**ОБРАЗЦЫ ЗАДАНИЙ**

**READING**

**7 – 8 класс**

Task 1. Who do you think you are? is a BBC programme that gets celebrities to research their family’s roots. Read the text and answer the questions (10-15). Choose one of the celebrities below (A-F).

10. Who has a royal ancestor?

11. Who has a relative who was a policeman?

12. Who has roots in three continents?

13. Who has a relative who started a second family?

14. Who has an ancestor who built boats?

15. Who has a criminal relative?

A Colin Jackson

B Matthew Pinsent

C Jodie Kidd

D Davina McCall

E Kim Cattrall

F Nigella Lawson

**Who do you think you are?**

1. ***Who do you think you are?*** is a BBC programme that gets celebrities to research their family’s roots. They find out about their ancestors, sometimes travelling across the world to interview relatives. They discover that their family histories include every type of person imaginable: heroes, liars, geniuses, soldiers, inventors and even kings.

2. In one episode, model Jodie Kidd learns that she is the great-granddaughter of newspaper owner Lord Beaverbrook, who was a politician during both world wars, Jodie also discovers that her great-grandfather on her mother’s side of the family made a fortune from building ships during World War I and received letters from the King of England and Winston Churchill.

3. And on the subject of kings, Olympic athlete Matthew Pinsent finds that he is related to Edward I, one of the most famous kings in British history. Another Olympic gold medallist, Colin Jackson, takes a DNA test and discovers that he is fifty-five percent sub-Saharan African, thirty-eight percent European and seven percent American Indian/ The last result comes as a quite surprise!

4. Davina McCall, presenter on Big Brother, knows her mother’s side of the family is from France. She goes to Paris and finds out that her great-grandfather, Celestin Hennion, was famous throughout France as head of the French police. He once received a medal from King George V to say ‘thank you’ for orginising security for the king’s trip to France in 1914.

5. Not everyone on the programme finds good news about their family history. Jerry Springer learns of a tragic story: his parents escaped Nazi Germany three days before the start of World War II but other family members died in the war. And actress Kim Cattrall discovers that her grandfather,, from Liverpool, UK, abandoned his family, including three young daughters. He didn’t go far. Forty miles down the road in Manchester, he started another family.

6. Finally, Nigella Lawson, a famous chef woman whose father was a British politician, discovers that one of her relatives was a thief from the Netherlands. After being sentenced to prison, he escaped to England, which is how Lawson ended up in London.

Task 2. Write down words and phrases in the text that match meanings 16-21 below.

16. a lot of money (paragraph 2)

17. someone who won a gold medal in sport (paragraph 3)

18. making arrangements so someone is safe (paragraph 4)

19. extremely sad (paragraph 5)

20. left someone (or something) in a bad condition (paragraph 5)

21. given a punishment for a crime (paragraph 6)

**9 класс базовый уровень**

Task 1. Sentences (A-D) have been taken out of the article below. Read the article and complete the gaps (21-24) with the sentences.

A. They fail to see them as part of the learning process.

B. Learn to talk about your mistakes, at work and at home.

C. Then they restart the computer, and experiment again.

D. People who achieve great success then have more to lose when things go wrong.

**LEARNING FROM MISTAKES**

Have you ever noticed how children are always making mistakes? They do it all the time, and it doesn’t seem to bother them. You don’t learn to walk without falling over. You don’t learn to speak without mispronouncing lots of words. You don’t learn to juggle without dropping balls. But if you create an environment where mistakes are not accepted, then people become frightened of **them**.

21. \_\_\_\_\_\_\_\_\_. In these kinds of environments people learn to hide their mistakes, and not to celebrate them as a good thing. If you are not making mistakes then you’re not learning anything valuable.

It is interesting to see what happens when someone uses a computer for the first time. When an older person starts using a computer, they are often worried about pressing the wrong key. Perhaps they are worried about deleting files by mistake. But children aren’t like that. **They** experiment with all the buttons, just to see what will happen. 22. \_\_\_\_\_\_\_\_\_.

And they are learning from every move they make. The fear of failure seems to develop as we go through school. We learn to become afraid of our mistakes, to be afraid of having the wrong answer, or to draw outside the lines.

The fear of success comes later, and we can see **this** often in successful professionals and leaders. 23. \_\_\_\_\_\_\_\_\_. So they start to worry, and decide not to take risks.

Don’t let **this** happen to you. 24. \_\_\_\_\_\_\_\_\_. See what opportunities can arise from the mistakes you make, and soon you’ll feel happier about yourself.

Task 2. What do the words in bold in the article refer to?

Example: Line 1: it – making mistakes

25. Line 5: them \_\_\_\_\_\_\_\_\_.

26. Line 12: they \_\_\_\_\_\_\_\_\_.

27. Line 17: this \_\_\_\_\_\_\_\_\_.

28. Line 20: this \_\_\_\_\_\_\_\_\_.

Task 3. Find words and expressions in the article which mean…

* + - 1. Make you annoyed \_\_\_\_\_\_\_\_\_.
      2. Falling on the ground \_\_\_\_\_\_\_\_\_.
      3. Saying something with the wrong pronunciation \_\_\_\_\_\_\_\_\_.
      4. Throw and catch three or more balls together \_\_\_\_\_\_\_\_\_.
      5. Buttons on a computer \_\_\_\_\_\_\_\_\_.
      6. Do something in a way that people don’t expect \_\_\_\_\_\_\_\_\_.
      7. Do things that could cause problems \_\_\_\_\_\_\_\_\_.
      8. Possibilities for things you can do \_\_\_\_\_\_\_\_\_.

**9 класс продвинутый уровень**

Task 4. The reading passage has seven paragraphs, A-G. Choose the correct heading for each paragraph from the list of headings below. Write the correct letter a-g in the spaces provided. There are no extra headings.

List of headings

1. Benefiting the local environment
2. The development of the walking school bus
3. Allowing children to communicate
4. The aim of the walking school bus
5. Providing healthy daily exercise
6. How the walking school bus works
7. Playing a part in the community
8. Paragraph A \_\_\_\_\_\_\_\_\_\_
9. Paragraph В \_\_\_\_\_\_\_\_\_\_
10. Paragraph C \_\_\_\_\_\_\_\_\_\_
11. Paragraph D \_\_\_\_\_\_\_\_\_\_
12. Paragraph E \_\_\_\_\_\_\_\_\_\_
13. Paragraph F \_\_\_\_\_\_\_\_\_\_
14. Paragraph G \_\_\_\_\_\_\_\_\_\_

THE WALKING SCHOOL BUS

A In recent years there has been a significant decline in the number of school children who walk to school each day, compared with previous generations. In an attempt to alter this trend, a healthy and environmentally-conscious movement called the walking school bus has been developed and promoted in some school districts. The main goal is to have students walk to school, under the guidance of adults, and thus enjoy the benefits of physical activity.

В On a walking school bus, a 'driver' (adult) calls at specific stops along a set route to collect 'passengers' (children) and they walk together to school. At the end of the school day, all of the walking school bus riders and drivers congregate at a designated school location and begin the walking journey to each passenger's home, simply reversing their earlier route. It has been suggested that, for safety purposes, a driver should be at the front of the 'bus' and a conductor should walk at the rear (Kearns, Collins and Neuwelt, 2003). Families can depend on the consistency of the walking school bus, which operates to a regular timetable, regardless of the weather.

C The walking school bus concept originated in 1998 in St Alban's, England, as a result of parental concerns over speeding vehicles and children's safety. The idea spread through Britain and was adopted quickly in Australia, New Zealand and Canada. Because of the social and physical benefits of the walking school bus, the number of such programs has continued to grow in these locations. In the United States, however, walking school bus programs have not caught on as quickly. Hopefully the number of such programs there will multiply as people recognize their numerous advantages.

D Perhaps the greatest advantage of the walking school bus is the health benefits of regular physical exercise. With the rise of childhood obesity, this is a significant factor. Studies show that approximately 14 per cent of young people are not physically active (Nelson 2004) while approximately 10 per cent of children aged 2 to 6, and 15 per cent of children aged 6 to 19 in the United States are considered overweight (Ogden, Flegal, Carol and Johnson, 2002). The implementation of the walking school bus may support efforts to reduce these substantial percentages.

E The 15 to 20-minute walk each morning and afternoon also provides children with time to socialize before and after their school day. Sarah, a 2nd grader, was asked whether or not she enjoyed 'riding the bus' each morning and afternoon and she responded, "The best part about the bus is that I get to talk to my friends." Having the opportunities to chat with friends was a recurring theme among those children interviewed.

F Furthermore, as increasing numbers of children participate in the walking bus program, fewer parents are driving their children to and from school, which improves the quality of the urban environment by reducing traffic congestion and pollution in the area. The school authorities in Auckland, New Zealand, analyzed traffic problems outside an elementary school before and after implementation of the walking bus and it was reported that there were on average 19.5 fewer cars during drop off and pick up times.

G Finally, the walking school bus helps create a positive school image in the local community. In addition to providing children with physical exercise, safety and socialization, the image of young learners walking to and from school affects all those who witness it. From dog walkers to car drivers, members of the entire community enjoy watching 'the bus' go by, and may be reminded of their own personal school experiences. The program is now a feature in many cities and can be seen as part of a broader international movement to encourage childhood health and improve the environment.

Task 5. Do the following statements agree with the information in the reading passage? Write

TRUE (T) if the statement agrees with the information

FALSE (F) if the statement contradicts the information

NOT GIVEN (NG) if there is no information on this

1. Fewer children walk to school now than in the past. \_\_\_\_\_\_\_\_\_
2. The walking school bus does not run when it is raining. \_\_\_\_\_\_\_\_\_
3. The idea of the walking school bus comes from the US. \_\_\_\_\_\_\_\_\_
4. One of the advantages of the walking school bus is that it

doesn’t cost any money. \_\_\_\_\_\_\_\_\_

1. The walking bus proved popular in Australia. \_\_\_\_\_\_\_\_\_

Task 6. Work out the meaning of the following words from the Walking School Bus text. Match them to the words from the list below.

1. decline (para A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. alter (A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. goal (A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. benefit(A) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. specific (B) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. approximately (D) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. theme (E) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. positive (G) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| ***aim change particular decrease***  ***roughly topic good or useful advantage*** |

**10 – 11 класс базовый уровень**

1. Read text № 1 and choose the most suitable definition for the words given below the text (1-5). Write down your answers on the answer sheet.

***Online arts: Click-fix culture***

*You can watch a rock concert and tour an art gallery from the comfort of your armchair. But can it replace the thrill of the real thing? Fiona Sturges finds out*

Fancy an evening at the theatre but can’t face sitting there for hours? Theatre companies will happily stream performances live. Now galleries are getting in on the act too, enabling sofa bound art lovers to wander around the world’s greatest art institutions, all in high resolution and without fear of getting sore feet. But is it really the same as seeing paintings in the flesh? I decided to find out.

My first stop is the Uffizi in Florence, where I am immediately deposited in front of Botticelli’s fifteenth-century *Birth of Venus.* In technological terms, it’s very impressive. I can see every bump and line in the surface of the paint. If I were there in person, I would need one hefty magnifying glass to view it like this. It occurs to me that Botticelli would never have seen it in such detail and I wonder what he would have thought of us all ***marvelling*** at every sliver of paint through an online high-resolution prism.

Next, I head to the Museo Reina Sofia in Madrid, one of my favourite galleries. I enjoy myself racing past sculptures and ***going eyeball to eyeball*** with assorted portraits in a manner that would be frowned upon were I actually there. Admission is free and there aren’t any queues. Plus, you won’t have to listen to the babble of fellow visitors as they loudly broadcast their knowledge of surrealism.

But it’s no substitute for the real thing. Billions of pixels can’t accurately transmit the scale or colour or atmosphere of a painting or convey the sense of wonder you feel when standing in front of it.

So how about a ***gig*** instead? Without leaving my postcode, I watch an outdoor music festival famous for its overcrowding. My initial feeling is of smugness as I get the best views of the best bands without the physical discomfort. But as the show goes on my attention starts to drift and I wander off to make a cup of tea.

Filmed concerts, whether on television or online, invariably struggle to convey the tension of live performance. That sensation of a crowd collectively holding their breath as a song reaches its crescendo – you don’t get that sitting at home. I’d sooner experience live music in a roomful of strangers than be standing there alone.

Art in almost all its forms is meant to be a communal experience. It is also a ritual, one that is about so much more than the cultural event itself. These are pilgrimages made by people in pursuit of a particular visceral sensation. Often the pleasure is as much in the ***anticipation*** as the execution.

Lying on the sofa, with computers, phones and remote controls all within easy reach, is my default setting. But when it comes to art ***appreciation***, even a slob like me can recognise the basic requirement to leave the house. Ultimately it’s a bit like watching holidays on telly. It’s just not the same if you can’t feel the sun on your face.

|  |  |
| --- | --- |
| 1) ***marvelling***: | A) watching; B) recollecting; C) enjoying; D) admiring; |
| 2) ***go eyeball to eyeball***: | A) go further; B) scrutinize; C) observe; D) pass by; |
| 3) ***gig***: | A) live concert; B) trip; C) performance; D) pleasant walk; |
| 4) ***anticipation***: | A) misgiving; B) forecast; C) excitement; D) expectancy; |
| 5) ***appreciation***: | A) apprehension; B) likeness; C) understanding; D) appraisal; |

II. For questions 6-10, choose the answer (A, B, C or D) which you think fits best according to the text. Write down your answers on the answer sheet.

6. What point is the writer making about *Birth of Venus* in the second paragraph?

A Modern technology reveals the flaws in the painter’s technique.

B The painting lacks interest when seen over the Internet.

C She enjoyed it more when she actually went to the art gallery.

D We can examine it more closely than the artist himself could.

7. What, according to the writer, is a disadvantage of going to an art gallery in person?

A There is a risk of being disturbed by people trying to show off.

B It is impossible to concentrate on paintings because of distractions.

C You may be tempted to spend more time seeing the city than the gallery.

D There are often too many paintings of famous people from the past.

8. How does the writer react to seeing a concert online?

A She is glad to avoid the tense atmosphere at the event.

B She likes being able to have a drink while she watches.

C She enjoys the experience at first but then loses interest.

D She feels music has adapted too slowly to modern technology.

9. What does the writer say she enjoys about live music?

A taking photos of the concert

B forming part of the audience

C joining in with the songs

D watching the concert with friends

10. The writer compares online art with holidays on television to show that

A appreciating art is more relaxing than going on holiday.

B art appreciation is less popular than watching TV.

C art cannot be fully appreciated from a distance.

D to appreciate art it is best to see it in sunny countries.

**10 – 11 класс продвинутый уровень**

1. Read an article (text № 1) about the history of blogging and choose the most suitable definition for the words given below the text (1-5). Write down your answers on the answer sheet.

***Blogging: Confessing to the world***

Some time ago, a website highlighted the risks of public check-ins. The site’s point was blunt: you may think you are just telling the world, ‘Hey, I’m at this place but you are also advertising your out-and-about-ness to all kinds of people everywhere – not all of them are people you might like to bump into. This appeared to confirm the growing awareness that there might be a downsize to all the frantic sharing the web has enabled. The vast new opportunities to publish any and every aspect of our lives to a potentially global audience hold out all sorts of tantalizing possibilities: Wealth! Fame! So we plunge into the ***maelstrom*** of the internet, tossing confessions, personal photos and stories into the digital vortex. Too late we realize that the water is crowded and treacherous – and we are lost.

Depressing? Perhaps, but don’t give up. This future has a map, drawn for us years ago by a reckless group of online pioneers. They got fired from their jobs, found and lost friends and navigated celebrity’s temptations and perils – all long before the invention of social networking. These pioneers, the first wave of what we now call bloggers, have already been where the rest of us seem to be going. Before their tales scroll off our collective screen, it’s worth spending a little time with them. After all, those who cannot learn from history are doomed to repost it.

In January 1994, Justin Hall, a 19-year-old student, began posting to the ‘WWW’, as it was then known, something inhabited mostly by grand students, scientists and a handful of precocious teens like him. The web had been invented at CERN, the international physics lab in Switzerland, so researchers could more easily share their work. Hall saw something else: an opportunity to share his life. Link by link, he built a hypertext ***edifice*** of autobiography, a dense thicket of verbal self-exposure leavened with photos and art. In January 1996, on a dare, he began posting a daily blog, and readers flocked to the spectacle of a reckless young man pushing the boundaries of this new medium in every direction at once.

Hall’s ethos was absolute: cross his path and you could appear on his site; no topic was taboo. There was a ***rigour*** and beauty in his project that only a snob would refuse to call art. One day though, visitors to Hall’s site discovered his home page gone, replaced with a single anguished video titled *Dark Night*. His story tumbled out he’d fallen spectacularly in love, but when he started writing about it on his site he was told ‘either the blog goes, or I do’. He’d published his life on the internet, Hall protested, ‘it makes people not trust me’. The blog went, but the dilemma persists. Sharing online is great. But if you expect your song of yourself to ‘make people want to be with you’, you’ll be disappointed.

In 2002, Heather Armstrong, a young web worker in Los Angeles, had a blog called Dooce. Occasionally, she wrote about her job at a software company. One day an anonymous colleague sent the address of Armstorng’s blog to every vice-president at her company – including some whom she’d mocked – and that was the end of her job. Those who study the peculiar social patterns of the networked world have a term the ‘online distribution effect’: that feeling so many of us have that we can get away with saying things online that we’d never dream of saying in person. But our digital lives are interwoven with our real lives. When we pretend otherwise, we risk making terrible, life-changing mistakes.

Armstrong’s saga had a happy ending. Though she was upset by the experience and stopped blogging for several months afterwards, she ended up getting married and restarting her blog with a focus on her new family. Today she is a star in the ***burgeoning*** ranks of ‘mommy bloggers’ and her writing supports her household. Once a poster child for the wages of web ***indiscretion***, she has become a virtuoso of managed self-revelation. What Armstrong has figured out is something we would all do well to remember: the web may allow us to say anything, but that doesn’t mean we should.

|  |  |
| --- | --- |
| 1) ***maelstrom:*** | A) vortex; B) infinity; C) abyss; D) mailbox |
| 2) ***edifice:*** | A) facility; B) construction; C) belief system; D) project |
| 3) ***rigour:*** | A) severity; B) accuracy; C) control; D) rapture |
| 4)***burgeoning:*** | A) bourgeois; B) rampageous; C) respected; D) booming |
| 5)***indiscretion:*** | A) thoughtlessness; B) carefulness; C) caution; D) thoughtfulness |

1. For questions 6-10 choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the answer sheet.

6. Why does the writer describe a website about public check-ins in the first paragraph?

A) to reinforce the concerns already felt by some people

B) to remind readers to beware of false promises

C) to explain that such sites often have a hidden agenda

D) to show that the risks of the internet use are sometimes overestimated

7. What is the writer’s attitude to the online pioneers mentioned in the second paragraph?

A) He is concerned by the risks they took.

B) He appreciates their unprecedented achievements.

C) He admires their technical skills.

D) He is impressed by the extent of their cooperation.

8. What does the writer suggest about Justin Hall in the third paragraph?

A) He was unusually innovative in his approach.

B) His work was popular for the wrong reasons.

C) He inspired others writing in different fields of study.

D) His work displayed considerable literary skills.

9. What point is exemplified by the references to Hall’s project in the forth paragraph?

A) People usually dislike exhibitionists.

B) Someone’s life can be a form of art.

C) Relationships are always a private matter.

D) Being too open may be counterproductive.

10. What does the account of Armstrong’s later career suggest about blogging?

A) It is important to choose an appropriate audience.

B) It is possible to blog safely and successfully.

C) It is vital to consider the feelings of others.

D) It is best to avoid controversial subjects when blogging.

USE OF ENGLISH

**7 – 8 класс**

Task 3. Look at the following short texts (62-66) and find an example (a – e) of:

a) a nuclear family b) an extended family

c) a single-parent family d) a couple who adopted a child

e) a couple with no children

**62.** We are married with three kids. Our eldest son, Simon, has just started secondary school, our daughter, Lisa, is eight and our youngest son, Luke, is only five.

**63.** We’ve only been married for a year. We are not planning to start a family just yet.

**64.** I’m a single mum. I bring up my son Josh on my own. Josh doesn’t mind being an only child, but I think he’d like a brother or sister one day.

**65.** We share the house with my mother and father and my wife’s sister and her kids. Everyone helps to look after all the children.

**66.** We couldn’t have children of our own, so we decided that adoption was the only answer. Lily came to live with us two years ago. She seems very happy at the moment, but we realise that she might want to find a real mother one day.

**9 класс базовый уровень**

Task 5. Complete the sentences using the verbs in bold. Use two to five words.

**89.** It is forbidden to eat in the library.

**ALLOWED** You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the library.

**90.** May I borrow your pen for a moment?

**MIND** Would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_your pen for a moment?

**91.** I’m sure Richard is doing his homework now.

**MUST** Richard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_his homework now.

**92.** You mustn’t run inside the school.

**FORBIDDEN** It\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_inside the school.

**93.** Shall I help you to carry those books?

**LIKE** Would\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ you carry those books?

**94.** It isn’t necessary for students to have their IDs with them.

**HAVE** Students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their IDs with them.

**95.** I’m sure Mary didn’t take the money from my schoolbag.

**TAKEN** Mary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from my schoolbag.

**9 класс продвинутый уровень**

Task 7. Complete the gaps with the right word or phrase. Choose from the given options**.**

**hand in/ give out doing/ making do/make**

**reading/ learning dropped out of / left the conducted/ performed**

**done/made in/at do/ make**

**taking/ studying take/ give**

1. Joanna’s \_\_\_\_\_\_\_\_\_ research into the environment impact of global warming.
2. A recent study has been \_\_\_\_\_\_\_\_\_ to investigate the beneficial effects of tea.
3. My exams are coming up and I’ve got a lot of revision to \_\_\_\_\_\_\_\_\_.
4. Tony \_\_\_\_\_\_\_\_\_ university and started work as a builder.
5. I can’t decide whether to \_\_\_\_\_\_\_\_\_ Spanish or French next year.
6. I’m \_\_\_\_\_\_\_\_\_ evening classes in Computer Science.
7. Gary’s \_\_\_\_\_\_\_\_\_ university in Manchester. He’s \_\_\_\_\_ English Literature.
8. I’ve got an essay to \_\_\_\_\_\_\_\_\_ on Monday morning, so I’d better get on with some work.
9. Research has been \_\_\_\_\_\_\_\_\_ into the hazards of working in a noisy environment.
10. Harry decided to \_\_\_\_\_\_\_\_\_ a gap-year, before going to university next year.

**10 - 11 класс базовый уровень**

I. The following places in London are associated with certain important institutions and are often used in the media and in genera conversation to refer to those institutions. **T**hink of the word which best fits each gap.

*Whitehall, the City, Westminster, Fleet Street, 10 Downing Street, Scotland Yard, the West End, Buckingham Palace, the Old Bailey*

1. His criminal career started with theft and pick-pocketing and ended up at (1) … on a murder charge.

2. Although he’s only just entered Parliament, he’s already aiming at (2) … .

3. There are likely to be late nights and angry arguments at (3) …when the new tax proposals are debated next week.

4. (4) … has denied reports that the Queen is shortly going to abdicate.

5. After the prison escape, (5) … alerted all police forces to be on the look-out for the man.

6. He’s an important man in (6) … . He’s director of a big bank or insurance firm or something.

7. She’s a good actress but she won’t really feel she’s succeeded until she has a leading part in (7) … .

8. There are rumours in (8) … about the possible launching of a new newspaper next year.

9. There have been growing complaints that bureaucracy in (9) … is slowing down the enforcement of government legislation.

**10 - 11 класс продвинутый уровень**

II. For each abbreviation on the left below there is another in the centre and another on the right which together make a group of three abbreviations which have something in common.

|  |  |  |
| --- | --- | --- |
| 12. NHS | ft | WHO |
| 13. oz | Rd | Ave |
| 14. in | GP | PhD |
| 15. Con. | MA | Yd |
| 16. St | lb | St |
| 17. BA | mph | Lib. Dem. |
| 18.. mpg | Lab. | cc |

**WRITING**

**7 - 8 класс**

You have recently moved to another town. This is part of a letter you received from a friend.

*Hope you like the new area. What are your neighbours like? Have you made any new friends? What about your new classmates? Write back soon.*

*Jenny*

Now write a letter answering your friend's questions (100-120 words).

***Use these words: wonderful, to go shopping, friendly, helpful, get into trouble***

9 класс базовый уровень

You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work. Write a letter to the accommodation officer at the college. In the letter,

• describe the situation

• explain your problems and why it is difficult to work

• say what kind of accommodation you would prefer

Write anywhere between 150 to 250 words. Use the following words in your letter:

**messy chore mediator nocturnal sloppy**

You do NOT need to write any addresses. Begin your letter as follows:

Dear Sir or Madam,

**9 класс продвинутый уровень**

In some countries over the half the students now go on to higher education. Write 200-250 words looking at the advantages and disadvantages of getting a profession instead of a trade. Use the following words in your essay, don’t change the form:

**pursue access curriculum syllabus vocation**

**10 – 11 класс базовый уровень**

The chart shows the percentage of male and female teachers in six different types of educational setting in the UK in 2016.

Summarise the informationby selecting and reporting the main features, and make comparisons where relevant.

Your answer should include a brief introductory paragraph, 1-2 body paragraphs and a brief concluding paragraph.

Write 150 -200 words.

**10 – 11 класс продвинутый уровень**

The charts below show what UK graduate and postgraduate students who did not go into full-time work did after leaving college in 2008.

Summarise the informationby selecting and reporting the main features, and make comparisons where relevant.

Write 150 -200 words.

Your answer should include a brief introductory paragraph, 1-2 body paragraphs and a brief concluding paragraph.

