hate novels with happy endings they are extremely boring. Reality doesn't always have a happy end and if you're writing about real-life, you should make your books as real as possible. If books were all happy, then kids would never know the real world, and get a big shock.
(пауза 3 секунды)

W: Speaker 3.

M: I read widely, and nearly every day. But I don't ask my parents to go to the bookshop to buy new books very often. I want to have only books that I would like to re-read. How can I know if I have not read it? So every fortnight, I go to the local library and every fortnight I am given a book to read. It's great to go to the library where you can discuss books that you like or hate. Sometimes most of my friends read the same book, but mostly we read different books and then tell each other about them. And from time to time we meet famous authors at the library. We ask them questions, talk to them about what inspires them and get their autographs. It's a nice experience because hardly anyone else can hardly meet them. It's really great!

(пауза 3 секунды)

W: Speaker 4.

W: I really enjoy reading, but many people I know don't. I think children should tell teachers about their reading interests. The teachers could recommend books which they think would suit their pupils' interests. The teacher could then encourage the pupil to read this or that book. I know choosing a book is difficult but the teacher can help. More than that, I think schools should introduce more free reading time. I'm sure schools should encourage pupils to read regularly and should show the importance of reading, so that their pupils understand how reading can improve their writing skills. When you read, you're in a different world; you get a wider vocabulary and your English is better.

(пауза 3 секунды)

W: Speaker 5.

M: I am a person who likes reading a lot, who thinks that by reading a book you can learn a lot of things. I am a pretty fast reader and love all types of books! I take about ten books on holiday and read them all the way through. I read seven books a week - one a day! Books are everywhere in my room. My room is a mini-library. I spend two or three hours a day reading and I just can't stop once I've started. My parents adore reading, too; that's why they started a bookshop. It plays a great role in the life of our family. We can choose any book in the family's bookshop. The bookshop is my family business, and reading is my family's favourite pastime. We all love acting out and re-telling stories! Sometimes we stage short plays based on our favourite books.

W Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W Now you will hear the texts again.

(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

ключи:

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

Текст для аудирования 2

Ж: Раздел 1 стр. 11 Задание 2. Вы услышите беседу о классической музыке. Определите, какие из приведённых утверждений 1–4 соответствуют содержанию текста **(A - True**), какие не соответствуют **(B – False)** и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа **(C – Not stated).** Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: You know Jack; I like going to the classical music concerts. I want to know and understand the classical music created by contemporary composers. But in fact the 'playlists' for concerts is very historic in nature. Much of the classical music was written two and three centuries ago. Where is our NEW classical music? On new instruments? Don't you think that it's strange to still be playing on violins when new instruments could be invented?

M: But new classical music is composed and performed all the time. There's no need to start inventing new instruments, because there are many musical possibilities on the instruments that we already have.

W: But where is the music for the new people with a new sounding?

M: It's everywhere!

W: Do you think it can influence anyone?

M: I'm sure it can! Once I heard a famous musician playing Chopin on the radio. He opened my eyes and ears to the appreciation of classical music. People need to listen to it more and more to love and understand it. Studying classical music is very important.

W: Yes, studying is important. But I think much more depends on the mood. I remember hearing Indian classical violin music by L. Subramaniam. It was called *Don't Leave Me* and listening to it I always felt I was going to cry without knowing why. Some years later I had an opportunity to meet that Indian composer and asked him about it. He said it was written for his mother when he found out she had a terrible disease and would die soon. I was sorry for his mother but I found it absolutely wonderful that he was able to show his feeling of loss through music.

M: How interesting! I've never been able to explain how classical music can touch the soul!

W Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W Now you will hear the texts again.

(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

W: This is the end of the Listening Test.

ключи:
1. True 2. True 3. Not stated 4. False 5. False

Раздел 2.
ключи:

Текст	1	2	3	4	5
Утверждение (буква)	C.	E.	A.	F.	D.

1. True 2. False 3. True 4. True 5. False 6. False 7. Not stated 8. True

Раздел 3.
ключи:
1. started/was started 2. saw 3. has become 4. knows 5. has been held 6. took place 7. taking part 8. is shown 9. will have 10. have never taken part 11. will compete/are going to compete 12. pianist 13. competition 14. musicians 15. composer 16. childhood 17. conductors 18. novelist 19. imagination 20. powerful 21. successful 22. inventive 23. writers

Четверть II.

Раздел 1.
Текст для аудирования 1
Ж: **Вторая четверть.** Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы могли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов.

Ж: Раздел 1 стр. 19 Задание 1. Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **1–5** и утверждениями, данными в списке **A–F**. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: Speaker 1.

M: I like watching Newsround as well as BBC news, because you can learn things from one that you can't learn from the other! I find the BBC news to be the most reliable; I don't watch it very much though because I find it all too depressing. Sometimes I read *The First* newspaper. I think that it is quite accurate. Sometimes I look at my dad's newspapers, too. I also listen to BBC Radio 4 and 5. They seem to be the quickest people with news reports. I am interested in news so much that I watch the reports coming up on the Internet, too. Besides, news goes round just through talking!

(пауза 3 секунды)

W: Speaker 2:

W: I like reading news online because you can choose what you want to read. But, as far as I know, Google limits free news online. They say that if you use Google to find your news or celebrity gossip or other stories, you may have to pay to go onto some of its news websites. If you click on more than five articles a day now, you may be asked to pay. More and more newspapers could start taking money from people who want to read articles on their websites. But news providers like Newsround and the rest of the BBC will keep their news free.

(пауза 3 секунды)

W: Speaker 3:

M: For me, the Internet is becoming the universal medium of getting information. But there is an opinion that by using the Internet we are slowly losing the ability to read long texts. Because I've been spending a lot of time online searching for information, I know for sure that the Internet is also influencing us in other ways. The way we write online, the words we use are becoming more and more a part of our off-line lives. I, for one, make more grammatical errors and I'm not the only one! I'm sure that we must thank the Internet for that. The Internet really is changing the way we process information. Is it making us stupid? Not necessarily, but I don't like it all the same.

(пауза 3 секунды)

W: Speaker 4:

W: For many, TV is the best way of getting information and the most reliable medium to get our news from. For me television means much more: most of my education comes through

educational TV programmes - documentaries, programmes about literature, art and history, intellectual games, natural science programs … For example, when we have a biology course our teacher always shows us some TV programmes to complement the text book. I think it would be a good idea for other teachers to use some TV programmes for educational purposes.
(пауза 3 секунды)

W: Speaker 5:

M: A lot of my friends like surfing the net. They go on different web sites. Because my mum and dad watch everything I do, the only site I am allowed to go on is MSN. I think it's OK, because MSN is a social networking site and you can only talk to people you know. All my friends also love to go on YouTube where they watch funny videos, comedy sketches or music clips. My parents say that YouTube is not as safe as MNS or the CBBC Newsround that is why I'm allowed to go on YouTube only if I have missed a good programme on TV or if I want to watch it again.

W Now you have 30 seconds to complete the task.
(пауза 30 секунд)

W Now you will hear the texts again.
(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.
(пауза 15 секунд)

Ключи:

Говорящий	1	2	3	4	5
Утверждение (буква)	C	A	B	D	F

Текст для аудирования 2

Ж: Раздел 1 стр. 20 Задание 2. Вы услышите беседу Стивена и Лоры, обсуждающих возможности школьной газеты. Определите, какие из приведённых утверждений 1–7 соответствуют содержанию текста **(A - True**), какие не соответствуют **(B – False)** и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа **(C – Not stated).** Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

M: I know that a lot of people working in media jobs who started out by writing for school newspapers. Because I'm going to be a journalist, I've decided to start a school newspaper. What do you think about that?

W: I think it will be a good experience for you. Making a newspaper is a great way of learning how a story is put together.

M: Yes, it is. I also think that having a newspaper can also make my school a better place. Through a newspaper, people can learn about what's going on and it is easier to organize clubs and events.

W: Quite so.

M: What do you usually put in the paper?

W: We usually include local news, anything that affects people in my school. Clubs and activities for everyone to hear about all the things they could do. School trips; we ask those who went on the trip to write about what happened. Sometimes we write about our local celebrities, reviews about the latest films ….

M: What jobs are there in your newspaper?

W: We have a big team, and people do different kinds of jobs. I'm an editor. The editor is the boss of the paper. I decide what sort of stories it should cover and let the team know who is doing what. We have two sub editors who check the stories and make any changes they think will make the story better. We also have a cartoonist and a photographer. Cartoons and photos are great for attracting readers to our stories.

M: Do you have someone who writes about sports?

W: Sure. We have a sports writer, Donovan. He is a big sports fan and is into lots of different sports.

M: Your newspaper looks really cool.

W: Yes, it really does thanks to our designer, Peter Walker. His design skills make the pages look really interesting.

M: And the last question: is your paper expensive?

W: No, it's free. We put it on the Internet instead of printing and photocopying it.

M: How clever of you!

W: Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W: Now you will hear the text again.

(Текст звучит еще раз)

W: This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

W: This is the end of the Listening Test.

Ключи:

1- True; 2- Not stated; 3- False; 4- False; 5 – True; 6 – False; 7- Not stated;

Раздел 2.

Ключи:

Текст	1	2	3	4	5
Утверждение (буква)	A	F	C	B	D.

1- True; 2- Not stated; 3 - True; 4 - False; 5- Not stated; 6- True; 7 – True; 8 – False;

Раздел 3

Ключи: (1) – were hanging; (2) – would not pay; (3) - liked; (4) – enjoyed; (5) could; (6) would be; (7) needed; (8) - would bring; (9) - had taught; (10) - had learnt/had learned

(11) – had become; (12) had not had; (13) - entertainment; (14) – watching; (15) – reality; (16) – enjoyment; ((17) – broadcasting; (18) – advertisements; (19) – commercials; (20) – viewers; (21)- advertising

Четверть III

Раздел 1

Текст для аудирования 1

Ж: **Третья четверть.** Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы могли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов.

Ж: Раздел 1 стр. 29 Задание 1. Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **1–5** и утверждениями, данными в списке **A–F**. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись

дважды. Занесите свои ответы в таблицу. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: Speaker 1

M: Teenagers should have a close look at their jobs. Besides, there are strict rules on part-time working for young people. For example, there is no work for young people before 7 o'clock in the morning or after 7 o'clock in the evening. Such jobs would mean walking alone late at night. And it is not always safe, particularly for people who are young and inexperienced. Parents should know what kind of jobs their children have and keep them away from danger.

(пауза 3 секунды)

W: Speaker 2

M: I think teenagers don't have to work because they need to study. School should be their number one priority. This is what they should think about. When they begin earning money, school becomes less important.

School statistics say that students who have part-time jobs also may have the following problems: teenagers come into class sleepy, they never finish their homework, their marks become worse, they cut down on their social life. I think, if you want to do something very well, you shouldn't do two things at the same time.

(пауза 3 секунды)

W: Speaker 3

W: While they are working, teenagers can have some experiences that they cannot have in school. Those experiences are needed when they get out of school life, for example, the experience of meeting a variety of people. It will help them for living in different situations in the future.

What's more, such work experience is different from work experience in the future. They can make mistakes but then they can learn from those mistakes.

Work experience can be a great way to see if your job idea is right for you. It is important to have some work experience before you apply for certain jobs and courses, such as teaching, medicine or journalism.

(пауза 3 секунды)

W: Speaker 4

M: First, you need to decide on the job you want -– the type of job, the hours, the pay. You may not be able to find a job that meets all your needs, but you should try to find one that meets as many of them as possible. Then you need to answer some questions about yourself. What kind of skills have you got? What have you learned at school that might be useful in your ideal job? After that you need to write a CV. Then you need to use all your resources to find that ideal job. Talk with your parents and your friends' parents, your teachers, ask them if they have any contacts at your ideal job's company. You should also read the newspaper ads and surf the Web. Finally, apply for the jobs that interest you.

(пауза 3 секунды)

W: Speaker 5

W: Working part-time may have some bad points, but it has more good points than bad ones. Working part-time is a good experience for teenagers. As for me, I have a part-time job working at a supermarket. It is harder than it looks. I have to give up my time for my job. More than that, sometimes I have to give up my sleeping time to do my homework. I don't have much time to see my friends. That is not good, I know. However, because of it, I have learned to concentrate more, and now I use my time more wisely. Besides, I have learned to communicate better with other people both younger and older than myself.

W Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W Now you will hear the texts again.

(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

ключи:

1- F, 2 –D, 3- C, 4 – A, 5 -B

Текст для аудирования 2

Ж: Раздел 1 стр. 29 Задание 2. Вы услышите интервью с Ником Брауном, учителем средней школы. Определите, какие из приведённых утверждений **1–7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: Can you tell our listeners how you started?

M: I studied English at Queens University and then went to the University of Ulster, where I did a special course in Secondary Education. The course took one year and included six months teaching practice in local schools. After that, I did some teaching for agencies. For a while I also worked as a care assistant in a nursing home. Then I got a teaching job in St. Louis Secondary School and I've been there for the past five years.

W: What qualifications do you need to become a teacher?

M: You need to take a course in your subject area and to do a teaching qualification. Most schools ask for some kind of teaching experience, but if you haven't got that, you may start working as a newly qualified teacher, with the help of an experienced teacher.

W: What is your typical day like?

M: I get up at 7.30am (*seven –thirty*) because I have to drive for forty minutes to get to my school. When I arrive, I grab a quick coffee in the staffroom, check if I have any mail and then take my form class for registration. Classes start at 9.05am (*five past nine in the morning*) and each class lasts forty minutes. I get lunch at 12.05pm *(five past twelve)* in the dining room and usually have free periods during the day when I can do some marking. I have more classes until 3.25pm (*three twenty-five in the afternoon)* and then I can go home, where I usually mark and prepare lessons for the next day.

W: Is there a special dress code in your school?

M: I usually wear a suit with a tie.

W: Why do you love your work?

M: Working with young people makes my job lively and fun. Besides I don't sit at a desk all day long and that's nice.

W: Is there anything that makes your job even more attractive?

A cheap and cheerful lunch in the dining room every day, fantastic summer holidays and you get home early!

W: What skills should a teacher have?

M: Confidence, the ability to take charge of a classroom, good planning skills, excellent communication skills.

W: What advice can you give to all young people who want to choose a teaching career?

M: For the first time in front of a class of kids you can feel nervous. Remember, if you look calm and confident, kids will think you are.

And you shouldn't go into teaching thinking it's an easy choice. There's a lot of hard work, some of it in the evenings and at weekends, so be prepared. But it's a very satisfying career if you put the work in.

W: Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W: Now you will hear the text again.

(Текст звучит еще раз)

W: This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

W: This is the end of the Listening Test.

ключи:

1 – T, 2 –F, 3 – F, 4 – T, 5 - N/S, 6 - T, 7 - F

Раздел 2

ключи:

1. E, 2- D, 3- B, 4 – F, 5 - C

1- B, 2 – B, 3 – A, 4- C, 5 – C, 6- C

Раздел 3

ключи:

1.have been cut 2 – further (3) was being provided/was provided (4) had lost (*lost*) (5) fewer (6) was employed (7) to take over (8) was supposed (9) more (10) to look for

(11) Extracurricular (12) development (13) useful (14) management (15) cooperation (16) friendship (17) elementary (18) variety (19) dislike (20) exploration (21) choices

Четверть IV.

Раздел 1.

Текст для аудирования 1

Ж: Четвертая четверть. Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы могли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов.

Ж: Раздел 1 стр. 38 Задание 1.Вы услышите 5 советов по изучению иностранного языка. Установите соответствие между высказываниями каждого говорящего **1–5** и советами, данными в списке **A–F**. Используйте каждый совет, обозначенный соответствующей

буквой, только один раз. В задании есть один лишний совет. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: Speaker 1.

M: There are many different ways you can improve your English, so don't limit yourself to only one or two. The absolute best way to learn English is to surround you with it. This means listening, reading, writing, speaking, and studying words and phrases. Take notes in English, read English books and newspapers, if possible. Try to listen to English language radio broadcasts, watch English news and movies. In this way you can expand your vocabulary and can hear different accents. The Internet is a fantastic resource, but for the language learner it is perfect. Another good way to have more language practice is to look for the opportunity to make friends with native speakers. So, using as many sources as possible will allow you to learn English faster.

(пауза 3 секунды)

W: Speaker 2.

W: Do not wait for someone else to show you the language, or to tell you what to do. Discover the language by yourself. Listen wherever you are on your MP3 player. Read what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand. While listening and reading learn new words and phrases. Read online, using online dictionaries, and make your own vocabulary lists for review. If you keep listening and reading, you will get used to the language. One hour of listening or reading is very effective. Do it everyday and you'll soon see how much you can achieve.

(пауза 3 секунды)

W: Speaker 3.

M: A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to. Anyone can become good at English. You can become good at English. Where you were born does not matter. Most of the English speakers in the world today learnt English as a second or even third language. Where you live does not matter either. Even in your country, there are many people who are good at English. In this age of Internet, TV and travel it's quite possible to get fluent in English simply by living at home. Just look at how well many English speaking foreigners from different countries understand each other!

(пауза 3 секунды)

W: Speaker 4.

W: Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. It does not matter. You are learning and improving. Just make sure you spend enough time with the language. The most important thing is to find out what kind of learner you are, and try to use the language in a way that attracts you. Relate it to something that you like. Some people learn by listening to songs, others by reading interesting books….. You must love to learn English. You shouldn't see it as work, but as play. Do what interests you, but do it in English. That is the greatest guarantee of success.

(пауза 3 секунды)

W: Speaker 5.

M:Research in many countries shows that language students learn more effectively when they study regularly, and for shorter periods of time, than if they study for a long time but only occasionally. Try to study each day, and whenever possible, several times a day. Don't allow your mind to forget what you have learnt. See everyday as a chance to add something extra to your English potential. Get into the habit of studying regularly. Like learning to play baseball or to ride a bike, or a little exercise, whatever you do everyday, you get good at it. Do a little English every day and you will get good at it.

W Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W Now you will hear the texts again.

(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

ключи:

1-F, 2-B, 3-E, 4-A, 5-C

Текст для аудирования 2

Ж: Раздел 1 стр. 38 Задание 2. Вы услышите интервью со Светланой, которая изучала английский язык на курсах в Англии. Определите, какие из приведённых утверждений **1–7** соответствуют содержанию интервью (A **– True**), какие не соответствуют (B **– False**) и о чём в интервью не сказано, то есть на основании интервью нельзя дать ни положительного, ни отрицательного ответа (C **– Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

M:-Hello, my name is David. I'm a reporter for the school newspaper. Today is the last day of the English course at Wimbledon school. We spoke to some students to find out their opinions about the course. Now I'm talking to Svetlana. Svetlana, tell us where you have studied English before.

W:-Before I came here I had just finished a gymnasium in Saratov, a large city in Russia. I had only had an optional course because I studied German. And it was only for 2 years and not very regular.

M:-And is this the first time you've been to England?

W:-No, I was in London with my parents a year ago. But this is completely different- to stay in London for six weeks and concentrate on learning English, as I am doing now.

M:-What is your impression of the course?

W:-I'm really pleased with the lessons. The teachers here are qualified and very friendly. They feel responsible for their students, and not only teach but also motivate students. … I am happy with everything: the teachers, the education programme, the accommodation, the excursions and my new foreign friends!

M:-And how good are you at English now?

W:-I think I've improved a lot since I came to this school. Now I understand much more English than when I got here. I can read a book without too many difficulties. My English has become more fluent and I can express my thoughts better.

M:-And one more question. Now you're going back home, how are you going to keep up your English?

W:-Er, I'm sure I'll read as much as possible in English. I've bought a lot of interesting books. I'll also have the possibility to use the Internet to learn English and I'll try to use it as often as possible. Besides, I'd like to come back again and continue to study English.

M:-Thank you very much. Good luck.

W:-Thank you.

W Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W Now you will hear the texts again.

(Текст звучит еще раз)

W This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

W: This is the end of the Listening Test.

ключи:

1-2), 2-1), 3-1), 4-2), 5-3), 6-1), 7-3)

Раздел 2

ключи:

1 1-B, 2-A, 3-F, 4-D, 5-E

2 1-A, 2-A, 3-B, 4-B, 5-A, 6-A, 7-N/s, 8-A, 9-B, 10-A

Раздел 3

ключи:

1 1-studying, 2-is spoken, 3-easier, 4-more quickly, 5-realized, 6-hadn't won, 7-didn't have to, 8-me, 9-spent, 10-best, 11-have ever had, 12-would choose

2 13-contributions, 14-successful, 15-succeded, 16-successfully, 17-improvements, 18-achievement(s), 19-services, 20-importance, 21-celebration, 22-death, 23-development, 24-inventions

Final Test

Раздел 1

Текст для аудирования 1
B1

Ж: Итоговая контрольная работа. Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы могли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всех заданий по аудированию (B1, A1–A7) перенесите свои ответы в бланк ответов.

Раздел 1 стр. 48 Задание 1. Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего **1–5** и утверждениями, данными в списке **A–F**. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите каждую аудиозапись дважды. Занесите свои ответы в таблицу. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: Speaker 1

M: I spend quite a lot of time watching TV, listening to music and discussing magazine articles with my friends. I think that teenage magazines and TV shows are good for entertaining yourself. But on the other hand, you shouldn't take them seriously. They really don't show young people's point of view or describe our life. Adults shouldn't believe that they show what goes on in teens' lives. They could learn more in real life than they can from that silly stuff. I personally doubt that by watching some of teens TV shows and reading magazines, adults will find out more about the things that matter to us.

(пауза 3 секунды)

W: Speaker 2

W: Adults would be given the wrong impression about teens' life if they just read books about teens. Books are a completely unrealistic description of life. Reading books about teens isn't really going to help much. Most of the books have been written by adults anyway. They make no difference to what adults think about children or what children are really interested in. The things adults enjoyed doing in their childhood are quite different to the things we enjoy now. So, I know that no matter what parents read about children, they're still never going to understand what they feel.

(пауза 3 секунды)

W: Speaker 3

M: I'd like my parents to learn about my hobbies and my school life. If adults really wanted to get the right picture of what our life is, they would see it with their own eyes and hear what it's like from their children. Why don't parents just talk more to their children and spend more time with them? Adults should listen to our ideas to find out what we enjoy doing. I think they would be surprised to learn what we can do. Sometimes children actually have better ideas than adults and make better decisions. If adults just listened to their children's point of view, then they might understand them better.

(пауза 3 секунды)

W: Speaker 4

W: I'm a great fan of the Princess Diaries series, because even though the main character is a teenage princess, she still goes through all the worries teens are going through. I think the book shows the life of teenager perfectly, though it is not written by a teenager. Meg Cabot is a brilliant author and has a fantastic understanding of teenagers. I also like the characters in Jacqueline Wilson's books. Sometimes I think I am quite like one of them. All the books which I have read are very similar to what I am going through in my life. Teen books are really good and show teenager's thoughts and feelings! I think they could give adults a better idea of what we need. Books will help them to see the things that really matter to us.

(пауза 3 секунды)

W: Speaker 5

M: A lot of adults forget what it is like to be teenagers. They will only get a clear picture of what teens' life is if they see it with their own eyes. I think that adults just need to think about their own schooldays. They should spend a day in a child's shoes. Let them go to school, and we go to work, at least for a day. Then, we'd have an example of adult life and they would see what it's like to be at school and have so many problems, homework and exams. Why not have an exchange day? Then adults will see our life. They will understand what we really need without making us do what they want.

W: Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W: Now you will hear the texts again.

(Текст звучит еще раз)

W: This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

ключи:

Говорящий	**1**	**2**	**3**	**4**	**5**
Утверждение	**A**	**D**	**E**	**B**	**F**

Текст для аудирования 2

Ж: Раздел 1 стр. 49 Задание 2. Вы услышите интервью с выпускником школы. Определите, какие из утверждений A1 – A7 соответствуют содержанию интервью (1 - True), какие не соответствуют (2 - False) и о чем в интервью не сказано, то есть на основании интервью нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть тридцать секунд, чтобы ознакомиться с заданием.

(пауза 30 секунд)

W: Now we are ready to start.

(пауза 3 секунды)

W: We have an interview with Tim Barton. Three years ago Tim and his schoolmates started a school committee. Tim, you're the head of the school committee, right? Why did you start it?

M: We decided that the pupils should express their opinions about what happens in our school. So, we set up a school committee.

W: How does it work?

M: We have members from each class. We discuss all the suggestions about how to improve the school.

W: Did the teachers approve of the idea?

M: Our teachers are very supportive and love all the ideas we come up with.

W: For example?

M: We held a book fair on World Book Day. We wanted to encourage the pupils to read books. Our school library had been closed for years. We volunteered to open the library. We are organizing a summer fair and do some volunteer work. We also started a debating club for year 7 and 8 at lunchtime. Doing all this helps to develop the pupils' confidence.

W: What skills did you learn at school committee?

M: I just learnt to work hard and do my best. If you want something, you should work as hard as you can to achieve it and you will do it.

W: Have you got any plans for where you want to be after school? Have you got any ambitions?

M: I want to write a best-selling book.

W: What do you do to achieve your aim?

M: I'm doing some journalism work. I write articles for the local paper. So I'm trying my best to do it. And that has been helpful. I may even consider a journalist's job as a career.

W: Is your family supportive of your ambitions?

M: Yes, very. It is my Mum who inspired me to write for the newspaper. My Mum always gives me valuable pieces of advice, even though she hasn't gone into journalism professionally. She treats my ambitions with respect, and helps me to make my own way in the future.

W: I learned that you can play violin. Is it your hobby?

M: Actually, in my school a lot of pupils play musical instruments. And I think that's cool.

W: Well, I think it's great when pupils are active in school life. It's better than when they are told what to do. Thank you, Tim. I wish you all the best.

M: Thank you.

W: Now you have 30 seconds to complete the task.

(пауза 30 секунд)

W: Now you will hear the text again.

(Текст звучит еще раз)

W: This is the end of the task. You now have 15 seconds to check your answers.

(пауза 15 секунд)

Ж: По окончании выполнения заданий B1, A1–A7 не забудьте перенести свои ответы в Бланк ответов. При переносе ответов в задании B1 буквы записываются без пробелов и знаков препинания.

W: This is the end of the Listening Test.

ключи:

A1 1) **A2** 2) **A3** 1) **A4** 3) **A5** 2)**A6** 2)**A7** 3)

Раздел 2

ключи:

B2

1.	2.	3.	4.	5.
E	A	F	B	D

A8 1) **A9** 2) **A10** 3) **A11** 1)**A12** 2) **A13** 3) **A14** 1)

Раздел 3

ключи:

B3 was honoured / is honoured
B4 had made / made
B5 was travelling / travelled
B6 was asked
B7 his
B8 had been broadcast / was broadcast
B9 wrote
B10 became
B11 the first
B12 greatest
B13 was decided
B14 would be put
B15 would find
B16 them
B17 approved
B18 would be
B19 activities
B20 confident
B21 discussions
B22 importance
B23 ambitious
B24 unsatisfactory
B25 communication
B26 comparison
B27 traditional
B28 seriously
B29 responsibility
B30 abilities