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РЕКОМЕНДОВАНО
МІНІСТЕРСТВОМ
ОСВІТИ І НАУКИ
УКРАЇНИ

ЗБІРНИК ЗАВДАНЬ

для державної
підсумкової
атестації
з англійської
мови

9 клас



АНГЛІЙСЬКА МОВА

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Пропонований посібник містить 100 варіантів завдань для державної підсумкової атестації з англійської мови в 9-му класі. Кожний варіант складається з трьох частин і передбачає контроль основних видів мовленнєвої діяльності учнів (читання, письма і говоріння).

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Матеріали для державної підсумкової атестації з іноземної мови в 9 класі навчальних закладів системи загальної середньої освіти складено відповідно до чинної Програми загальноосвітніх навчальних закладів з іноземних мов, затвердженої Міністерством освіти і науки України.

Зміст і формат іспиту враховує головну мету навчання іноземної мови в загальноосвітніх навчальних закладах – формування в учнів комунікативної компетенції, базою для якої слугують комунікативні вміння, сформовані на основі мовних знань і навичок.

Об'єктами контролю визначаються **читання, письмо та говоріння** як види мовленнєвої діяльності, а також **лексичний і граматичний аспекти** іншомовної комунікації (використання мови).

Зміст тестових завдань будується на автентичних зразках мовлення, прийнятих у Великій Британії, Франції, Німеччині, Іспанії, та відповідає сферам і тематиці ситуативного спілкування, зазначеним у шкільній навчальній програмі.

Завдання для визначення рівня сформованості компетенції в читанні орієнтується на різні його стратегії: з розумінням основної інформації (ознайомлювальне читання) та повної інформації (вивчальне читання). Джерелами для добору текстів слугують інформаційно-довідкові, рекламні, газетно-журнальні матеріали, уривки з художніх творів, зміст яких узгоджується з навчальною програмою. Тексти для ознайомлювального читання можуть містити незнайомі слова – до 5 %, а для вивчального читання – до 3 %, про значення яких можна здогадатися з контексту, за словотворчими елементами, за співзвучністю з рідною мовою (слова-інтернаціоналізми).

Завдання для визначення рівня сформованості компетенції в письмі зорієнтовано на виконання комунікативно-творчих видів діяльності: писати тексти різних видів і на різні теми, пов'язані з інтересами та комунікативними потребами, що узгоджуються зі змістом шкільної навчальної програми (зв'язне висловлювання, оголошення, лист, листівка, анотація, відгук).

Контроль **лексичної та граматичної компетенції (використання мови)** передбачає визначення рівня сформованості мовних навичок: здатності самостійно добирати й формувати лексичні одиниці та граматичні явища відповідно до комунікативних потреб спілкування в межах сформульованих завдань. Основними засадами для вибору видів і змісту тестів слугують завдання комунікативно-когнітивного спрямування: редагування, доповнення, заповнення, трансформація, перекладання.

Державна підсумкова атестація з іноземної мови в 9 класі, так само, як і в попередні роки, проводитиметься за білетами, що містять завдання трьох видів: читання тексту та виконання післятекстового завдання; письмова робота; бесіда за пропонованою ситуацією.

Перше завдання білетів має на меті перевірити рівень сформованості в учнів умінь і навичок читання, розуміння прочитаного тексту, вміння узагальнювати зміст прочитаного, виокремлювати ключові слова та визначати значення незнайомих слів за контекстом або словотворчими елементами.

Учні розуміють прочитані автентичні тексти різних жанрів і стилів (зокрема, художню прозу), що відображають реалії життя та відповідають віковим особливостям. Уміють знаходити та аналізувати необхідну інформацію, яка подається у вигляді оціночних суджень, опису, аргументації; робити висновки з прочитаного; виділяти головну думку/ідею і диференціювати основні факти та другорядну інформацію; аналізувати та зіставляти інформацію, розуміти логічні зв'язки всередині тексту та між його частинами.

Тексти можуть містити до 5 % незнайомих слів, про значення яких можна здогадатися, використовуючи лінгвістичну й контекстуальну здогадку, спираючись на сюжетну лінію, та 2 % незнайомих слів, які не перешкоджають розумінню тексту загалом.

Друге завдання білетів складається з двох частин. Перша частина перевіряє рівень сформованості в учнів писемної мовленнєвої компетенції, тобто володіння

функціональними стилями писемного мовлення в межах, визначених Програмою для загальноосвітніх навчальних закладів з іноземних мов, що також відповідає Європейському стандарту B1.

Учні вміють писати особисті листи, використовуючи формули мовленнєвого етикету, прийняті в країні, мова якої вивчається, розповідаючи про окремі факти та події свого життя, висловлюючи власні міркування та почуття, описуючи плани на майбутнє та запитуючи партнера про аналогічну інформацію, а також передавати повідомлення у вигляді записки довільної форми. Уміють розповідати про перебіг подій, описувати людину, об'єкт; писати повідомлення відповідно до поставленого завдання, зокрема про побачене, прочитане, почуте згідно із запропонованою мовленнєвою ситуацією; обґрунтовувати власну точку зору, складати ділові листи, писати оголошення, заяву, робити запис інформації. Обсяг письмового висловлювання складає 35–45 слів.

У частині використання мови визначається рівень володіння лексичними, граматичними, семантичними та прагматичними знаннями, що передбачають уміння вільно спілкуватися. Учням пропонуються тести з пропущеними лексичними одиницями або граматичними структурами.

Третє завдання білетів перевіряє рівень сформованості навичок і вмінь мовлення за допомогою зв'язного висловлювання.

Учні вільно спілкуються із співрозмовником; чітко реагують на почуте під час спілкування; беруть участь у бесіді та ведуть діалог у межах програмної тематики, реалізуючи необхідні комунікативні функції; адекватно використовують у спілкуванні компенсаторні засоби та найбільш уживані формули, що стосуються лінгвокраїнознавчої сфери та надають спілкуванню більшої виразності, емоційності та переконливості; використовують у процесі спілкування різноманітні мовні засоби, зокрема діалогічні єдності й формули мовленнєвого етикету, прийнятого в країні, мову якої вивчають, а саме: для ініціювання, підтримування й завершення спілкування, для аргументації власної точки зору та для висловлювання свого ставлення до предмета спілкування.

Відповідь учнів проходить у формі бесіди-діалогу з членами екзаменаційної комісії (з елементами монологічного повідомлення). Бесіда-діалог повинна мати характер мовленнєвої взаємодії в межах запропонованої ситуації. Учні реагують на репліки співрозмовника та стимулюють його до продовження. Діалог – обмін інформацією повинен складатися із запитань і відповідей, реплік-реакцій і реплік-спонукань. Монологічні висловлювання учнів повинні відповідати ситуації; бути повними, послідовними, комунікативно спрямованими (містити особистісні оцінні фрази, власне ставлення учня до об'єкта висловлювання), лексично насиченими, правильно фонетично та граматично оформленими.

Державна підсумкова атестація з іноземної мови складається з письмової та усної частин. На виконання письмової (використання мови, читання та письмо) та усної (говоріння) частин – передбачено 35 хвилин (див. таблицю).

1 частина	2 частина
Читання 10 хв	Говоріння 10 хв
Письмо (використання мови) 15 хв	
25 хв	10 хв

Державна підсумкова атестація з іноземних мов проводиться на основі матеріалів збірників завдань, виконання яких дає змогу визначити рівень засвоєння Державного стандарту основної школи та змісту і вимог чинної навчальної програми для

спеціалізованих шкіл з поглибленим вивченням іноземних мов 11-річної школи. Вони відповідають загальноєвропейським рівням (A2+ – B1).

Посібники «Збірники завдань для державної підсумкової атестації з іноземних мов. 9 клас» містять 100 варіантів білетів з англійської мови та по 50 варіантів з німецької, французької та 30 – з іспанської мов.

Кількість білетів добирається вчителями загальноосвітніх навчальних закладів відповідно до типу навчального закладу (загальноосвітній навчальний заклад чи спеціалізована школа з поглибленим вивченням іноземних мов) та кількості учнів у класі.

Завдання першого та другого питання білетів учні виконують на аркушах зі штампом відповідного загальноосвітнього навчального закладу.

Методичні рекомендації щодо проведення державної підсумкової атестації з іноземних мов будуть видрукувані в Інформаційному збірнику Міністерства освіти і науки України та науково-методичному журналі «Іноземні мови в навчальних закладах», 2014 р.

КРИТЕРІЇ ОЦІНЮВАННЯ РІВНЯ ВОЛОДІННЯ ІНОЗЕМНОЮ МОВОЮ УЧНІВ 9-х КЛАСІВ

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

Читання

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



Бали	Характеристика відповіді
9 балів	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), детальну інформацію про осіб, факти, події тощо, інформацію, що стосується повсякденного життя, у текстах, написаних розмовною мовою; розрізняти точки зору авторів на конкретні та абстрактні теми в статтях і доповідях; не розпізнає зв'язки між частинами тексту; плутає фактографічну інформацію з враженнями; допускає одну-дві помилки при виконанні післятекстового завдання.
8 балів	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); не розпізнає зв'язки між частинами тексту; допускає помилки, розрізняючи фактографічну інформацію і враження, точки зору авторів на конкретні та абстрактні теми в статтях і доповідях; допускає дві помилки при виконанні післятекстового завдання.
7 балів	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), детальну інформацію про осіб, факти, події тощо, точну та детальну інформацію, що стосується повсякденного життя, у текстах, написаних розмовною мовою; не розпізнає зв'язки між частинами тексту; допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту; допускає дві-три помилки при виконанні післятекстового завдання.
6 балів	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), детальну інформацію, що стосується повсякденного життя, у текстах, написаних розмовною мовою; не розпізнає зв'язки між частинами тексту; допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту; допускає три-чотири помилки при виконанні післятекстового завдання.
5 балів	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо); допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту, розпізнаючи зв'язки між частинами тексту; допускає чотири помилки при виконанні післятекстового завдання.
4 бали	Учень уміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту, розпізнаючи зв'язки між частинами тексту; допускає численні помилки при виконанні післятекстового завдання.

Бали	Характеристика відповіді
3 бали	Учень не вміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо); допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту, розпізнаючи зв'язки між частинами тексту; допускає численні помилки при виконанні післятекстового завдання.
2 бали	Учень не вміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.), загальну та детальну інформацію з документів, що використовуються в повсякденному житті (оголошення, проспекти, меню, розклад руху поїздів тощо); допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту, розпізнаючи зв'язки між частинами тексту; допускає численні помилки при виконанні післятекстового завдання.
1 бал	Учень не вміє: виділяти загальну інформацію з документів, що використовуються в повсякденному спілкуванні (короткі повідомлення для друзів, оголошення, проспекти, меню і т.д.); допускає помилки, розрізняючи точки зору авторів на конкретні та абстрактні теми в статтях і доповідях, фактографічну інформацію і враження, структуру тексту, розпізнаючи зв'язки між частинами тексту; допускає численні помилки при виконанні післятекстового завдання.

Письмо

Бали	Характеристика відповіді
12 балів	Учень розкриває мету й основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні й повні відповіді до завдання в частині, що стосується використання мови. Не допускає жодної помилки.
11 балів	Учень розкриває мету й основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні й повні відповіді до завдання в частині, що стосується використання мови. Допускає 1–2 орфографічні помилки.
10 балів	Учень розкриває мету й основний зміст завдання, аргументує під час викладу свою точку зору, робить власні висновки, дає правильні й повні відповіді до завдання в частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, 1–2 граматичні помилки в приєднаннях чи артиклях.
9 балів	Учень розкриває мету й основний зміст завдання, проте недостатньо чітко аргументує свою точку зору, робить власні висновки, допускає 1–2 помилки в завданнях в частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, 1–2 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики.



Бали	Характеристика відповіді
8 балів	Учень розкриває мету й основний зміст завдання, проте недостатньо чітко аргументує свою точку зору, допускає 1–2 помилки в завданнях у частині, що стосується використання мови. Допускає 2–3 орфографічні помилки, 2–3 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики, 1–2 стилістичні помилки.
7 балів	Учень розкриває мету й основний зміст завдання в цілому зв'язно, але поверхово розкриває тему, допускає 2–3 помилки в завданнях у частині, що стосується використання мови. Допускає 3–4 орфографічні помилки, 2–3 помилки у вживанні лексики, 1–2 помилки в різних розділах граматики, 1–2 стилістичні помилки.
6 балів	Учень розкриває мету й основний зміст завдання в цілому зв'язно, але поверхово розкриває тему, допускає 2–3 помилки в завданнях у частині, що стосується використання мови. Допускає 4–5 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки.
5 балів	Учень розкриває мету й основний зміст завдання недостатньо повно і зв'язно, допускає 3–4 помилки в завданнях у частині, що стосується використання мови. Допускає 4–5 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки.
4 бали	Учень розкриває мету й основний зміст завдання недостатньо повно і зв'язно, допускає 3–4 помилки в завданнях у частині, що стосується використання мови. Допускає 5–6 орфографічних помилок, 3–4 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики, 2–3 стилістичні помилки.
3 бали	Учень не може сформулювати мету завдання, основний зміст завдання викладає незв'язно, поверхово, допускає 4–5 помилок у завданнях у частині, що стосується використання мови. Допускає 3–4 помилки у вживанні лексики, 6–7 помилок у різних розділах граматики, 3–4 стилістичні помилки.
2 бали	Учень не може сформулювати мету завдання, основний зміст завдання викладає незв'язно, поверхово, допускає численні помилки в завданнях у частині, що стосується використання мови. Допускає 3–4 помилки у вживанні лексики, 6–7 помилок у різних розділах граматики, 3–4 стилістичні помилки.
1 бал	Учень не може розкрити тему завдання, допускає численні помилки в завданнях у частині, що стосується використання мови. Робить численні орфографічні помилки, має труднощі з підбором слів, допускає багато граматичних помилок.

Говоріння

Бали	Характеристика відповіді
12 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань у заданому обсязі; володіє мовленнєвим етикетом; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, підтримувати бесіду, виражати власну думку з теми, що обговорюється, і запитувати думку співрозмовника. Демонструє розмаїття словникового запасу і граматичних структур. Вживає граматичні структури і лексичні одиниці у відповідності до комунікативних завдань; не робить фонематичних помилок.

Бали	Характеристика відповіді
11 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань у заданому обсязі; володіє мовленнєвим етикетом; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, підтримувати бесіду, виражати власну думку з теми, що обговорюється. Демонструє розмаїття словникового запасу та граматичних структур. Вживає граматичні структури та лексичні одиниці у відповідності до комунікативних завдань; не робить фонематичних помилок. Не завжди адекватно використовує лексичний синонімічний ряд.
10 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань, але обсяг висловлювання менший заданого, є повторення; володіє мовленнєвим етикетом; демонструє вміння здійснювати запит інформації, звертатися за роз'ясненнями, підтримувати бесіду; виражає власну думку з теми, що обговорюється, але має труднощі із запитом думки співрозмовника. Демонструє розмаїття словникового запасу і граматичних структур. В основному вживає граматичні структури і лексичні одиниці у відповідності до комунікативних завдань (допускає 2–3 помилки у вживанні лексики); не робить фонематичних помилок.
9 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань, але обсяг висловлювання менший заданого, є повторення; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. Демонструє розмаїття словникового запасу і граматичних структур. Вживає граматичні структури і лексичні одиниці у відповідності до комунікативних завдань, проте допускає помилки (2–3 помилки у вживанні лексики, 2–3 помилки в різних розділах граматики); не робить фонематичних помилок.
8 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань у заданому обсязі, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. В основному використовує граматичні структури і лексичні одиниці у відповідності до комунікативних завдань, логічно буде монологічне висловлювання, але обсяг висловлювання менший заданого, є повторення; демонструє вміння висловлювати міркування про факти/події; намагається наводити приклади та аргументи. В основному вживає граматичні структури і лексичні одиниці у відповідності до комунікативних завдань, проте допускає помилки (2–3 помилки у вживанні лексики, 3–4 помилки в різних розділах граматики); не робить фонематичних помилок.
7 балів	Учень логічно буде діалогічне спілкування у відповідності до комунікативних завдань у заданому обсязі, демонструє вміння здійснювати запит інформації, звертатися за поясненнями, висловлювати власну думку з теми, що обговорюється. В основному використовує граматичні структури і лексичні одиниці у відповідності до комунікативних завдань, логічно буде монологічне висловлювання, але обсяг висловлювання менший заданого, є повторення; демонструє вміння висловлювати міркування про факти/події; намагається наводити приклади та аргументи; демонструє вміння здійснювати запит інформації, звертатися за поясненнями, але має труднощі у формулюванні власної думки з теми, що обговорюється. В основному вживає граматичні структури і лексичні одиниці у відповідності до комунікативних завдань, проте допускає помилки (3–4 помилки у вживанні лексики, 3–4 помилки в різних розділах граматики); допускає фонематичні помилки.



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

EXAMINATION CARD № 1**I. Reading**

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

WHY PHYSICAL ACTIVITY IS IMPORTANT FOR YOU

People need to be active to be healthy. Our modern lifestyle and all the conveniences we've become used to have made us sedentary¹ – and that's dangerous for our health. Sitting around in front of the TV or the computer, riding in the car for even a short trip to the store and using elevators instead of stairs or ramps all contribute to our inactivity. Physical inactivity is as dangerous to our health as smoking!

Add up your activities during the day in periods of at least 10 minutes each. Start slowly... and build up. If you're already doing some light activities move up to more moderate ones. A little is good, but more is better if you want to achieve health benefits. Scientists say accumulate 60 minutes of physical activity every day to stay healthy or improve your health. Time needed depends on effort – as you progress to moderate activities, you can cut down to thirty minutes, four days a week. Physical activity doesn't have to be very hard to improve your health. This goal can be reached by building physical activities into your daily routine. Just add up in periods of at least ten minutes each throughout the day. After three months of regular physical activity, you will notice a difference – people often say getting started is the hardest part.

(From *Handbook for Canada's Physical Activity Guide to Healthy Active Living* p. 4.
Canadian Society for Exercise Physiology, Ottawa, Ontario, 1998)

¹ Sedentary – involving a lot of sitting down; not active

1. Nowadays people ...

- A are less active than in the past.
 B do more exercises than in the past.
 C are as sedentary as they used to be.
 D spend much time in the gym.

2. Time needed for physical activity depends on ...

- A health B effort C money D person's character

3. You can improve your health ...

- A integrating physical activity into your timetable.
 B eating less and less during short periods of time.
 C relaxing and keeping cool.
 D working as hard as possible.

4. People say that ...

- A getting into physical activity is the most difficult part.
 B they do not have time for physical activity.
 C getting into physical activity is not so difficult.
 D they get enough physical activity.

1	2	3	4



EXAMINATION CARD № 2**I. Reading**

Match the headings (A-F) to the paragraphs (1-5). There is one heading that you don't need to use.

- A** The analysis of the ways you spend your time may impress you
- B** Successful time managers
- C** Two ways of perceiving time
- D** It is better to distribute your time daily than do all your work at once
- E** A schedule is a good helper
- F** Time is unlimited

1 _____

Speaking of time, there seem to be just two ways of perceiving it: some people complain about never having any, others are always looking for ways to kill time. But time is actually very fairly distributed. Everyone gets 60 minutes per hour and 24 hours per day. It is only the daily tasks that are distributed unequally. They make the day too short for some people and too long for others.

2 _____

Just imagine a pupil who is handed his lessons for the week all in one lump: "By Saturday you have to do 100 maths problems, read 20 pages in your reading book, write two dictations and a composition, and know all about the geography of the world. You must also learn two songs, participate in sports and find time for needlework and drawing." The pupil will probably be shocked by this pile of work and prefer to stay in bed pretending to have the flu. However, divided according to subjects and lessons, the weekly workload is not as intimidating. The child sees that all the subjects can be covered – and there is free time as well.

3 _____

A schedule can help to fight your way through too many commitments. It shows us how the 168 hours of a week is spent. For example, that we slept a total of 3020 minutes, sacrificed 2875 minutes for our studies or work, spent 1885 minutes on various tasks such as shopping or a visit to the dentist, and that only 2300 minutes was left for leisure time.

4 _____

By means of such an analysis, we can observe critically the aspects we like and the ones we don't. Some of the results might even shock us – when we realize, for instance, how much time we spend watching television and how little time remains for the people closest to us.

5 _____

People who have time don't necessarily work less than others who are always in a rush. But they know how to set priorities, and they stick to their decisions. Learning how to use your time best can change your whole way of life and help you to get tasks accomplished.

1	2	3	4	5



EXAMINATION CARD № 3**I. Reading**

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

CALIFORNIA STRAWBERRY FESTIVAL

Have you ever tried a strawberry pizza? If you went to Oxnard, the “Strawberry Capital of California,” in May, you could!

Oxnard is in Southern California and this part of the state takes its strawberries very seriously. At the two-day California Strawberry Festival you can see and try strawberries prepared in all sorts of ways. In addition to traditional treats such as strawberry shortcake, strawberry jam, strawberry tarts and strawberries dipped in chocolate, there is strawberry pizza! This dessert pizza is topped with strawberries, sour cream, cream cheese and whipped cream on sweet bread baked like a pizza. Strawberry kebabs dipped in powdered sugar are another delicacy. And drinks such as a strawberry smoothie can wash it all down.

Strawberries are big business in Oxnard. The annual strawberry revenues are \$100 million from Oxnard’s bountiful 6,600 berry acres. Twenty-four companies harvest and cool nearly 16 million trays of berries, which are shipped throughout North America as well as to Germany and Japan. The festival, which attracts more than 85,000 visitors, features three stages with musical entertainment, 335 arts and crafts exhibits, strolling musicians, clowns, artists, face-painting, contests, and a “Strawberryland” for children with puppets, magicians, musicians, and a pet zoo.

1. Which food is not mentioned in the article?

- A Strawberry shortcake C Strawberry candy
 B Strawberry jam D Strawberry pizza

2. What are the annual revenues from strawberries?

- A \$100 million B \$85,000 million C \$335 million D \$16 million

3. Who is the target audience of “Strawberryland”?

- A adolescents B children C young adults D the elderly

4. What attractions are available for the visitors?

- A arts and crafts exhibits
 B strolling musicians, clowns, artists
 C face-painting, contests
 D all of the above

1	2	3	4

II. Writing

Put the verbs into the correct tense form (past simple or present perfect simple).

1. A: (you / play / already) _____ the new computer game?
 2. B: No, not yet. I only (buy) _____ it yesterday and I (have / not) _____ the time yet.



EXAMINATION CARD № 4**I. Reading**

Read the text given below. Match the headings (A–F) with the parts (1–6) of the text.

- A The first students
- B Staying at the universities
- C No married teachers
- D An exciting competition
- E Women students
- F Ancient universities

1 _____

The towns of Oxford and Cambridge have some of the finest buildings in Britain. They are famous for their universities, the oldest in England. All the students live and study in colleges. Cambridge has 31 colleges and Oxford has 39. Oxford's first college started in 1249. Cambridge's first college opened in 1281.

2 _____

Before the 12th century, people who wanted a good education went to the Sorbonne in Paris. Then, in 1167, all English students in Paris moved to Oxford. Some people say King Henry II told them to move. Others say the French threw them out! The students went to study in Oxford monasteries and that was the beginning of Oxford University.

3 _____

The Church was very important in Oxford and Cambridge for many years. For example, until the 19th century the university teachers were almost like priests and they couldn't marry.

4 _____

Women started studying later than men. The first women's college at Cambridge opened in 1869 and at Oxford in 1878. Today, three Cambridge colleges and one Oxford college are for women only. Men and women study together in the others.

5 _____

Every year the universities compete in a rowing race over 7 kilometres of the Thames. The first race was in 1829 and it became a yearly race in 1839. All the students really want their university to win!

6 _____

People can stay in rooms at Oxford and Cambridge when the students are on holiday. Some rooms are modern but the older rooms are more interesting (and more uncomfortable!). They often have low ceilings, small windows and a view of the square in the middle of the college. Imagine sleeping in the same room as an ex Prime Minister or eating at the same table as Lawrence of Arabia!

1	2	3	4	5	6

II. Writing

Choose the correct item.

1. best friend, Sunny, wants to be a doctor when grows up.

A I; himself

B My; him

C My; he



EXAMINATION CARD № 5**I. Reading**

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

“Fish and chips” is deep-fried fish in batter with deep-fried potatoes, and a popular take-away food. Fish and chips is originally from the United Kingdom, but also very popular in Australia, Canada, Ireland, New Zealand, South Africa and some coastal towns of the Netherlands and Norway; and also increasingly so in the United States and elsewhere. For decades it was the dominant (if not the only) take-away food in the United Kingdom.

The fried potatoes are called chips in British and international usage; and while American English calls them *French fries*, the combination is still called “fish and chips”. (Potato chips, an American innovation, are a different potato-derived food, and are known as crisps in the United Kingdom.)

Fish and chips have separately been eaten for many years – though the potato was not introduced to Europe until the 17th century. The originally Sephardi dish *Pescado frito*, or deep-fried fish, came to Netherlands and England with the Spanish and Portuguese Jews in the 17th and 18th centuries.

The dish became popular in more widespread circles in London and the south-east in the middle of the 19th century (Charles Dickens mentions a “fried fish warehouse” in *Oliver Twist*) whilst in the north of England a trade in deep-fried “chipped” potatoes developed.

It is unclear when and where these two trades were merged to become the fish and chip shop industry we know today. The first combined fish and chip shop was probably the one opened in London by Joseph Malin in 1860.

During World War II, fish and chips were one of the few foods that were not rationed in the UK.

1. Fish and chips are popular only in England.
2. Americans call “French fries” what British call “chips”.
3. Americans call “chips” what British call “crisps”.
4. The potato was introduced to Europe in the 18th century.
5. The dish became popular in the 19th century.
6. The first fish and chip shop was opened in the 19th century.

1	2	3	4	5	6

II. Writing

Choose the correct item.

1. He did the exercises

A himself B themselves C oneself

2. They hurt in the game.

A itself B themselves C himself

3. I saw the car accident.

A herself B ourselves C myself



EXAMINATION CARD № 6**I. Reading**

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

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

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

To add to the problems facing the entire north-eastern seaboard, winds across the region have been gusting at up to 96 kilometres an hour, causing serious localised drifting¹. The road network in many places is impassable. Most of the airports in the region have been closed, with hundreds of flights cancelled. Passengers on Transatlantic flights heading into New York have, in some cases, found themselves diverted to alternative destinations.

Here in Manhattan, snowploughs worked non-stop on Sunday in an effort to keep the streets and avenues open to traffic. But much of the city was quiet. Even the notoriously busy Times Square was all but deserted for much of the day. Some who did venture² out into the snow were rewarded with the memorable sight of people making their way down Broadway on skis.

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

¹ drifting – занос (сніговий)

² venture – ризикнути

1. Because of the large amount of snow...

- A people walked out on strike for higher pay.
 B transport systems were closed and many homes were without power.
 C the New York City government gave away coats to keep people warm.
 D New York City ordered all stores closed for the day.

2. This was the most snowfall New York has seen since...

- A 1969. C records began in 1869.
 B the recordbreaking storm of 1899. D the blizzard of 1989.

3. The phrase "localised drifting" most likely means...

- A snow is being blown into large piles in some areas.
 B snowploughs cannot plough the roads clear.
 C people are lost in the blizzard.
 D people stayed home from work.

4. What was the notoriously busy Times Square missing?

- A people B snow C policemen D skis

5. What was a remarkable sight to see on this day?

- A Central Park Zoo's penguins
 B people skiing on Broadway
 C Transatlantic flights landing in Times Square
 D the deserted theatres on Broadway

1	2	3	4	5



EXAMINATION CARD № 7**I. Reading**

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

Energy is defined by Daniel D. Chiras, as “the capacity to do work” and it is found in many forms, including light, heat, sound, electricity, coal, oil, and gasoline. These forms of energy provide us with the capacity to light our homes, cook our food, travel by car, plane, boat or train, operate factories, and do many other things that we do regularly.

Commonly used energy sources include wood, oil, coal, natural gas, the atom (or nuclear power), and moving water. Humans have used wood as an energy source, mainly to cook food and to provide heat and light, for thousands of years, but the use of other sources is a relatively recent development. Coal in particular did not fall into widespread use in Europe until the 1700s, after wood supplies had become scarce. Oil followed near the end of the 1800s, and in the 1900s still other sources of energy were brought into use like natural gas, hydropower (using the power of moving water), geothermal power (using power from deep within the earth), and nuclear power. While the use of wood for energy has virtually stopped, the use of all these other sources has grown dramatically.

Energy sources are very diverse. First and foremost, the sun is the primary energy source throughout the world. The radiation from the sun gives plants the ability to produce sugars, which can be used as an energy source for organisms to grow. Energy from the sun is converted into sugars by plants through the process of photosynthesis. The energy stored in the chemical bonds of these sugars is used for plant growth and can be found in plants' leaves and stems. Animals eat the plants then convert these sugars into energy for their own use through digestion.

However, plants can also rot over time and become the fuel that we use to light our houses, power our trains, and boil our water. After all, gas, oil, and coal are only plants that have rotted for thousands of years. Coal, oil, and natural gas are the most common sources of energy in Ukraine.

1. Energy is defined as:

- A units of time B atoms of fuel
 C the capacity to do work D source of all knowledge

2. Energy is found in

- A light B sound C heat D all of the above

3. Hydropower came into use in:

- A 1600s B 1700s C 1800s D 1900s

4. The primary energy source in the world today is:

- A wood B atom C sun D oil

5. The most common source of energy in Ukraine is:

- A oil B natural gas C coal D all of the above

1	2	3	4	5



EXAMINATION CARD № 8**I. Reading**

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

Bahrain's reputation as a relatively liberal and modern Persian Gulf state has made it a favourite with travellers in the region and an excellent introduction to the Gulf. It was once the seat of one of the great trading empires of the ancient world, and is redolent¹ of the past. Bahrain's history goes back to the roots of human civilisation. The main island is thought to have broken away from the Arabian mainland sometime around 6000 BC and has almost certainly been inhabited since prehistoric times. The archipelago first emerged into world history sometime around 3000 BC as the seat of the Dilmun trading empire. Dilmun, a Bronze Age culture that lasted some 2000 years, benefited from the islands' strategic position along the trade routes linking Mesopotamia with the Indus Valley. In the midst of a region rapidly becoming arid², Dilmun's lush spring-fed greenery gave it the image of a holy island in the mythology of Sumeria, one of the world's earliest civilisations, which flourished in what is today southern Iraq. Dilmun had a similar cachet³ with the Babylonians, whose "Epic of Gilgamesh" mentions the islands as a paradise where heroes enjoy eternal life. Some scholars have suggested that Bahrain may be the site of the biblical Garden of Eden.

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

¹ redolent – той, що нагадує (про щось), викликає думку

² arid – посушливий, безводний, неродючий

³ cachet – особлива якість, слава

1. Bahrain is known for its ...

- A unusually dry climate C lush flora
 B arid archipelagos D mild summers

2. In this text "broken away" could be replaced by ...

- A fused C connected
 B separated D damaged

3. Dilmun culture could be described as ...

- A short-lived C brief
 B lengthy D momentary

4. Sumeria was located in present-day ...

- A Bahrain C Eden
 B Iraq D Babylon

5. According to the text, which of the following has made Bahrain a popular tourist destination?

- A Bahrain shares a border with Gilgamesh.
 B It is a liberal state.
 C It was once part of the Arab mainland.
 D Bahrain is rapidly becoming more arid.

1	2	3	4	5



EXAMINATION CARD № 9**I. Reading**

Read the text and answer the questions.

MISSISSIPPI DELTA BLUES AND HERITAGE

Think about all the emotions expressed in the music you listen to: joy, happiness, loneliness, nervousness, and, of course, sadness. Music with sad themes is often called the 'blues'.

Blues music developed in the United States among Southern blacks after the Civil War. When slaves were brought to America from Africa, they brought their musical traditions with them. Blended with folk and popular music of whites, these African musical traditions developed into the blues.

The blues is believed to have originated in the Mississippi Delta, a wedge-shaped region in northern Mississippi between the Mississippi and Yazoo rivers. This is a rural area where the poorest and most disadvantaged black people lived – this lifestyle created a need for the expression of sadness that is so often sung in the blues. The conditions in this area – poverty, racism, and inhumane working situations – led many blacks to go north, to cities such as Memphis, Chicago, St. Louis and Detroit.

The blues did not vanish from the Mississippi countryside, however, and in 1978, the Mississippi Delta Blues and Heritage Festival was founded to celebrate and promote the blues and the culture of the Mississippi Delta people. What started out on the back of a flatbed truck is now the oldest and largest blues festival in the South, with 20,000 visitors and performances on three festival stages.

1. What kind of music is called the 'blues'?

2. How and where did the blues develop?

3. Whose musical traditions formed the foundation for blues?

4. Where did poor conditions in this area lead black people to go?

5. When was the Mississippi Delta Blues and Heritage Festival founded?

6. What was the aim of this festival?

II. Writing

Complete the sentences with the correct question tags.

1. Mr McGuinness is from Ireland, _____?

2. The car isn't in the garage, _____?

3. You are John, _____?



EXAMINATION CARD № 10**I. Reading**

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

Dear Mom and Dad,

This is my fifth day at the summer camp. Life in the great outdoors isn't exactly what I've expected, but I'm not starving ... yet ... so don't worry about me.

I guess I should tell you about what I do every day. First, everyone has to get up at 5:30 A.M. They have this silly old rooster named Harry who loves to wake us up. Next, we have to make our beds and tidy up the cabin before our camp counselor, Jeff, comes to inspect the place.

Then, we have breakfast around 6:30 A.M. After that, we have some free time, so I've been going down to the nearby stream to fish for a couple of hours. But yesterday, the only thing I caught was an old shoe and a tree branch. Great catch, Huh? Then when I was trying to swat a mosquito buzzing around my head, I slipped and fell in the stream and lost my fishing pole. That ended my fishing career.

Well, in the afternoon, there are different activities we can choose from like archery, horseback riding, and hiking. I thought archery would be the sport for me until I shot an arrow through Jeff's pant leg. As you can imagine, I haven't been invited back since.

In the evening, everyone is assigned a different chore to get dinner ready. Yesterday, I was in charge of cooking the hotdogs, but I accidentally dropped them in the fire, so we had to settle for beans instead. The other kids are always razzing me about it.

At night, we sit around a campfire in front of the cabin, sing songs, and tell ghost stories. That's usually fun, but one night while trying to find more sticks for the fire, I got all turned around and got lost. After about an hour of wandering aimlessly in the forest, I finally found my way back, but no one seemed to have realized what had happened, thinking that I just had gone to bed. A bear or wolf could have eaten me and no one would have known it. I was so beat I just crashed ... out like a light.

Well, today is another day and tomorrow I go home ... and not a bit too soon. I've learned that camping is just not for me.

Love,
Brad

1. Brad wrote a letter to his sister and brother.
2. Brad wrote in his letter that he wasn't starving.
3. Brad does the same things every morning.
4. Brad wakes up at 6:30 in the morning.
5. Brad never has free time at the camp.
6. A mosquito caused Brad to fall into the stream.
7. Brad really enjoys archery.
8. Brad shot his friend Jeff in the leg with an arrow.
9. Brad dropped the beans in the fire, so the kids had to eat hot dogs.
10. Brad was lost for an hour in the forest.

1	2	3	4	5	6	7	8	9	10



EXAMINATION CARD № 11**I. Reading**

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

It was the strangest of all races. Two teams of five men each – one British, the other Norwegian – set out at the beginning of the 1911 Antarctic summer, both bent on becoming the first explorers to reach the South Pole. The British team was led by 43-year-old Robert Falcon Scott, the Norwegian team was led by 39-year-old Roald Amundsen. Each man had already made expeditions to the Antarctic region.

Yet because the two expeditions had chosen to build their coastal base camps 600 miles apart, at either edge of the vast Ross Ice Shelf, their paths would never overlap, and the two teams would never meet each other. There was no way to know who was leading the race.

Amundsen's team set out on October 18. Scott's party did not depart from Cape Evans until November 1. The two parties had about the same distance to cover (nearly 800 miles in a straight line) to get to the South Pole. Yet their traveling styles were completely different, and those differences would spell victory or defeat. Amundsen used dogs to haul his sleds, while the men were skiing; when they were close to exhaustion, they could kill and eat the dogs. Scott experimented in vain with ponies and motorized tractors to pull his sleds, but ended up heading for the Pole with his men in harnesses, pulling their heavy sleds themselves.

Taken from "100th Anniversary of Roald Amundsen Reaching South Pole—How the Grueling Race Was Won" by David Roberts, Beyond the Edge: National Geographic Adventure Blog, 2011.

1. Roald Amundsen and Robert Falcon Scott competed to be the first person to:

- A visit Antarctica. C reach the North Pole.
 B win a sledding race. D reach the South Pole.

2. How old was Roald Amundsen when he started the race?

- A 43 B 39 C 18 D 49

3. Why was there no way for the men to know who was winning the race?

- A One team was travelling much faster than the other team.
 B One team never started the race.
 C The teams' paths never overlapped.
 D The weather conditions made it too difficult to see.

4. "In vain" means:

- A unsuccessfully C for fun B successfully D carefully

5. According to the article, the styles of travel used by Amundsen and Scott were different because:

- A They traveled very long distances.
 B Amundsen used dogs to pull his sleds.
 C Scott had more people in his team.
 D Scott's team carried more supplies.

1	2	3	4	5



II. Writing

Choose the correct answer.

1. We by a loud noise last night.

- A woke up B are woken up C were woken up

2. There's somebody walking behind us. I think

- A we are following B we are being followed C we are followed

3. 'Where ?' 'In Poltava.'

- A were you born B are you born C did you born

4. The train arrive at 11.30 but it was an hour late.

- A supposed to B is supposed to C was supposed to

5. Where did you? Which hairdresser did you go to?

- A have your hair cut B cut your hair C have cut your hair

6. It's a big library. Thousands of books

- A were kept B are kept C had been kept

1	2	3	4	5	6

➤ You spent your holidays in a tourist camp. Write an email (35–45 words) to your English pen-friend describing your holidays. Include the information:

- Why was it important for you?
- What were the negative aspects of spending time in the camp?
- What advice about planning a trip would you give to someone?

III. Speaking

Talk about your school. Include this information:

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

EXAMINATION CARD № 12**I. Reading**

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

Christmas is probably the most festive time of the year, a season of gift-giving and celebration. We all know that Christmas is a religious holiday which marks the birth of Jesus Christ. But did you also know that some of the traditions are adapted from rituals dating back to the time before Christianity?

Many pagan peoples regarded the winter solstice as a time of celebration. Anticipating the return of spring, people decorated their homes with evergreen plants, a symbol of eternal life. Mistletoe was especially popular, as it was believed to have magic powers. People hung sprigs of mistletoe in their homes and kissed beneath them as a gesture of friendship. At pagan festivals there was also a lot of singing and dancing going on – “dancing in a circle” is the original meaning of the word “carol”.

Still now we keep these traditions up: we sing Christmas carols and dance around in circles, we kiss beneath the mistletoe and we decorate our homes with Christmas trees. By the way, did you know that it was a German who set the trend of decorating Christmas trees in England? It was Prince Albert, Queen Victoria’s husband. When he moved to England, Christmas trees had already been popular in continental Europe, but not in England. In 1841, Prince Albert put up a Christmas tree at Windsor Castle. The event was reported in the press; and as the whole country was very keen on the royal family, people enthusiastically took up the custom of decorating a tree at Christmas.

1. What did pagan peoples celebrate at this time of the year?

- A the birth of Jesus Christ
 B the winter solstice
 C the magic powers of mistletoe
 D the New Year coming

2. What does the word “carol” originally mean?

- A to dance in a circle
 B to sing Christmas songs
 C to sing and dance around the Christmas tree
 D to play games at Christmas

3. According to the text, which statement is correct?

- A The royal family were the first Europeans who had a Christmas tree.
 B Many people went to Windsor Castle to see the Christmas tree.
 C Prince Albert brought the tradition of putting up a Christmas tree to Britain.
 D Christmas trees had been already popular in England.

4. Did people support the idea of decorating a Christmas tree?

- A People didn’t like this idea.
 B People eagerly took up the custom of decorating a tree at Christmas.
 C People only supported the idea of celebrating Christmas.
 D People didn’t want to decorate Christmas trees.

1	2	3	4



EXAMINATION CARD № 13

I. Reading

Read the text and match the headings (A–E) with the paragraphs (1–5).

- A A new pair of ears
- B An author and researcher
- C Electronic immortality
- D Computers that speak
- E A new pair of eyes

1 _____

Medical scientists are already putting computer chips directly into the brain to help people who have Parkinson's disease, but in what other ways might computer technology be able to help us? Ray Kurzweil is the author of the successful book *The Age of Intelligent Machines* and is one of the world's best computer research scientists. He is researching the possibilities.

2 _____

Kurzweil gets computers to recognise voices. An example of this is *Ramona*, the virtual hostess of Kurzweil's homepage, who is programmed to understand what you say. Visitors to the site can have their own conversations with her, and Ramona also dances and sings.

3 _____

Kurzweil uses this technology to help people with physical disabilities. One of his ideas is a 'seeing machine'. This will be 'like a friend that could describe what is going on in the visible world', he explains. Blind people will use a visual sensor which will probably be built into a pair of sunglasses. This sensor will describe to the person everything it sees.

4 _____

Another idea, which is likely to help deaf people, is the 'listening machine'. This invention will recognise millions of words and understand any speaker. The listening machine will also be able to translate into other languages, so even people without hearing problems are likely to be interested in using it.

5 _____

But it is not just about helping people with disabilities. Looking further into the future, Kurzweil sees a time, when we will be able to download our entire consciousness onto a computer. This technology probably won't be ready for at least 50 years, but when it arrives, it means our minds will be able to live forever.

1	2	3	4	5

II. Writing

Choose the correct item.

1. The area at the top of the hill is very calm and early in the morning.

- A peaceful B noisy C chaotic

2. We had a/an time at the concert last night.

- A remarkable B enjoyable C valuable



EXAMINATION CARD № 14**I. Reading**

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

If graffiti is the art of today's streetwise teenagers, then skateboarding is their sport. Skateboarding has never been more popular. There are an estimated 200,000 skaters in the UK. Most cities and towns have official skate parks. Many are provided by the local council and these are often free. Others are owned by private companies and skaters usually have to pay to use the facilities. Some of these parks, such as the Epic Skate Park in Birmingham and Bones Skate Park in Manchester, are famous throughout the skating world.

Skating has also become big business and there are many companies selling skateboards, skating accessories and fashion items.

Part of the rise of the popularity of skating is because of its inclusion in the extreme sport scene and competitions like the X-games and the urban games offer large money prizes for the winners. Competitors in the events can become very famous in the skating world. Professional skaters like Raphael Brunis from France and Danny Cerezini from Brazil are often sponsored by companies to use their products.

1. Skateboarding was more popular in the past.
2. All skate parks in the UK are free.
3. There's a lot of money involved in skateboarding.
4. Competitions like the X-games have encouraged new skaters.
5. Competitors in the skating events are famous sportsmen.
6. Professional skaters are often given money by companies if they use their products.

1	2	3	4	5	6

II. Writing

Choose the correct item.

1. This is the bus goes to Lutsk.

A that B who C whose

2. Show me the homework you've done.

A whom B who C which

3. Where is the mechanic you know ?

A whom B which C whose

4. My aunt is a music teacher, can play the piano well.

A which B whose C who

5. That's the monkey escaped from the cage.

A whom B which C whose



EXAMINATION CARD № 15**I. Reading**

Read the text and match the headings (A–D) to the paragraphs (1–5). One heading is extra.

- A How dangerous is it?
- B What's it like up there?
- C Have you had any funny experiences?
- D How long have you been a window cleaner?
- E Would you like to change your job?

When you hear the phrase 'dangerous jobs', you probably think of firefighters, life-guards or police officers. Can window cleaning be dangerous? No? Well, if you are working 250m above the ground, it can be very dangerous. This week, Darren Barnes, a window cleaner on some of the tallest buildings in Perth, in Australia, talks to us.

1 _____

For ten years, I was working as a builder before that. Then, my brother started cleaning windows on skyscrapers and I changed jobs to work with him. I have always loved being up in the sky!

2 _____

If you're not afraid of heights, it's great. On a sunny day the view is amazing. It's very quiet and the people below look like ants. Of course, bad weather can be a problem – you know, strong winds – and the pollution sometimes makes the city look grey. However, I like it up there.

3 _____

Well, it's safer than it looks. The job was more difficult when I started. But safety equipment has changed a lot since then. We've got a power roof car now to take us to the top instead of the old chair. And I don't work alone. Twelve of us clean a building, so we look out for each other.

4 _____

Oh sure. Once, a pigeon sat on my head for hours and went up and down the building with me. It came every day and we used to share my sandwiches.

1	2	3	4

II. Writing

Put the verbs into the correct tense form (past simple or past continuous).

1. I (jog) _____ in the park, when two squirrels (cross) _____ my way.
2. Robert (fall) _____ off the ladder when he (pick) _____ cherries.
3. When we (travel) _____ around Ireland, we (meet) _____ some very nice people.



EXAMINATION CARD № 16**I. Reading**

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

As part of the program for the English Language Campaign, we decided to organize an elocution¹ contest. Not knowing what to do, we consulted our advisor, Mrs. Thambu, and she gave us clear instructions as well as a great deal of encouragement.

The first thing we had to do was to send out invitations to all the schools that we thought might like to participate. We also arranged for judges and managed to get a parent member of the committee of the school Parent-Teacher-Association to donate a trophy.

Everything went as scheduled. Surprisingly for a small town like ours, eight schools agreed to send participants. We wrote back, giving them details of time and place and the points on which the contestants would be judged and all the rules of the competition.

It was, in fact, much harder work than we bargained for. We realized that we had to remind the principal about repairing the public address system. (We did that at least a dozen times.) We also had to contact the judges a number of times as none of them would give us an answer till much nearer the date of the competition. Then, two days before the competition, one judge, who had previously said “Definitely”, told us that he had to turn us down after all: he had chicken pox. Fortunately, our advisor managed to contact an old school friend of hers who agreed to step in.

Except for these few moments of anxiety, everything can be said to have gone well. The microphones worked beautifully, the contestants all turned up and said their pieces (some not so beautifully!) And, finally, the winner was declared the presented with the trophy.

Did we win the trophy? Unfortunately, we did not. Our speakers were, in fact, not even placed. But we did excel in terms of organization and initiative. At least, I think so.

¹ elocution – the ability to speak clearly and correctly, especially in public

1. They decided to ...

- A organize an English Language Campaign.
- B hold a contest on speaking publicly.
- C join an Elocution contest.
- D organize a drama competition.

2. Mrs. Thambu ...

- A told them what to do.
- B did most of the work for them.
- C warned them of the difficulties involved.
- D did not know what to do.

3. Invitations were sent to ...

- A eight schools.
- B all the schools in the town.
- C all schools that had agreed to participate.
- D all schools that seemed likely to be interested.



4. The trophy was ...

- A bought from school funds.
- B donated by the Parent-Teacher-Association.
- C donated by the parent of one of the students.
- D donated by the parents of the students

1	2	3	4

II. Writing

Complete the sentences with *someone, anyone, everyone, or no one*.

1. When the Pilgrim Fathers arrived in America, there wasn't _____ to meet them.
2. The next autumn _____ said, 'Let's cook a special dinner with the fruit and vegetables from our farms!'
3. _____ said 'Yes' – because they all wanted to have some fun.
4. At first, _____ wanted to ask the Native Americans for dinner, because they were afraid of them.
5. Then _____ said, 'We must ask them. This is their country, too.'
6. The dinner was great, and _____ had a good time.

➤ **Your pen friend has decided to visit you in Ukraine. Write him / her an email (35–45 words). Include this information:**

- what to prepare for this trip to Ukraine;
- what traditional Ukrainian dishes you will recommend him / her to try ;
- what places of interest you are going to show him / her in your town.

III. Speaking

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

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

EXAMINATION CARD № 17

I. Reading

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

JONATHAN SWIFT AND THE ERRAND BOY

Jonathan Swift, the famous Irish writer (1667–1745), leading satirist of his age, was not very generous. He seldom gave anything to the servants of those who sent him presents. But once he received a lesson from a boy who very often brought him hares, partridges¹, and other game².

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

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

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

Swift laughed heartily, and gave the boy a crown for his wit³.

¹ partridge – куріпка

² game – *тут* дичина

³ wit – кмітливість

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

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

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

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

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

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

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

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

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

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



EXAMINATION CARD № 18**I. Reading**

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

European scientists say they have found further evidence that how you serve food and drink matters hugely in the perception of taste. Researchers at the Polytechnic University of Valencia and the University of Oxford recruited 57 volunteers and asked them to taste hot chocolate served in plastic cups with four different colours – white, cream, red and orange. All of the cups were white on the inside.

The chocolate was the same in all the samples, but the volunteers found that the flavour was better when the drink was served in the orange or cream-coloured cups. “The colour of the container where food and drink are served can make taste and aroma better,” Betina Piqueras-Fiszman of the Polytechnic University of Valencia said in a press release.

“The findings could be beneficial to chefs and food manufacturers,” Piqueras-Fiszman added. Previous research has found that yellow containers boost the perception of flavour of lemons in soft drinks; beverages in cold colours, like blue, seem more thirst-quenching than warm colours like red; and if drinks are pink, they are perceived as being more sugary.

Taken from “*Hot chocolate tastes better in an orange cup*”
from Agence France Presse, 2012.

1. What colour were the cups used in the study on the inside?

- A red B orange C white D different colours

2. Volunteers found that the flavour of the hot chocolate was better when it was served in:

- A only orange cups C orange or red cups
 B orange or cream cups D cream or red cups

3. According to the article the results of the research can be considered:

- A surprising and new C boring
 B useless D useful to chefs and food manufacturers

4. Research has shown that beverages in blue colour seem:

- A more thirst-quenching than beverages in red colour C more sugary
 B less thirst-quenching than beverages in red colour D more delicious

1	2	3	4

II. Writing

Fill in the correct tense form of the verb (present simple or present perfect continuous).

1. Marvin and Joe (play) _____ in a football club for two years.
2. They (practise) _____ four times a week.



EXAMINATION CARD № 19**I. Reading**

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

FROM “ROALD DAHL BIOGRAPHY”

Roald Dahl was born in Wales on September 16, 1916 to Norwegian parents. His father died when the boy was 3 years old and he was raised by his mother. He had a fairly unhappy time at boarding school which provided some of the inspiration for his later stories.

After leaving school he worked for the Shell Oil Company based in Africa until the outbreak of World War II, when he signed up with the Royal Air Force. Unfortunately, he was injured in action and eventually returned home as an invalid. He was then sent to Washington DC to work as an attaché where, almost by accident, he started his writing career. When he was interviewed for an article about his time in action he offered to write about his experiences. His piece was published in the Saturday Evening Post, that signed him up to write more articles.

In 1943 he wrote his first children's book, “The Gremlins,” which was originally intended to be made into an animated film by Walt Disney. The film was not made and instead, Dahl turned to writing adult fiction, not writing another children's story until the 1960s.

By this time he was a father himself and had started making up stories to entertain his own children. From this came the stories of “James and the Giant Peach” and “Charlie and the Chocolate Factory.” He went on to write 21 children's books including “Charlie and the Chocolate Factory”, “The BFG”, “Matilda”, and “The Witches”, all of which have been made into films. Roald Dahl died on November 23, 1990.

<http://www.activityvillage.co.uk/>

1. Which place DIDN'T Roald Dahl live in?

- A America B Africa C Great Britain D Norway

2. Of these books by Roald Dahl, which has NOT been made into a film?

- A Matilda C The Witches
 B The Gremlins D Charlie and the Chocolate Factory

3. Why did Roald Dahl start writing most of his children's books?

- A He was injured in the war and needed work.
 B He wrote about his experiences as a child.
 C He wasn't successful in writing for adults.
 D He made up stories to tell his own children.

4. Which profession did Roald Dahl NOT have in his life?

- A Attaché C Film director
 B Author D Oil company worker

5. What did Roald Dahl do from 1943 to the 1960's?

- A Worked as an attaché. C Wrote adult fiction.
 B Published children's stories. D Made films.

1	2	3	4	5



EXAMINATION CARD № 20**I. Reading**

Read the article. For each question (1–4) choose the correct answer, A, B, C or D.

**ROMEO AND JULIET – THE GREATEST LOVE STORY
OF ALL TIMES**

Since the invention of the motion picture in 1894, *Romeo and Juliet* has been one of the most popular stories in films. Numerous movies have been based on Shakespeare's famous love story, the earliest dating back to 1900. Many directors have taken this famous play and made it into a film, trying to keep to the themes of the original story.

One of them is Baz Luhrmann. His version of *Romeo and Juliet*, produced in 1996, has been described as an original, post-modern version of Shakespeare's tragic love story.

With this extremely successful film, Luhrmann has managed to update the story – by combining modern-day settings and characters with almost the original language. The story is set in Miami. The changes in the language, together with dramatic gun fights and passionate love scenes, make the story more accessible to modern audiences.

In Luhrmann's version of the film, the main characters, Romeo (Leonardo di Caprio) and Juliet (Clare Danes), are Miami teenagers of the nineties. Even though the setting of the film is very unconventional, it contains all the themes of the original version, because it does not change the story at all.

1. Lots of films have been produced that are based on

- A William Shakespeare's play *Romeo and Juliet*.
 B a motion picture from 1894 called *Romeo and Juliet*.
 C an invention made by William Shakespeare in 1894.
 D one of William Shakespeare's comedies.

2. Baz Luhrmann

- A is the only film director who has tried to keep to the themes of the original play.
 B is one of the film directors who have tried to keep to the themes of the original play.
 C produced his earliest version of *Romeo and Juliet* as early as 1900.
 D is the film director who produced a modern, but not very successful version of the play.

3. The language in Luhrmann's film is

- A exactly the same as in Shakespeare's play.
 B completely different from Shakespeare's play.
 C almost the same as in Shakespeare's play.
 D too modern and full of slang.

4. Why did Luhrmann make some changes to the setting?

- A Because he added gun fights and passionate love scenes.
 B Because he wanted to help people to understand the story better.
 C Because teenagers in Miami speak a very strong dialect.
 D Because he was bored with the original version.

1	2	3	4



EXAMINATION CARD № 21**I. Reading**

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

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

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Many of her friends would even describe her as easy-going. Her great exuberance¹ for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

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

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

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

¹ exuberance – надмір, надлишок, багатство

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

1	2	3	4	5	6	7	8	9	10



EXAMINATION CARD № 22**I. Reading**

Read the text. For questions (1–4) choose the correct answers (A, B, C or D).

In *Finders Keepers*, Harry Chen is a lecturer in archaeology at a university in Singapore. Harry wishes he earned more money so he could fill his life with the beautiful old things he studies. One day, he is cleaning an ancient Chinese pot when he drops it and it breaks. A whistle falls out. Nobody is looking so Harry decides to keep it for himself ...

On his way home, Harry forgot about the clay whistle in his pocket. He stopped for a coffee in a noisy shopping centre. As he searched his pocket for money, he felt the whistle in his pocket. When he had sat at his table he took it out to look at. It was still dirty. He gently cleared away the dirt. There was something written on the whistle. The marks looked like writing. He looked more closely and recognised some old Chinese writing. There was very little of it. All it said was: BE STILL.

Be still? How extraordinary. What did it mean? He looked at the whistle again. It was the kind that one blew from the top, like a football whistle. He wondered if it would still work. The thought came into his mind that he wanted to blow it. He wanted to very much. The whistle had not been blown since it had been placed in the pot all those years before. He would blow it. It was small – it would not make much noise. Nobody would notice. So he put it to his mouth and blew. To his surprise, the whistle gave a thin, clear note that was louder than he expected. Then there was silence. Complete silence.

Harry noticed something else, too. Everything was still. Nothing was moving. No noise, no movement. Nothing.

People who had been walking were frozen in mid-step, like statues. They were as still as photographs. But they weren't photographs. They were real people. Frozen people. Harry's eyes opened wide with surprise. He couldn't believe it. This should not be happening. But it was. He looked around and saw frozen smiles, frozen steps, a fly frozen in flight, a ball thrown by a child lay frozen above the hand which was waiting to catch it.

And all the while a total, perfect silence.

1. Why did Harry take the whistle out of his pocket?

- A Because he had forgotten about it.
 B Because he wanted to look at it.
 C Because he wanted to clean it.
 D Because he wanted to whistle it.

2. What did Harry notice when he first looked at the whistle?

- A It had some Chinese writing on it.
 B It had the words BE STILL written on it.
 C It was dirty.
 D It looked like the new one.

3. What kind of sound was Harry expecting?

- A A thin, clear note. C A quiet sound.
 B A musical tune. D A loud unpleasant sound.

4. What happened when he blew the whistle?

- A Everything went quiet. C Everything was frozen.
 B Everything turned into statues. D Everything moved.

1	2	3	4



EXAMINATION CARD № 23**I. Reading**

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

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

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

Not every nickname, however, is a compliment and some can be downright rude and insulting. If someone should demonstrate a certain negative characteristic, a label will soon be attached to describe that person in a non-flattering¹ way. Likewise a person's dominant physical traits may lead to nicknames that are not necessarily to one's liking or choice.

Taken from "Nicknames" from Nada's ESL Island

¹ non-flattering – невіддесливий, неулесливий

1. Why do Americans use nicknames when addressing one another?

- A Nicknames are easier to remember.
 B Americans are formal people.
 C Nicknames help to create a casual atmosphere.
 D Nicknames are never to be used in daily life.

2. When do Americans prefer to use their family names?

- A when they are working C while in formal situations
 B when writing a business letter D when they are in trouble

3. Which American president was known as "The Gipper"?

- A John F. Kennedy C Ronald Reagan
 B Richard Nixon D Franklin Roosevelt

4. In a traditional society, how could the use of one's family name be described?

- A rude C intimate
 B respectful D informal

5. Which of the following is true?

- A All nicknames have a positive meaning.
 B All nicknames have a negative meaning.
 C Nicknames are never endearing.
 D Nicknames can have positive or negative meanings.

1	2	3	4	5



EXAMINATION CARD № 24**I. Reading**

Read the text given below. For questions (1–8), decide if the statements are T (True) or F (False).

We may take it for granted, but water is the most important resource on Earth. It covers 80 % of the Earth's surface and it's the only substance that can be found naturally in three forms: solid, liquid and gas. Water also makes up 66 % of the human body and without it we can't live for more than a week.

Although water is the most common substance on Earth, we should use it carefully because only 1% is drinkable and 1/3 of all the people in the world can't get enough clean water. Today, we use 3 times more water than in 1950, and people in rich countries use 10 times more than those in poor ones. So where does it all go? Well, a single dripping tap can waste up to 7,600 litres of water in a year and a leaking toilet can waste about 260 litres in a day.

At home, we can help by fixing broken taps and toilets. Having showers instead of baths could save about 300 litres of water a week. We should also avoid using chemicals that pollute the water supply, because we can't increase the amount of fresh water in the world. We can only change the way we use it.

1. Water can exist in solid, liquid and gas forms.
2. 66 % of the Earth's water is drinkable.
3. Humans can live for seven days without water.
4. Water is the most common substance on our planet.
5. People use 1/3 of the water on Earth.
6. Having baths instead of showers wastes water.
7. We shouldn't use so many chemicals.
8. We can't increase the water supply.

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item (A, B, C or D) to complete the sentences.

New York city has (0) B into the second largest city in North America. It is now a major business, cultural and shopping centre (1) _____ millions of visitors each year. Most tourists stay in the (2) _____ of the city, in Manhattan. It is easy to see the sights of Manhattan on foot or you can take a tourbus. There are cycle (3) _____ in the city if you want to hire a bicycle but you need to be brave! The subway is the quickest means of public transport but you will want to avoid the (4) _____ hour. And, of course, there are the famous yellow taxis. There are few taxi (5) _____ – just wave your arm at a taxi with its light on. You will certainly want to visit Central Park, a huge open (6) _____ which is ideal for relaxing on a hot summer day.

0	A become	B grown	C increased	D extended
1	A appealing	B advancing	C arriving	D attracting
2	A heart	B interior	C focus	D eye



EXAMINATION CARD № 25**I. Reading**

Read the text. For questions (1–4) choose the correct answers (A–D).

Claude Monet, a 19th century French painter, was the most famous artist associated with the movement known as Impressionism. Monet was born on November 14, 1840, and even as a young man he was known for producing small portraits in charcoal. In 1858 Monet met the artist Eugene Boudin, who became his mentor and introduced Monet to painting outdoors, or “en plein air” as it came to be known. In 1859, at the age of 19, Monet moved to Paris to become a professional artist. Most artists of his time tried to imitate nature realistically, but in his landscape painting Monet instead sought to portray nature as it appeared to him. In particular, he was interested in how light affects the ways that we perceive colour. In one of his most famous series of works, Monet painted the cathedral in Rouen, France at several different times of the day, showing how changes in natural light make the cathedral appear to change colour.

In 1883, Monet moved to a small French town called Giverny, where he built an elaborate garden. This garden, in particular its water lily ponds, became the chief subject of Monet’s later paintings. Monet’s paintings of water lilies were extremely influential to 20th-century modern artists. In these paintings, Monet used the landscape merely as a starting point, creating abstract fields of vibrant colour. These paintings relied on broad, thick brushstrokes. The texture of these brushstrokes gave the canvases a tactile quality that contrasted sharply with the smooth canvases produced by more traditional artists. Though he struggled financially throughout his life, when Monet died in 1926, he was one of the most famous and influential painters in the world.

1. This passage would most likely be found in

- A a newspaper B an encyclopedia C a magazine D a blog

2. The phrase “a tactile quality” most likely suggests that Monet’s canvases were

- A colourful B beautiful C smooth D rough

3. According to the passage, Monet moved to Paris in 1859 to

- A join the Impressionism movement C become a professional artist
 B paint cathedrals D build an elaborate garden

4. The tone of the passage can best be described as

- A factual B passionate C clever D adoring

1	2	3	4

II. Writing

Choose the correct answer.

1. bicycle is over there?

- A Who B Who’s C Whose D Which

2. Does Mary have money to buy a car?

- A too much B very much C enough D little



EXAMINATION CARD № 26**I. Reading**

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

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

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

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

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

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

<http://www.esllounge.com>

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

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

1. "You're home early."

"Well, there nobody at the lecture so I left."

A wasn't B were C weren't D was

2. "Do you like classical music?" "Yes, but I prefer jazz classical music."

A than B to C from D rather

3. The children a lot of noise at the moment.

A making B are making C have made D makes

4. That room before we move into the flat.

A have to paint C must be painting
 B will paint D must be painted



EXAMINATION CARD № 27**I. Reading**

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

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

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

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

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

<http://www.esllounge.com>

1. What is the article about?

- A How many people learn English.
 B The best way to learn English.
 C English schools in England and America.

2. What is one of the advantages of going to the UK to learn English?

- A There are no Italians in Britain.
 B You will have to speak English and not your language.
 C The language schools there are better.

3. What is one of the advantages of staying in your country to learn English?

- A The teachers aren't very good in Britain.
 B You have to work too hard in Britain.
 C Your life can continue more or less as it was before.

4. People who don't have a lot of time and money should...

- A Learn English in Britain.
 B Try and speak English in class more often.
 C Go to Italy to learn English.

1	2	3	4

II. Writing

Choose the correct answer.

1. Ann started when she heard the news.

- A crying B sadness C misery D tears



EXAMINATION CARD № 28**I. Reading**

Read the text. For questions (1–4) choose the correct answers (A–D).

It is easy to make a delicious-looking hamburger at home. But would this hamburger still look delicious after it sat on your kitchen table under very bright lights for six or seven hours? If someone took a picture or made a video of this hamburger after the seventh hour, would anyone want to eat it? More importantly, do you think you could get millions of people to pay money for this hamburger?

These are the questions that fast food companies worry about when they produce commercials or print ads for their products. Video and photo shoots often last many hours. The lights that the photographers use can be extremely hot. These conditions can cause the food to look quite unappealing to potential consumers. Because of this, the menu items that you see in fast food commercials are probably not actually edible.

Let's use the hamburger as an example. The first step towards building the perfect commercial hamburger is the bun. The food stylist – a person employed by the company to make sure the products look perfect – sorts through hundreds of buns until he or she finds one with no wrinkles. Next, the stylist carefully rearranges the sesame seeds on the bun using glue and tweezers for maximum visual appeal. The bun is then sprayed with a waterproofing solution so that it will not get soggy from contact with other ingredients, the lights, or the humidity in the room.

Next, the food stylist shapes a meat patty into a perfect circle. Only the outside of the meat gets cooked – the inside is left raw so that the meat remains moist. The food stylist then paints the outside of the meat patty with a mixture of oil, molasses, and brown food coloring. Grill marks are either painted on or seared into the meat using hot metal skewers.

Finally, the food stylist searches through dozens of tomatoes and heads of lettuce to find the best-looking produce. One leaf of the crispest lettuce and one center slice of the reddest tomato are selected and then sprayed with glycerin to keep them looking fresh. So the next time you see a delicious hamburger in a fast food commercial, remember: you're actually looking at glue, paint, raw meat, and glycerin! Are you still hungry?

1. The author's primary purpose is to

- A convince readers not to eat at fast food restaurants
 B explain how fast food companies make their food look delicious in commercials
 C teach readers how to make delicious-looking food at home
 D criticize fast food companies for lying about their products in commercials

2. As used in paragraph 2, something is *edible* if it

- A can safely be eaten
 B looks very delicious
 C seems much smaller in real life
 D tastes good

3. A food stylist working on a hamburger commercial might use glue to

- A make sure the meat patty stays attached to the bun
 C arrange the lettuce on the tomato
 B keep the sesame seeds on the bun in perfect order
 D hold the entire hamburger together

4. It is most important for the lettuce and tomato used in a fast food hamburger commercial to

- A have a great taste
 B be the perfect shape and size
 C appear natural
 D look fresh



1	2	3	4

II. Writing

Complete the sentences with the correct forms of the verbs (present simple, present perfect, or passive voice).

The Fellowship of the Ring (1) ___ is _____ (be) the first book of J.R.R. Tolkien's *The Lord of the Rings* trilogy, which (2) _____ (set) in a fictive world, Middle Earth. It (3) _____ (tell) the story of Frodo, a hobbit, and a magic ring.

As the story (4) _____ (begin), Frodo (5) _____ (give) a magic ring. The wizard Gandalf then (6) _____ (tell) him of the Rings of Power and of Sauron, the Dark Lord, who (7) _____ (make) the Master Ring to rule all other Rings. Gandalf (8) _____ (advise) Frodo to leave home and keep the ring out of Sauron's hands who already (9) _____ (send) his Black Riders in search for it. Frodo's ring (10) _____ (give) Sauron the power to enslave Middle Earth.

➤ Your friend has invited you to the disco next Saturday but you can't go. Write the text of a phone message (35–45 words) you have left for him / her on the answering machine. Include this information:

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

III. Speaking

Computer use is becoming commonplace around the world. Talk about it. Include the following:

- Do you think computers help society?
- How do you think computers have changed the world?
- Do you think computer use can have bad effects on a person?

EXAMINATION CARD № 29**I. Reading**

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

PRESIDENTS' DAY

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

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

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

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

www.5minuteenglish.com

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

1	2	3	4	5	6	7	8

II. Writing

Put the verbs into the correct tense form (present perfect simple or present perfect continuous).

1. A: (you / play / ever) _____ tennis?
2. B: I (play / only) _____ tennis once or twice. And you?



EXAMINATION CARD № 30**I. Reading**

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

Hi! I'm Jake.

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

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

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

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

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

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

1	2	3	4	5	6	7	8

II. Writing

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

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

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

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



4. We went swimming. We came home.

5. I was late for school. My mother didn't wake me up.

6. They were tired. They had been training in the gym for two hours.

7. She was upset. Her dog was lost.

8. I didn't go to the cinema with my friends. I saw that film before.

➤ You are going on holiday to the youth camp in England. You have to pack your suitcase. Write a list (35–45 words) of things you are going to take.

- state what clothes and things you will take and why.

III. Speaking

Talk about your attitude to extreme sports. Include the following:

- Do you participate in any extreme sports? If so, which ones? If not, which ones would you be interested in participating in?
- What are the differences between 'sports' and 'extreme sports'?
- Do you think extreme sports are riskier than other activities?

EXAMINATION CARD № 31**I. Reading**

Read the text. For questions (1–5) choose the correct answers (A–C).

The world's oceans have warmed 50 percent faster over the last 40 years than previously thought due to climate change, Australian and US climate researchers reported on Wednesday. Higher ocean temperatures expand the volume of water, contributing to a rise in sea levels that is submerging small island nations and threatening to flooding in low-lying, densely-populated delta regions around the globe.

The study, published in the British journal *Nature*, adds to a growing scientific chorus of warnings about the consequences rising oceans. It also serves as a corrective to a massive report issued last year by the Nobel-winning UN Intergovernmental Panel on Climate Change (IPCC), according to the authors.

Rising sea levels are driven by two things: the thermal expansion of sea water, and additional water from melting sources of ice. Both processes are caused by global warming. The ice sheet that sits atop Greenland, for example, contains enough water to raise world ocean levels by seven metres (23 feet), which would bury sea-level cities from Dhaka to Shanghai.

Trying to figure out how much each of these factors contributes to rising sea levels is critically important to understanding climate change, and forecasting future temperature rises, scientists say. But up to now, there has been a perplexing gap between the projections of computer-based climate models, and the observations of scientists gathering data from the oceans.

The new study, led by Catia Domingues of the Centre for Australian Weather and Climate Research, is the first to reconcile the models with observed data. Using new techniques to assess ocean temperatures to a depth of 700 metres (2,300 feet) from 1961 to 2003, it shows that thermal warming contributed to a 0.53 millimetre-per-year rise in sea levels rather than the 0.32 mm rise reported by the IPCC.

1. What happens when the oceans temperature rises?

- A It causes sea levels to rise.
- B It causes sea levels to remain constant.
- C It causes sea levels to decrease.

2. The rise in water levels is especially dangerous for small island nations and:

- A low-lying urban areas.
- B all coastal cities.
- C people who live on the beach.

3. The new study:

- A shows that thermal warming contributed to a 0.32 millimeter-per-year rise in sea levels.
- B did not reveal anything that scientists didn't know.
- C used new techniques to assess ocean temperatures.

4. Ultimately, the new study should help scientists to:

- A lower water levels.
- B better predict climate change.
- C bury sea-level cities like Dhaka and Shanghai.

5. What was the main finding of the study?

- A That not enough is being done about global warming.



EXAMINATION CARD № 32**I. Reading**

Read the text. Choose the correct item A, B, C or D to complete the sentences (1–4).

National Geographic Channel has spent two years following around the nearly extinct giant pandas in their natural habitat.

Deep in the heart of the Qinling Mountains, a lush natural divide between north and south China, a camera crew is on the lookout for the elusive giant panda. These pandas live at an elevation of 1,500 meters and higher, so the trek up the steep slopes is treacherous. At 3,000 metres, the team comes across their first breakthrough when they finally see a giant panda after searching for 10 days without luck. *Giant Pandas* is a film about secret and complex life of China's most famous residents. The crew has spent two years battling the rugged terrain¹ and dealing with the temperamental moods of these highly endangered species.

At birth, a giant panda is pink, nearly hairless, blind, and small enough to fit into a human hand. Female pandas have to raise their cubs alone and make sure their babies are warm, clean, and fed, sometimes suckling a newborn 14 times a day. When winter comes, giant pandas are protected from the cold by their slightly oily fur that keeps them dry and holds in heat. If a female panda has a cub, she must search for shelter to protect her young one from the cold. In *Giant Pandas*, filmmakers encounter a mother and her three-month-old cub in a cave, where the small panda is trying to walk so it can soon follow its mother on outings to gather food.

Bamboo makes up 99 percent of a giant panda's diet. Since bamboo grows in the winter, giant pandas do not need to hibernate². In one day alone, giant pandas consume nearly 18 kilograms of bamboo, which would be the equivalent of a human eating 40 loaves of bread. Watch *Giant Pandas* on National Geographic Channel this month and learn all about the lifestyle of one of the most specialized mammals in the world.

¹ terrain – land of the type mentioned (mountainous/steep/rocky)

² to hibernate – to spend the winter in a state like deep sleep

1. Why does it take the camera crew 10 days to see a giant panda?

- A The terrain is very rugged.
- B The giant panda is hard to find.
- C There are only a few giant pandas left.
- D All of the above answers are correct.

2. What is TRUE of a baby giant panda?

- A It is born with a full coat of fur.
- B The father raises the baby for the first two years.
- C At birth, it is smaller than a human hand.
- D It learns to forage for bamboo as soon as it is born.

3. In the winter, giant pandas

- A change their lifestyles completely
- B give birth to their cubs
- C are protected from the cold by their fur
- D rest in a dormant state



EXAMINATION CARD № 33**I. Reading**

Read the text and choose from the sentences (A–F) the one which fits each gap (1–5). There is one sentence that you don't need.

- A That was how Doug and Deborah's sister got to know each other.
- B After the ceremony was over, all the guests were invited to a reception in the outdoor garden patio.
- C Her parents were worried that they might get caught in peak-hour traffic along the way and decided that it was better to be early than late.
- D They bought souvenirs from New York to all their relatives.
- E She and her parents had to be in New York to do the final fittings of their dresses and suits.
- F She was a professional dancer and worked for a professional dance company in New York.

Deborah checked in her luggage two hours before the flight was scheduled to depart. This was in line with standard airline regulations. She had arrived at the airport an hour ago. (1) Thankfully, the roads to the airport were relatively clear.

Deborah and her parents were on their way to new York. Her sister had been working there for the past four years. (2) Her job required her to travel all around the United States to perform. It was during one of these trips three years ago that her sister met Doug.

Doug was an American accountant. He had gone with a friend to watch the dance performance. His friend was also an acquaintance of one of the other dancers in the company. (3) Now, the two of them were getting married next month. That was why Deborah and her parents were going to New York.

Deborah was going to be one of the flower girls at her sister's wedding. (4) They also had to be present for the wedding rehearsal. While they were there, they took the opportunity to do some sightseeing in New York. This was their first visit there. Deborah visited Times Square with all its bright lights and the majestic Statue of Liberty. She bought souvenirs for a few of her friends back in Australia.

Finally, the big day arrived. Everyone was giddy with excitement. Deborah's sister was a nervous wreck. She was worried that she might forget something or that something might go wrong. They had to keep reassuring her that everything was fine. In the end, the wedding ceremony proceeded without a hitch. It was a beautiful and touching ceremony. (5) It was a splendid day and the food was delicious.

1	2	3	4	5

II. Writing

Choose the correct answer.

1. They played hockey last Saturday, they?

 A don't

 B didn't

 C does

2. The foreign exchange student is from Germany, he ?

 A isn't

 B aren't

 C wasn't


EXAMINATION CARD № 34**I. Reading**

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

Levi Strauss was born in Germany in the mid 1800's and emigrated to the United States as a young man. He lived in New York City and learned the dry-goods business for several years. In 1853 he took his knowledge and his dreams to San Francisco (California, USA). His dream to succeed came true over the next 20 years as he became a very successful businessman.

Many of Levi Strauss' customers were cowboys and miners. They needed clothing that was strong and durable. Strauss found a special fabric from France that was comfortable and lasted a long time. It was called "serge de Nimes," which was later shortened to the word denim.

Another man named Jacob Davis bought large amounts of the denim fabric from Levi Strauss. He was a tailor who made pants for hard-working men. One of his customers was continually tearing the pockets off his pants. So Jacob Davis decided to put rivets on certain parts of the pants to make them stronger. The customer loved the new pants so much that he told all his friends, and soon Jacob Davis was busy making lots of pants with rivets.

Jacob Davis soon realized that using rivets was a great business idea, and he didn't want anybody to steal that idea. He decided that he would need to get a patent. But being a poor tailor, he didn't have enough money to pay for the patent. After thinking it over, he went to the businessman Levi Strauss and told him his idea. He said, "If you agree to pay for the patent, we will share the profits from the riveted pants." Levi Strauss did agree, and the new riveted pants business was called Levi Strauss and Company. Today Levi's jeans are more popular than ever, and Levi's name continues to live on.

1. Levi Strauss was born in 1853.
2. Levi Strauss wanted to become a great businessman.
3. Levi Strauss sewed pants in his business.
4. Jacob Davis sewed pants in his business.
5. Jacob Davis used denim to make pants.
6. Jacob Davis put rivets in pants because they looked good.
7. Levi Strauss didn't want to pay for Jacob Davis' patent.
8. Levi Strauss and Jacob Davis became business partners.

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

- 1. At eight o'clock this morning, they breakfast.**

A have been having B were having C have had

- 2. I often games with my sister when I was a child.**

A have played B was playing C played

- 3. The lesson starts three o'clock this afternoon.**

A on B at C in



EXAMINATION CARD № 35**I. Reading**

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

At an elevation of 29,028 feet (8,848 metres) above sea level, Mount Everest is the world's tallest mountain. Mount Everest is relatively young, having been formed only 60 million years ago, and it is still growing a few millimetres every year! Mount Everest is in the mountain range called the Himalayas. The summit ridge of Mount Everest separates Nepal and Tibet. Each place has a special name for this giant mountain. The Nepalese name is Sagarmatha, which means "goddess of the sky". The Tibetan name is Chomolungma, which means "mother goddess of the universe". In English, Mount Everest is named after Sir George Everest, the first person to record the height and location of the mountain. A climb to the summit was attempted by George Mallory in 1922, who famously gave his reason for wanting to climb Everest as "because it's there". He attempted to reach the summit again in the company of Andrew Irvine in 1924, but on this trip both climbers disappeared. The first successful ascent (and descent) of Mount Everest was accomplished by Sir Edmund Hillary and Tenzing Norgay on May 29th, 1953. The first ascent by a woman was on May 16th, 1975, by Junko Tabei from Japan. Between 1921 and 2007, over two thousand people have climbed Mount Everest, some more than once. Since the first ascent in 1953, more than 600 climbers from 20 different countries have reached the summit. However, over two hundred climbers have died attempting to climb Mount Everest, most commonly from avalanches, but also from falls in crevasses, cold, or high-altitude sicknesses.

1. How high is Mount Everest?

- A 8,848 feet B 29,028 metres C 29,028 feet D 8,848 metres

2. In what way does Mount Everest change annually?

- A It is shrinking a very small amount.
 B It is getting a little wider.
 C It is shifting slightly to the north.
 D It is growing a very small amount taller.

3. Mount Everest is in the mountain range called the

- A Rocky Mountains B Andes C Himalayas D Alps

4. Who wanted to climb Mount Everest "because it's there"?

- A George Mallory C Tenzing Norgay
 B Edmund Hillary D Junko Tabei

5. The first team to successfully reach the summit was

- A George Mallory and Andrew Irvine
 B Edmund Hillary and Tenzing Norgay
 C George Mallory and Edmund Hillary
 D Tenzing Norgay and Andrew Irvine

6. Since 1953, how many people have reached the summit?

- A about 20 B fewer than 600 C exactly 600 D more than 600

1	2	3	4	5	6



EXAMINATION CARD № 36**I. Reading**

Read the text and complete the sentences (1–6) after it.

THE SUPERSTAR

The football star Cristiano Ronaldo was born on February 5, 1985 on the island of Madeira, which is a few hundred miles south-west of Portugal. He grew up in a small house in the city of Funchal and began playing football for a youth team in Madeira, where his dad was the team's equipment manager. Cristiano Ronaldo was a huge football star on the Island but he moved 600 miles to Lisbon when he was just 12 years old to play for Sporting Lisbon's youth team. The move was a difficult one for Cristiano, since he was away from his family and many of his teammates made fun of his Madeiran accent.

While some kids chose to tease Cristiano about his accent, no one was teasing him about his football skills. His dazzling footwork and goal-scoring touch made him a teenage star. He played his first game for Sporting Lisbon in the Portuguese Super League when he was 17 and quickly became known as one of the most exciting young football players in the world.

Cristiano Ronaldo's talent caught the eye of Manchester United manager, Alex Ferguson, who bought him from Sporting Lisbon for \$20 million US! Cristiano Ronaldo has had success playing for both Manchester United and for Portugal. He scored the opening goal for Manchester in their 2004 FA Cup victory and helped Portugal advance in the finals at Euro 2004.

His fabulous footwork and good looks have now made Cristiano Ronaldo one of the most popular players in Europe.

<http://www.englishexercises.org>

1. Madeira is an island to the _____.
2. In 1997 Cristiano Ronaldo moved to _____.
3. Cristiano missed his _____.
4. Alex Ferguson was _____.
5. In Euro 2004, Cristiano Ronaldo showed _____.
6. Cristiano is one of the _____.

II. Writing

Choose the correct item.

1. The problem of pollution worse these days.

A will get

B got

C is getting

2. This time yesterday we in the sea.

A swam

B are swimming

C were swimming

3. Doris in that office since April.

A has been working

B works

C is working



EXAMINATION CARD № 37**I. Reading**

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

STATUE OF LIBERTY: A FAMOUS GIFT

On July 4, 1884 France gave the United States an amazing birthday gift: the Statue of Liberty! Without the base at the bottom, it is as tall as a 15-storey building. It is a symbol of the United States. But the world-famous Statue of Liberty standing in New York Harbour was built in France. The statue was shown to the US, taken apart, shipped across the Atlantic Ocean in crates and rebuilt in the US.

Sculptor Frederic Auguste Bartholdi was commissioned to design a sculpture with the year 1876 in mind for completion, to commemorate the centennial of the American Declaration of Independence. The Statue was a joint effort between America and France. It was agreed upon that the American people were to build the pedestal, and the French people were responsible for the Statue and its assembly in the United States. However, lack of funds was a problem on both sides of the Atlantic Ocean. In France, public fees, various forms of entertainment, and a lottery were among the methods used to raise funds. In the United States, benefit theatrical events, art exhibitions and auctions assisted in providing needed funds.

Finally, in 1886, the statue was completed. Engineer Gustave Eiffel, who would later design the Eiffel Tower in Paris, designed Liberty's "spine." Inside the statue four huge iron columns support a metal framework that holds the thin copper skin.

The statue – 151 feet, 1 inch tall – was the tallest structure in the U.S. at that time. The arm holding the torch measures 46 feet; the index finger, 8 feet; the nose, nearly 5 feet.

Visitors climb 354 steps (22 storeys) to look out from 25 windows in the crown. Seven rays in the crown represent the Earth's seven seas.

Over the years, the Statue of Liberty's symbolism has grown to include freedom and democracy as well as friendship between the two continents.

1. Where is the Statue of Liberty located?

- A France B New York C New Jersey D Germany

2. How was the Statue of Liberty shipped over from France?

- A On an airplane B In crates C On a train D In trucks

3. Why did France want to build this monument?

- A America wanted to give France a birthday present
 B to celebrate the 100th anniversary of the American Independence
 C America wanted to become a democracy
 D To support American freedom

4. Who sculpted the Statue of Liberty?

- A Gustave Eiffel C Bill Gates
 B Frederic Auguste Bartholdi D Lady Liberty

5. What makes up the Statue of Liberty's "spine"?

- A Four iron columns C Five copper wires
 B 206 bones D 40 pounds of stone

1	2	3	4	5



EXAMINATION CARD № 38**I. Reading**

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

TEENAGE “GIRLS TOO EMBARRASSED” TO KEEP FIT

Most teenage girls want to be fitter and lose weight, but fewer than half do any weekly exercise, according to research.

A study due to be published also found that fewer than half of all young people eat any fresh fruit daily despite Government recommendations. It found that the very reason that girls want to exercise more inhibits them. They want to exercise to improve their appearance, but many do not because they do not like the way that they look while exercising.

Helen Haste, a professor of psychology at Bath University and the author of the report, *My Body, My Self*, to be published this month by the Nestle Social Research Foundation, said: “Work has been done before on young people’s behaviour in relation to health, but we were interested in their attitudes to health, fitness and exercise. We can’t persuade young people to change their behaviour just by telling them what’s good for them, but need to appeal to what is important to them. “Talking about being healthy in itself is not the right way to appeal to them, but being fitter and more attractive is.”

Professor Haste said fewer than half her sample exercised once a week, apart from walking. Asked why they did not exercise 49 per cent of girls said that they did not feel comfortable exercising in front of other people, 35 per cent said they did not have time, 34 per cent said they did not look good in exercise clothes, 33 per cent said they did not want to look too muscular and 30 per cent said they were no good at sport. Almost half the girls (47 per cent) said they would rather dance or do yoga than take part in traditional sports.

1. Most teenage girls want to

- A be happy.
 B slim down.
 C study psychology.

2. Fresh fruit is eaten by

- A more than 50 % of all teenagers.
 B more than 50 % of all teenage girls.
 C less than 50 % of all teenagers.

3. The report “*My Body, My Self*”

- A was published last month.
 B is being published this month.
 C has been published this month.

4. Nearly 50 % of the girls that were asked said that

- A they would take yoga or dance rather than typical sports.
 B they would take yoga instead of dance.
 C yoga is as good as dance.

1	2	3	4



EXAMINATION CARD № 39**I. Reading**

Answer the questions (1–6) with T (true), F (false) or N (not enough information).

For over fifty years, Charlotte's Web has delighted readers around the world. It is the story of a great friendship between Charlotte, a very intelligent spider, and Wilbur the pig. Charlotte does everything she can to stop Zuckerman, the farmer, from killing the pig – not an easy thing on a farm. This extract introduces Charlotte's first 'miracle', as she tries to convince the farmer that Wilbur is a genius.

The next day was foggy. Everything on the farm was dripping wet. The grass looked like a magic carpet. The asparagus patch looked like a silver forest. On foggy mornings, Charlotte's web was truly a thing of beauty. This morning each thin strand was decorated with dozens of tiny beads of water. The web glistened in the light and made a pattern of loveliness and mystery, like a delicate veil. Even Lurvey, who wasn't particularly interested in beauty, noticed the web when he came with the pig's breakfast. He noted how clearly it showed up and he noted how big and carefully built it was. And then he took another look and he saw something that made him set his pail down. There in the centre of the web, neatly woven in block letters, was a message. It said: **SOME PIG!**

Lurvey felt weak. He brushed his hand across his eyes and stared harder at Charlotte's web. 'I'm seeing things,' he whispered. He dropped to his knees and uttered a short prayer. Then, forgetting all about Wilbur's breakfast, he walked back to the house and called Mr Zuckerman. 'I think you'd better come down to the pigpen,' he said. 'What's the trouble?' asked Mr Zuckerman. 'Anything wrong with the pig?' 'No – not exactly,' said Lurvey. 'Come and see for yourself.'

The two men walked silently down to Wilbur's yard. Lurvey pointed to the spider's web. 'Do you see what I see?' he asked. Zuckerman stared at the writing on the web. Then he murmured the words '*Some Pig*'. Then he looked at Lurvey. Then they both began to tremble. Charlotte, sleepy after her night's exertions, smiled as she watched. Wilbur came and stood directly under the web.

1. It was probably not summertime.
2. Lurvey came to feed the spider.
3. Lurvey didn't see the spider's web.
4. The men discovered that the pig was sick.
5. Zuckerman was happy to see the words on the web.
6. Charlotte had probably worked all night on the web.

1	2	3	4	5	6

II. Writing

Choose the correct item.

1. Tom was cooking I telephoned.

A what B when C which

2. If the lake is , you can skate on it.

A freezing B frozen C fabulous



EXAMINATION CARD № 40**I. Reading****Read the text and complete the sentences.**

Beethoven occupies a central position in the history of Western classical music. When one thinks of classical music, Ludwig van Beethoven remains one of the most well-known of the classical masters. It is not just his music that impresses us but his life story. His music is well-known for its exhilarating power and expressiveness while his life story reads like one of a tragic hero.

Beethoven was born in Bonn in 1770. Both his father and grandfather were musicians in the court of the German prince. Thus Beethoven received his musical training from childhood. At an early age, he preferred to play his instrument alone and liked to improvise despite his father's objections. Though not as impressive as Mozart in his early development, he was clearly talented enough as a young boy of 8 years old to impress the prince to underwrite his musical training. The prince appointed his finest court musicians to teach Beethoven in learning to play the piano, organ and violin. By 14, he was already proficient enough on the organ to receive a professional appointment.

His family life was chaotic; his father surrendered increasing to his taste for wine as Beethoven progressed in his musical career. He was sent to Vienna in 1787 to study under Mozart but returned home just after two weeks after arriving when his mother suddenly died. His father became a complete alcoholic disgrace and the young Beethoven had to assume responsibility for his family.

In 1792, Joseph Haydn, a well-known composer offered to take Beethoven as a pupil and the young man was on his way to Vienna again. Beethoven took up residence in the home of Prince Lichnowsky who was a close friend of Mozart who had died a year earlier. The prince often organized chamber music performances in his home. Beethoven eventually became frustrated with the great composer's teaching methods and decided to take lessons from other composers.

At the age of 25, he gave his first solo performance in public as a composer. He was embraced by the aristocracy as well as the middle class in Vienna. Around this time, Beethoven began to realize that he was losing his hearing. By 31, he could no longer hear high pitched vocal and instrumental sounds. This fact threw the great composer into deep depression and he began to withdraw from society. He wrote : 'For me there can be no relaxation in human society; no refined conversations, no mutual confidences. I must live quite alone ...'

Beethoven continued to write music and produced furious works that alarmed his contemporaries. He died seven years later in deep resentment for the power that took away his ability to enjoy his own genius.

1. Beethoven is well known for _____

2. Beethoven began his musical training when _____

3. His mother suddenly passed away, so Beethoven became responsible for _____

4. Beethoven started to compose his own music, and gave _____

5. He was a great musician who suffered _____



EXAMINATION CARD № 41**I. Reading**

Read the text and choose the best answer (A or B) to the questions (1–4).

When scientists began to realise that careless, wasteful methods of farming and industry were changing the natural environment too rapidly and were destroying our resources, they went to work to renew our soil, our forests and grasslands and our wildlife. The work of managing these and our mineral resources wisely is called “conservation”. People who help conservation are “conservationists”. Everyone can and should be a conservationist. A boy or girl who plants a needed tree, puts out bird houses, or saves a useful plant or animal is a conservationist.

There are, however, conservation specialists who are trying to find out just what each natural environment is best suited for. They have learnt that in some regions of scant rainfall and thin soil, like parts of western United States, it is wise to leave the land in grass as food for the right number of beef cattle rather than to plow up the grass and plant grain. They know also that a marsh is not necessarily waste land simply because corn and wheat and cotton will not grow on it. A marsh can be a valuable soil-builder and water-holder, important to the country's water supply.

A conservation specialist can help farmers in a way like this: he takes samples of soil from various parts of a farm and sends them to a laboratory. There experts find out what soil chemicals the samples contain. Then the conservation specialist makes a sketch of the whole farm, showing the different kinds of slopes, hills, flatlands, and soil. Together he and the farmer make a “landuse map” and decide what the various parts of the farm are best suited for and how they should be used.

Then the farmer goes to work. Some fields are suited only for pasture. These the farmer leaves in grass. Others he cultivates in special ways to protect the land and also to restore valuable chemicals to the worn-out soil. This is done by rotating crops – that is, by planting crops like clover or soy beans which restore nitrogen to the soil, then plowing them under and planting grain which needs the nitrogen.

1. According to the text, conservation is ...

- A** the work of managing our natural resources, including renewing or rehabilitating resources that are depleting.
- B** land protection from environmental pollution

2. How can everyone be a conservationist ?

- A** Everyone can be a conservationist by making reports on environmental protection.
- B** Everyone can be a conservationist by growing a plant or being involved in conserving the natural resources.

3. A landuse map shows ...

- A** how a piece of land with different soil and terrain is being used for various crops.
- B** how to find a good piece of land

4. Valuable chemicals can be restored to the worn-out soil by:

- A** crop rotation **B** planting trees

1	2	3	4



EXAMINATION CARD № 42**I. Reading**

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

Dolphins are very popular animals – they are considered to be intelligent and friendly and they seem to play and smile all the time. There are almost 40 species of dolphins and watching them in their natural environment is an unforgettable experience.

However, the future of these marine mammals is in danger. Amongst the many threats to dolphins are environmental pollution, noise pollution, habitat destruction and industrial fishing: many dolphins die as bycatch in fishing nets or cannot find enough food due to overfishing.

To protect dolphins from extinction, the United Nations declared 2007 the Year of the Dolphin. With this campaign, the United Nations wanted to make people aware of the many threats dolphins face.

Patron of the Year of the Dolphin was Prince Albert II of Monaco. He said, “The Year of the Dolphin gives me the opportunity to renew my firm commitment towards protecting marine biodiversity. With this strong initiative we can make a difference to save these fascinating marine mammals from the brink of extinction.”

www.ego4u.com/en/read-on/animals/dolphin

1. Dolphins are very clever and friendly animals.
2. There are more than 40 species of dolphins.
3. Dolphins have already become extinct.
4. Environmental pollution, noise pollution, habitat destruction and industrial fishing threaten dolphins.
5. Dolphins can get enough food in the sea.
6. The United Nations declared 2007 the Year of the Dolphin.
7. The aim of the campaign was to make people aware of the many threats dolphins faced.
8. Patron of the Year of the Dolphin was Prince Charles.

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

1. I'm not sure David lives.

A where B wherever C when

2. my bedroom and the bathroom are painted white.

A Both B All C Neither

3. It was a idea to have a party for your birthday.

A best B good C well

4. they painted the ceiling, then they did the walls.

A First of all B Then C Finally



EXAMINATION CARD № 43**I. Reading**

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

The Eiffel Tower is a very famous tower in Paris, France. It was named after the engineer who designed and built it, Alexandre Eiffel. The tower was built in 1889.

Alexandre Eiffel was asked to build the tower when France decided to have a big fair to exhibit its goods and wares. The tower was to be located in the middle of the fair as a special attraction. So, Eiffel designed the tower and soon began to build it, using iron beams and bolts. When the structure first started to take shape, the people of France did not like it. They thought it looked like a giant skeleton and was not attractive at all. However, when the tower was finally completed and lighted up at night, the people quickly changed their minds. It was an enchanting sight and now looked like a tower made of lace.

The Eiffel Tower is sometimes considered one of the seven wonders of the modern world. It is 300 meters high and people can take an elevator all the way to the top. From the tower, they can get a marvellous view of the city and the River Seine which runs through it. Besides the elevator, there are steps which lead all the way up the tower. For those who are energetic, they can use these to climb up. It is very windy at the top of the tower and can be very cold at times because it is only built by iron beams. There are no walls to keep the wind out.

1. The Eiffel Tower got its name

- A from its location
 B from its designer

- C from the fair
 D from Paris

2. The tower is ... now.

- A more than 100 years old
 B less than 100 years old

- C 100 years old exactly
 D hundreds of years old

3. Why didn't the people like the tower at first?

- A They thought it wasn't safe.
 B They didn't like iron beams.

- C They were haunted by it.
 D They thought it was very ugly.

4. Why did they change their minds in the end?

- A It turned out to be very safe.
 B They liked lace.

- C It turned out to be beautiful.
 D The design was changed.

5. What can we see from the tower ?

- A Paris
 B A tower of lace

- C Iron beams
 D A giant skeleton

1	2	3	4	5

II. Writing

Choose the correct item.

1. When I was shopping, I ran Stephanie. I hadn't seen her for ages so we had a chat.

- A across B through C over D down



2. Something was wrong with the car and the was able to tell us as soon as he saw it.

- A architect B electrician C lifeguard D mechanic

3. The football was really muddy after all the rain.

- A track B court C course D pitch

4. I've got a really good relationship my grandmother now.

- A to B from C by D with

5. Steve is hoping to get a temporary in a shop during the summer.

- A work B job C occupation D career

6. I'll sing a song as long as you don't fun of me.

- A make B be C do D have

1	2	3	4	5	6

➤ Write a short composition (35–45 words) on the topic: “How has the Internet changed studying?” Use the prompts given below.

- Do you use the Internet when you study?
- Evaluate and compare the advantages and disadvantages of the Internet.

III. Speaking

Talk about the pros and cons of living in the country. Include this information:

- advantages of living in the country;
- disadvantages of living in the country;
- present your own opinion.

EXAMINATION CARD № 45**I. Reading**

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

The Wind and the Sun were disputing which was the stronger. Suddenly they saw a traveller coming down the road, and the Sun said, "I see a way to decide our dispute. Whichever of us can cause that traveller to take off his cloak will be regarded as the stronger. You begin."

So the Sun retired behind a cloud, and the Wind began to blow as hard as it could upon the traveller. But the harder he blew the more closely did the traveller wrap his cloak round him, till at last the Wind had to give up in despair. Then the Sun came out and shone in all his glory upon the traveller, who soon found it too hot to walk with his cloak on.

1. How did the Sun and the Wind want to find out which was the stronger?

- A They wanted to ask the traveller to take off his cloak.
 B They wanted to try their powers on the traveller.
 C They decided to help the traveller.

2. How did the Wind try to achieve his aim?

- A in a friendly way
 B in an unfriendly way
 C in a funny way

3. What did the Sun do to cause that traveller to take off his cloak?

- A The Sun started shining all the time.
 B The Sun retired behind a cloud and then came out and shone in all his glory upon the traveller.
 C The Sun stayed behind the cloud all the time.

4. What's the moral of the fable?

- A Kindness effects more than severity.
 B Union gives strength.
 C It is best to prepare for the days of necessity.

1	2	3	4

II. Writing

Choose the correct item.

1. I still this feeling of absolute happiness.

- A forget B remember C regret D remind

2. "Shall we go out tonight?" "No, I'd rather a meal at home."

- A cook B had cooked C cooked D to cook

3. I'm younger than Jason, ?

- A aren't I B I am not C am I D don't I



EXAMINATION CARD № 46**I. Reading**

Read the text and choose the best answer (A–C) or answer the questions.

A nickname is a shortened form of a person's name. A nickname can also be a descriptive name for a person, place or thing. America's fifty states have some of the most historically interesting nicknames. Alabama is known as the Heart of Dixie because it is in the very middle of a group of states in the Deep South. "Dixie" itself is a nickname for the American South. It started when Louisiana printed notes with the French word for "ten" on them. "Deece," or "D-I-X," led to "Dixie." Way up north, Alaska is called the Last Frontier for understandable reasons. Near the Arctic Circle, it was the final part of the nation to be explored and settled. Arizona is the Grand Canyon State because of the famous winding canyon carved by the Colorado River. The southern state of Arkansas is the Land of Opportunity. The state legislature chose this nickname. Arkansas is rich in natural resources and has become a favourite place for older people to retire. In a popular Spanish book, a fictional island called "California" was filled with gold. Sure enough, plenty of it was discovered in the real California, in 1848. This started a gold rush unlike any other in American history in the Golden State. You would think Colorado would be known as the Rocky Mountain State. But its nickname is the Centennial State. That is because it became a state in 1876, exactly one hundred years after the nation declared its independence. Connecticut is called the Nutmeg State after a spice. Connecticut Yankees, as people in this northeast state are called, are known to be smart in business. So smart that it was said they could sell wooden, meaning false, nutmegs to strangers. Little Delaware is called the First State because it was the first state – the first to approve the new United States Constitution. The Southern state of Florida likes to tell about its sunny days and fine beaches. So Florida is the Sunshine State. Florida's neighbour to the north grows some of the sweetest fruit in America. So Georgia is the Peach State. Hawaii, far out in the Pacific Ocean, is the Aloha State. That is the friendly greeting that means both "hello" and "goodbye" in the native Hawaiian language.

<http://www.englishexercises.org>

1. Out of the states you read about, which one is famous for its fruit?

2. In what part of the country will you find Alabama?

- A North
- B South
- C East
- D West

3. Which state is older, Colorado or Delaware?

- A Colorado
- B Delaware

4. In which state is the Grand Canyon situated?

5. In which state was a valuable mineral discovered?



EXAMINATION CARD № 47**I. Reading**

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

THE DOG AND THE WOLF

A gaunt Wolf was almost dead with hunger when he happened to meet a House-dog who was passing by.

"Ah, brother," said the Dog. "I know how it can be; your irregular life will soon make the ruin of you. Why don't you work steadily as I do, and regularly get your food given to you?"

"I would have no objection," said the Wolf, "if I could only get a place."

"I will easily arrange that for you," said the Dog. "Come with me to my master and you will share my work."

So the Wolf and the Dog went towards the town together. On the way there the Wolf noticed that the hair on a certain part of the Dog's neck was very much worn away, so he asked him how that had come about.

"Oh, it is nothing, said the Dog. "That is only the place where the collar is put on at night to keep me chained up; it is a bit stiff, but one soon gets used to it."

"Is that all?" said the Wolf. "Then good-bye to you, Master Dog."

The moral of the story is, "Better starve free than be a fat slave."

1. The Dog was starving to death when the Wolf met him.
2. The Dog offered the Wolf a place in his master's home.
3. The Wolf and the Dog went away from the town together.
4. The Wolf didn't want to work steadily and get his food regularly.
5. The hair on a certain part of the Dog's neck was very worn away.
6. The Dog said that the collar was put on him every morning to keep him chained up.
7. The Wolf decided to leave after the Dog told him about his collar.
8. The moral of the story is "Better starve free than be a hungry slave."

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

1. I the watch that you lost yesterday.

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> A find | <input type="checkbox"/> C have found |
| <input type="checkbox"/> B have been finding | <input type="checkbox"/> D am finding |

2. Katia all afternoon, yet she complains of a headache.

- | | |
|--|--|
| <input type="checkbox"/> A had slept | <input type="checkbox"/> C have slept |
| <input type="checkbox"/> B is sleeping | <input type="checkbox"/> D has been sleeping |

3. My back is aching because I the furniture in the living room.

- | | |
|---|--|
| <input type="checkbox"/> A has rearranged | <input type="checkbox"/> C have been rearranged |
| <input type="checkbox"/> B rearranged | <input type="checkbox"/> D have been rearranging |



4. you ever for help before ?

- | | |
|--|--|
| <input type="checkbox"/> A Did ... ask | <input type="checkbox"/> C Have ... asked |
| <input type="checkbox"/> B Are ... asked | <input type="checkbox"/> D Have ... been asked |

5. They to each other since they quarreled.

- | | |
|---|--|
| <input type="checkbox"/> A has not talked | <input type="checkbox"/> C have not been talked |
| <input type="checkbox"/> B do not talk | <input type="checkbox"/> D have not been talking |

6. The doorbell twice.

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> A has rung | <input type="checkbox"/> C is ringing |
| <input type="checkbox"/> B rings | <input type="checkbox"/> D has been ringing |

1	2	3	4	5	6

➤ Write a short article (35–45 words) on the topic: “What you value most in your life.” Use the prompts given below:

- family;
- health;
- friendship.

III. Speaking

Say what you like / dislike about TV. Express your opinion. Include this information:

- name your favourite TV programmes, say why you like them and give examples;
- how much TV you watch weekly;
- name your favourite channel;
- name your favourite speaker / presenter / commentator.

EXAMINATION CARD № 48**I. Reading**

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

One of South America's mysteries is Easter Island. Easter Island, also called Rapa Nui and Isla de Pascua, 3,600 km (2,237 ml) west of Chile, is a volcanic island with an interesting and partly unknown history. The island was named by the Dutch explorer Jacob Roggeveen because he encountered it on Easter Sunday, 1722. He was the first European to find the island. The official name of the island, Isla de Pascua, means Easter Island in Spanish. This island is famous because of the approximately 887 huge statues which were found there. The statues consist of heads and complete torsos, the largest of which weighs 84 tons! These monuments, called moai, were carved out of compressed volcanic ash, called tuff, which was found at a quarry at a place called Rano Raraku. Statues are still being found. Some of the monuments were left only half-carved. Nobody knows why Rano Raraku was abandoned. It is thought that the statues were carved by the ancestors of the modern Polynesian inhabitants. But the purpose of the statues and the reason they were abandoned remain mysteries.

1. Who named the island "Easter Island"?

- A An explorer
 B A Dutch explorer
 C The original inhabitants
 D Both A and B are correct

2. Who was Jacob Roggeveen?

- A A European who found the island
 B An explorer who named the island
 C A person who carved several statues
 D Both A and B are correct

3. What are moai?

- A Ancestors of the current inhabitants
 B Quarries on the island
 C Statues on the island
 D Volcanic ashes

4. Why isn't the number of statues known?

- A The island is too big to explore.
 B Statues are still being found.
 C Some statues were taken away.
 D None of the above.

5. What are the statues made of?

- A Volcanic ash
 B Tuff
 C Clay
 D Both A and B are correct

1	2	3	4	5



EXAMINATION CARD № 49**I. Reading**

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

It was 'Home Sweet Home' for Simba, the lion, after her disappearance from the circus which was performing in Singapore. It brought a happy ending to a frightening adventure.

Simba, a two-year-old African cat escaped from Happyland Circus on the morning of 20 December and spent the next one week roaming the secondary forests in Pulau Ubin, one of the off-shore islands of Singapore. Villagers living on that peaceful and tranquil island immediately alerted the police when they first sighted the animal near a swamp. A search team was sent to track her down. Their efforts proved futile as the thick undergrowth and lush forestry hampered their movements. The weather failed to help either as it had been raining and the forest was flooded.

A helicopter was used in the search. The pilot identified a few big dry spots in the forest. Trackers moved in and finally found the lion hidden in the tract of secondary forest. One of the trackers said, "It was my first time hunting a lion and I hope it will be my last. I have never come face to face with a wild animal before. Simba is really huge and looks fierce. I shot her with a tranquilizer dart. It was some time before the drug worked and I thought she was going to pounce on me. I was scared out of my wits."

Game officers and zoo-keepers helped the police to carry the 200kg animal out of the forest and returned her to the circus. Simba's trainer was glad to have her found. However, it remains a mystery as to how she ended up on the island.

1. Simba's home is in the

- A forest B circus C zoo D village

2. Pulau Ubin is

- A crowded with people C full of wild animals
 B bustling with activities D serene and scenic

3. The lion was lost for ... days.

- A three B five C seven D nine

4. The search team was unsuccessful because

- A the paths through the forest were flooded
 B the villagers were not co-operative
 C there were not enough trackers
 D the forest was full of trees

5. The tracker was scared because

- A Simba was a big African cat
 B the tranquilizer failed to work immediately
 C he was not armed with a rifle
 D he had never seen an interesting animal before

1	2	3	4	5



EXAMINATION CARD № 50**I. Reading**

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

As you walk in New York City towards Times Square, the streets become even more packed with pedestrians. People bump into you, talking with each other or on cell phones. You walk by clean, modern stores with expensive clothes and shoe stores filled with the newest styles of running shoe. Cheap fast-food restaurants are noisy and full of customers. As you get closer, more and more people hold cameras and look up at the tall buildings around them, preparing to see the spectacle of Times Square.

Then you hit Times Square. This section of Manhattan (the main part of New York City, where many big financial companies operate) is one of New York's oldest tourist attractions. With its tall buildings and massive lit-up advertisements, Times Square has come to symbolize New York itself. And as New York changes over time, so does Times Square. Today, Times Square is mainly about advertising and 21st-century commerce. Traffic is too busy to make it a good place to walk around and enjoy the afternoon. In the past, however, Times Square was a cultural centre in New York.

Once a year, though, Times Square is the site for a special celebration. On New Year's Eve, enormous crowds gather in Times Square. As people count down to midnight together, a gigantic ball made of crystal and lights descends along a pole. When midnight strikes, the ball reaches the bottom, and the crowds hug and kiss and cheer, thinking of the year that has passed and the year to come. It is a celebration that has become famous all over the world, and it is one of the traditions that keep New York in touch with its past.

1. What is the first paragraph about?

- A Times Square in the past.
 B The things you can do in New York.
 C How to get to Times Square on foot.
 D What it's like to walk toward Times Square.

2. What is the difference between Times Square now and in the past?

- A It is now based on modern business.
 B It was not popular in the past.
 C Its buildings were quite small in the past.
 D The traffic is now slower and calmer.

3. In the past, Times Square was

- A a quiet place
 B a centre of cultural life
 C a huge square with a lot of skyscrapers around
 D a financial and business centre

4. On New Year's Eve, people in Times Square

- A destroy a ball
 B throw balls at each other
 C watch the ball drop
 D raise a ball high into the sky

1	2	3	4



EXAMINATION CARD № 52**I. Reading**

Read the text. Choose the correct item A, B, C or D to complete the sentences (1–4).

NATIVE AMERICANS

Native Americans are peoples who occupied North America before the arrival of the Europeans in the 15th century. They have long been known as Indians because of the belief prevalent at the time of Columbus that the Americas were the outer reaches of the Indies (hence the name 'East Indies'). Most scholars agree that Native Americans came into the Western Hemisphere from Asia via the Bering Strait in a series of migrations. From Alaska they spread east and south.

The several waves of migration are said to account for the many native linguistic families while the common origin is used to explain the physical characteristics that Native Americans have in common (though with considerable variation): Mongoloid features, coarse, straight black hair, dark eyes, sparse body hair, and a skin colour ranging from yellow-brown to reddish brown. Many scholars accept evidence of Native American existence in the Americas more than 25,000 years ago. In pre-Columbian times (prior to 1492) the Native American population of the area north of Mexico is estimated to have been between one and two million.

There is no part of the world with as many distinctly different native languages as the Western Hemisphere. Although most of the Native American languages that were spoken at the time of the European arrival in the New World in the late 15th century have become extinct, many of them are still in use today.

1. After migrating across the Bering Strait to Alaska, the Native Americans east and south.
 - A looked
 - B moved
 - C encouraged
 - D hunted
2. All of the following statements about Native Americans are true EXCEPT for the fact that...
 - A their languages are extremely diverse.
 - B they have a common appearance.
 - C they arrived in the Americas prior to the year 1500.
 - D most of the Native American languages are still spoken today.
3. Why were the Americas called the 'East Indies' by Columbus?
 - A It was thought that the Americas were actually part of the Indies.
 - B According to Columbus, the Native Americans looked like Indians from India.
 - C The East Indies are located in the Pacific Ocean.
 - D The land and resources of the New World were very similar to that of the Indies.
4. Why do Native Americans look so similar, yet speak so many different distinct languages?
 - A They were trying to establish new societies in the New World.
 - B Each tribe invented a new language before arriving in Alaska.
 - C Migrants crossed the Bering Strait at the same time and then spread over the continent.
 - D They all migrated from Asia, but at different times.



1	2	3	4

II. Writing

Choose the correct item.

1. Kate gave for her birthday.

- A her little sister a doll C to her little sister a doll
 B a doll her little sister D a doll for her little sister

2. My cousin on the ice and broke his leg.

- A felt B fallen C fell D did fell

3. Is that dress?

- A you B your C yours D yourself

4. She's worked here five years.

- A since B for C from D in

5. Are you get up soon?

- A will B be C go to D going to

6. My brother wants an actor.

- A become B becoming C to become D for becoming

1	2	3	4	5	6

➤ Your friend is fond of fast food restaurants. Write an email (35–45 words) to him / her.

- persuade him / her that home food is better and healthier;
- give your advice on healthy eating habits.

III. Speaking

Talk about your favourite subject at school. Include this information:

- why you take an interest in this subject;
- what you do at the lessons;
- what you do to deepen your knowledge of this subject.

EXAMINATION CARD № 53**I. Reading**

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

In the hills above Los Angeles, you can see an image that is familiar to millions: tall, white letters spelling “HOLLYWOOD.” It is a famous symbol of the world’s movie capital. However, Hollywood wasn’t always so well known. In 1853, only a single mud hut stood there. Two decades later, the area just west of Los Angeles was a farming community. It wasn’t until the early 1900s that the film industry arrived and changed Hollywood forever.

In film’s early days, most movies were made in New Jersey on the US east coast. However, bad weather and limited sunlight made making movies there difficult. Added to this was the fact that Thomas Edison had patents in the east on most filmmaking technology, and getting permission to use it was expensive. In the west, however, these patents were rarely obeyed. In 1910, director D.W. Griffith arrived in Los Angeles to film the short movie *In Old California*. He loved filming there and quickly spread the word of this great location. Cecil B. DeMille, one of the all-time greatest directors, filmed *The Squaw Man* in Hollywood in 1914. It was the west coast’s first full-length movie, a huge success, and the reason why the film industry never left California again.

Hollywood has since grown a lot, adding famous movie studios and becoming the center of the motion picture world. Less well known is a film editing company called Hollywood Digital Laboratory. When it first opened its doors in 1911, it was called Hollywood Film Laboratory. As Hollywood’s oldest operating film company, the small building is a different kind of Hollywood landmark showing how the town began years ago and how far it has come since then.

1. Prior to becoming a place to make films, Hollywood was

- A agricultural land C strictly governed
 B known as Los Angeles D located on the east coast

2. Which of the following is FALSE about early filmmaking?

- A The industry became successful on the west coast.
 B The light on the east coast was inferior to that of the west.
 C Filmmakers moved production to Hollywood for many reasons.
 D All films were made on the American east coast.

3. The film “The Squaw Man” was

- A the first film ever made
 B the first silent movie
 C the west coast’s first full-length movie
 D the first cartoon

4. Why does the article mention Hollywood Digital Laboratory?

- A It shows how famous Hollywood is now.
 B It is still Hollywood’s only film laboratory.
 C It is notable in the history of Hollywood.
 D It is more important than the big movie studios.

1	2	3	4



EXAMINATION CARD № 54**I. Reading**

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

THE FIRST COMPUTER PROGRAMMER

Ada Lovelace was the daughter of the poet Lord Byron. She was taught by Mary Somerville, a well-known researcher and scientific author, who introduced her to Charles Babbage in June 1833. Babbage was an English mathematician, who first had the idea for a programmable computer.

In 1842 and 1843, Ada translated the work of an Italian mathematician, Luigi Menabrea, on Babbage's Analytical Engine. Though mechanical, this machine was an important step in the history of computers; it was the design of a mechanical general-purpose computer. Babbage worked on it for many years until his death in 1871. However, because of financial, political, and legal issues, the engine was never built. The design of the machine was very modern; it anticipated the first completed general-purpose computers by about 100 years.

When Ada translated the article, she added a set of notes which specified in complete detail a method for calculating certain numbers with the Analytical Engine, which have since been recognized by historians as the world's first computer programme. She also saw possibilities in it that Babbage hadn't: she realised that the machine could compose pieces of music. The computer programming language 'Ada', used in some aviation and military programmes, is named after her.

1. Ada Lovelace's teacher introduced her to Charles Babbage.
2. Babbage programmed the first computer.
3. Ada translated the article in 1842.
4. The Analytical Engine was electronic.
5. Luigi Menabrea designed the first computer.
6. Babbage finished the machine before he died.
7. Babbage's design was ahead of its time.
8. Ada Lovelace noticed that Babbage's Analytical Engine could make computer games.

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

1. What did you for lunch?

 A go

 B leave

 C have

2. The book is great. It's very

 A useless

 B useful

 C usefully

3. Justine has got fair

 A eyes

 B hair

 C ears


4. There is an excellent art in our city.

- A gallery B station C factory

5. They hardly come and see us.

- A ever B never C usually

6. Who is your favourite?

- A song B show C singer

7. My niece is my sister's

- A nephew B son C daughter

1	2	3	4	5	6	7

➤ Write a short article (35–45 words) on the topic: “Modern technologies and our life.” Use the prompts given below.

- How have modern technologies changed our everyday life?
- Is it good or bad for people to rely on technologies to solve their problems? Why or why not?

III. Speaking

Talk about your classmates. Include this information:

- their hobbies and interests;
- the relationships in your class;
- their favourite TV programmes, books, magazines, etc;
- what you enjoy doing together.

EXAMINATION CARD № 55**I. Reading**

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

THE EFFECTS OF STRESS

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can also affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.

<http://web2.uvcs.uvic.ca/elc>

1. Physical, emotional, and mental problems are commonly caused by stress.
2. Stress is one of the most common causes of health problems in modern life.
3. According to the essay, the arms may suffer physical problems caused by stress.
4. Stress can affect emotions by making people feel elated and thrilled.
5. Long term stress can lead to depression and alcoholism.
6. People often develop addictions when trying to relieve stress.
7. If untreated, stress could often lead to death.
8. Stress can affect the respiratory system by causing stomach problems.
9. Stress can affect the heart by decreasing the pulse rate.
10. Symptoms of emotional stress include feeling hungry and thirsty.

1	2	3	4	5	6	7	8	9	10

II. Writing

Complete the sentences with the correct forms of the verb (present perfect simple or present perfect continuous).



EXAMINATION CARD № 56**I. Reading**

Read the text. Choose the correct item A, B, C or D to complete the sentences (1–4).

Among biologists, the Galápagos Islands – an archipelago of volcanic islands that straddle the equator about 600 miles from the coast of mainland Ecuador – are legendary. For when the young Charles Darwin sailed around the world in the 1830's, he visited these islands, and was struck by five things.

First, he observed that many of the animals and plants living in the Galápagos are found nowhere else in the world. Examples? Marine iguanas, which swim, eat algae and spend hours basking on the rocks. Darwin, uncharitably, described them as “hideous” and “stupid.” Then there are the giant tortoises (“antediluvian,” said Darwin), the largest of which can weigh as much as 250 kg, or 550 pounds. Among the birds, there are flightless cormorants, which have stumpy little wings; and, famously, there are several unique species of finch.

Darwin's second observation was that certain sorts of animals are missing. The islands have no frogs, for example, and until humans came, there were no land-lubbing mammals like rats or cats. Third, he noted that many of the creatures living in the Galápagos resemble, but differ from those of the nearest continent – South America. Fourth, the inhabitants of one island often differ from those of another.

These four observations formed an essential piece of Darwin's evidence that evolution takes place.

Taken from “*Fearless*” by *Olivia Judson*, *The New York Times*, 2010

1. The Galápagos Islands are...

- A important for chemists.
 B ordinary when observed by biologists.
 C important for biologists.
 D ordinary when observed by chemists.

2. Charles Darwin observed that...

- A many plants and animals are unique to the Galápagos Islands.
 B all animals in the world can be found on the Galápagos Islands.
 C in South America animals are the same as those on the Galápagos Islands.
 D five different kinds of animals.

3. The Galápagos Islands are all of the following EXCEPT...

- A located near South America.
 B the site of a visit by Charles Darwin.
 C home to many animals including frogs, rats, and cats.
 D the site of important observations relating to evolution.

4. Charles Darwin was interested in all of the following EXCEPT...

- A the flight patterns of different kinds of birds.
 B the evolution of different species of animals.
 C animals on the Galápagos Islands as compared to animals in other places.
 D why certain animals are not present on the Galápagos Islands.

1	2	3	4



EXAMINATION CARD № 57**I. Reading**

Read the text given below. Complete the sentences (1–6) in your own words.

In the 21st century, our need for energy is greater than it has ever been. Fossil fuels like coal, oil and gas were formed millions of years ago, and when power stations burn them to create electricity, they release harmful gases into the atmosphere. There may be enough coal to last for a few hundred years, but known oil and gas reserves will run out in less than 50 years – and then what will we do?

Many scientists suggest turning to renewable energy, which means sources of energy that will never run out. It can be produced using the wind, the sun, waves or hot springs. The wind can turn large turbines to produce electricity, while energy from the sun can be collected in panels and stored in batteries. The movement of the sea can also be changed into electrical energy by using wave machines and, in parts of the world where there is volcanic activity, hot springs can produce geothermal energy. Unlike nuclear power, these are safe sources of energy that don't pollute the environment.

Our dependence on fossil fuels has to end soon. Let's hope that by the time all the reserves are gone, there will be enough alternative sources of efficient energy available. In the meantime, why don't we try to reduce the amount of energy that we use?

1. Burning fossil fuels releases

2. Known oil and gas reserves will disappear in

3. Renewable energy sources never

4. The sun's energy can

5. Hot springs can

6. We should try to

II. Writing

Choose the correct item.

1. They have got a huge house. They be rich.

A needn't

B can

C must

2. you open the window, please?

A Shall

B Can

C Must

3. The new stadium last month by the mayor.

A was opened

B is opened

C is opening



EXAMINATION CARD № 58**I. Reading**

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

Since childhood, Dr. Robert Lang has practised origami. It was the convergence of his intensely creative mind and this ancient Japanese tradition that gave rise to his unique style of origami, which he developed into a renewed art and ultimately a science of practical application.

His intricate paper insect creations were a departure from the standard boats and cranes that have long been in the tradition of origami. Over time his works grew more complex, featuring hundreds of folds and multiple pieces of paper, such as a fullscale cuckoo clock. Between his efforts to earn a PhD in applied physics, his job at NASA's Jet Propulsion laboratory, his eighty technical papers, and his forty-six patents in opto-electronics and lasers, he somehow found time to implement and evolve a number of original origami designs.

The practicality of his scientific research began to influence his origami designs, until the line between the two began to blur. He participated in a project at EASi Engineering to develop complicated crease patterns for airbag folding designs. Lang also worked to design a mesh wire heart support to be folded and implanted in congestive heart failure patients; once inside, it would expand, protecting the heart. His most ambitious project to date, however, is shared with a team at the Lawrence Livermore National Laboratory, with whom he has developed a space telescope – one that is forty times larger than the Hubble and collapsible for space travel through a series of precise origami folds.

Taken from *"The Origami Resolution"* by Ben Taylor

1. Lang's style of origami originated from a combination of ...

- A practical application and creative mind.
- B a creative mind and renewed art.
- C Japanese tradition and a creative mind.
- D Japanese tradition and practical science.

2. Lang's paper insects were ...

- A almost the same as traditional or standard origami.
- B very different from traditional origami.
- C based on traditional boats and cranes.
- D traditional origami creations.

3. Because of his work and projects in science, he ...

- A probably didn't have a lot of time to make origami.
- B had a lot of time to make origami.
- C could use special equipment for making origami.
- D earned a PhD based on origami.

4. Lang's origami has been used for ...

- A design in airplanes.
- B design in wire fences.
- C clothing creases.
- D mesh enclosures.

5. His telescope design ...

- A is sponsored by the NASA jet propulsion lab.
- B can be folded up so that it is easy to travel with.
- C is almost as big as the Hubble telescope.
- D was his most expensive project.



EXAMINATION CARD № 59**I. Reading**

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

Scientists said on Tuesday they had found a “Lost World” in an Indonesian mountain jungle, home to dozens of exotic new species of birds, butterflies, frogs and plants. “It’s as close to the Garden of Eden¹ as you’re going to find on Earth,” said Bruce Beehler, co-leader of the U.S., Indonesian, and Australian expedition to part of the cloudshrouded Foja mountains in the west of New Guinea. Indigenous² peoples living near the Foja range, which rises to 2,200 metres, said they did not venture into the trackless area of 3,000 sq km – roughly the size of Luxembourg or the U.S. state of Rhode Island. The team of 25 scientists rode helicopters to boggy clearings in the pristine³ zone.

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

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

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

Taken from “*Lost World*” Found in Indonesian Jungle, Reuters, February 9th, 2006

¹ The Garden of Eden – Райський сад

² indigenuos – місцевий

³ pristine – первісний, чистий, незіпсований

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

1	2	3	4	5	6	7	8	9	10

II. Writing

Choose the correct item.

1. Computers more and more efficient.

A are becoming

B become

C is becoming

2. Paul to Tina when I saw him.

A is talking

B was talking

C talks



3. Sam to school every day.

- A was walking B is walking C walks

4. We to Austria last winter.

- A have gone B went C go

5. The bank by the time I got there.

- A closes B closed C had closed

6. Tina while Bob was watering the plants.

- A cooked B was cooking C has been cooking

7. I Italian for three years now.

- A learn B am learning C have been learning

8. They for three hours when they stopped for a rest.

- A have been driving B had been driving C were driving

1	2	3	4	5	6	7	8

➤ Write (35–45 words) about your favourite sportsman. Include this information:

- the name;
- the country;
- the kind of sport he / she goes in for;
- his / her achievements.

III. Speaking

Some teenagers spend a lot of time playing computer games.

- Do you think computer games are dangerous? Why or why not?
- Give example to prove good or bad aspects of playing computer games.

EXAMINATION CARD № 60**I. Reading**

Read the article and choose the correct item (A–C) to complete the sentences (1–5).

“When I visit London one of my favourite things to do is shopping! I really enjoy hunting around for interesting things in the sales, buying something new to wear out on a Saturday night. Or a bit of window-shopping – it doesn’t cost a penny. Sometimes I’ll spend hours just walking around a market having a chat with my friends.

There are lots of different places to go shopping in London. If you’re looking for ‘high street’ shops – the kind of shops you will find in most towns, you can go to Oxford Street, but it gets too busy sometimes; it can be difficult to get anywhere! For a less crowded, more relaxing shopping experience, go to Covent Garden – you can have an expensive cappuccino, and watch some (free) street theatre at the same time.

Some people like shopping in department stores. The most famous one in London is ‘Harrods’ in Knightsbridge, but for me, it’s not modern enough, and too expensive, the sort of place your parents do their shopping. The best of all the big department stores is ‘Selfridges’ in Oxford Street, it’s a shoppers’ paradise, nice clothes but very high prices. Well I can look, can’t I?

For the ‘day out walking around a market’ experience, try ‘Camden’. It’s exciting, fashionable, and there are lots of lovely things at attractive prices! You can buy cheap jeans and cool second hand clothes in the morning and then get a tattoo and a body piercing later on! If all that shopping is too tiring, you can get some Chinese or Thai food for £2 or 3, sit by the canal and relax. What could be better?

If you think you need to experience more of London’s ‘culture’, you might prefer a trip to Greenwich. This is a much more relaxing day out. You can have a walk round the market and shops, and then take in a bit of London’s history – it was the birthplace of Henry VIII, Queen Mary and Elizabeth I. There’s also the park, the ‘Cutty Sark’ (an old ship that was used for transporting tea), and the old observatory ... so much to do, but don’t forget the shopping!”

Adapted from: www.bbc.co.uk

1. “High street” shops are ...

- A the most expensive shops in town.
 B shops you can find almost everywhere.
 C street markets.

2. Covent Garden is a place where you can ...

- A have a cheap cup of coffee.
 B get lost in crowded shops.
 C watch a street performance.

3. The speaker’s favourite department store is in ...

- A Knightsbridge. B Oxford Street. C Covent Garden.

4. You should go to Camden if you want to ...

- A have a tattoo.
 B buy expensive clothes.
 C try traditional English food.

5. When you go to Greenwich you can ...

- A see the birthplace of the British queens.
 B visit an old war ship.
 C eat a Chinese dinner.



EXAMINATION CARD № 61

I. Reading

Read the text. Choose the correct item A, B, C or D to complete the sentences or answer the questions.

ALEXIS ELLS'S DREAM

From the time she was a small child, Alexis Ells remembers rescuing injured animals and bringing them home for care.

"Healing has always been innate to me," says Ells. "It's been a calling, a passion. I was one of those blessed people who always knew what I wanted to do."

By continuing to follow this innate passion, Ells is fulfilling her life's dream as the founder of the Equine Sanctuary, a non-profit organization that rescues, rehabilitates, and re-trains injured performance horses that can no longer compete.

Ells says reaching her dream meant facing life's inevitable uncertainties and taking action now, not later.

"So many people are waiting for that perfect moment," she says. But "that right moment never shows up. We have to create that moment. Our destiny isn't about fate, it's about a choice."

Ells's life has been fraught¹ with great challenges, including a serious illness and a car accident in 1988 that ended her competitive riding career and left her with a serious brain injury. But she believes her success is built on her attitude that being challenged in life is inevitable; being defeated is optional.

"I think it's about perception and perspective," she says. "If you give yourself the freedom to know that anything is possible, and you keep having faith, belief, and perseverance despite the odds, you will eventually arrive at the top of the mountain."

Taken from *National Geographic*

¹ fraught – повний, наповнений

1. What is it that has always been innate to Ells?

- A Raising and retraining injured horses. C Fulfilling her dream.
 B Following her calling – healing. D Taking risks.

2. "Innate" in the fourth sentence means...

- A requiring thought. C instinctive.
 B unnatural. D destructive.

3. Ells believes we should reach our destiny ...

- A by waiting for the perfect moment.
 B by taking action when the moment is just right.
 C by letting fate take its course.
 D by making a choice and creating that moment.

4. What does Ellis believe her success is built upon?

- A her attitude towards being challenged in life.
 B her luck in challenging situations.
 C her relationship with competitive riding.
 D her series of misfortunes.

5. When Ellis speaks of arriving at "the top of the mountain," she is speaking about ...

- A her hobby as a climber.
 B her inability to challenge herself in high altitudes.



- C reaching your destiny.
- D overcoming your greatest fears.

1	2	3	4	5

II. Writing

Fill in *much, many, a lot of, few, little, a few* or *a little*.

1. There are _____ different animals in the zoo.
2. Let's hurry. We have _____ time left.
3. There are very _____ buses at the bus stop.
4. Do you have any cakes left? Yes, we have _____ .
5. There isn't _____ snow this year.
6. They don't have _____ pets at home.
7. We see _____ new paintings at the exhibition.
8. They haven't _____ information about this question.

➤ Write a letter (35–45 words) to your English-speaking friend about your hometown. Use the prompts given below.

- What is your hometown known for?
- Would you move away from your hometown?
- Do you think you could be happy anywhere?

III. Speaking

Describe your room.

- How is your room furnished?
- How does this room reflect your personality?
- If you had a chance to decorate your room as you wish, what would you change?

EXAMINATION CARD № 62**I. Reading**

Match the headings (A–G) to the paragraphs (1–5). There is one heading that you don't need.

- A Teenagers and love
- B Positive sides of teenage life
- C Parents' control
- D Being a teenager is just a part of life
- E Influence of TV and the Internet
- F Teenage worries and fears
- G Time to be happy

0 D

Teenagers today are undergoing lots of physical and emotional changes. They are subjected to physical growth and hormonal changes. Nevertheless, being a teenager is just a normal and unavoidable part of life.

1 _____

Though the teenage life is full of happiness and sadness, enjoyment and frustrations, it can be interesting! Making friends is part and parcel of a teenager's life. The teenager should enjoy life by making friends with peers and participate in healthy activities such as camping, jogging, playing football, swimming and so on. Socialising with friends, a teenager learns to make decisions, to joke, laugh and play to release stress and tension. By making friends, the teenager learns to sweeten his or her joys or to ease the bitterness of life troubles.

2 _____

Many teenagers are very conscious of their appearance. It is at this part of their life that beauty strikes as the main self-image. They love to follow up with the latest trends for clothes, hairstyle and try to look good. Some girls and boys go on a crash diet to slim down in order to look attractive. Others may suffer from acne and pimples that may scar their external beauty.

3 _____

Another stage is the teenagers' attitude to love. There are chemical changes in the body and so the teenagers tend to fall in love and have relationship. They experience love and rejection. These sometimes affect their studies.

4 _____

Parents tend to control their freedom and often say no to what the teenagers do. Hence, we have cases of disagreements, disputes or quarrels. Both parents and their teenage children should try to understand and support each other.

5 _____

The mass media and the Internet also influence the lives of many teenagers. Violent action movies and computer games surfed from the Internet can bring a disastrous effect on a teenager's life. There will be more harm than good if nothing is done.

0	1	2	3	4	5
D					



II. Writing

Write the questions given below in the Indirect Speech.

1. Ann asked, 'How many children are there in your class, Kate?'

2. Steve asked, 'Where have you studied before, Helen?'

3. Susan asked, 'Why do you want to join this club, Michael?'

4. Mary asked, 'Can you speak any foreign languages, Pete?'

5. Tom asked, 'What exams are you going to pass this year, Sue?'

6. Alex asked, 'Did your sister start school at the age of six or seven, Bob?'

➤ Think of a celebrity, past or present, whose clothes you like. Write a description (35–45 words) of one of his / her outfits, that you really like.

- describe his/her clothes and accessories;
 - express your attitude to their style.
-
-
-
-
-
-
-
-
-
-

III. Speaking

Talk about pros and cons of using the Internet. Include the following:

- availability of the latest information at any time / finding information takes a lot of time;
- on line shopping / too much advertising;
- chatting with other people / "chat friends" isn't the same as actual meeting of people.

EXAMINATION CARD № 63**I. Reading**

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

Here is the weather forecast for today and tomorrow.

Today the morning will be cloudy in most parts of the country, with some rain at first. Many places will then become dry and bright, but there'll be more showers across Scotland. The south wind may be very strong at first but it will become more gentle in the afternoon. Rather chilly, with temperatures around 15°C. In the evening most places will be dry and clear, especially in the south of England. Clouds and rain will be reaching some other parts of the UK overnight. There'll be heavy rain across Scotland, with snow in the mountains. During the night temperatures may fall below 0°C in the far north. Tomorrow it'll be mostly dry and sunny across England and Wales with some fog in the morning. Scotland will start cloudy, but it'll get much brighter during the day. Still rather windy but it'll be much warmer, temperatures reaching 20°C. The weekend is going to be nice and dry, with lots of sunshine and a warm breeze from the south.

Adapted from: www.bbc.co.uk

1. Today Scotland will be sunny most of the time.
2. There will be wind from the south today.
3. It will rain tonight in the south of England.
4. There will be snow in some parts of Scotland at night.
5. It will probably be frosty in some places at night.
6. It will rain in Wales tomorrow.
7. It will be windy tomorrow.
8. Tomorrow it will be colder than today.

1	2	3	4	5	6	7	8

II. Writing

Turn the following sentences into reported speech.

1. The policeman said to the man, 'Don't move!'

2. Jim said, 'Are you coming to my party tonight?'

3. Dad said, 'I'm leaving for work now.'

4. Helen said, 'Let's go for a walk in the country.'



EXAMINATION CARD № 64

I. Reading

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

FROM "HOLLYWOOD"

Foreigners are the best thing that ever happened to Hollywood. Some of the most celebrated directors of "American" films were not born in the United States: Billy Wilder, William Wyler, Frank Capra, Elia Kazan, Mike Nichols, Roman Polanski, John Woo, An Lee – all were born outside the US. Of all the Oscars given for best directing since 1929, 27 percent have gone to men for whom English is a foreign language; 23 percent of best-picture winners were directed by a person born in a foreign country. Oddly, though, not one of those prizes has gone to a director from Mexico or South America. That is going to change. Hollywood is in the middle of a Pan-American invasion because of five visionary talents who are likely to become to the next decade what Steven Spielberg, Martin Scorsese, George Lucas and Francis Ford Coppola were to the 1970's. This group of new directors has come out of the art houses and into the spotlight. Mexican director Alfonso Cuaron not only wrote and directed the internationally successful film "Y Tu Mama Tambien," but followed it with the 2004 international smash "Harry Potter and the Prisoner of Azkaban." His countryman Guillermo del Toro turned a favourite comic book, "Hellboy," into a hit last spring, and Alejandro Gonzalez Inarritu followed his first film, the Oscar-nominated "Amores Perros," with the acclaimed "21 Grams" starring Sean Penn.

Farther south, Brazilian Fernando Meirelles earned a best-director nomination in 2003 for his film "City of God," a film that was produced by fellow Brazilian director Walter Salles, whose film, "Central Station," earned two Oscar nominations in 1998 and whose new film, "The Motorcycle Diaries," may obtain best-picture and best-director nominations.

None of this would have happened without the major socio-political changes that occurred in Mexico and South America in the past 20 years. "My generation is the first generation [in South America] to be able to express itself freely," Salles says. "Until the early 1980's in Argentina, Brazil, Chile, Peru, we were living under military dictatorships, under censorship. If you have not been able to express your voice for 25 years and you finally recover it, there's a passion to express yourself that has no parallel. This generation of directors and actors has developed from that." This generation of Mexican directors, by contrast, was the first to grow from a different kind of cultural repression.

www.filmsite.com

1. Of all the Oscars given for the best director in the United States 27 % have gone to...

- A Americans. C men for whom English is a foreign language.
 B foreigners. D directors from Mexico and South America.

2. Directors from Mexico and South America...

- A have obtained Oscars for best picture.
 B have obtained Oscars for best director.
 C have not yet obtained Oscars.
 D will certainly receive an Oscar this year.

3. Steven Spielberg, Martin Scorsese, George Lucas and Francis Ford Coppola...

- A are Pan-American directors.
 B are talents of the 1970s.
 C will become more known in the next decade.
 D are a group of new directors.



EXAMINATION CARD № 65**I. Reading**

Read the text and match questions (A–G) with paragraphs (1–6). There is one question you will not need to use.

- A What is Britain's favourite food these days?
- B Is it only eaten in restaurants?
- C How long has curry been popular in Britain?
- D Is fish and chips still Britain's national dish?
- E What is 'chicken tikka masala'?
- F What other 'multicultural' food is popular in Britain?
- G Is curry popular just in London and other big cities?

0 D

Not these days. For one thing, fish is becoming more and more expensive, and our tastes seem to be changing too. In any case, fish and chips only came to Britain less than 150 years ago, so it is not really such an old traditional dish. Fish and chips was probably a mixture of French 'frites' and Jewish fish recipes.

1 _____

Some people say it is 'chicken tikka masala', a British curry dish. Like 'balti', it was invented in England by Bangladeshi immigrants. The British like gravy, or sauce, with their food, and this is very different from the food you might find in India, Pakistan or Bangladesh.

2 _____

Curry first appeared on a British menu in 1773, would you believe, so it is actually much older than fish and chips. Indian restaurants have been very popular in Britain for over thirty years. In fact, they are not really 'Indian'; most of them are operated by Bangladeshis.

3 _____

No. You can find curry houses even in the smallest villages. There are over 9,000 of them all over Britain.

4 _____

No, a lot of people cook their own curries at home. Sainsbury's, one of Britain's biggest supermarkets, sells 30,000 chicken tikka ready-meals a day, and you can buy chicken tikka masala flavoured crisps, pizzas, sandwiches and pasta sauce. British companies even sell it to India.

5 _____

You can find almost anything in supermarkets these days, including 'fusion' food, which has influences from more than one culture. Afro-Caribbean food and Japanese-style sushi bars are becoming more popular in London, and you will find Chinese, Greek, Mexican and Thai food in most British towns and cities.

0	1	2	3	4	5
D					



EXAMINATION CARD № 66**I. Reading**

Read the text. Choose the correct item (A–D) to complete the sentences (1–4).

Universal Studios Hollywood — a place for fun, entertainment, and even history — is taking its first steps in a 25-year plan to expand the park. The new outline envisions an incredible growth of the amusement facilities as well as the development of a residential neighbourhood in the area. This environmentally friendly living area is just another feather in the cap of this amazing park of wonder.

Originally known as Universal City, Universal Studios Hollywood was founded in 1915 by Carl Laemmle. It was the first studio to offer tours where audiences could watch films in production. Since then, Universal Studios has grown to include theme parks, restaurants, hotels, shopping malls, and much more. This park proved to be so popular that Universal Studios Florida opened in 1990, and last year, Universal Studios Japan (Osaka) celebrated its fifth birthday.

With so much past success from growth, it's no wonder that Universal is excited about its latest plans for expansion. Previous plans were scrapped due to complex zoning and environmental regulations. Now, they are ready to move ahead in full force.

While many new attractions are in the works for the new expansion, Universal will preserve some of its old attractions, such as the Bates Mansion from the film *Psycho* and the mechanical shark from *Jaws*. These attractions offer a historical perspective of the film industry. Preserving them illustrates the advance in film production techniques over the years. In addition to safeguarding the past, plenty of new high-tech soundstages, rides, and theaters are in the works. In May, Citywalk, a shopping, dining, and entertainment facility, began remodeling. Spring also saw the opening of Sky-Venture Hollywood, an attraction where visitors can float 40 feet into the air on 125 mph winds. Not bad for a studio once called, "The strangest place on Earth."

1. As a result of the popularity of Universal Studios,

- A other parks and facilities were opened
- B homeowners lost their property rights
- C neighbourhoods in the area were flattened
- D Carl Laemmle decided to shut down his park

2. According to the article, why will older attractions remain?

- A They're too costly to replace.
- B They provide insight into the development of the film industry.
- C They represent the destruction of historic landmarks.
- D They only cost \$25 million in annual upkeep.

3. What will more than likely occur because of the expansion of the park?

- A The movie industry will improve its contents.
- B Business will experience a slight slump.
- C More tourists will be drawn to the area.
- D Universal Studios will pass out more tour packages.

4. Which statement is TRUE, according to the text?

- A Old attractions will be preserved because it is too expensive to provide the new ones.



EXAMINATION CARD № 67**I. Reading**

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

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

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

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

Taken from The History of the English Language by Brigit Viney

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

- A declined C devolved
 B emerged D emancipated

2. When the author says, "Creativity and learning in all areas flowered," the word 'flowered' means:

- A stagnated and died C grew and expanded
 B continued yet struggled D declined and left

3. During the 16th century, Latin was ...

- A the language of the proletariat.
 B the language that most people spoke with their families.
 C easier to understand than other European language.
 D the language of education.

4. What began to change the belief in Latin as the richest of the European languages?

- A education, printing and learning
 B printing, newspapers and magazines
 C education, computers and the Internet
 D learning, sports and public schools

5. When was the acceptance of English as a language of learning completed?

- A the opening of the 15th century
 B the end of the 18th century
 C the closing of the 17th century
 D the beginning of the 17th century

1	2	3	4	5



II. Writing

Choose the correct item.

1. Stephen made this cake himself!
 A from B by C with
2. You bring a map. You can borrow mine.
 A must B don't have to C mustn't
3. I feel ! I think I have a temperature.
 A great B fantastic C awful
4. You park here. It's forbidden.
 A must B don't have to C mustn't
5. This container is made plastic.
 A in B by C of
6. Plastic is to the environment.
 A helpful B harmful C careful

1	2	3	4	5	6

➤ Write an email (35–45 words) to your friend about a famous singer. Include the information:

- when and where he / she was born;
- his / her appearance and character;
- his / her achievements.

III. Speaking

Talk about science. Agree or disagree with the statement: “Science will make sure that life is better in the future.” Include the following:

- Will computers become more intelligent than humans if science keeps advancing?
- Will robots be our friends or will they try to take over the world?
- Will scientific inventions improve our life?

EXAMINATION CARD № 68

I. Reading

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

It was just after midnight when Stephen Richards heard a strange, melodious whistle amid the patter of rain in the Papau New Guinea cloud forest. Papau New Guinea is a country on the eastern half of the island of New Guinea, which lies north of Australia. Richards, 44, knows the terrain and its creatures well, but the sound he heard was completely new. "When I heard this, I knew it was going to be fantastic," he says.

Richards moved carefully through thorny vines toward the sound. After an hour of searching, he found the source: a "warty brown blob¹." When he gently took hold of the blob, it bit him on the hand. "I was shocked," he says. "Frogs don't normally bite you." The animal's bite along with its unique cry and strange appearance, told Richards he had discovered a new species. It was an exhilarating moment. But to Richards, who is a zoologist with the South Australian Museum in Adelaide, Australia, it was also another day at work.

Richards believes he has discovered almost 100 frogs. He has managed to scientifically classify and name 30. Another 70 must be studied carefully before they can be classified as new species.

Frogs are threatened by habitat destruction, disease, and predators². Richards believes recording the amphibians is vitally important. As for the blob that bit him, Richards has not classified and named it yet. But you can bet it will have a name that fits its snappy temperament. "I like a frog with attitude," he says.

Taken from "The Frog Finder" by Rory Callinan,
Time for Kids: World Report Edition.

¹ blob – крапля, кольорова цяточка

² predator – хижак

1. How did Stephen Richards discover this new species of frogs?

- A He accidentally stepped on it.
 B He followed the sound of its whistle.
 C The frog jumped on him.
 D Another zoologist brought it to him.

2. What happened when Richards gently picked up the frog?

- A The frog bit him. C The frog jumped at him.
 B The frog tried to run away. D Richards put the frog in his pocket.

3. Which did NOT contribute to Richards's belief that he had discovered a new species?

- A the frog's bite. C the frog's jump.
 B the frog's whistle. D the frog's appearance.

4. How many frogs has Richards already classified and named?

- A 100 B 30 C 70 D None

5. Why does Richards believe that it's important to record behaviours of frogs?

- A Frogs are threatened by habitat destruction, disease, and predators.
 B They may be poisonous and Richards wants to prevent them from harming others.
 C They are useful in treating illnesses.
 D He wants to open a zoo that mainly displays frogs.

1	2	3	4	5



EXAMINATION CARD № 69**I. Reading**

Read the article and choose the correct item (A–D) to complete the sentences (1–5).

He is building a small house in the backyard for when their baby is old enough to use it as a fort or club-house or getaway, and he wants to have three walls up before his wife gets home. She is at her mother's house because her mother has slipped on the ice – a skating party, Christmas-themed – and needs help with preparations for her holiday party, planned before the accident. It's snowing lightly, and the air is cold enough to see. He is working on the small house with a new drill he's bought that day. It's a portable drill, and he marvels at its efficiency. He wants to prove something to his wife, because he doesn't build things like this often, and she has implied that she likes it when he does build things, and when he goes biking or plays rugby in the men's league. She was impressed when he assembled a telescope, a birthday gift, in two hours, when the manual had said it would take four. So when she's gone during this day, and the air is gray and dense and the snow falls like ash, he works quickly, trying to get the foundation done. Once he's finished with the foundation, he decides that to impress her – and he wants to impress her in some way every day and wants always to want to impress her – he will need at least three walls up on the house by the time she gets home.

Taken from "On Wanting to Have Three Walls up Before She Gets Home"
by Dave Eggers, *The Guardian*, 2004

1. The purpose of the small house is to ...

- A allow the man a fort to escape to.
 B appease the man's wife who is forcing him to build it.
 C provide a clubhouse for the man's child.
 D make the man's wife happy.

2. His wife likes it when he does all of the following EXCEPT ...

- A building things. C biking.
 B skating. D assembling telescopes.

3. From the text, we can infer that 'to marvel' is to ...

- A admire. C examine.
 B question. D use.

4. He wants to build the small house quickly because ...

- A he must build it as quickly as he built the telescope.
 B he told his wife he would complete it while she helped her mother.
 C he wants to impress his wife.
 D he wants to finish it before the weather gets worse.

5. We can assume that ...

- A the husband and wife are competitive.
 B the husband and wife like to spend time apart.
 C the wife thinks the husband is fat.
 D the husband and wife like to do things for each other.

1	2	3	4	5



EXAMINATION CARD № 70**I. Reading**

Match the headings (A–F) to the paragraphs (1–4). There is one heading that you don't need.

- A Say what you mean
- B The first impression you make
- C Monitor your body language
- D Appearance is important
- E Be serious
- F Look your best

0 B

Four minutes! Studies tell us that is the crucial period in which impressions are formed by someone we have just met. Within ten seconds person will begin to make judgements about our professionalism, social class, morals and intelligence. People tend to focus on what they see (dress, eye contact, movement), on what they hear (how fast or slowly we talk, our voice tone and volume), and on our actual words.

1 _____

Most employers believe that those who look as if they care about themselves are more likely to care about their jobs. Research shows that physically attractive people are generally perceived by prospective employers as more intelligent, likable and credible. Here is how to make those crucial four minutes count.

2 _____

It signals success. Studies have linked clothing consciousness to higher self-esteem and job satisfaction. Forget about personal style. At work, your clothes must convey the message that you are competent, reliable and authoritative. Dress for the job you want, not the job you have.

3 _____

How you move and your gesture will greatly influence an interviewer's first impression of you. In a landmark study of communications, psychologist Albert Mehrabian discovered that 7 percent of any message about our feelings and attitudes comes from the words we use, 38 percent from our voice, and a startling 35 percent from our facial expressions. In fact, when our facial expression or tone of voice conflicts with our words, the listener will typically pay more attention on the nonverbal message.

4 _____

Your goal is to express confidence and be believed. Clinch that favourable first impression by making your words consistent with your body language and appearance. Open and close your conversation on a positive note. When you are going to leave, summarize why you are the best candidate for the job and thank the person for his interest.

0	1	2	3	4
B				

II. Writing

Choose the correct item.

1. "Would you turn down that music?" "Sure, problem."

- A no B not C never



2. She's young to go to rock concerts.

- A a very B rather a C too

3. Billy he wants to go to the cinema.

- A tells B says C told

4. I can't stand football!

- A watching B to watching C watch

5. I'd rather swimming than watch TV.

- A to go B going C go

6. I'm tired of at home.

- A stay B to stay C staying

1	2	3	4	5	6

➤ Write a short article (35–45 words) to the school newspaper about the popular place or sight in your area. Use the prompts given below:

- its location;
- features that attract visitors to that place;
- your feelings about it.

III. Speaking

There are many traditional holidays in Ukraine. Talk about one of them. Include the following:

- list the holidays that people celebrate in Ukraine;
- describe the most important holiday (New Year, Easter or some other one);
- say why you like to celebrate it.

EXAMINATION CARD № 71**I. Reading**

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

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

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

“We’ve found designer clothes with their price tags on them and the receipts still in the bag,” says Heller. Even oddities¹ like fish-bowls with live fish and, once, a three-foot-tall inflatable Jesus have found new owners.

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

Taken from *Reader’s Digest*

¹ oddities – дивні речі

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

- A moving to another country that isn’t as wasteful.
- B beginning an organization that would gather the college throw-aways and sell them.
- C writing a letter and sending it to her congressman.
- D going around to colleges and yelling at all of the students.

2. Why did Lisa Heller start Dump & Run?

- A She had just graduated from college and she needed a job.
- B She wanted to have an article written about her.
- C She was concerned about all of the things college students were throwing away.
- D She had received a degree in business, and so she wanted to start a business.

3. Which of the following has Dump & Run NOT discovered in college students’ trash?

- A An inflatable Jesus
- B Brand new clothes that have never been worn
- C A new computer still in its box
- D Fish still in their fish-bowls

4. What happens to the money that is raised through Dump & Run?

- A It is given to local charities.
- B It is given back to the college students.
- C It is used to buy more trash.
- D Lisa Heller uses all of it to pay her rent.

5. Since the start of Dump & Run in 2000 it has become ...

- A wasteful
- B expensive
- C successful
- D smaller



EXAMINATION CARD № 72

I. Reading

Read the text and choose from the sentences (A-F) the one which fits each gap (1-5). There is one sentence that you don't need.

- A He was even able to calculate the diameter of the globe.
- B Some other people worked in the shipyards or in small factories.
- C Among the great philosophers of the ancient world were Socrates, Plato and Aristotle.
- D Ancient Greece has gone down as one of the greatest civilizations in history.
- E These slaves were people who had been captured in foreign lands and were brought over to Greece.
- F Greeks loved their country

(0) *..D..* Ancient Greece was the first civilization to make a systematic study on subjects like geometry, medicine and philosophy.

Life then in Athens and other Greek cities was good. The citizens were free to say and do as they liked. Most of the people were farmers who grew crops like barley, wheat, grapes and olives. Some of them also reared sheep and goats on their farms. Other people were craftsmen producing metal work, pottery, tiles or woollen textiles.

(1) The typical rich man lived in a huge stone mansion with a courtyard. The women normally looked after the household. Usually, these families had dozens of slaves to do the household chores. Contrary to the freedom which the Greeks had, the slaves had absolutely no rights whatsoever. (2) With the slaves doing all the work, the rich Greek citizens had plenty of time on their hands for leisure activities. These citizens were encouraged to take part in politics. In fact, democracy had its roots in Greece. Due to the encouragement of the governing bodies, many Greek men in the cities took an active role in the political scene. Most of these people were later hailed as the great thinkers, writers or artists of the modern world. They made great contributions not only in the sciences but in the arts as well.

Using mathematical theories, Eratosthenes was among the first to declare that the Earth was round. (3) Other Greek mathematicians like Pythagoras and Archimedes also made priceless contributions to the foundation of modern arithmetic and geometry.

The father of modern medicine was a Greek named Hippocrates. He was not only the founder of scientific medicine but he was also a physician and surgeon.

(4) They tried to understand abstract ideas such as goodness, knowledge, pleasure and the soul. Some of such ideas are not fully understood even to this day.

0	1	2	3	4
D				

II. Writing

Put the verbs in brackets into the correct tense.

- A
Last month, Julie (1) *...went...* (go) on holiday to France with her husband, Rob.



EXAMINATION CARD № 73**I. Reading**

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

If I were seventeen again, I would want to live on a Kentucky hill farm. I would want to grow up and live where there are trees, meadows, and streams.

If I couldn't live on a large farm, a few acres would do. But I would want space to hunt over, and a stream or lake nearby where I could fish. I would want to mow the meadows with a span of horses or mules, and haul the hay to the barn on a hay wagon. I believe the boy or girl who hasn't ridden on a hay wagon has missed something in his youth. If he hasn't smelled newmown clover, he has missed the finest wind a youth ever breathed.

In the spring of the year, if I were seventeen again, I'd want to take long walks into the woods. I'd want to get acquainted with all kinds of birds, how they build their nests and the kind of materials they use, what colour and size eggs they lay – from the hoot owl to the chicken hawk and sparrow – and how and what they feed their young. I'd want to know all about the animals. I would want to know and I would find out what they ate, where they lived, what animals were friendly with each other and which were enemies. This is a world every teenage boy should know. I've never seen one yet who didn't love the animal world. And I would protect each non-destructive animal, each non-destructive bird. I would want to know the hunting laws, abide¹ by them, and help re-stock² and protect the game so it would be here for the next seventeen-year-old when he came along.

Taken from *If I Were Seventeen Again* by Jesse Stuart

¹ abide (by) – змиритися з правилом чи рішенням, навіть якщо не згоден із ним

² re-stock – поновити запаси

1. The person telling the story wants to know how birds build their nests, how they walk, and how they steal eggs.
2. The person telling the story wants to hunt every animal to make sure that there are no animals left over for the next teenager.
3. The person telling the story wants to know how the animals communicate, migrate, and where they live.
4. The person telling the story wants to be seventeen again.
5. The person telling the story wants to walk in the mountains, valleys, and forests in the spring.
6. He wants to live on a farm in Kentucky.
7. He wants to keep all the destructive animals safe.
8. He wants to be able to fish and rock climb in nature.
9. The person telling the story wants to know the colour and size of sparrow eggs.
10. Every boy should know about the animal world.

1	2	3	4	5	6	7	8	9	10

II. Writing

Read the text below and choose the correct word (A-D) for each gap.

Scientists believe that rainforests (0) *may* be home to more than ten million different forms of wildlife. The largest group (1) _____ of insects, which climb or fly easily from tree to tree. Most people are familiar (2) _____ colourful parrots, but they are only one



EXAMINATION CARD № 74**I. Reading**

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

The grandmother didn't want to go to Florida. She wanted to visit some of her family in east Tennessee and she was seizing every chance to change Bailey's mind. Bailey was her son she lived with, her only son. He was sitting on the edge of his chair at the table, bent over the orange sports section of the Journal. "Now look here, Bailey," she said, "see here, read this," and she stood with one hand on her thin hip and the other rattling the newspaper at his bald head...

Bailey didn't look up from his reading so she wheeled around then and faced the children's mother; a young woman in slacks¹, whose face was broad and innocent as a cabbage and was tied with a green handkerchief that had two points on the top like rabbit's ears. She was sitting on the sofa, feeding the baby apricots out of a jar.

"The children have been to Florida before," the old lady said. "You all ought to take them somewhere else for a change so they would see different parts of the world and be abroad. They have never been to east Tennessee."

The children's mother didn't seem to hear her but the eight-year-old boy, John Wesley, a stocky child with glasses, said, "If you don't want to go to Florida, why don't you stay at home?" He and the little girl, June Star, were reading the funny papers on the floor.

Taken from *A Good Man Is Hard to Find* by Flannery O'Connor

¹ slacks – штани

1. The children had already gone to Florida.
2. Bailey was reading the sports section.
3. The grandmother wanted to visit her friends.
4. The grandmother had only one son.
5. The mother fed the child apples.
6. The children's mother was big and interesting like a cabbage.
7. The grandmother was excited to go to Florida.
8. John Wesley was eight years old.
9. June Star is the grandmother's granddaughter.
10. John Wesley is very thin.

1	2	3	4	5	6	7	8	9	10

II. Writing

Choose the correct item.

1. I'd play tennis than watch it.

- A better B more C rather D faster

2. Those sneakers are very expensive, they?

- A aren't B are C don't D do

3. The bus stop is not far our house.

- A away B from C off D out



EXAMINATION CARD № 75**I. Reading**

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

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids¹. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs. Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy² white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

Taken from *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

¹ air-raid – бомбардування

² shaggy – тут кошлате (про волосся)

1. The four children went to live in the house of an old Professor.
2. Lucy laughed at the old man.
3. The Professor was very old with brown hair.
4. The children left London to live with the Professor because of the air-raids.
5. The Professor's house was in the centre of Cambridge.
6. Lucy was the youngest child.
7. The Professor lived two miles away from the post office.
8. The names of the four children are Peter, Ivy, Susan, Edmund, and Betty.
9. The Professor lived with a housekeeper named Mrs. Macready.
10. This story is about four children's trip to Paris.

1	2	3	4	5	6	7	8	9	10

II. Writing

Add a suitable question tag to each sentence.

Example : They helped you, didn't they?

1. He lived there, _____ ?
2. You don't like sugar, _____ ?
3. She has finished the work, _____ ?
4. She is too young, _____ ?
5. They didn't see you, _____ ?
6. It fell down, _____ ?
7. You can help him, _____ ?



EXAMINATION CARD № 76**I. Reading**

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

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

Schultz's success in the coffee business has been quite remarkable. Sales are projected to reach \$1 billion by the end of the decade and Starbucks expects to have 2,000 outlets. But the road to success was not an easy one for Schultz. The new Starbucks company lost money in each of the first three years of operation. Schultz said that he "cried a lot. But we had tremendous conviction¹ that this was the way to build a company and that the losses were going to end."

It is interesting to note that Howard Schultz attributes some of his success as an entrepreneur² to a book called *Jacob's Journey*, by Noah ben Shea. Here is a quote from that work: "Strength is not the absence of weakness but how we wrestle with our weakness."

Taken from "*Economics in Our Times*"

¹ conviction – переконання

² entrepreneur – антрепренер

1. From which continent did Howard Schultz try to apply an idea in the United States?

- A Africa B Asia C South America D Europe

2. Before Starbucks became a chain of coffee bars, it ...

- A sold coffee that was not yet ground.
 B sold coffee with special flavours.
 C sold canned coffee in supermarkets.
 D exported coffee to other countries.

3. Why did Schultz say he "cried a lot"?

- A He was very happy with his new business.
 B He wanted to sell his business.
 C He lost money the first three years in business.
 D He didn't know what to name his company.

4. A year after opening his own coffee bar, Schultz bought his old bosses' business. This meant he ...

- A was making an investment to build his business.
 B was not losing any money.
 C wanted revenge on his bosses.
 D spent too much money on his bosses' business.

5. Howard Schultz was motivated by the idea that successful businessmen ...

- A believe in their strength.
 B hide their weaknesses from others.



EXAMINATION CARD № 77

I. Reading

Read the film review and choose from the list (A–G) the phrase which best summarises each part (1–6) of the article. There is one extra phrase which you do not need to use.

- A Mad Mel
- B A disappointing ending
- C The man who knows too much
- D The perfect couple
- E A reluctant heroine
- F A villain to remember
- G An exciting love story

1 _____

Mel Gibson is Jerry Fletcher, a New York taxi driver with a conspiracy theory for everything. He publishes his ideas on the Internet. One day one of his theories upsets some very powerful men and suddenly his life is in serious danger.

2 _____

The only person who can help him is also the woman he is secretly in love with. Julia Roberts plays Alice Sutton, a justice department lawyer. She wants nothing to do with Fletcher at first but suddenly finds herself drawn into his world.

3 _____

Conspiracy Theory is a well-written, entertaining film which successfully mixes two popular genres. As a thriller, there is plenty of action to keep the audience on the edge of their seats and, as a romance, we end up believing that a top lawyer really could fall in love with a taxi driver.

4 _____

Perhaps the reason for this is in the strength of the acting. Gibson is at his best as the paranoid Fletcher (so paranoid that he keeps his food locked in canisters, locked inside his fridge). And Julia Roberts reminds us that as well as being one the most beautiful women on the planet, she is also one of the world's finest actresses.

5 _____

But good as Gibson and Roberts are, the best performance of the film is from *Star Trek's* Patrick Stewart as Dr Jones, a psychologist from a sinister government department. Every minute he is on the screen he leaves the audience wondering what evil he will do next.

6 _____

My only criticism is the last 20 minutes of the film, when director Richard Donner forgets his convincing, tense storyline and the film descends into a traditional good vs. bad shoot-out. Maybe because he's working with Mel Gibson again, Donner suddenly seems to think he's directing the next in his series of *Lethal Weapon* movies.

1	2	3	4	5	6

II. Writing

Choose the correct item.



EXAMINATION CARD № 78**I. Reading**

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

ICE ALASKA

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

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

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

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

1	2	3	4	5

II. Writing

Choose the correct item.

1. Ann around the house, but this week she can't because she for an exam.

- A is helping usually, prepares C helps usually, is preparing
 B is usually helping, prepares D usually helps, is preparing

2. Is this the first time you bungee jumping? (Note: right after the event)

- A try B are trying C have tried D tried

3. Sam his finger while he lunch.

- A burnt, had cooked C was burning, had cooked
 B burnt, was cooking D burnt, cooked

4. They solving the crossword for an hour but they haven't solved it yet.

- A have been B had been C were D are



5. We the house for two hours.

- A were cleaning C have been cleaning
 B cleaned D had been cleaning

6. How long your best friend?

- A were you knowing C have you known
 B had you known D had you been knowing

1	2	3	4	5	6

➤ You were planning to go to the bowling club with your friends this afternoon but your plans have changed. Leave a note (35–45 words) for your friends. Include this information:

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

III. Speaking

Talk about the most popular hobbies young people have nowadays. Include the information:

- what a hobby is;
- why people take up hobbies;
- what the most popular hobbies are.

EXAMINATION CARD № 79**I. Reading**

Read an article and choose the correct item (A–D) to complete the sentences (1–5).

John Muir commented that every time he saw a grizzly bear the wilderness got bigger. Others faced with such an encounter might readily agree with the Scottish-born American naturalist who explored large parts of the western United States. Yet today's predators are smaller than those of the past, and the reason seems to have something to do with the speed of their prey.

Large predators gain tremendous benefits from being big. Killing other animals and protecting or stealing a carcass from others tends to be easier since their teeth and claws are larger. Handling struggling prey is safer as the larger predator has less trouble holding the prey firmly and preventing it from striking out at the hunter's vital organs. These attributes were even more important in the past since life was tougher for predators then.

A new study, however, reveals that excessive size can interfere with predators' hunting. Daniel MacNulty of the University of Minnesota and his colleagues have found that for predators which need to run after their prey, being big can be more of a hindrance than a help. Using a combination of radio-tags and direct observations, the researchers analysed ninety-four wolves as they hunted elk in Yellowstone National Park, Wyoming. They made a detailed record of their hunting and kills between 1995 and 2003. The researchers reported in the *Journal of Animal Ecology* that although on the whole big animals are indeed better at handling and killing prey, the largest wolves struggled in the chase.

Taken from "*Hunting Restrictions*", The Economist

1. A new study has found that large predators have all of the following benefits EXCEPT ...

- A the ability to take dead animals from other predators
- B the ability to restrain other animals
- C larger teeth and claws
- D the ability to run after prey at great speeds

2. Over time predators have become ...

- A faster.
- B slower.
- C smaller.
- D larger.

3. Daniel MacNulty has determined that ...

- A larger predators that chase prey are at a disadvantage.
- B larger predators are always at a disadvantage.
- C larger predators are at a disadvantage when they must fight prey.
- D larger predators that cannot follow prey are at a disadvantage.

4. Researchers examined the ...

- A height of grizzly bears compared to the size of the forest.
- B hunting patterns of wolves in Minnesota.
- C running patterns of elk.
- D success of wolves hunting elk.

5. In the past ...

- A predators had a more difficult time.
- B predators were smaller and ran faster.



EXAMINATION CARD № 80**I. Reading**

Read the article and choose the correct item (A–D) to complete the sentences (1–5).

New York is an invisible city, a chameleon hiding in plain sight, a place no two people experience in quite the same way. Despite this, it is – like all great cities – constantly being explored, examined, and explained.

But New York moves too fast to be easily understood, vibrating at a pace that makes capturing a perfect image almost impossible. Just when you think you understand it, the city dances away, changed. New immigrants pour across the bridges, transforming entire neighbourhoods in the blink of an eye. Rents go up, buildings come down, and stable businesses disappear only to be replaced by new industries that were unimaginable just a few months earlier.

But even more powerful than the changes wrought by time are the changes wrought by place, by ethnicity, by character. New York is a vision embraced by many people, each personal, each unlike any other. Which New York you see depends on who you are and where you live: My New York is not, and never will be, yours.

But while we may not be able to live in all of these intersecting cities, visiting them is definitely possible. What we have tried to do in this issue is to look at the multiple New Yorks that co-exist, side by side, almost invisible to outsiders.

Taken from “*Our Island Universe*” by Ruth Reichl, *New York Gourmet*, 2004

1. New York is described as “invisible” because of ...

- A the fast pace of life.
 B the way different people view the city.
 C its location on an island.
 D its long history.

2. The author believes all of the following EXCEPT ...

- A that people should live in all of the interesting parts of New York City.
 B that New York is very fast paced.
 C that New York can be difficult to understand.
 D that New York is constantly being explored.

3. What two things are described as constantly changing?

- A population and industry. C neighbourhoods and location.
 B industry and location. D bridges and population.

4. Outsiders are ...

- A welcome to live in different parts of New York.
 B often unable to view the different images of the city.
 C constantly contributing to the city’s changes.
 D an important part of New York’s many identities.

5. What is the LEAST powerful of the changes in New York?

- A character. B time. C place. D ethnicity.

1	2	3	4	5



EXAMINATION CARD № 81**I. Reading**

Read the article and choose the correct item (A–D) to complete the sentences (1–5).

How green are you? Being green used to mean that you were young and inexperienced. Now people who call themselves 'green' seem to think that they know better than the rest of us. But just how wise are these new 'greens'? How well do their ideas work in practice?

Take the example of what happened this week to Donna Challice, mother of three, from Exeter. She was actually taken to court by her local council for not recycling her rubbish. She was charged with putting food in the green recycling bin which is intended for cans, paper, plastic and glass. She faced a fine of up to 1,000 pounds and the court case cost much more than that. What a waste of the court's time and money. The reality is that recycling household rubbish is a waste of all our time. It takes hours and makes very little difference to the planet. Only 5 % of our waste is made up of household rubbish, while a massive 60 % is agricultural and industrial. Why doesn't the council do something about that first!

And it isn't only local government that is anxious to be green. We are surrounded by green thinkers. Have those people who refuse to accept nuclear energy thought about what renewable energy means? They say that 20 % of our energy has to come from renewable sources such as wind and solar power. Can you imagine what our countryside will look like? There will be forests of giant wind turbines and nothing in the fields except rape seed oil to make bio-fuel. There is no real alternative to using more nuclear energy, so why don't we focus on building new safer nuclear plants? You have to be green, in the old sense of the word, to think that these ideas are a step forward. What a load of rubbish!

Taken from "Going Green" by David Woodward, Premium Learning

1. Being Green today means you ...

- A are young and inexperienced. C care for the environment.
 B accept nuclear energy. D are absolutely wise.

2. Which word can replace "intended" in the text?

- A meant B cared C purpose D lost

3. What per cent of our waste is not household rubbish?

- A 60 % B 95 % C 10 % D 5 %

4. Rape seed oil is used to ...

- A fuel wind turbines. C make biofuel.
 B create forests. D produce oil.

5. The author's attitude towards Green Thinkers is ...

- A negative. C neutral.
 B positive. D changing.

1	2	3	4	5



EXAMINATION CARD № 82**I. Reading**

Read the article and choose the correct item A, B, C or D to answer the questions or complete the sentences (1–5).

In 1999, Tuvalu, with its population of 11,000, was the third poorest state in the world. But suddenly salvation was found, and from an extremely unlikely direction. Tuvalu received a domain name on the Internet, which was none other than the letters “.tv”. A communication company from California was quick to get in touch – buying the domain for the bargain price of \$40m. For the Tuvalans, with an average annual income of about \$1,000, this was a life-changing sum. The islanders became, or at least reacted as if they had become, very rich.

This sudden wealth was accompanied by a firm forecast of doom. Due to global warming, and because the islands are only 3 metres above sea level, Tuvalu is likely to be the first state in the world to be submerged by rising water levels. According to scientific estimates, the islands will be severely flooded within the next 15–20 years, and by the end of the century, the islands will have disappeared from sight altogether.

As the water rises, the Tuvalans are using the money to develop the land that is soon to disappear. Buildings are being raised, nightclubs, restaurants and hotels are being planned and built, and newly bought cars are cruising on newly laid roads. Of the \$40m raised by the Internet deal, \$10m was used to asphalt the islands' 19 km of roads. Before 1999 there were four cars on the islands. The Tuvalans used to walk or cycle everywhere. The minister for natural resources, who was in charge of paving the roads, owns one of the two petrol stations on the main island.

The motor revolution accompanied a wave of other imported foods and goods and soon had unexpected consequences. Many Tuvalans, having given up their daily exercise, were introduced to obesity, high blood pressure and diabetes. Others discovered that the maintenance of their vehicles was far beyond their means, and that the luxury itself is hardly necessary in a state that is just 26 sq km. A huge area at the centre of the tropical paradise is now covered with abandoned cars and other rubbish.

Taken from “*Drowning in Money*” by *Daphna Baram*, *The Guardian Weekly*, 2005

1. What is the main topic of this article?

- A Tuvalu's lucrative Internet domain.
- B The effects of global warming.
- C The results of Tuvalu receiving 40 million dollars.
- D The poor health in Tuvalu.

2. Researchers predict Tuvalu will probably be ...

- A one of the richest states in the world.
- B one of the unhealthiest nations in the world.
- C will be the first state to be submerged under water.
- D a destination for tourists.

3. What did Tuvalans discover after buying their cars?

- A They are very convenient.
- B They pollute the environment.
- C They give you status.
- D They are difficult to maintain.

4. What best describes Tuvalu ten years ago?

- A a dirty island off the coast of Australia



EXAMINATION CARD № 83**I. Reading**

Read the text given below. Answer the questions (1–4).

If you have a teddy bear, a wooden horse, a puppet, a tin toy soldier, a Jack-in-the-box or a favourite doll among your friends, the National Ukrainian Toy Exhibition is for you. It displays all kinds of toys – from ancient ones to brand new ones. In the first hall you can find toys made of natural materials – straw, wood and clay. They are easy to make and safe to play with. The oldest and the most valuable objects in our collection are whistles made of clay.

In the second hall you can see various dolls. Notice the soft ones called motanka. The tradition of making such dolls dates back to 3000 B.C., when Ukrainians started growing flax. Women made the dolls soft inside, with wool and flax threads around them. The next generation of dolls was the rag doll made of brightly-coloured cloth. There are also modern dolls – female and male – dressed accordingly. Their clothes are exact replicas of Ukrainian national costumes with embroidered shirts, necklaces with coral beads, red or black high boots and so on.

Each exhibit has a charm of its own. It can entertain you and your family, and remind you of the toys you played with as a child.

1. What natural materials did people use to make toys?

2. How old are the earliest soft dolls?

3. What do they call dolls made of flax and wool?

4. What is special about the modern Ukrainian dolls?

II. Writing

Choose the correct item.

Today we take many inventions for granted but one of the most useful ones is the 'not so (1) _____' supermarket trolley. Before the 1930s women shoppers went into grocery stores with their own baskets. (2) _____, they would only buy a few things because their baskets wouldn't (3) _____ much.

Sylvan Goldman of Oklahoma (4) _____ this and decided that he had to think of a way to encourage people to buy more, especially since business was not (5) _____ very well.

He took a folding chair, (6) _____ wheels to the legs and placed two baskets on top. He put the trolleys near the door and waited to see his customers' (7) _____. He was very disappointed. No one (8) _____ any notice. Nevertheless, being a very determined man, he didn't give up. He hired people to push them around the store filled with groceries. Customers were offered one to try out and his success story began.



1	A critical	B significant	C meaningful	D serious
2	A Furthermore	B In particular	C However	D Apart from that
3	A put	B keep	C hold	D take
4	A noticed	B watched	C regarded	D viewed
5	A making	B running	C doing	D heading
6	A included	B added	C combined	D accompanied
7	A replies	B remarks	C reports	D reactions
8	A took	B got	C made	D had

1	2	3	4	5	6	7	8

➤ Write a short article (35–45 words) to your school newspaper under the title “Teenagers and Communication”. Include the following:

- How often do teenagers meet their friends for a chat?
- Do they prefer real communication or chatting in the social networks?
- What conclusions can you make on the ways of communication between teenagers?

III. Speaking

Discuss advantages and disadvantages of different means of transport. Include this information:

- which means of transport you have travelled by;
- which one you liked most and why;
- why people choose this or that means of transport.

EXAMINATION CARD № 84

I. Reading

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

PANDORA'S BOX

Pandora was modelled in the likeness of Aphrodite. She was carved out of white marble, her lips made of red rubies and her eyes of sapphires. Athena breathed life into her and dressed her in elegant garments. Aphrodite gave her jewels and fixed her mouth in a winning smile. Into the mind of this beautiful creature, Zeus put insatiable¹ curiosity, and then he gave her a sealed box and told her never to open it.

She was brought down to earth and offered in marriage to Epimetheus, who lived among the mortals. Epimetheus had been warned never to accept a gift from Zeus, but he could not resist the beautiful woman. Thus Pandora came to live among mortals, and men came from near and far to stand awestruck by her wondrous beauty.

But Pandora was not perfectly happy, for she did not know what was in the box that Zeus had given her. It was not long before her curiosity got the better of her and she had to take a quick peek.

The moment she opened the lid, out swarmed Greed, Vanity, Slander, Envy, and all the miseries that had been unknown to mortals. Horrified, Pandora shut the lid, just in time to keep Hope from flying out too. Zeus had put Hope at the bottom of the box, and it would have quickly put an end to the unleashed evils. They stung and bit the mortals as Zeus had planned, but their sufferings made them wicked instead of good, as Zeus had hoped. They lied, stole, and killed each other and became so evil that Zeus in disgust drowned them in a flood.

Taken from *Greek Myths and Legends*, Literary Heritage Series

¹ insatiable – ненаситний, жадібний

1. Pandora looked nothing like Aphrodite.
2. Pandora's curiosity could best be described as uncontrollable.
3. Zeus gave Pandora the box because he knew she would open it.
4. Pandora lived with the gods.
5. When men saw Pandora they were uninspired.
6. "Curiosity got the better of her" means "Curiosity helped her."
7. A synonym of "to swarm" is "to fly together quickly."
8. Pandora knew that Hope was at the bottom of the box.
9. Zeus' plan was destroyed because Pandora opened the box.
10. The miseries in the box killed the mortals.

1	2	3	4	5	6	7	8	9	10

II. Writing

Put the adjectives in brackets into the comparative or superlative form, adding any necessary words.

1. Belgium is one of _____ (small) countries in Europe.
2. Call me if you need any _____ (far) assistance, won't you?
3. I'm laughing because Joe has just told me _____ (funny) joke I've ever heard.



EXAMINATION CARD № 85**I. Reading**

Read the text and choose the correct item (A–D) to complete the sentences (1–4).

Education is an important issue for many people in the UK as well as around the world. In most countries pupils who attend secondary schools take an exam to get a school leaving certificate. One particular worry is why boys are doing so badly. Some twenty years ago, exam scores of girls and boys in a class were compared. Boys got better results in exams, so various steps were taken to improve the results of girls, including having girllonly classes. Now, the situation is reversed, with girls getting better scores than boys.

So, what has gone wrong with boys, and what can be done about it? John Dunsford, leader of the Association of Head Teachers in Secondary Schools, says that the fact that boys do not achieve much academically has its roots in society rather than the classroom. Girls, more than boys, see education as a passport to a good job. On the other hand, according to Penny Lewis, a head teacher, young men are not confident enough and are often uncertain about their place in a society. Some boys grow up in families where there is no father, which means no male role model to follow.

Moreover, boys learn in a different way to girls, preferring small amounts of work with short deadlines rather than large projects extended in time. And education is not seen as 'cool'. In a study by the Organisation for Economic Co-operation and Development and UNESCO, girls did better than boys at reading at the age of 15 in all 45 countries. The UK took the ninth place among the 45 countries in reading skills, although pupils in the UK spend less time reading than in most other countries. Interestingly, the study suggested that British children read for pleasure more often than those in other countries.

Adapted from: www.bbc.co.uk

1. Twenty years ago ...

- A boys didn't do very well in exams.
- B school authorities compared test results.
- C girls had very good results in exams.
- D boy and girls studied in different schools.

2. Girls have better exam results than boys because ...

- A boys are too sure of themselves.
- B girls think that a good education will help them find a job.
- C boys come from a different place in society than girls.
- D girls grow up in complete families.

3. Boys differ from girls in ...

- A the number of books they read.
- B the time spent surfing the Internet.
- C the way they spend their free time.
- D the way they learn.

4. The study by UNESCO showed that British children at the age of fifteen ...

- A read a lot although they don't have to.
- B spend more time reading than children in other countries.
- C are the best at reading.
- D can't read very well.



1	2	3	4

II. Writing

Fill in the correct forms of adverbs and adjectives.

1. Tania's idea sounds good, but I like Maria's idea even _____ (**good**).
2. Every morning I get up 15 minutes _____ (**early**) than my sister.
3. What are the _____ (**dangerous**) animals in the world?
4. Taras can run as _____ (**fast**) as his elder brother.
5. You should buy the red sweater. It suits you _____ (**good**) than the green one.
6. If you worked _____ (**attentively**), you would make _____ (**little**) mistakes.
7. Caroline is the _____ (**pretty**) girl in her class.
8. Glasgow is the _____ (**large**) city in Scotland.
9. Speak _____ (**slow**), please. I don't understand you.
10. Bob is _____ (**careful**), than his friends.

➤ Imagine that you are going to spend a month in England. Write an email (35–45 words) to the family you are going to stay with. Include the following information:

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

III. Speaking

Imagine that you suddenly have got \$10 million in your bank account. Talk about it.

- Predict what your family and friends would suggest you do with the money.
- What would you do with the money?

EXAMINATION CARD № 86**I. Reading**

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

The RSPCA (the Royal Society for the Prevention of Cruelty to Animals) has appealed to find homes for 269 animals the charity found packed into a three-bedroom home.

Following anonymous information about a middle-aged couple living in Carnforth, Lancashire, officials raided their home last month. They rescued 244 dogs, 16 parrots, 7 cats, a rabbit and a chinchilla in the RSPCA's largest ever operation to free illegally kept animals. The animals were taken to shelters across the country, where they have been health checked, micro-chipped and made ready for new homes. The charity has set up a special hotline – 08705 900950 – for people interested in adopting one of the animals. Lines will be open 24 hours and will remain open until homes have been found for all the rescued animals.

One of the RSPCA's directors, Dominic Rudd, said: "These animals have come into our care through no fault of their own and we will do all we can to match them with suitable owners so they can go on to enjoy happy lives." Among the dogs rescued were shih-tzus, dachshunds, lhasa apsos, bearded collies, corgis and Yorkshire terriers. The birds included a macaw, Amazonian parrot and an African Grey.

Adapted from: www.guardian.co.uk, October 7, 2003

1. The animals were taken away by the RSPCA because they were ill and hungry.
2. An unknown person informed the RSPCA about where the animals lived.
3. The RSPCA has never rescued so many animals in one action.
4. The owners of the animals were two young women.
5. A hotline was established for people who want to report similar cases.
6. Some animals will be sent to a zoo.
7. New homes have been found for all the animals.

1	2	3	4	5	6	7

II. Writing

Choose the most appropriate answer from the items (A–C) for each gap in the text.

Mobiles see frequent use, yet many people still don't see the value in (1) _____ slightly more for (2) _____ functionality. For a product that will accompany the user wherever they go and will be accessed on a daily (3) _____, seemingly little concern is placed on usability (4) _____ a purchase is made. The aesthetic appeal of a mobile or its price range will often be the (5) _____ factors when buying mobiles, but by focusing on other aspects, the mobile phone experience can become a pleasure.

If a mobile phone can offer you (6) _____ that you would otherwise be carrying around an additional device to use, then you may want to consider mobiles that implement them.

<http://www.mobiles.com.au>

1	A pay	B paying	C payment
2	A senior	B super	C superior



EXAMINATION CARD № 87**I. Reading**

Read the text and match the statements (1–8) to the paragraphs (A–D).

A *The Dove Hotel, Paddington*

Today's traveller quite rightly expects the highest standards of quality and comfort. At the Dove you are unlikely to be disappointed. Our hotel is located a few minutes walk from 5 underground lines as well as from local bus stops. The Heathrow Express provides direct access to Heathrow in 15 minutes from Paddington Station.

B *Sunset Hotel, Bayswater*

Situated in a very popular location for shopping and entertainment. The hotel is open 24 hours a day and all rooms have private bathrooms, colour TV and direct dial telephone. The hotel is opposite Whitley's indoor shopping centre in Queensway, and only a few minutes walk from Kensington Gardens, where you can take a walk and relax close to nature.

C *Queen's Hotel, Earls Court*

Queen's Hotel is a small friendly hotel in the Kensington area. The hotel is located close to Earls Court Exhibition Halls 1 and 2 and Olympia Exhibition Halls with their many shows ranging from business to boats! It's a perfect location for groups travelling to London on a limited budget. The prices are so reasonable you'll want to tell everyone about it.

D *The George Hotel, Kings Cross*

The George Hotel has 35 rooms all with central heating and tea and coffee making facilities.

Private or shared bathrooms are available. The family run hotel has a 'home from home' atmosphere, clean comfortable rooms and many satisfied customers. The enormous English breakfast will keep you going until dinner-time!

Adapted from: www.bbc.co.uk

1. You can prepare something to drink in the room.
2. It's close to shops.
3. You won't be cold in your room.
4. It's close to the underground.
5. It's near a park.
6. It's cheap.
7. It offers rooms of different standard.
8. It offers luxury accommodation.

1	2	3	4	5	6	7	8

II. Writing

Choose the correct item.

1. Good products have something common; people can remember them.

A in B on C by D for

2. conferences is a good way to build business relationships.

A Going B Attending C Meeting D Visiting



EXAMINATION CARD № 88**I. Reading**

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

CLIMBERS ON ALPINE RIDGE RESCUED BY TEXT MESSAGE

Two British climbers who were stranded on a Swiss mountain in a blizzard for three days were rescued by helicopter yesterday after texting a SOS message from a mobile phone to a friend in London. Rachel Kelsey, 34, and her partner, Jeremy Colenso, 33, were lifted to safety from a snowy ridge by a mountain rescue team after surviving two nights in sub-zero temperatures with little food or shelter.

The pair, who are both experienced climbers, had been huddled behind a large rock on a granite ledge since Saturday after bad weather closed in as they descended from the summit of Piz Badile in the Swiss Alps. As half a metre of snow fell around them and a fierce electric storm began, their descent had become impossible and they were forced to stop 3,000 metres up and wait until the weather improved or help could be called.

The alarm was raised by a London-based freelance photographer, Avery Cunliffe, after he received a desperate text message from his friends at 5 am on Saturday morning asking for help and providing details of their whereabouts. Mr Cunliffe, also a keen climber, immediately contacted the rescue services in Geneva but bad weather prevented them from reaching the stranded couple until 8.15 am yesterday.

Ms Kelsey, who was born in South Africa, said she and Mr Colenso had prepared carefully for the expedition, which was supposed to have taken around 18 hours. "We had checked the weather forecast for a week before we set out and checked it again at the base. It was very good. Unfortunately a severe storm came in out of nowhere as we were coming down from the top. It was a huge electric storm – like nothing I have ever seen. We had a light-weight shelter for protection and we dug away the snow for a bit more cover. I texted five friends who I thought would be able to get in touch with the Swiss mountain rescue that was about 1.30 am in the morning. Then, about four hours later, Avery texted me back saying: 'I'm on the case'."

Adapted from: *The Guardian*, October 7, 2003

1. The weather conditions ...

- A changed unexpectedly during the climbers' expedition.
- B were bad when the climbers set out.
- C could have been predicted.
- D prevented the climbers from alerting the rescue team.

2. Avery Cunliff ...

- A read the SOS message at 8.15 am
- B informed the climbers that he was trying to help them.
- C got the SOS message by accident.
- D doesn't know much about climbing.

3. The two climbers ...

- A didn't prepare their expedition very carefully.
- B come from South Africa.
- C knew a lot about climbing.
- D contacted rescue services by mobile.

4. The text is ...

- A an account of a tragic rescue operation.



EXAMINATION CARD № 89**I. Reading**

Read the text. Choose from the sentences (A–E) the one which fits each gap (1–4). There is one extra sentence that you don't need.

BODY SUFFERS AGEING SYMPTOMS WITH TOO LITTLE SLEEP

- A What is considered as normal average sleep duration has decreased from about nine hours a night in 1910 to about 7.5 hours now.
- B A study of the effects on the body of the sort of sleepdebt that is increasingly common at the end of the 20th century has had startling results.
- C However, most of the volunteers enjoyed participating in the research and did not complain.
- D The six nights of little sleep had a noticeable effect on their bodies.
- E They also suggest that young, healthy adults may need more than the standard night's sleep.

Sacrificing sleep to longer working hours and nights on the town could bring about changes in the body similar to ageing, according to new medical research.

(1) Although the study was small – 11 young men aged between 18 and 27 took part – it found “striking changes” in the way their bodies functioned.

The scientists suggest that chronic sleep loss could increase the severity of age-related diseases such as diabetes and high blood pressure. (2) Their volunteers biologically performed better when they had slept for more than eight hours. Scientists from the department of medicine at the university of Chicago notice that it has become common for people to cut back on their sleep. (3) Many shift workers sleep an average of five hours a night on working days. The 11 young men slept eight hours a night for three nights, then four hours for six nights and then spent 12 hours a night in bed for a further week to recover from the sleep debt. (4) “Less than one week of sleep curtailment in healthy young people is associated with striking changes in metabolic and hormonal function,” the scientists say. Sleep debt “could have long-term negative effects on health. We suspect that chronic sleep loss may not only speed up the onset but could also increase the severity of age-related diseases such as diabetes, high blood pressure, obesity and memory loss.”

All these abnormalities faded away when the volunteers spent 12 hours in bed.

Adapted from: *The Guardian*, October 22, 1999

1	2	3	4

II. Writing

Choose the correct item.

1. When we were in Italy, we travelled my cousin's car.

A with B by C in D –

2. Could you me to town? I am in a hurry.

A drive B travel C bring D ride

3. It took me two and a half hours to the distance from one end of the city to the other.

A ride B cover C go D travel



EXAMINATION CARD № 90**I. Reading**

Read the text and answer the questions.

THE SEAGULL POPULATION IN BRITAIN

In Britain, the seagull population increased dramatically following the 1956 Clean Air Act, which prevented rubbish being burnt on tips and thus providing gulls with an unlimited food source. They outgrew their natural colonies and began nesting in towns and cities. With no predators, plenty of food, street lighting that enabled them to feed at night, and an ambient temperature two to three degrees higher than the surrounding countryside (which gave them a headstart in breeding), they flourished.

Urban gulls are also starting to breed at a younger age than those in the wild, which means they produce even more offspring; they have breeding careers of around 10 to 20 years. There are now colonies in most towns and cities in the UK. Some are even breeding in London. There are pairs in Covent Garden, some near the Bank of England and others in Russell Street, WC1. And they will be here for many years to come. A lesser black-backed gull can live up to 34 years, and a herring gull up to 28.

As their numbers increase, so do the number of complaints registered at local councils. One of the most common problems is the gulls' ear-piercing wake-up call, which starts at around 4 am. Then there's the mess.

Adapted from an article in *The Independent*, 12 January 2004, by *Julia Stuart*

1. Why do seagulls in the UK have an abundant food supply?

2. Why do urban gulls breed so fast in big cities?

3. What does the article say about seagulls in London?

4. Why is the author sure that the gulls will be in London for many years to come?

5. What is the main challenge the local residents face?

6. Whom do the people address their complaints to?

II. Writing

Complete these sentences with one of the following verbs (in the correct passive form).

<i>carry</i>	<i>do</i>	<i>repair</i>	<i>spend</i>	<i>cause</i>	<i>make</i>	<i>send</i>	<i>wake up</i>
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1. The situation is serious. Something must _____ before it's too late.

2. I haven't received the letter. It might _____ to the wrong address.

3. A decision will not _____ until the next meeting.



EXAMINATION CARD № 91**I. Reading**

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

MARKET DELIGHTS

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

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

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

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

1	2	3	4

II. Writing

Choose the correct item to complete the sentences.

1. Do you fancy to Maria's party?

- A go B to go C going

2. York is the town my mother was born.

- A at which B which C where

3. She's lost much weight that I hardly recognised her.

- A so B such C such as

4. He works a teacher in a primary school.

- A such B like C as

5. This time next month I in Italy.

- A will sunbathe B will be sunbathing C will have sunbathed



EXAMINATION CARD № 92**I. Reading**

Read the brief newspaper articles. Match the headlines (A–E) with the articles (1–5).

- A Television star in politics
- B Torrential rain and storm blast again
- C Debate to settle stock issues
- D Former champion beaten
- E Violence threatens expected pullout

1 _____

Hurricane Jeanne blasted ashore in Florida with drenching rains and 120 mph wind, tearing off rooftops, hurling debris through the air and sending huge waves crashing into buildings on Sunday as it hit the same area battered by Frances three weeks ago.

2 _____

The first U.S. presidential debate this week and a load of data on consumer spending will settle some questions that have been hanging over U.S. stocks, and equity strategists, and traders say the decreased uncertainty could draw buyers back to the market.

3 _____

Israeli helicopter gunships destroyed a metal workshop in a Gaza Strip refugee camp on Sunday, the latest attack in a cycle of violence threatening to complicate Israel's planned pullout from the territory.

4 _____

Actor Martin Sheen did some reallife politicking for a congressional candidate who used to work on his television series "The West Wing."

5 _____

Serena Williams erased a match point in the second set and came all the way back to beat U.S. Open champion Svetlana Kuznetsova 4-6, 7-5, 6-4 Sunday at the China Open for her first title in six months.

1	2	3	4	5

II. Writing

Choose the correct item.

1. You talk with your mouth full.

- A mustn't B needn't C must

2. I haven't seen him Easter.

- A for B since C from

3. He has finished his homework.

- A yet B still C already

4. I'll be ready by the time you home.

- A come B will come C would come



EXAMINATION CARD № 93

I. Reading

Read the article and choose the correct item (A–D) to answer the questions or complete the sentences.

I remember, when in my younger days I had heard of the wonders of Italian painting, I fancied the great pictures would be great strangers; some surprising combination of colour and form; a foreign wonder, barbaric pearl and gold, like the spoons and standards of the militia, which play such pranks in the eyes and imaginations of schoolboys. I was to see and acquire I knew not what. When I came at last to Rome, and saw with eyes the pictures, I found that genius left to novices the gay and fantastic and ostentatious, and itself pierced directly to the simple and true; that it was familiar and sincere; that it was the old, eternal fact I had met already in so many forms, – up to which I lived; that it was the plain you and me I knew so well – had left at home in so many conversations. I had the same experience already in a church at Naples. There I saw that nothing was changed with me but the place, and said to myself, “Thou foolish child, hast thou come out hither, over four thousand miles of salt water, to find that which was perfect to thee there at home?” – that fact I saw again in the *Academmia* at Naples, in the chambers of sculpture, and yet again when I came to Rome, and to the paintings of Raphael, Angelo, Sacchi, Titian, and Leonardo da Vinci. “What, old mole! workest thou in the earth so fast?” It had travelled by my side: that which I fancied I had left in Boston was here in the Vatican, and again at Milan, and at Paris, and made all travelling ridiculous as a treadmill. I now require this of all pictures, that they domesticate me, not that they dazzle me. Pictures must not be too picturesque. Nothing astonishes men so much as common sense and plain dealing. All great actions have been simple, and all great pictures are.

Taken from “*Art*” by *Ralph Waldo Emerson*

1. Before the author sees Italian painting, he thinks it will look like ...

- A beautiful women. C foolish children.
 B ceremonial objects of the military. D a religious experience.

2. What did the author discover when he saw Italian painting for the first time?

- A That the paintings were simpler than he expected them to be.
 B That Italian painting was as ostentatious as he had imagined.
 C That he did not like Italian painting.
 D That Italian painting was technically proficient but lacking in passion.

3. All of the following words are synonymous with ‘picturesque’ EXCEPT ...

- A scenic. C drab.
 B pleasing. D attractive.

4. What is the author’s main point about great art?

- A The aim of great art is the self-expression of the artist who creates it.
 B Great art should be fancy and beautiful, conforming to viewers’ expectations.
 C Only Italian painters are capable of producing great art.
 D Great art amazes viewers with its surprising clarity and accessibility.

1	2	3	4



EXAMINATION CARD № 94**I. Reading**

Read the texts given below. Decide if the sentences (1–5) are T (True) or F (False), according to what the text says.

UNITED KINGDOM

The area around the famous 4,000-year-old monument of Stonehenge comes alive on the morning of the summer solstice, as thousands of people come to watch the sun rise over Salisbury Plain. People dance around the standing stones all night until the light of the rising sun touches the monument's stones, then loud cheers ring out.

SWEDEN

In Sweden, the summer solstice is an important festival. In the north, during the summer months, the sun does not set at all! There is daylight 24 hours a day! At Midsummer, many people leave their city dwellings to go into the countryside and commune with nature. They light bonfires and there is lots of singing and dancing around a midsummer pole. People decorate their homes with flowers and birch branches. Girls go to the fields to gather seven different kinds of wild flowers and grasses. They believe that if they sleep with these tucked under their pillow, they will dream of their future husband.

POLAND

In Poland, especially in the Eastern Pomeranian and Kashubian regions of northern Poland, Midsummer is celebrated on June 23rd. People dress like dangerous sea pirates, and girls throw wreaths made of flowers into the Baltic Sea. The Midsummer Day celebration starts at about 8 pm and lasts all night until sunrise.

ESTONIA

Estonians celebrate "Jaaniõhtu" ("John's Night" in English) with bonfires on the eve of the summer solstice. On the islands of Saaremaa and Hiiumaa, old fishing boats may be burnt. On Jaaniõhtu, Estonians all around the country will gather with their families, or at larger events, to celebrate this important day with singing and dancing as Estonians have done for centuries. The celebrations that accompany Jaaniõhtu are the largest and most important of the year.

1. The summer solstice is the shortest day of the year.
2. In Sweden, girls put birch twigs under their pillows.
3. At Stonehenge, people don't sleep the night before the summer solstice.
4. In some parts of Estonia, they burn houses.
5. In Poland, girls throw flowers into the sea.

1	2	3	4	5

II. Writing

Choose the correct item.

1. "Who told you to come here?"

"The woman at the reception desk."

- A who B who she is C whose D who's

2. to be the cleverest person in the school.

- A She's said B It's said C He says D They say



EXAMINATION CARD № 95**I. Reading**

Read the brief newspaper articles. Match the headlines (A–D) with the articles 1–4).

- A Old man gets adopted
- B Book to be written by all
- C Holes in spaceport building
- D Painful boost in oil prices

1 _____

Taran Rampersad didn't complain when he failed to find anything on his hometown in the online encyclopaedia Wikipedia. Instead, he simply wrote his own entry for San Fernando, Trinidad and Tobago. Wikipedia is unique for an encyclopaedia because anybody can add, edit and even erase. And the Wikipedia is just one – the best known – of a growing breed of Internet knowledge-sharing communities called Wikis.

2 _____

The third hurricane to hit NASA's spaceport in just over a month blew out more panels and left more gaping holes in the massive shuttle assembly building, but overall damage was not as severe as feared, a space agency official said *Sunday*.

3 _____

A lonely pensioner who turned to Italy's classified pages to find someone willing to "adopt" him as a grandfather is finally heading to his new home and family in northern Italy this weekend.

4 _____

Not long ago, it seemed as though the economy was fuelled entirely by bits and bytes, juiced up with a little irrational exuberance. But as oil prices spiked to a near-record \$49 a barrel Thursday – up from \$33 in spring – Americans' reliance on the sticky stuff is being felt more acutely than at any time since the early 1980s.

1	2	3	4

II. Writing

Complete the sentences with the correct forms of the verb.

1. A: What _____ (you/buy) your mother for Christmas?
B: I got her a new jumper.
2. A: What time _____ (you/leave) tomorrow?
B: Very early. At 6 o'clock in the morning.
3. A: Linda is very good at her job, isn't she?
B: Yes. She _____ (do) the same job for thirty years.



EXAMINATION CARD № 96**I. Reading**

Read the magazine article. Put the paragraph titles (A–I) in the right places. The first paragraph has been done for you. There are two extra paragraphs that you don't need.

TIGERS

- | | |
|---------------------------------------|--|
| A Skills | F Number of people killed by tigers |
| B General characteristics | G Reproducing |
| C Reasons for attacking humans | H The most famous type |
| D Tigers as swimmers | I Tiger versus lion |
| E Place of origin | |

0 **B**

The largest of the cats is the tiger. It is as strong and aggressive as it is big. The tiger's coat is often a bright golden colour. It has black stripes on the head, body, limbs, and tail. Stripes like these are sometimes found on the domestic cat, or house cat, which is a distant relative of the tiger.

1 _____

They are different mainly in the colour of their coats, but their skeletons are almost the same. Zoologists recognise the tiger skull by the higher setting of the nasal bones. The two species are similar in hunting habits, though tigers usually do not hunt in pairs as lions often do.

2 _____

They range from Iran to the Sea of Okhotsk in eastern Siberia and from this north-eastern limit southward to Malaysia and the Indian peninsula. A smaller variety is found on Sumatra, Java, and Bali. Tigers are not native to any other continent.

3 _____

This is the Royal Bengal found in the Indian peninsula. An adult male weighs as much as 500 pounds (230 kilograms) and may be 10 feet (3 metres) long, including the 3-foot (1metre) tail.

4 _____

Unlike most members of the cat family, tigers are good swimmers. They cross rivers easily to hunt down animals. Occasionally, to run away from a flood or some other serious danger, they even climb trees.

5 _____

Tiger kittens number from two to five at a time and they grow for about 100 days inside their mother's body. Unfortunately, not more than two usually survive the birth. After they are born they stay with their mother until their third year.

6 _____

Tigers do not naturally attack people, but a few become man-eaters when they lose the ability to kill faster animals. Broken teeth, broken claws, or being too weak in general can make an old tiger into a man-eater. Hunters in India report that one tiger killed 127 people in 1973.

0	1	2	3	4	5	6
B						



EXAMINATION CARD № 97**I. Reading**

Read an article and choose the correct item (A–D) to complete the sentences (1–6).

Dear Sir,

I am writing to tell you about an experience I had while shopping in Bristol last Saturday.

I wanted to do my Christmas shopping so I drove into the City Centre. My first problem was finding somewhere to park. The Galleries car park was full so I went to the Old Market multi-storey car park. The sign said there were 23 spaces free so I drove in. I drove around for twenty minutes but couldn't find a space. As I left the attendant told me that I had to pay the minimum parking charge of £1. I told him that I hadn't actually parked but he threatened to call the police so I paid.

I finally found a space in the Galleries and left to do my shopping. I had just finished when it started raining. By the time I got back to the car both my shopping and I were completely soaked. I got into my car and drove out. At the exit, I put my electronic ticket in the machine and it told me that the ticket was damaged and I had to pay the maximum charge of £15. (The ticket was in my back pocket and got slightly damp in the rain.)

Overall, I spent one and a half hours and £16 trying to park last Saturday. In January, for the sales, I'm going to go to the new out of town shopping centre where parking is free and the car parks are never full. I wanted to support city centre shopping but not at the cost of two or three extra Christmas presents for my grandchildren.

Yours,

Geoffrey Williams Kingsdown

1. Which word best describes how the writer feels?

- A happy B sad C tired D angry

2. Where did the writer park?

- A The Galleries
 B First the Galleries, then Old Market
 C First the Old Market, then Galleries
 D Old Market

3. What caused the problem at Old Market?

- A The sign was wrong.
 B The attendant called the police.
 C The writer's car was too big.
 D The writer drove around for twenty minutes.

4. Why did the writer pay £15 for a ticket?

- A His shopping was wet. C His ticket was wet.
 B He was wet. D The machine was out of order.

5. Why is the writer going to go to the out-of-town shopping centre in January?

- A The sales are better than in the city centre.
 B It's easier to go by car than to the city centre.
 C He prefers shopping in the city centre.
 D He wants to buy more Christmas presents for his grandchildren.



EXAMINATION CARD № 98

I. Reading

Read the text and match the paragraphs (A–C) to the questions (1–5).

SO, YOU WANT TO BE ON TELEVISION?

So, you want to be on television? Read about three different ways you can make your dream come true!

A Who Knows?

Have you ever wanted to be on a TV game show? If you think you've got good general knowledge and you're confident enough to appear on TV in front of millions of people, just fill in our application form. You could be a winner on Channel 7's new game show *Who Knows?* There will be twelve weekly shows and the winner of each show will go on to play a final competition to win two million pounds!

B Watching You!

The producers of the reality show *Watching You!* are looking for ten new people to live in the famous house for ten weeks. Are you funny and talkative? Are you interested in other people? Would you like to become a big star? Send in your application before 7 November, and you could be invited to the auditions in London and Manchester!

C Children's Hour

As viewers know, Dani Byers has left Channel 7's *Children's Hour* to make a film in Hollywood. So, we need someone to take her place as a presenter on the show. We're looking for someone who is enthusiastic, intelligent and who loves children. Is that you? Apply now and come for a voice test!

Which show:

- will be shorter than three months? (1)
- can make people very famous? (2)
- only needs one person? (3)
- offers a lot of money? (4)
- wants someone who likes talking? (5)

1	2	3	4	5

II. Writing

Complete the text with the necessary auxiliary verbs *is, are, were, could, has, or will*.

VISITING LIONS

By Christy Rakoczy

There (1) _____ only approximately 23,000 African Lions and about 300 Asiatic Lions still in existence as of 2010. Some of both of the existing types of lions (2) _____ kept around the world in zoos for the public to see.

Safaris, another way in which people (3) _____ see lions, (4) _____ also a popular thing of the past eras and they continue today. The object today though, (5) _____ entirely different. In the past, those on a safari (6) _____ intent on finding and killing animals that they (7) _____ then have stuffed. These safaris of



EXAMINATION CARD № 99**I. Reading**

Read the menu and answer the questions.

A La Carte Menu	
2013	
Starters	
Soup of the day	£4.95
Wild mushroom pancakes	£8.50
Baked aubergine, potato and spinach with tomato & coriander sauce	£6.70
Main Courses	
Meat	
Tournedos of Scottish beef with French fries	£22.50
Cornfed chicken supreme	£14.95
Roast English lamb with vegetables	£19.95
Fish	
Panfried salmon, with a white wine sauce	£16.50
Roast trout with candied tomato and deep fried basil	£23.50
Vegetarian	
Vegetable paella with Saffron and shaved Parmesan	£14.95
Side Dishes	
Chunky chips	£2.75
House salad	£2.95
Broccoli	£2.00
Selection of seasonal vegetables	£3.00
Desserts	
Chocolate, rum & raisin délice with orange sauce	£6.50
Fruits of the forest & Ricotta cheesecake	£6.50
Apple tart with vanilla ice cream and custard	£6.50
Selection of mixed ice creams	£4.00
SET LUNCH (per person)	£25.00

1. How many starters are there?

2. What can you choose for a main dish?

3. Is there a vegetarian menu?

4. How much does the set lunch cost?



EXAMINATION CARD № 100**I. Reading**

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

THE EARTHQUAKE

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

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

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

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

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

Taken from *Robinson Crusoe* by *Daniel Defoe*

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

1	2	3	4	5	6

II. Writing

Complete the sentences with prepositions *at*, *on*, *in*.



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ЗМІСТ

Пояснювальна записка	3
Білет № 1	11
Білет № 2	13
Білет № 3	15
Білет № 4	17
Білет № 5	19
Білет № 6	21
Білет № 7	23
Білет № 8	25
Білет № 9	27
Білет № 10	29
Білет № 11	31
Білет № 12	33
Білет № 13	35
Білет № 14	37
Білет № 15	39
Білет № 16	41
Білет № 17	43
Білет № 18	45
Білет № 19	47
Білет № 20	49
Білет № 21	51
Білет № 22	53
Білет № 23	55
Білет № 24	57
Білет № 25	59
Білет № 26	61
Білет № 27	63
Білет № 28	65
Білет № 29	67
Білет № 30	69
Білет № 31	71
Білет № 32	73
Білет № 33	75
Білет № 34	77
Білет № 35	79
Білет № 36	81
Білет № 37	83
Білет № 38	85
Білет № 39	87
Білет № 40	89
Білет № 41	91
Білет № 42	93
Білет № 43	95
Білет № 44	97
Білет № 45	99
Білет № 46	101
Білет № 47	103
Білет № 48	105
Білет № 49	107
Білет № 50	109

Білет № 51	111
Білет № 52	113
Білет № 53	115
Білет № 54	117
Білет № 55	119
Білет № 56	121
Білет № 57	123
Білет № 58	125
Білет № 59	127
Білет № 60	129
Білет № 61	131
Білет № 62	133
Білет № 63	135
Білет № 64	137
Білет № 65	139
Білет № 66	141
Білет № 67	143
Білет № 68	145
Білет № 69	147
Білет № 70	149
Білет № 71	151
Білет № 72	153
Білет № 73	155
Білет № 74	157
Білет № 75	159
Білет № 76	161
Білет № 77	163
Білет № 78	165
Білет № 79	167
Білет № 80	169
Білет № 81	171
Білет № 82	173
Білет № 83	175
Білет № 84	177
Білет № 85	179
Білет № 86	181
Білет № 87	183
Білет № 88	185
Білет № 89	187
Білет № 90	189
Білет № 91	191
Білет № 92	193
Білет № 93	195
Білет № 94	197
Білет № 95	199
Білет № 96	201
Білет № 97	203
Білет № 98	205
Білет № 99	207
Білет № 100	209
Список використаних джерел	211