

# **ЗБІРНИК ЗАВДАНЬ**

для державної підсумкової  
атестації  
з англійської мови

*Рекомендовано Міністерством освіти і науки,  
молоді та спорту України*

**9**  
клас

Київ  
Центр навчально-методичної літератури  
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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, молоді та спорту 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 із 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 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 оціночні 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	
<b>25 хв</b>	<b>10 хв</b>

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, молоді та спорту України та науково-методичному журналі «Іноземні мови в навчальних закладах», 2013 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
<b>12 балів</b>	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.
<b>11 балів</b>	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.
<b>10 балів</b>	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.
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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 приєдниках 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 будує 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
<b>6 балів</b>	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).
<b>5 балів</b>	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).
<b>4 бали</b>	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).
<b>3 бали</b>	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.
<b>2 бали</b>	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.
<b>1 бал</b>	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 sedentary<sup>1</sup> – 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)

<sup>1</sup> 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**

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.

1. "You look upset. What's wrong?" "I have ..... missed the bus!"

- A since       B yet       C just

2. Angela ..... lots of clothes so far.

- A bought       B buys       C has bought

3. Annie ..... the rubbish away yet.

- A threw       B hasn't thrown       C thrown

4. I am not a big fan of fish. I think it's .....

- A delicious       B disgusting       C great



5. We're going to a mountain ..... .

- A resort       B caravan       C facility

6. We've already tried the ..... dishes.

- A village       B town       C local

1	2	3	4	5	6

➤ You are on holiday somewhere special. Write a postcard (35–45 words) to a friend. Include the following:

- what place you are staying at;
- what the weather is like;
- what you are doing there.

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**III. Speaking**

Talk about magazines you like / dislike to read. Include the following:

- give the information about magazines you like / dislike to read;
- say what your favourite magazine is and what it is about;
- say why you have chosen it and if your taste in magazines has changed over the years;
- say what you like / dislike about this magazine.

**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 kabobs 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**

Complete the words with *any-, some-, no-, every-, body* or *-thing*.

1. Is there \_\_\_\_\_ body in the classroom?
2. 'What did you say?' 'No \_\_\_\_\_.'





3. 'Where did your family go last week?' '\_\_\_\_ where, we stayed at home.'
4. I haven't seen \_\_\_\_ one today.
5. She wanted to tell me some \_\_\_\_.
6. There's \_\_\_\_ one in the living room.
7. Every \_\_\_\_ in my family has green eyes.
8. Can I do any \_\_\_\_ to help?
9. You can find Coca-Cola \_\_\_\_ where.
10. No \_\_\_\_ can do this for me.
11. I want to live \_\_\_\_ where warm.
12. I don't know \_\_\_\_ body who plays the violin.

➤ You want to invite your friend to the cinema. Write a note (35–45 words) to him / her. Include this information:

- invite your friend to the cinema;
- say when and where you will meet;
- tell him / her what film you are going to see.

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### III. Speaking

Your family have decided to go to the Crimea in summer. Talk about your trip:

- How long are you going to stay in the Crimea?
- Where are you going to stay?
- What places of interest are you going to visit?
- What other things are you going to do there?

**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. Jennifer has a regular work ..... .

A review       B break       C routine

2. John is ..... part in a bike race.

A making       B having       C taking

3. In the summer I like to cool ..... in the sea.

A over       B off       C under





**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 drifting<sup>1</sup>. 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 venture<sup>2</sup> 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

<sup>1</sup> drifting – занос (сніговий)

<sup>2</sup> 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 decide if the statements are T (True) or F (False).**

As people spend more time communing with their televisions and computers, the impact is not just on their health, researchers say. Less time spent outdoors means less contact with nature and, eventually, less interest in conservation and parks. Visits to national parks peaked in 1987 and dropped 23 percent by 2006.

“Declining nature participation has crucial implications for current conservation efforts,” wrote the co-authors of the report. “We think it probable that any major decline in the value placed on natural areas and experiences will greatly reduce the value people place on the biodiversity conservation. The replacement of vigorous outdoor activities by sedentary, indoor activities has far-reaching consequences for physical and mental health, especially in children. Watching television and computer use have been shown to be a cause of obesity<sup>1</sup>, lack of socialization, attention disorders and poor academic performance.”

By studying visits to national and state parks and the issuance of hunting and fishing licenses, the researchers documented declines of between 18 percent and 25 percent in various types of outdoor recreation. The decline, found in both the United States and Japan, appears to have begun in the 1980’s and 1990’s, the period of rapid growth of video games, they said.

Taken from “*Communing Without Nature*”, The Nature Conservancy Associated Press.

<sup>1</sup> obesity – ожиріння, надмірна повнота

1. Obesity is a cause of poor academic performance.
2. This report was written by 2 researchers.
3. A declining interest in outdoor recreation is connected with the growth of video gaming.
4. The article asserts that conservation and socialization are equally important.
5. Over the last 20 years, visits to national parks have stayed constant.
6. According to this article, a decline in outdoor recreation will lead to childhood obesity.
7. The article states that watching television has been linked to obesity and lack of socialization.
8. Over the past decades, the number of people visiting national parks has increased by 25 %.
9. The inability to concentrate may be a consequence of a sedentary lifestyle.
10. Interviews with overweight video gamers were used to support this article.

1	2	3	4	5	6	7	8	9	10

**II. Writing**

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

1. I (play) \_\_\_\_\_ football for five years.



2. My team (**win / only**) \_\_\_\_\_ two matches so far.
3. The others (**be / always**) \_\_\_\_\_ better.
4. Are we not there yet? We (**walk**) \_\_\_\_\_ for hours.
5. But we (**cover / only**) \_\_\_\_\_ an area of five miles so far.
6. I (**finish/just**) \_\_\_\_\_ my homework.
7. I (**work**) \_\_\_\_\_ on this essay since two o'clock.
8. How long (**wait / you**) \_\_\_\_\_ for us?

➤ **Imagine that you are planning to buy a new computer (laptop). You see one advertised in a magazine. Write a letter (35–45 words) to the shop asking for more information. Include this information:**

- write why you are writing, and where you saw the advert;
- explain what you need the computer (laptop) for;
- ask your questions for more details.

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**III. Speaking**

**Talk about the things that you used to do in your childhood but you don't do now. Include this information:**

- what activities you used to like / dislike doing;
- what you used to wear;
- what books you liked reading.

**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 redolent<sup>1</sup> 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 arid<sup>2</sup>, 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 cachet<sup>3</sup> 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>

<sup>1</sup> redolent – той, що нагадує (про щось), викликає думку

<sup>2</sup> arid – посушливий, безводний, неродючий

<sup>3</sup> 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'?

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2. How and where did the blues develop?

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3. Whose musical traditions formed the foundation for blues?

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

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

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6. What was the aim of this festival?

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**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).

**20,000 LEAGUES UNDER THE SEA**

By Jules Gabriel Verne

Captain Nemo pointed to a chair and asked me to sit down. He began to tell me the story of the Nautilus. He pointed to the instruments hanging on the walls of his room. Many of them I recognised as standard navigation instruments but I was puzzled as to the nature of some of the others. I asked him what the unfamiliar instruments were for. "These are manometers or depth gauges," said the captain, "and these measure the different temperatures of the sea at any depth."

"How is this craft powered?" I asked of the captain "Why, by electricity," he explained. "Chemicals from the seawater can provide as much power as we need. They produce electricity and the electricity gives the Nautilus heat, light and the ability to move. It is the source of itself," he remarked, "the air we breathe, the power of the engines, even heat for cooking our food." I found it incredible that such wonderful energy and power could be obtained from the sea.

"Captain Nemo," I said, "I have seen what you have achieved and I cannot explain it. I saw the Nautilus moving around our ship at great speed but speed isn't everything. You have to be able to see where you are going, to steer to the right and the left and up or down. How do you manage to reach such depths against the incredible pressure? How do you return to the surface? How do you manage to stay at any depth you choose? I am sorry to ask so many questions."

"Not at all, Professor," said the captain after a slight hesitation. "I will tell you everything you want to know, since you will never leave this submarine. Come to the saloon and you will learn everything about the Nautilus."

The captain led me to the rear of the craft. He pointed to another dial. "This dial shows us how fast the ship is travelling. The propeller, which has a diameter of 23 feet, can revolve at up to 120 revolutions per second and gives us a maximum speed of 50 knots." Then he took me further back in the ship until we came to a sort of well with an iron ladder attached to the wall. "This leads up to a dinghy kept in a special watertight compartment. I climb inside, fasten the hatch and the dinghy shoots to the surface." I asked him how he managed to return. "I don't. The Nautilus comes to me. I send the crew a message by electric wires, a sort of telegram."

1. The guest was confused by the instruments.
2. Manometers were used to check temperature.
3. The *Nautilus* was powered by electricity.
4. The captain didn't want to answer his guest's questions.
5. The guest wasn't going to stay on the *Nautilus* for very long.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**II. Writing**

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

1. My friends (visit) \_\_\_\_\_ the British Museum last year.
2. I (be / never) \_\_\_\_\_ to the National Gallery.





**EXAMINATION CARD № 11****I. Reading**

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

They're actually visible to the naked eye from space: two palm tree-shaped artificial islands in the Persian Gulf, one three miles across, the other four and a half. For Dubai, the Palms, as they're officially called, are the keys to the future.

Once a minor trading port, this city-state in the United Arab Emirates rose to prominence as the Arabian Peninsula's flashiest metropolis, thanks in part to oil discoveries in the 1960's. But petroleum reserves are expected to dry up within 20 years, and the push is on to convert to an economy based on sun and fun.

One problem: much of Dubai's 45-mile coastline is lined by ports and other facilities, so beaches for development were scarce. Not anymore. The two islands, each built of more than 130 million cubic yards of rock and sand, will create 75 miles of shoreline and feature houses, hotels, and a marine park. The first island will welcome guests by early 2006, the second in 2007. Already thousands of wealthy Middle Easterners and Europeans have bought homes here, betting the scene on the ground will compare favourably to the view from space.

Taken from "Palms Grow in the Gulf" by Chris Carroll, National Geographic, June, 2004

**1. Which industry is Dubai looking to promote?**

- A the oil industry
- B the tree industry
- C the tourism industry
- D the trade industry

**2. Which statement is TRUE?**

- A The islands can be seen from space without the use of instruments.
- B Dubai will be going into the tree farming business.
- C Dubai is the capital of Saudi Arabia.
- D Oil is the key to the future in Dubai.

**3. Dubai will have...**

- A a problem with its coastline in the year 2007.
- B a major oil industry in 20 years.
- C two artificial palm trees in the Arabian Peninsula.
- D more foreigners coming to its country for vacation.

**4. The islands...**

- A will be made of rock and sand.
- B are going to be called "the Keys".
- C will revitalize the United Arab Emirates status as a world military power.
- D will have a space telescope observatory on them.

**5. One problem with the development of Dubai's coastline was...**

- A the absence of the building materials needed.
- B the lack of available coastline to build upon.
- C getting the proper permits from the oil companies.
- D not having the money to finance the project.



1	2	3	4	5

**II. Writing**

Complete the sentences with the correct prepositions: *in, at, on, to, after, of, from*.

- George Washington was born \_\_\_ Virginia \_\_\_ 1732.
- Washington played an important role \_\_\_ the founding \_\_\_ the United States.
- He became the first President \_\_\_ the United States.
- He was President \_\_\_ 1789 \_\_\_ 1797.
- George Washington died \_\_\_\_\_ the age \_\_\_\_\_ 67, \_\_\_\_\_ the 14th \_\_\_\_\_ December, 1799.
- The capital \_\_\_ the United States and one federal state are named \_\_\_\_\_ George Washington.

➤ 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?

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**III. Speaking**

Talk about the school where you study at. Include this information:

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

**EXAMINATION CARD № 12****I. Reading**

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

**A PROUD TRADITION**

The tartan kilt is a well-known and very striking part of Scottish national dress. It is a pleated, woollen, knee-length garment, like a skirt, which is usually worn by men. What makes the kilt so recognisable is its multi-coloured pattern of squares and stripes. Each distinct pattern is known as a tartan, and today more than one hundred different tartans are widely available. Many of these are associated with a certain family, region or organisation.

The modern kilt evolved from the belted plaid, which was a long piece of patterned cloth. The bottom half was pleated and then wrapped around the wearer's waist, and the top half was thrown over his shoulder. The belted plaid dates back to the early 17<sup>th</sup> century, when it was very common among Scottish Highlanders. It wasn't long before tartan became a strong symbol of Scotland. During the late 18<sup>th</sup> century, the shorter kilt which we know today, gradually began to replace the belted plaid as the standard national dress.

During the 19<sup>th</sup> century, the development of mechanical looms meant that the same patterns could be easily produced over and over again. It was during this period that most of the family and regional tartans were designed. All of the old Scottish families, or clans, had their own tartans. In fact most had at least two different designs; a brightly coloured design for evening wear, and a hunting tartan for everyday wear. The hunting tartan contained duller brown and green colours that allowed the wearer to blend into the Scottish moors, when he was out hunting.

These days, the kilt is normally worn with a plain white shirt and a jacket. A sporran, which is a small leather or fur pouch, is worn around the waist and hangs at the front of the kilt. This is especially useful since the kilt has no pockets. Socks should either be white or the same tartan as the kilt. It is also traditional to carry a small knife, or dagger, in the right sock.

Today, if you spend some time in Scotland, you are bound to see plenty of people wearing kilts. Although it certainly isn't everyday dress anymore, there are all sorts of occasions, from formal dinners to football matches, where people will proudly put on their family tartan.

1. The kilt is usually worn by women.
2. There are thousands of tartans which are widely available.
3. The belted plaid was the first type of kilt.
4. Most family tartans were designed during the 17<sup>th</sup> century.
5. Most families have two different tartan designs.
6. There are pockets in the kilt.
7. Nowadays, people in Scotland rarely wear kilts.

1	2	3	4	5	6	7

**II. Writing**

Fill in the correct reflexive pronouns.

1. I did not want to believe it and then I saw the UFO \_\_\_\_\_ *myself* \_\_\_\_\_.
2. The girl looked at \_\_\_\_\_ in the mirror.







**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 Browns have a family web ..... .

- A sheet       B page       C screen





**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 best answer A, B, C or D to complete the sentences.

1. When Tom was a small child, he ..... spend hours every day playing with his toys in the garden.

- A used to                       C was  
 B would                         D should

2. Did you have any problems ..... the museum?

- A find                               C finding  
 B to find                          D for finding

3. Please don't forget to give me a call when you ..... to school?

- A will get                         C are going to get  
 B get                                 D are getting

4. I'm sure I would regret it if I ..... to take part in the play.

- A would have agreed             C didn't agree  
 B would agree                       D had agreed





**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 article and choose the correct item A, B or C to complete the sentences (1–6).

**CELL MANIA**

Walk down the hallway of any high school and you see them everywhere. Flip through a teen magazine or watch a prime time television show and you can't miss advertisements telling us to buy one. I'm talking about cell phones<sup>1</sup>, of course. These gadgets are taking the world by storm and re-inventing the way teens communicate.

Stephanie Binder, 16, says her parents pay the phone bill and that she has unlimited time on weekends, so she seems to never stop talking. For others, cell phones make it easier to get in contact with friends. "On Friday nights, when you're trying to plan things with your friends, cells make it all so much easier," says Micki Barram, 18.

Why have cell phones become so popular for teens? Joe Penn, 17, has a theory to explain why cell phones hold so much attraction for young people. "They make you seem older, more like an adult." According to Penn, teens want to look successful and grown up. Having a cell phone is a big part of that image. And as anyone in marketing will tell you, phone holders and trendy bags with cell phone pockets are musthaves among young people. The high-tech materials and bright colours they are made of have a certain cool factor for teens. According to Barram, girls especially like the stylish look of cells. "For us it's more of an accessory, like a watch or an earring," she says.

But not all young people are caught up in cell mania. David Goodtree, 15, is strictly against owning one. "Cell phones totally dominate people's lives," he says. "Most of my classmates have them on all the time, even when they're not supposed to, like during classes and in cinemas. It's very irritating," Goodtree adds, shaking his head.

Many parents are only too happy to pay for the newest cell phone model for their kids because it means they can always check up on where their children are. "Where are the kids?" is a question no mum ever needs to ask when she can just dial a number to find out. In fact, whole families are now becoming "wired".

<sup>1</sup> cell phone = mobile phone

**1. You see advertisements for cell phones...**

- A in high schools.       B in TV shows.       C in the apartment hallways.

**2. Cell phones make it easier for teens to...**

- A plan activities with their friends.  
 B have lots of free time on weekends.  
 C pay their phone bills.

**3. Cell phones are attractive for young people because...**

- A they are cheaper than other gadgets.  
 B they make teenagers seem grown up.  
 C you can wear one on your arm like a watch.

**4. More girls than boys...**

- A buy cell phones.       C think trendy cells look cool.  
 B have phone holders.

**5. David Goodtree...**

- A is crazy about cell phones, too.       C thinks cells are not a good thing.  
 B would like to own a cell.





**6. Parents often use cell phones because...**

- A they can find out where their children are.
- B they like the sfylish models, too.
- C they are not so expensive.

1	2	3	4	5	6

**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.

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**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, partridges<sup>1</sup>, and other game<sup>2</sup>.

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 wit<sup>3</sup>.

<sup>1</sup> partridge – куріпка

<sup>2</sup> game – *тут* дичина

<sup>3</sup> 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 decide if the statements are T (True) or F (False).**

I was visiting Naples, Italy, last November, eating my favourite Neapolitan food (pizza – did you really have to ask?), when I heard startling news: if the mayor of this delightfully anarchic town has his way, tens of thousands of pizzerias all over Europe might be changing their menus, if not their very names. Mayor Antonio Bassolino, it seems, has petitioned the Italian government, and thereby the European Union, for controlled-name status for Neapolitan pizza.

Now, I need no convincing that the best pizza in the whole wide world comes from Naples, but much as I love it, I can happily make do with Neapolitan pizza from New Haven, Chicago, even Naples, Maine. But if Bassolino is successful, the only pizzas that can legally be called pizza Napoletana will be those from Naples, Italy – made with Neapolitan flour, Neapolitan yeast and Neapolitan water and baked in a Neapolitan wood-fired oven. For the rest of the world, “flat bread in the Neapolitan style” may become the accepted name. Somehow, it doesn't have the same ring to it.

While it seems silly to legislate the definition of pizza, what's happening in Naples is a very small part of an important European movement to protect traditional foods from the galloping globalism that threatens the entire world of food and wine. Foods are no longer exclusive to their place of origin. And for that reason alone, I'm all for it, even though the movement sometimes comes off as ridiculous.

Taken from “*Food Court*” by *Nancy Harmon Jenkins*, *Food & Wine*, August 1999

1. The author assumes that we know that pizza is her favourite Neapolitan food.
2. The author is from Naples, Italy.
3. Bassolino has asked his government for controlled-name status of pizza from Naples, Italy.
4. According to the author pizza from Naples, Italy, is the only pizza worth eating.
5. In the author's opinion all good pizzas should be made with ingredients from Naples.
6. The author thinks that “Flat bread pizza in the Neapolitan style” doesn't sound right.
7. “Gallopig globalism” most likely means the fast-paced rotation of the Earth.
8. The economy of Naples is suffering from Neapolitan pizza being on worldwide menus.
9. The author hates pizza from all other places but Naples, Italy.
10. The author believes Mayor Bassolino's petition could be seen as silly.

1	2	3	4	5	6	7	8	9	10

**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.
3. Marvin (**be**) \_\_\_\_\_ a popular forwarder.



4. He often **(score)** \_\_\_\_\_ goals for his team.
5. For six weeks now, the team **(prepare)** \_\_\_\_\_ for an important match taking place on Sunday.
6. Today, the boys **(do)** \_\_\_\_\_ strength training for forty minutes already.
7. Joe **(like/not)** \_\_\_\_\_ that very much – he **(want)** \_\_\_\_\_ to play football.
8. However, the strength training exercises **(be)** \_\_\_\_\_ also very important for the young players.

➤ You have found a wallet in the school corridor. Write a notice (35–45 words) about it. Include this information:

- describe the wallet (colour, shape);
- say where and when you found it;
- give your contact details.

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### III. Speaking

While you are staying in Britain your teacher asks you to prepare the report about Christmas celebration in your country. Talk about the following:

- When and how do people celebrate Christmas?
- What will students learn from your report (the differences in celebrating Christmas in Ukraine and Great Britain)?
- Your attitude to this holiday.

**EXAMINATION CARD № 19****I. Reading**

Read the text and choose the correct item A, B, C or 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



## II. Writing

Rewrite the sentences in reported speech. Change pronouns and expressions of time and place where necessary.

1. She said, "I am not hungry now."

She said \_\_\_\_\_

2. They said, "We have never been here before."

They said \_\_\_\_\_

3. They said, "We were in London last week."

They said \_\_\_\_\_

4. He said, "I will have finished this paper by tomorrow."

He said \_\_\_\_\_

5. He said, "They won't sleep."

He said \_\_\_\_\_

6. She said, "It is very quiet here."

She said \_\_\_\_\_

➤ Write an email (35–45 words) to a friend telling him / her about your impressions of celebrating New Year's Day. Include this information:

- where and with whom you celebrated the event;
- the entertainment you had;
- what you liked most.

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## III. Speaking

Talk about the town / city / village where you live. Include this information:

- its location;
- means of transport;
- places that are worth visiting;
- things to do and see (e.g. visit museums, art galleries etc.).

**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 exuberance<sup>1</sup> 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

<sup>1</sup> 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-flattering<sup>1</sup> 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

<sup>1</sup> 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



## II. Writing

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
3	A roads	B streets	C lanes	D ways
4	A busy	B rush	C crowded	D hurry
5	A ranks	B stalls	C kiosks	D stations
6	A surface	B region	C space	D estate

0	1	2	3	4	5	6
B						

➤ You are going to spend your day off outdoors with your friends. The weather forecast says that the weather will change to the worse. Write an e-mail (35–45 words) to your friend. Include the following:

- state the weather forecast;
- suggest the other ways of spending weekend together.

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## III. Speaking

People in Ukraine and in Great Britain like to celebrate their birthdays. Talk about the way you celebrate your birthday.

- Do you receive presents or cards?
- Do you go out for a meal?
- Do you celebrate with your family, or with your friends?

**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.

1. "What happened to you?" "Don't ask! Today was a ....."  
 A nightmare       B concert       C display
2. The pavement was wet and I .....  
 A knocked it over       B escaped unhurt       C slipped and fell
3. I couldn't sleep because of the ..... wind.  
 A rumbling       B howling       C shaking
4. The buildings were ..... from side to side.  
 A cracking       B rocking       C flying
5. Nicole used to ..... ballet classes.  
 A take       B taking       C takes
6. The car ..... they bought is new.  
 A what       B who       C which







**EXAMINATION CARD № 25****I. Reading**

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

Claude Monet, a 19<sup>th</sup> 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 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 20<sup>th</sup> -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 item A, B, C or D.

1. .... car is that green one there?

- A Who       B Who’s       C Whose       D Which

2. I don’t have .... money to buy a new computer.

- A too much       B very much       C enough       D little



3. Would you like a ..... with your apple?

- A bread       B sandwich       C cheese       D soup

4. My sister and her boyfriend are getting ..... next year.

- A marry       B marries       C marrying       D married

5. We moved to this city three years ..... .

- A ago       B behind       C last       D passed

6. Have you ..... met a famous person?

- A yet       B still       C ever       D only

1	2	3	4	5	6

➤ Your friend has some difficulties with doing homework in Maths and English and asks you for help. Write an email (35–45 words) to your friend. Include the following:

- state the problem;
- give your advice;
- suggest your help.

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### III. Speaking

Talk about the Olympic Games. Include this information:

- when they started;
- what they were like in the past;
- why they are important;
- when and where they took place last.

**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**

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

1. Mother: I want to prepare dinner. (you / wash) \_\_\_\_\_ the dishes yet?
2. Daughter: I (wash) \_\_\_\_\_ the dishes yesterday, but I (have / not) \_\_\_\_\_ the time yet to do it today.
3. Mother: (you / do / already) \_\_\_\_\_ your homework?
4. Daughter: No, I (come / just) \_\_\_\_\_ home from school.
5. Mother: You (come) \_\_\_\_\_ home from school two hours ago!
6. Daughter: Well, but my friend Mary (call) \_\_\_\_\_ when I (arrive) and I (finish / just) \_\_\_\_\_ the phone call.





**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: A, B, C or D.**

**1. She burst into ..... when she opened the letter.**

- 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, B, C or 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







**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](http://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).**

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.

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

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

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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

You have decided to invite your friend to come with you to a concert this Saturday. Tell him / her about your plans. But your friend turns down your suggestion and wants to go to the theatre. Find a compromise (e.g. going to the cinema).

**EXAMINATION CARD № 31****I. Reading**

**Read the text. For questions (1–5) choose the correct answers (A, B or 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).

**THE DARK SIDE – MAKING WAR ON LIGHT POLLUTION**

In 1610, Galileo Galilei published a small book describing astronomical observations that he had made of the skies above Padua, Italy. His homemade telescopes had less magnifying and resolving power than most beginners' telescopes sold today, yet with them he made astonishing discoveries: that the moon has mountains and other topographical features, that Jupiter is orbited by satellites which he called planets, and that the Milky Way is made up of individual stars. It may seem strange that this last observation could have surprised anyone, but in Galileo's time people assumed that the Milky Way must be some kind of continuous substance. It truly resembled a streak of spilled liquid and it was so bright that it cast shadows on the ground (as did Jupiter and Venus). Today, by contrast, most Americans are unable to see the Milky Way in the sky above the place where they live, and those who can see it are sometimes baffled by its name.

The stars have not become dimmer; rather, the Earth has become vastly brighter, so that celestial objects are harder to see. Air pollution has made the atmosphere less transparent and more reflective, and high levels of terrestrial illumination have washed out the stars overhead – a phenomenon called “sky glow.” Anyone who has flown across the country on a clear night has seen the landscape ablaze with artificial lights, especially in urban areas. Today, a person standing on the observation deck of the Empire State Building on a cloudless night would be unable to discern much more than the moon, the brighter planets and a handful of very bright stars – less than one percent of what Galileo would have been able to see without a telescope.

Today, the very darkest places in the United States are increasingly threatened. For someone standing on the rim<sup>1</sup> of the Grand Canyon on a moonless night, the brightest feature of the sky is not the Milky Way but the glow of Las Vegas, a hundred and seventyfive miles away. To see skies truly comparable to those which Galileo knew, you would have to travel to such places as the Australian Outback and the mountains of Peru.

<sup>1</sup> rim – край

**1. What is “sky glow?”**

- A The brighter planets and some of the brighter stars.
- B The large amount of artificial lights on earth.
- C The man-made phenomenon that makes the cosmos difficult to observe.
- D The brightening of the earth's surface.

**2. Galileo's discoveries were remarkable because...**

- A his telescopes were weak and homemade.
- B Padua, Italy had very bright skies.
- C no one else had telescopes.
- D the skies in the sixteenth century were very bright.

**3. To experience the truly dark skies, you can go...**

- A to the Grand Canyon, the USA.
- B to the Australian Outback.
- C to Padua, Italy.
- D to the top of the Empire State Building.





