

**Time: 90 minutes**

*Listen to five people talking about important people in their lives and do the Task 1 and the Task 2.*

**Task 1.** Match the speakers (1 - 5) with the person from the box (A - G). There are two extra words.

- |                     |                        |
|---------------------|------------------------|
| A. grandmother      | E. next-door neighbour |
| B. childhood friend | F. boyfriend           |
| C. teacher          | G. brother             |
| D. best friend      |                        |

1. Speaker A is talking about her \_\_\_\_\_
2. Speaker B is talking about his \_\_\_\_\_
3. Speaker C is talking about her \_\_\_\_\_
4. Speaker D is talking about his \_\_\_\_\_
5. Speaker E is talking about her \_\_\_\_\_

**Task 2.** Listen to five people talking about important people in their lives and decide if the sentences (6 - 15) are True (T) or False (F).

6.	A – Her important person also worked with her mum.	True / False
7.	A – Her important person has a healthier lifestyle now	True / False
8.	B – He didn't see his important person after he went to university.	True / False
9.	B – He supports the same football team as his important person.	True / False
10.	C – She and her important person argued about a boy.	True / False
11.	C – She is going to go to the same university as her important person.	True / False
12.	D – He didn't have much in common with his important person when they were young.	True / False
13.	D - He still sees his friend regularly.	True / False
14.	E – She didn't like the look of her important person at first.	True / False
15.	E - She thinks their relationship will last for a long time.	True / False

**Task 3.** Read the text about Robot Teachers and decide if the sentences (16 – 21) are True (T) or False (F) according to it.

**Robot teachers**

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot

takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 per cent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organise and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

16. Most jobs seem as if they can be done by robots or computers. T / F  
 17. Robots are always better at diagnosing illness than doctors. T / F  
 18. Many experts agree robots will replace teachers by 2027. T / F  
 19. One advantage of robot teachers is that they don't need to rest. T / F  
 20. Robot assistants could help teachers by marking homework. T / F  
 21. Some teachers use robots to reduce their time answering emails and marking homework. T / F

**Task 4.** Read the text from the Task 3 about Robot teachers again and choose the best answer (A, B or C) to complete the following statements (22 - 27).

22. It's easy to think robots ...

- a. will replace people even if we don't like the idea.      b. are more capable than people and it's true.      c. can do less than people but it's not always true.

23. Anthony Seldon thinks teachers in the future will ...

- a. help robots in class.      b. teach knowledge to students.      c. no longer exist.

24. Robots will probably never ...

- a. have human understanding of emotions.      b. be a popular choice for teachers.      c. be intelligent enough to work in education.

25. Some parts of the world ...

7 - 8 form

- a. pay robots to teach.                      b. already use robots in teaching jobs.                      c. have a shortage of teachers.

26. Teachers ...

- a. work harder than office workers.                      b. have less help than office workers.                      c. leave their jobs to become office workers.

27. Robots could ...

- a. empathise with students.                      b. mark homework.                      c. prepare lessons.

**Task 5.** *The people below all want to find a new free-time activity. On the next page there are descriptions of eight clubs. Decide which club would be the most suitable for the following people. For 28 - 32 write the correct letter A–H.*

28. **Emma** loves using her imagination in a creative way. She loves working on projects with other people, and she would like to visit places and see creative people at work.
29. **Marco** loves making things, and he enjoys meeting people from other cultures. He would like to learn a skill that he can use outside the class.
30. **Amina** is interested in serious issues. She enjoys listening to talks and learning about life in other countries. She would also like to discuss her ideas and opinions with other people
31. **Niko** enjoys going to different places and meeting people from different backgrounds. He's also keen to find out about the place where he lives. He's especially interested in history.
32. **Erica** is keen to help other people. She enjoys events where there are crowds of people. She wants to learn skills she can use in a job when she finishes her studies.

### Activity clubs

A.	<p><b>Think!</b></p> <p>Do you want to know more about international events? We meet once a week for an informal discussion. Each week we watch a film from around the world and/or invite speakers to help us understand recent events. At our next meeting we are showing a film about earthquake rescue teams.</p>	B.	<p><b>Games and chat</b></p> <p>We meet once a week to play computer games. We give our views on new games and talk about games past and present. We also organise trips to game shows to see how designers come up with new ideas and create new games. You'll discover a whole new world!</p>
C.	<p><b>Party Plus</b></p> <p>At Party Plus, we are looking for new people to help. We organise street parties and concerts to raise money for local charities. It's challenging work, and you have to work with a wide range of people, but you'll have a lot to</p>	D.	<p><b>Come dine with me</b></p> <p>We meet regularly to visit restaurants and enjoy eating delicious food from all over the world. We also invite chefs from other countries to tell us about how food is grown and prepared where they come from. There's usually quite a large group</p>

	offer future employers, and you'll make a difference!		of us, so it's a wonderful way to meet people.
E.	<p style="text-align: center;">Nature lovers</p> Are you interested in nature? Our group has been exploring the wildlife of the city for over 100 years! We organise talks from experts on the animals and plants around us. We also work in small groups to think of ways to improve life for the animals and people in our city!	F.	<p style="text-align: center;">Action!</p> We are a film club, but we don't watch films – we make them! We're always looking for new people with interesting ideas. You will do activities in small groups, so it's a great way to learn new skills and make friends. We also organize regular trips to film studios to see how the professionals do things.
G.	<p style="text-align: center;">A world of food</p> We can teach you to prepare delicious dishes! Our trainers come from five countries, and they love to share their recipes and the history of their cultures. This class will teach you how to create wonderful food in your own kitchen. You never know, you might decide to become a professional chef one day!	H.	<p style="text-align: center;">City explorers</p> Get out and about with City explorers! We explore our own city and produce information guides so that visitors can enjoy it, too. We also produce maps of the city, past and present, showing how it's changed. We often get together with groups from other towns and cities to compare information and experiences.

**Task 6.** Commonly confused words. Read the sentences and choose the right word (A or B).

33. Does the weather (A) affect or (B) effect your mood?
34. Do you buy your writing paper in a store that sells (A) 'stationary' or (B) 'stationery'?
35. When you're attentively studying, are you (A) 'poring' over or (B) 'pouring' over the materials?
36. Does the average Russian family have (A) 'less' than two kids or (B) 'fewer' than two kids?
37. Is the person in charge of a school the (A) 'principal' or (B) the 'principle'?
38. Do your shoes (A) 'compliment' or (B) 'complement' your outfit?
39. Do the appetizers (A) 'precede' or (B) 'proceed' the main course?
40. He does nothing (A) 'accept' or (B) 'except' complain?
41. Did the speaker (A) 'loose' or (B) 'lose' his train of thought?
42. Is this room hotter (A) than or (B) then a sauna?

**Task 7.** Read the stories of unlucky travellers. Complete the phrasal verbs with the correct form of the words in the box. You can use the verbs more than once.

check	get	hold	put	set	take
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When I arrived at the hotel, I got my passport out ready to (43) ..... in at reception, but I found that it didn't exist – they were still building the hotel!

Last month, I (44) ..... off booking my holiday for a few weeks because I was unsure of my plans. When I finally booked, they had (45) ..... all the prices up!

I was travelling to Edinburgh by train last year. The train arrived at the platform and I (46) ..... on. Unfortunately, I fell asleep, and when I finally (47) ..... off, nine hours later, I was in Aberdeen – 200 km further north!

I was staying in a hotel last month. On the day I was leaving, I forgot to set my alarm and I (48) ..... out 15 minutes after the normal departure time. They charged me for an extra day!

I was flying to New York last summer. The weather had been really nice for weeks, but on the day of my flight there was suddenly a big storm. My flight finally (49) ..... off 16 hours late!

A few weeks ago, I was driving to Manchester to meet some old friends for lunch. I (50) ..... off early, but I was (51) ..... up in traffic for five hours, so I missed the lunch! Luckily, I still saw my friends!

**Task 8.** Fill in the blanks in each sentence(52 – 60) with two or three words that have the same sound but different spelling and different meanings. The number of blanks equals the number of letters in the missing word. The example is done for you.

0. Our team \_ \_ \_ \_ \_ game and lost three games.

Answer: won one

52. They agreed \_ \_ play \_ \_ \_ more games next week, \_ \_ \_.

53. The four of us were so hungry that we \_ \_ \_ \_ \_ hamburgers.

54. Each player \_ \_ \_ \_ \_ the ball \_ \_ \_ \_ \_ the hoop at least once.

55. As we approached the coast we could \_ \_ \_ the \_ \_ \_.

56. Anna had \_ \_ many things to \_ \_ \_ on her new machine that she had no time to \_ \_ \_ any seeds in the garden.

57. At the airport the guide said, "Come this \_ \_ \_ so they can \_ \_ \_ \_ \_ your luggage.

58. We had to \_ \_ \_ \_ in line until they determined the \_ \_ \_ \_ \_ of our bags.

59. The people on the safari \_ \_ \_ \_ \_ that a \_ \_ \_ \_ of elephants was headed their way.

60. If you sit \_ \_ \_ \_ very quietly, you can \_ \_ \_ \_ the wind blowing through the trees.

### Task 9. Writing

Imagine, this is the year 2223. While cleaning up the garage in your house, you come across your great-great-grandfather's diaries about his days at school in 2023. Using the hints given, **write a post to your blog** about the changes that have taken place between 2023 and 2223. Decide if the school life of your great-great-grandfather was easier than yours or not. Why? (100 - 150 words).

2023	2223
school clothes: T-shirts, jeans, shoes	?
school: community schools, teachers	?
Transport: bikes, cars, buses	?
Books: paper, electronic	?

**Transfer your answers to the answer sheet!**

## Transcript

A (Girl) She lives next door and she's always been really important in my life. When we were little and my mum was working she used to look after us. She'd tell us stories about her childhood. It was like listening to fairy stories, life was so different when she was a child. In her kitchen she used to keep a special dish with sweets for us, and she was always baking cakes and pies. Now she doesn't bake so much. She's started eating more healthily in her old age, salads and vegetables and things. It's funny how she's changed. She also goes to this special gym class for old people, it's amazing. I don't see her so often now, but she's always the same person however much her lifestyle changes.

B (Boy) He's four years older than me and that seemed like a huge amount when we were children. When we were at the same school we'd never talk to each other during school hours. But now we're older it's a lot better, although I'll always be the little one, and that's annoying sometimes. He's taken me to rock concerts that I wouldn't have gone to otherwise and when he was at uni I went to stay with him sometimes. That was really cool. It was great to see what real student life was like when I was still at school. Now that he's working he's really busy, but we still hang out sometimes. We go to football matches together because we both support our home team. It's always good to see him.

C (Girl) We've known each other since we were five and we've always got on really well. Well, apart from that time when we fell out because we both liked the same boy. But he went off with Heather Jenkins, so we made friends again quite quickly! We both like the same kind of music and going dancing at the weekend, and when we were younger we went out on our bikes together. At school we're good at different things. I'm good at languages and Laura's good at maths. That's good though – it means that we can help each other with our homework. Next year I'm probably going to study in London and she's going to Manchester, but I'm sure our relationship won't change.

D (Boy) His family moved in just a few houses down from us when I was about ten, and I still remember how excited I felt when I found out there was another boy on the street. I'd been the only boy, you see. The others were all girls. We were good friends from the beginning because we were into the same things: computers and football, mostly. But we had quite a few of the same hobbies for a while. I remember making lots of models of aeroplanes one year. Another year we took up fishing. We had all the equipment and everything and we'd spend ages down by the river. I never go fishing now. His family moved away a couple of years ago. We're still friends on Facebook but we don't really have much contact.

E (Girl) I can remember all the details of when we met. I was wearing a red dress and I'd just had my hair cut. I can even remember what music was playing the first time I saw him. I knew he was special from the beginning, and I was right. We've been together ever since. Well, it's only been eighteen months, and some people say that isn't very long, but it seems like ages to me. We've got such similar personalities and so much in common. I'm sure we'll stay together forever.

Шкала критериев оценивания заданий в разделе «Письменная речь» 7 - 8 2023/24

Максимальное количество баллов: 18

Внимание! При оценке 0 по критерию "Решение коммуникативной задачи" выставляется общая оценка 0.

Решение коммуникативной задачи Максимум 8 баллов	ОФОРМЛЕНИЕ максимум 10 баллов Общая итоговая оценка выводится на основании критериев, приведенных в таблице: организация, лексика, грамматика, орфография и пунктуация			
	Организация (максимум 2 балла)	Лексика (максимум 3 балла)	Грамматика (максимум 3 балла)	Орфография и пунктуация (максимум 2 балла)
8 баллов Коммуникативная задача полностью выполнена: Участник понял суть задания и выполнил все аспекты задания (См. доп. схему оценивания)		3 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. Работа не имеет ошибок с точки зрения лексического оформления.	3 балла Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. Работа не имеет ошибок с точки зрения грамматического оформления.	
7 – 1 балла Коммуникативная задача выполнена частично. Баллы снижаются, если не выполнены пункты, указанные в условии. За каждый невыполненный или частично выполненный пункт снимается от 0,5 до 1 балла согласно дополнительной схеме оценивания.	2 балла Работа не имеет ошибок с точки зрения организации текста: соблюдается структура поста для блога. Высказывание логично. Средства логической связи присутствуют. Текст правильно разделен на абзацы.	2 балла Участник демонстрирует богатый лексический запас, необходимый для раскрытия темы, точный выбор слов и адекватное владение лексической сочетаемостью. В работе имеются 1-2 незначительные (негрубые) лексические ошибки, не затрудняющие понимание текста.	2 балла Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе имеются 1-2 незначительные (негрубые) грамматические ошибки, не затрудняющие понимание.	2 балла Участник демонстрирует уверенное владение навыками орфографии и пунктуации. Работа не имеет ошибок с точки зрения орфографии. В работе могут быть 1-2 пунктуационные ошибки, не затрудняющие понимание.

	<p>1 балл</p> <p>В целом текст имеет четкую структуру. Текст разделен на абзацы. В тексте присутствуют связующие элементы. Допустимы незначительные нарушения логики, использовании средств логической связи или / и в структуре и / или связности текста.</p>	<p>1 балл</p> <p>В целом лексические средства соответствуют заданной теме, однако имеются неточности (ошибки) в выборе слов и лексической сочетаемости (3-7), которые не затрудняют понимания текста и /или используется стандартная, однообразная лексика.</p>	<p>1 балл</p> <p>В тексте присутствуют несколько (3-7) грамматических ошибок, не затрудняющих общего понимания текста.</p>	<p>1 балл</p> <p>В тексте присутствуют орфографические (1-4) и/или пунктуационные ошибки (3-4), которые не затрудняют общего понимания текста.</p>
<p>0 баллов</p> <p>Содержание не соответствует коммуникативной задаче или Объем высказывания менее 90 слов.</p>	<p>0 баллов</p> <p>Текст не имеет четкой логической структуры. Отсутствует или неправильно выполнено абзацное членение текста. Имеются серьезные нарушения связности текста и/или многочисленные ошибки в употреблении логических средств связи.</p>	<p>0 баллов</p> <p>Участник демонстрирует крайне ограниченный словарный запас и /или в рассказе имеются многочисленные ошибки (более 7) в употреблении лексики, в том числе затрудняющие понимание текста.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные ошибки (более 7) в разных разделах грамматики, в том числе затрудняющие его понимание.</p>	<p>0 баллов</p> <p>В тексте присутствуют многочисленные орфографические (более 4) и/или пунктуационные ошибки (более 4), в том числе затрудняющие его понимание.</p>



