

Time: 120 minutes

Task 1. You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

1. You hear a woman telling her son about her favourite schoolteacher. What did the woman like about her history teacher?

A. his acting skills B. his sense of humour C. his passion for the subject
2. You hear a girl talking about maths. What does the girl enjoy most about maths?

A. getting clear answers B. applying it to everyday life C. solving difficult questions
3. You hear a man telling a friend about being unable to study art at school. He says that he would have liked to study art in order to

A. know more about art history. B. learn some techniques. C. follow a career in art.
4. You hear two students discussing a sports class they have just attended. What do they agree on about the class?

A. how relevant the information was for them B. how knowledgeable the teacher was C. how inspiring the new ideas were
5. You hear a girl telling a friend about her brother. How does the girl's brother feel about starting university?

A. anxious about meeting new people B. worried about managing the workload C. concerned about his abilities in his subject
6. You hear a student talking to his teacher about an assignment. The boy says that he feels

A. uneasy about having to write about an unfamiliar topic. B. unsure about how to carry out some research. C. doubtful about which writing style to use.
7. You hear a science teacher talking to her class. What is she doing?

A. cancelling an activity / a plan B. changing an arrangement C. correcting some information
8. You hear two friends discussing learning foreign languages. They both hold the opinion that

A. communication does not rely on speaking a language. B. it's possible to learn about culture through language. C. learning languages is essential for travel.

Task 2. You are going to read an article about new technology and students. Five sentences have been removed from the article. Choose from the sentences A–E the one which fits each gap (9 – 13).

A	When we compare the student life of the past and that of the present day, it is tempting to
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	focus on the obvious differences when it comes to technology.
B	At universities, interaction between students and university staff is another area that has changed considerably with developments in technology.
C	But whereas she was thinking our grandfather was just being a typical 65-year old, I could see his point.
D	It's important that we remember to appreciate how much the advances in technology have given us.
E	Afterwards, it made me think about how much I depend on technology.

Student life and technology

By Debra Mallin, a business student at Greyfort University

Last Saturday, as my grandfather drove me and my sister home from a dinner to celebrate his birthday, he got frustrated at not being able to remember the name of the singer of a song he'd just heard on the radio. Without a second thought, I grabbed my smartphone, searched for the song and found the name, Bob Dylan. For me and my friends, this is a completely natural course of action, but it totally astonished my grandfather, who didn't understand how I had checked the information so quickly. My sister and I laughed and explained. (9) _____

The list of the ways I use technology is endless: writing, planning, socialising, communicating and shopping, to name a few. When I reflected on its impact on my education, I saw that, for my fellow students and I, technology has been significant in many ways. Returning to the story of my grandfather and the smartphone, he had asked me more about how I used it and about university life. He said he thought we had an easy life compared to previous generations. My sister caught my eye and we exchanged a smile. (10) _____

Not only are we lucky enough to have the same educational benefits as those of previous generations, we have so many more as well. We still have walk-in libraries available to us, and I can see why some students choose to find and use resources in these distraction-free locations. However, the only option for studying used to be sitting in these libraries with as many books from your reading list as you could find, yet now a single search for your chosen study topic online can immediately provide access to a huge range of resources. (11) _____ We can have face-to-face time with our tutors when we need it, and also communicate using our electronic gadgets from the comfort of our homes, or on the bus. The most popular means of doing this is via instant messaging or social media – email is often considered too slow, and it has become unacceptable for messages to be unanswered for any length of time. While this puts an extra strain on the university's academic support team, who usually have to answer the queries as they come in, we students are greatly benefitted.

(12) _____ Electronic devices such as tablets, smartphones, and laptops are now standard equipment in most classrooms and lecture halls, and why shouldn't they be? The replacement of textbooks with tablets allows students the luxury of

having up-to-date, interactive and even personalised learning materials, with the added benefit of them not costing the earth.

(13) _____ In actual fact, students are doing what they've always done: embracing the resources available and adapting them in ways which allow them to work more efficiently and to live more enjoyably. The pace of change in technology continuously gathers speed, so we have to value each innovation as it happens.

Task 3. For questions 14 – 19, choose the answer (A, B, C or D) which you think fits best according to the article from the task 2 about students and new technology.

14. What does the writer illustrate by describing the incident in the car?
 - A. the older generation's frustration at people's dependence on technology
 - B. how unaware young people are of some effects of technology
 - C. the difference in attitudes to technology between two generations
 - D. how technology helps different generations communicate

15. What did the writer think of her grandfather's comment, mentioned in the second paragraph?
 - A. It showed how out-of-date he was.
 - B. It had an element of truth in it.
 - C. It was an annoying thing to say.
 - D. It made her feel sorry for him. .

16. What does the writer say about getting study resources from libraries?
 - A. She considers libraries more preferable places for study than home.
 - B. She cannot understand why anyone chooses to go to a library now.
 - C. She appreciates the fact that people can still study in libraries if they want to.
 - D. She thinks libraries are limited by the quantity of resources they can store.

17. What disadvantage of new technology does the writer mention in the third paragraph?
 - A. Those who can afford the best gadgets gain an unfair advantage.
 - B. Sometimes slow internet connections make communication difficult.
 - C. A heavier workload is created for teaching staff at the university.
 - D. Students cannot escape from dealing with university issues.

18. What is the purpose of the question 'Why shouldn't they be?' in the fourth paragraph?
 - A. to express an opinion
 - B. to introduce some problems
 - C. to make a criticism
 - D. to indicate uncertainty

19. What is the writer's conclusion about students today in the final paragraph?

- A. They have such different lives to previous generations that it's unwise to compare them.
- B. They deal better with change than previous generations did.
- C. They take advantage of new resources more quickly than previous generations did.
- D. They are behaving in a similar way to previous generations of students.

Task 4. Read the text below and look carefully at each line (20 - 35). Some of the lines are correct, and some have mistakes. If a line is correct put a tick "V". If a line has **a mistake, underline it and write the correct word** in a given space. There are two examples at the beginning (0 and 00).

00.	The benefits of having a mentor	V
0.	A mentor is <u>the</u> experienced person who can help you	an
20.	with your job when you don't have much experience.	
21.	A good mentor is someone from who you can learn a	
22.	great deal. The office in that I worked was a busy place	
23.	and nobody had time to teach me, so I found a mentor in	
24.	another company. If I hadn't had my mentor, I didn't learn	
25.	so much in the first year of my job.	
26.	Good mentors had already learnt to cope with the difficult	
27.	aspects of the job and can demonstrate a behaviour you	
28.	need to succeed. They will encourage you do your best	
29.	and help you to succeed, too. They will act as a positive	
30.	role model and show you what is require in your job.	
31.	This time next month my boss will be promote one person	
32.	in the department and I think I have a good chance of	
33.	getting the promotion – thanks to my mentor. I hope that	
34.	in ten years' time I'll have got enough experience to help	
35.	others, which point at I will become a mentor.	

Task 5. For questions 36 - 41, 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. **The number of words is specified in the brackets. Do not use short forms.** Please mind both grammar and spelling. There is an example at the beginning (0)

Example:

0. We couldn't go sailing because there wasn't enough wind

LACK

Due _____, we couldn't go sailing. (5 words)

0.	to the lack of wind
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36. Some schools were closed for a couple of days because of the heavy snow.

9 - 11 form

LED

The heavy snow _____ for a couple of days. (5 words)

37. Steve doesn't take much notice of the weather forecast.

ATTENTION

Steve doesn't _____ the weather forecast. (4 words)

38. John wishes he had taken an umbrella to work this morning.

TAKING

John _____ an umbrella to work this morning. (3 words)

39. Donna said that apart from Friday, every day last week had been really hot.

EXCEPTION

Donna said that _____ Friday, every day last week had been really hot. (4 words)

40. This is the worst weather we've ever had in July.

AS

We've _____ as this in July. (5 words)

41. I'm sure it was unbearably hot where you were staying.

MUST

The unbearable _____ where you were staying. (5 words)

Task 6. Read the text below that is written in American English. Choose the correct American variant of the word for each gap 42 - 51

A busy day

Mrs Fisher was very busy today. She drove to a (47) *chemist's / drugstore* for some pills. Then she went to the supermarket to get some (48) *powdered sugar / icing sugar* and (49) *mashed potato / mashed potatoes*. She needed (50) *diapers / nappies* for her baby and some (51) *clothes pegs / clothespins*. Then her daughter Sally saw the (52) *candy store / sweet shop* and Mrs Fisher bought her some (53) *candyfloss / cotton candy*. At home she put everything into the (54) *closet / cupboard*. Then she opened the (55) *faucet / tap*, filled water into a pot and put it on the (56) *cooker / stove*.

42.	43.	44.	45.	46.	47.	48.	49.	50.	51.

Task 7. Match the two columns. There are some extra phenomena which do not match.

<p>A. Trooping the Colour</p> <p>B. Glastonbury Festival</p> <p>C. A quote of Mad Hatter from 'Alice in</p>	<p>52. In Scotland, the New Year's celebration is referred to as _____ and it can last through January 2, which is considered a bank holiday. In some parts of England and in Scotland, it is considered good luck if the first person to enter one's home on New Year's Day is a man, while it is considered bad luck if a woman is the first to enter. In a tradition known as "first footing," a male friend enters a</p>
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Wonderland'	friend's home and usually gives a small ceremonial gift.
D. Hogmanay	53. It is an annual ceremony in which the British army and the regiments of the Commonwealth perform a procession that originated in the 17th century CE and is also known as the "Queen's Birthday Parade."
E. Cover a lot of ground	54. This event is held on the last Monday of August. On this day, there is a street festival that millions go to see and participate in every year. The parade includes colorful floats, bands, and many other attractions.
F. A quote of Alice from 'Alice in Wonderland'	55. It is the national holiday of Scotland. Many Scots celebrate it with special dances and festivals, and the Scottish flag is flown throughout the country. A legend states that if women anxious to be married peel an orange at midnight (on the cusp of the 29th and the 30 th November), they will find the first letter of their future husband's name.
G. Antoine de Sent-Exupery, a quote from 'The Little Prince'	56. <i>If you knew Time as well as I do, you wouldn't talk about wasting IT.</i>
H. St James's Palace	57. <i>It's no use going back to yesterday, because I was a different person then.</i>
I. Notting Hill Carnival	58. <i>However small the chance might be of striking lucky, the chance was there.</i>
J. The Palace of Holyroodhouse	59. It is the most senior royal palace in London, the capital of the United Kingdom. The palace gives its name to the monarch's royal court, and is located in the City of Westminster in London. Although no longer the principal residence of the monarch, it is the ceremonial meeting place of the Accession Council, the office of the Marshal of the Diplomatic Corps, as well as the London residence of several members of the royal family.
K. Jules Verne, a quote from 'Around the World in 80 Days'	60. It is the official residence of the British monarch in Scotland. Located at the bottom of the Royal Mile in Edinburgh, at the opposite end to Edinburgh Castle, it has served as the principal royal residence in Scotland since the 16th century, and is a setting for state occasions and official entertaining.
L. Put / get your thinking cap on	61. <i>The chance which now seems lost may present itself at the last moment</i>
M. The school of hard knocks	62. An idiom which means 'to engage your mind and think in a serious manner'.
N. St. Andrew's Day	63. An idiom which means 'When a lot of work needs to be completed. If there is a lot of research to be done, or material to get through'.
O. Roald Dahl, a quote from 'Charlie and the Chocolate Factory'	
P. Learn by rote	
Q. Windsor Castle	
R. Goof off / goof around	

	64. An idiom which means 'Learning through difficult experiences in life, as opposed to a formal, classroom education'.
	65. An idiom which means 'To learn something by memorising it without giving any thought to what is being learnt'.

Task 8. WRITING

Comment on the following quotation.

"The best teachers are those who show you where to look but don't tell you what to see."

Alexandra K. Trenfor

Write 200–250 words.

Use the following plan:

- ✓ make an introduction, explaining how you understand the author's point of view;
- ✓ express your personal opinion and give reasons to support it;
- ✓ give examples from literature or history to illustrate your reasons;
- ✓ make a conclusion restating your position

Script

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

Narrator: Question 1. You hear a woman telling her son about her favourite school teacher.

Boy: Did you have a favourite teacher at school, Mum?

Woman: Good question! ... I remember we had this history teacher, Mr Evans, ... I was fascinated by the way he taught. He was just so into history. I could listen to him talk for hours and everything he said would stick with me, even if I didn't write anything down. Sometimes he'd read an account of an event aloud and although he was no actor, somehow I felt like I'd gone right back in time, to when the action was happening. He was pretty serious – I don't remember laughing the way I did in other classes – but I loved every minute.

Narrator: Now listen again.

Narrator: Question 2. You hear a girl talking about maths.

Girl: People often ask why I like maths so much, and if I find it easy. Well, no, I don't. But if it wasn't a challenge, I wouldn't be half as excited about it. I can spend hours working on a single maths problem – I don't give up till I've got the right answer. And that's the great thing about maths – it's either right or wrong. If you work hard enough, you can always get a hundred per cent and that's so satisfying. Some mathematicians talk about how 'maths is everywhere' – that it's relevant to everything you do in life – but I just love it for its own sake.

Narrator: Now listen again.

Narrator: Question 3. You hear a man telling a friend about being unable to study art at school.

Woman: Is there a subject you wish you'd taken at school, but didn't?

Man: Yes, art. We didn't have the option to take that. The focus tended to be on more academic subjects then – you know, science, maths ... I'm a bit annoyed about it now. I've always been into painting – not that I ever considered making a living from becoming an artist – I've always wanted to be an engineer ... But it would've been useful to learn stuff like knowing how to apply different paints properly when I was younger. I love the skill in those amazing old paintings you can see hanging in galleries.

Narrator: Now listen again.

Narrator: Question 4. You hear two students discussing a sports class they have just attended.

Boy: What did you think of that sports class?

Girl: It made a change from actually playing sports, didn't it?

Boy: Yeah, it did. It was interesting to consider the theoretical side of sport for once – all that detail about the psychology of winning was a new angle on things. Mr Banks is a great teacher. He'd done tons of research, hadn't he?

Girl: He had. I'm not sure I'll put what we talked about into practice, though. I'm highly unlikely to become a professional athlete.

Boy: Me neither – though I could see some of the others in the class looked pretty eager to get out there and try some of the techniques.

Narrator: Now listen again.

Narrator: Question 5. You hear a girl telling a friend about her brother.

Boy: Hasn't your brother got a place at university?

Girl: Yes, he has! He's going to study physics.

Boy: Is he looking forward to it?

Girl: I think on the whole he's pretty enthusiastic about going on to the next step. ... I get the impression he isn't quite as confident as I'd have expected him to be about getting to know the others on the course. I don't think it's that he thinks they'll be better than him at the subject or anything like that, but there's something, ... maybe it's just nerves. Anyway, once he starts classes, he's going to be so busy with work that I'm sure whatever's bothering him now will fade away.

Narrator: Now listen again.

Narrator: Question 6. You hear a student talking to his teacher about an assignment.

Boy: Can I have a word about the English assignment you've set us?

Woman: Yes, of course you can.

Boy: We have to write a blog about something which interests us. I don't know much about the ideas you gave us, so would you mind if I did something different?

Woman: Not at all. The main thing is that you've got some experience of what you're writing about. Boy: I do, but I need to do some background reading online. ... The other thing is I've never done anything like this, so I don't know how formal the language should be.

Woman: OK. Let me give you the address of a website which will help.

Boy: Great, thanks.

Narrator: Now listen again.

Narrator: Question 7. You hear a science teacher talking to her class.

Woman: OK, everyone, listen up! Now, I've become aware that there's been a bit of a misunderstanding about where we're holding our science classes while the labs are being repainted. They won't be in the main hall as some of you seem to think, but in the school gym. Obviously, we won't be able to carry out any chemistry experiments or practical work in there, but it's a temporary situation. We'll be able to spend a bit of time on some theory instead. I'm optimistic that this will be a good use of our time as it'll give you the chance to clarify anything you've been having difficulties with in class.

Narrator: Now listen again.

Narrator: Question 8. You hear two friends discussing learning foreign languages.

Woman: A lot of British people can't see the point of learning foreign languages when people in other countries speak English, but I think that shows a lack of understanding.

Man: Me too. You get more out of a language class than the words themselves – like understanding other countries' way of life, and their history.

Woman: – and their values, even.

Man: Exactly. It's true people do speak English around the world, so it's not strictly necessary to know other languages, but you get more out of a trip if you know a few words.

Woman: Yeah, there's a limit to how much you can communicate by trying to act out your ideas!

Narrator: Now listen again.

Шкала критериев оценивания заданий в разделе «Письменная речь» 9 – 11 2023/24

Максимальное количество баллов: 20

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

Решение коммуникативной задачи Максимум 10 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)
10 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.	
9 – 1 балла Коммуникативная задача выполнена частично. Баллы снижаются, если не выполнены пункты, указанные в условии. За каждый невыполненный или частично выполненный пункт снимается от 1 до 2 баллов согласно дополнительной схеме оценивания.	2 балла Работа не имеет ошибок с точки зрения организации текста. 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, представленной в письменном стимуле. Эссе написано на другую тему ИЛИ объем высказывания меньше 180 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>

