Комплект заданий для учащихся 7-8 классов

**READING**

**Time: 20 minutes**

**Task 1. The teenagers below (from 16 – 20) all want to do something to help the environment. There are descriptions of eight charities (A – H) which help the environment. Decide which charity would be the most suitable for the following teenagers. For questions 16-20, mark the correct letter (A-H) on your answer sheet.**

**16. Ali** has just moved from the city to the country. He is interested in finding out about how to help the wild animals that live in his area.

**17.** **Ramon** is worried about the amount of pollution in his area and thinks local wildlife is suffering. He wants to do something about it.

**18.** **Harper** has some time at weekends and wants to meet other young people interested in the environment. She wants to organise social events that benefit her local area.

**19.** **Shayna** would love to help a charity that works with animals. She has never had a pet, so she would need some help in learning how to look after animals.

**20.** **Saffia** lives in a small apartment a long way from the nearest park and wants to spend more time outside when the weather is nice. Her interests include cooking.

**Charities working to help the environment**

|  |  |
| --- | --- |
| **A. Animal Home**We provide a home for cats and dogs whose owners don’t want them any more. We need young people to help us with jobs like cleaning out the cages and preparing food. Have fun and find out about caring for other creatures. | **B. Blackrock Zoo Supporters Club**Join our club and get involved in projects to make the zoo a better place for the animals. For example, this month you could help to build a new tree house for the monkeys to climb on. We also need helpers to give out information to visitors at weekends and to make them feel welcome. |
| **C. Friends of City Park**At the moment we’re building a wildlife area to teach kids about nature. It’s hard work but you’ll make lots of new friends. We often have barbecues and camping trips at weekends. We need help from teenagers with lots of energy and ideas for other projects to help protect animals in our area. | **D. Wildlife Watch**At our monthly meetings you can learn more about the birds, insects and bats and other creatures in the fields and woods, and also in your garden. You’ll find out all sorts of interesting information which will help you provide a better environment for local wildlife. |
| **E. Community Garden Club**We introduce a taste of the countryside into city life. We can teach you all you need to know about growing vegetables and we even share recipes too. There’s no better way to spend a warm summer’s afternoon in the school holidays or at weekends. | **F. Zero Waste Club**Start a recycling club at your school. Join our online community and share ideas with other young people who are worried about the amount of waste we produce. The aim is to make your school a zero waste zone. |
| **G. Beach Clean-up Club**We need more young people to help us pick up all the plastic bottles and bags on the beach. Often we have to take birds and fish that are sick or injured to the animal hospital. We also remove oil from sand and rocks and check to see if the water is clean. | **H. Wild Animal Support Group**We need young people to help us raise money for conservation projects to help animals in danger around the world. We provide information packs with some ideas about what events you can organise and how to get your friends at school involved too.  |

**Task 2. Look at the sentences (21 – 30) below about a girl called Anna and her new school building. Read the text to decide if each sentence is correct or incorrect. If it is correct, mark A on your answer sheet. If it is not correct, mark B on your answer sheet.**

**21.** Anna’s school is the first one in her country to be made completely of wood.

**22.** Anna had mixed feelings about seeing the space cleared ready for building the school.

**23.** Builders managed to carry on with work on the school despite the weather.

**24.** There is one room that is kept just for local people to use for meetings.

**25.** The children find the new changing rooms convenient when they do sports on their field.

**26.** The inside of Anna’s school depends on the people and machines in it to be warm.

**27.** The new school building has great benefits for people who like to sing.

**28.** The builders wanted to do something traditional for the school when they’d finished the roof.

**29.** Pictures of the wind turbine behind the school can now be seen online.

**30.** The pupils are busy preparing to do a performance for their parents in their new school building.

**Anna’s new school**

It’s been a very exciting week, as we’ve just moved into our new school building! It’s an amazing place, as the builders have used wood for the whole thing, just like in our old school, but it’s also one of the first in my country designed to be really environmentally friendly.

The school took months to build, so we saw it all happening. It was really exciting seeing the builders clear the space where it would be, although it also meant that some lovely open land disappeared. And the noise of the building machines was really loud, although the builders often had to stop work because it rained so hard. We all began to think the building would never be finished.

We have five classrooms now, which are enormous – much bigger than in our previous school next door, which was very old. We share one room with people in the town when they want to have meetings and so on. There’s a nursery too, a lovely dining room, and really big changing rooms which we’re looking forward to using as soon as our new sports field is ready.

When you come into the school, one of the first things you notice is that there aren’t any heaters in the building! Instead, the heat for the school comes from all of us inside it – the children, the teachers and the computers we use. The building is so well designed that it holds all the heat inside – and all the sound too, so if we sing inside our classrooms, we can almost believe we’re inside a concert hall!

Another thing you’ll notice is that the school roof has a tree on top of it! It was put there by the builders once they’d finished the roof, because they said it was the custom in Austria, the country where the roof was made. The electricity for lights and computers comes from a wind turbine on a hill behind the school. We went with our teacher to look at it yesterday, and it goes round really fast. It’s so big, it can be seen for miles! We took some pictures which we’re planning to put on the website.

Even though we’re already using the school building, there are still some parts to be added to it – for example, at the moment we’re putting on a play for parents to come and see, but we still have to walk back to our old school hall to do it. The replacement will be ready by next year, though. We’re so pleased with our new school, and our teachers say we’ll all learn much faster now we’re in it!

Transfer your answers to the answer sheet!

**USE OF ENGLISH**

**Time: 25 minutes**

**Task 1. Complete the sentences (31 – 38) with the correct form of the words in capitals.**

**31.** The oil spill caused an \_\_\_\_\_\_\_\_ disaster. ECOLOGY

**32.** Many people believe that we are too \_\_\_\_\_\_\_\_ on oil and fossil fuels. DEPEND

**33.** We should try to preserve the natural world for future \_\_\_\_\_\_\_\_\_\_. GENERATE

**34.** Tigers are an \_\_\_\_\_\_\_\_\_\_\_\_\_ species. DANGE

**35.** There is too much air \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the cities. POLLUTE

**36.** We need more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bins in the city. RECYCLE

**37.** This is a very pleasant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to live in. NEIGHBOUR

**38.** You aren’t allowed to camp here, as it’s a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ area. PROTECT

**Task 2. Replace the underlined words in the sentences (39 – 44) with these phrasal verbs**

*Be into catch on die out go towards pick up report back*

**39.** Do you think our idea of cleaning up the beaches will be popular?

**40.** On our eco-village holiday, I hope to learn lots of useful things about a green lifestyle.

**41.** I will never like bugs very much, but I enjoy the outdoor life.

**42**. It’s possible that certain species of animals will stop existing over the next twenty years.

**43.** All the money from our books sale will pay part of the cost of a new wildlife centre.

**44.** Sam’s away on an owl-watching weekend and he’s going to tell us all about it on Monday- if he can stay awake!

**Task 3. For questions (45– 64)*,* read the text below and decide which answer A, B, C or D best fits each space.**

**Signs of Environmental Change**

Our world, our climate 45)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. But what is really causing it? What 46)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the future hold? Are we too far 47) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that future? 48)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the effect of human activity on the global climate is hotly debated, physical signs of environmental change are all around us.

Scientists say that average global temperatures 49) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by less than one degree since the dawn of human civilization, although they fluctuated 50) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before that. They predict a global rise of between 1.4 °C and 5.8 °C 51) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the year 2100, especially in northern polar regions, India, Africa and parts of South America. Rising temperatures are thought 52) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sea levels to rise as the oceans expand and polar ice melts. The scientists claim that sea levels rose between 10 and 20 cm worldwide 53)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the 20th century. It predicts a 54) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rise of between 9 cm and 88 cm by 2100.

55) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the latest data, North Pole sea-ice 56) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by 40% in recent decades in summer and autumn. Global snow cover 57) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by 10% since the 1960s and mountain glaciers also 58) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

59) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all these factors together, scientists come up with the stark conclusion that if we 60) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to stem climate change, there could be a permanent reducation in consumption per head of 20%. In 61) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ words, everyone in the world would be a fifth poorer than they could otherwise have been. Anyway people 62)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ prepare for a whole series of shocks from the effects of climate change that are already unavoidable. There will probably be 63) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more droughts and more floods. An increased incidence of devastating storms 64) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as well.

45. a) changing b) is changing c) has been changing d) is being changed

46. a) do b) is c) does d) did

47. a) to change b) changed c) is changing d) have changed

48. a) when b) while c) during d) from

49. a) varied b) were varied c) have varied d) will be varied

50. a) more much b) much more c) most much d) much most

51. a) in b) at c) by d) from

52. a) cause b) to cause c) causing d) being caused

53. a) during b) since c) from d) while

54. a) later b) further c) newer d) sooner

55. a) contrary to b) due to c) instead of d) according to

56. a) was thinned b) has thinned c) had thinned d) was thinning

57. a) shrinks b) shrunk c) has shrunk d) had shrunk

58. a) have retreated b) were retreating c) retreated d) were being retreated

59. a) have put b) were put c) putting d) were being put

60. a) will do anything b) will do nothing c) do anything d) do nothing

61. a) another b) other c) the other d) others

62. a) can b) need c) should d) may

63. a) either b) neither c) both d) rather

64. a) expected b) is expected c) has expected d) had expected

Комплект заданий для учащихся 7-8 классов

**WRITING**

**Time: 30 minutes**

You have received a letter from your English-speaking pen friend, Ben.

*… Yesterday was a special day, we had the Earth Hour. My town (and lots of towns around) went dark for one hour. It’s one of the ideas of an ecological group called the Green Movement. We switched off the lights to draw people’s attention to the poor ecological situation on the planet…*

*Do people have the Earth Hour in your country? What can people do to save energy in their everyday life? Do you approve of the Green Movement, why?...*

Write a letter to Benand answer his 3 questions.

**Use the following words** in your letter:

* national
* fumes
* shortage
* natural
* renewable

**Underline** the required words when used in your letter.

Write 100-120 words.

Remember the rules of letter writing.

**Комплект заданий для учащихся 9-11 классов**

**READING**

*Time: 25 minutes*

**Task 3**

**Read the text and answer questions 25-37 below**

**JAPANESE NO MORE AT HOME IN COMPANY FLATS**

1. The laws concerning property and real estate transactions are well developed in Japan, and there are many rules and regulations to prevent trouble. Because real estate is an expensive commodity, it is required by law to carefully check the property status, relationship of rights, and various legal regulations to insure a safe business transaction.In Tokyo, the world’s most expensive city, Ashasi Beer executive Yusuhiro Nakahara pays $50 a month rent. He’s single, but when he gets married, he expects to move to a bigger place and pay more money – maybe $250 a month. Nakahara is not unusual. Like many Japanese, he rent from his company. From junior officials in the Foreign Ministry to young employees of Sony and even McDonald’s, a lot of people live very cheaply in Tokyo.
2. In an elaborate system of his housing perks, they are paying from $ 20 to $300 a month for rooms or apartments, often in the city’s best neighborhoods, where two- to four-bedroom apartments can fetch $4000 to $25000 a month on the open market. More than 2 million apartments and dormitory rooms – nearly one of every 20 residents – were owned or leased nationwide by companies in 2013, according to the most recent official tally.
3. Company housing is an element of a social pact that has given Japan one of the most dedicated work forces in the world. Companies offer employees low-cost housing, pay their commuting costs and let them use company owned resorts. They provide mortgages or negotiate preferential bank rates for home buyers. These benefits tie employees to their firms in a lifetime employment system that has been a key component of Japan’s economic success. But now the system is starting to unravel. As a result of the recession and financial crisis, and faced with new accounting rules, many companies cannot afford to own or lease so much property. They are hiring fewer people and no longer need to tout housing perks as they did in the tight labor market a decade ago. And young employees increasingly say they’d rather have the cash and find their own place to live. The way people think is changing drastically. Employment for life is fading, and people are putting more emphasis on themselves and improving their own abilities.
4. The housing situation with respect to living space has improved considerably over the decades, even though one can still find many very small apartments mainly in the [large cities](https://www.japan-guide.com/list/e1003.html) and in central [Tokyo](https://www.japan-guide.com/e/e2164.html), in particular. One may think that the age of the building impacts the rent but this isn't so true in Japan. The biggest factor is proximity to the train station and other surrounding amenities like parks and convenience stores etc. This is what really drives rental prices. So the closer Tokyo apartment is to the station the more people pay even if it's old. And with convenience lies advantages. Of course this decision depends on personality type etc. But in general, and if one talks to any real estate agent in Japan a person will hear it but rental price is justified in the blink of a young girl's eye based on proximity to the company that the occupant works for.
5. Company housing spread rapidly after World War II in cities that had been firebombed. Later, as the economy took off, people from all over the country came to work in the booming urban centers. The first dormitories were for plant workers, but the system soon expanded to the white-collar elite. One of the system's goals is to allow the employee to work longer hours by housing him within a short commune. “It’s rather business policy than a social welfare policy”, said Yasuhisa Kawamura of the Foreign Ministry. “The basic principle is that housing is provided for the purpose of facilitating efficiency in jobs.”
6. The most common housing recipient is a man on a career track who is likely to be transferred. Another standard condition is that the commute from the parents’ home – where many young people live before marrying – is too long. Many companies also impose an age limit. Ashasi Beer is 35 for singles dormitories and 45 for family apartments. With housing process half what they were 10 years ago, the average age of the first-time homeowner is declining. It used to be only people in their 40s could afford to buy a house, now it is becoming a norm for people in their mid-30s, and even in their 20s, to buy an apartment or a house.

**Questions 25-29**

**The text above has six paragraphs, A-F. Which paragraph contains the following information? Circle the correct letters in your answer sheet.**

25. reasons forspreading of company housing

26. descriptions of typical housing representative

27. reasons why Japanese employees are so dedicated to their companies

28. examples of total payment for renta month on the open market

29. the suggestion that the rent greatly depends on propinquity to transport and city links

**Questions 30-31**

**For questions 30-31 choose the correct answer A, B, or C. Circle the correct letter in your answer sheet.**

30. What is happening to the system of benefits today?

A. Many companies can afford more housing perks for their employees.

B. The economic crisis make people look for more benefits from their companies.

C. Employees get less benefits because of some economic reasons.

31. Younger people buy their own houses because…

A.they are forced to leave their company dormitories

B.there are age limits for buying houses

C.housing prices have decreased significantly

**Question 32**

**Which TWO of these possiblereasons forhousing situation in Japanare mentioned in the text? Choose TWO letters from A-E for question 33 and circle them in your answer sheet.**

A. social constituent

B.economic constituent

C. parents’ influence

D. the government’s impact

E. age limit

**Question 33**

**The list below shows the aim of the system of company housing. Which TWO possible does the writer has pointed out? Choose TWO letters from A-Efor question 38 and circle them in your answer sheet.**

A. employees work longer and more efficiently

B.creates a social welfare system

C.enables plant workers to become white-collar elite

D. it facilitates job efficacy

E.helps people who suffered during World War II

**Questions 34-37**

**Do the following statements agree with the claims of the writer in the text?**

**In boxes 34-37 of your answer sheet, circle**

**A (TRUE)** if the statement agrees with the claims of the writer

**B (FALSE)** if the statement contradicts the claims of the writer

**C (NOT GIVEN)** if it is impossible to say what the writer thinks about this

34. people become less sure of themselves

35.people tend to become more independent from their employers

36.people prefer to be employed for life

37.people lack their own abilities

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

USE OF ENGLISH

*Time: 20 minutes*

**Task 4**

**A great many expressions used in English come originally from other languages but most of them are now so absorbed into English that they are no longer thought of as foreign. However, some words and phrases have retained their original spelling, pronunciation and foreign identity.**

**Put each of the following expressions into its correct place in the sentences below. There is one extra word.**

*Grand prix, chic, rendezvous, cul-de-sac, carte blanche, hors d’oeuvre, bon voyage.*

38. The advantage of living in a … is that there is no traffic, so it’s very quiet.

39. Let’s order. I’m hungry. I’m going to start with a nice … .

40. The boss didn’t tell me how he wanted the project carried out. He gave me … to do it as I thought best.

41. The French … was won by a Brazilian driver in an Italian car.

42. … and send us a post card when you arrive!

43. She chooses her clothes, hair style and make up so that she is in the latest fashion. She always looks very … .

**Task 5**

**In the following task there are examples of common colloquial responses, i.e. phrases often used in particular, informal situations (sometimes these responses can be very casual, ironic or even rude).**

**For each spoken item in the left (44-49) find the most natural response on the right (A-F).**

|  |  |
| --- | --- |
| 44. Can I use your phone? | A Yes, by the skin of my teeth. |
| 45. Our plan’s a failure. It won’t work. | B If you don’t mind taking pot luck. |
| 46. Did you catch the train? | C Every little helps. |
| 47. Can I come to lunch? | D Back to square one. |
| 48. Sorry, I can’t make a bigger donation. | E Be my quest. |
| 49. He’s a very odd chap. | F It takes all sorts. |

**Task 6**

For items 50-57, read the text below and decide which answer (A, B, C, or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A result B impact C difference D consequence

0 A B C D

The importance of a name

Have you ever thought about the (0) … your name has on the way others perceive you? A recent study by Dr Simon Laham from the University of Melbourne and Dr Adam Alter from New York University Stern Business School reveals that people with ‘easy-to-pronounce’ names tend to be (50) … more positively than those with ‘difficult-to-pronounce’ names. The researchers found that people with more easily pronounceable names were likely to be (51) … upon favourably for political office, and that lawyers with easier sounding names made their way up the career (52) … faster. Surnames from a wide range of nationalities were used in the study, and researchers stressed that preferences were not (53) … due to the length of a name or how unusual it was, but rather how easy it was to say.

DrLaham believes that the research highlights the kind of (54) … that our everyday thinking is (55) … to. The wider (56) … is that our decisions are often shaped by preferences that are both trivial and subtle. An appreciation of this may lead to more impartial, fairer thinking and (57) … of other people.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 50 | A evaluated | B reckoned | C figures | D determined |
| 51 | A put | B looked | C called | D come |
| 52 | A order | B stairs | C scale | D ladder |
| 53 | A barely | B hardly | C plainly | D merely |
| 54 | A angles | B biases | C weights | D turns |
| 55 | A subject | B obliged | C conditioned | D obedient |
| 56 | A connotation | B association | C implication | D manifestation |
| 57 | A attention | B regard | C treatment | D notice |

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

Комплект заданий для учащихся 9-11 классов

**Writing**

***Time: 30 minutes***

Imagine that you belong to an English student’s club which has a meeting room and a small library of books and videos. The club has recently received a small grant. You have been asked to write a report **on the club’s facilities and to suggest the best way in which to spend the money**.

**Use the following words in your report (put them in the correct grammar form if necessary):**

1. To update
2. Complicated
3. To supply
4. To find out
5. Improvement

**Underline** the required words when used in your report.

**Write 150-180 words.**

Use the following plan:

* make an opening statement
* give some general information on the school facilities
* make suggestions
* make a conclusion

**USE YOUR OWN WORDS AND EXPRESSIONS in your report.**

**Комплект заданий для учащихся 9-11 классов**

**Reading**

***Time 20 minutes***

**Task 3**

**Read the text and answer questions 26-40 below.**

**Environmental Impacts of Tourism in Protected Areas**

1. It is only in the last three decades that the seriousness of the environmental impact of tourism on a global scale has become more evident. Globally, air travel and the use of vehicles for travel contribute to the increasing sources of greenhouse gas emissions, biodiversity loss resulting from habitat loss, consumption of resources, and degradation of various types of environments, such as coastal areas, mountains and wilderness areas, rural areas, and small islands. All these are translated into environmental changes affecting air, land, and water. The environmental impacts of tourism have distinct geographical patterns with specific areas identified in terms of the type, extent, and intensity of the impacts. On a global scale, the major areas are in Western Europe – the Mediterranean, the Alps, and the coasts of the North Sea and Baltic Sea. The spatial pattern or intensity of environmental impacts can be complicated by its temporal intensity (seasonality).Normally, seasonal impacts provide a chance for nature to recover from damage suffered during the tourist season. But impacts can also proceed in different dimensions. They can be cumulative in terms of space and time, leading to a threshold and a critical level of negative impact. For example, tourism-related air and road travel adds to the cumulative impact of global climate change, which in turn affects tourism negatively, especially in alpine areas and on many small islands. On the other hand, economic recession can sometimes slow down environmental impacts.
2. Environmental impacts are complex in nature. Most impacts are non-linear in character, while others build up slowly and cumulatively, resulting in long-term dramatic changes that are not evident until it is too late. Others cause a disproportionately high rate of change initially and then level off. There are also complications from spatial and temporal discontinuities of impacts (that is, where and when the impacts occur). Although most tourist phenomena are highly localized, their effects can be felt far away, as in the case of air, water, and noise pollution related to tourism activities in pristine nature reserves. Most of the studies showed that the degree of impact increased with the level of recreational use, although not always. Vegetation and soils had different impact thresholds for recreational use. A full understanding of how different factors influenced the resulting environmental impacts remain unclear, except that, overall, impacts do increase with use.
3. It is useful to distinguish between assured or highly probable impacts, and more random or unpredictable ones which have a low probability of occurring but which nevertheless may have serious consequences for the environment in the protected areas. For example, in a country with a large, densely settled population, it is reasonable to predict that the construction of a hotel or lodge through unsettled areas will result in population migration, whereas incidents such as accidental pollution, fire, or spillage of toxic products are, by nature, unpredictable.
4. Poverty is said to be both cause and effect of environmental degradation. It still remains a problem at the root of several environmental problems. The circular link between poverty and environment is an extremely complex phenomenon. Inequality may foster unsustainability because the poor, who rely on natural resources more than the rich, deplete natural resources faster as they have no real prospects of gaining access to other types of resources. Moreover, degraded environment can accelerate the process of impoverishment, again because the poor depend directly on natural assets. Acceleration in poverty alleviation is imperative to break this link between poverty and the environment. Poverty is a social factor that can threaten the wildlife within a protected area when things e.g., logging, poaching etc emerge.
5. Furthermore, extraction of building materials such as sand affects coral reefs, mangroves, and hinterland forests, leading to erosion and destruction of habitats. In the Philippines and the Maldives, dynamiting and mining of coral for resort building materials has damaged fragile coral reefs and depleted the fisheries that sustain local people and attract tourists. Overbuilding and extensive paving of shorelines can result in destruction of habitats and disruption of land-sea connections (such as sea-turtle nesting spots). Coral reefs are especially fragile marine ecosystems and are suffering worldwide from reef-based tourism developments. Evidence suggests a variety of impacts to coral result from shoreline development, increased sediments in the water, trampling by tourists and divers, ship groundings, pollution from sewage, overfishing, and fishing with poisons and explosives that destroy coral habitat.A lack of land-use planning and building regulations in many destinations has facilitated sprawling developments along coastlines, valleys and scenic routes. The sprawl includes tourism facilities and supporting infrastructure such as roads, employee housing, parking, service areas, and waste disposal.
6. Protection of selected natural environments or prevention of further ecological decline: Tourism can ensure that selected natural environment in a protected area is protected and guarded. It can also ensure that a protected area does not experience further ecological decline. An example is the Halle Park in Mombasa where a protected area has been rehabilitated due to tourism. Preservation of historic buildings and monuments that are found in the confines of a protected area can be preserved from the profits of tourism e.g., the Tree-Top lodge in the Aberdares National Park which has an historical significanceto Britain, can be preserved by the revenue accrued from tourism. Improvement of the area’s appearance in visual and aesthetic terms as tourism has the capacity and potential to improve the appearance of a protected area through trees being planted, drainage improved. Self-financing mechanism activitiesof tourism help develop mechanisms for protected area operations therefore liberating it from the dependency on the local and/or central governments. Transmission of conservation values wherein tourism provides an avenue where conservation values can be transmitted through education andinterpretation to the locals at the protected area. Communication and interpretation of values: tourism helps to communicate and interpret the values of natural and built heritage and of cultural inheritance to visitors and residents of visited areas, thus building a new generation of responsible consumers.

**Questions 21-25**

**The text above has six paragraphs, A-F. Which paragraph contains the following information? Circle the correct letters in your answer sheet.**

21. consequences of speeding up the reduction of social deprivation

22. descriptions of traits of environmental problems

23. reasons for positive impacts of tourism

24. examples of human activities that influence ecosystems

25. the suggestion that tourism affects the environment due to certain geographical areas

**Question 26**

**Which TWO of these possiblereasons for environmental impacts of tourism are mentioned in the text? Choose TWO letters from A-E for question 26 and circle them in your answer sheet.**

A. destruction of historic buildings and monuments

B.social constituent

C. neglect of heritage

D.biodiversity excess

E. human activity

**Questions 27-30**

**Do the following statements agree with the claims of the writer in the text?**

**In boxes 27-30 of your answer sheet, circle**

**A (TRUE)** if the statement agrees with the claims of the writer

**B (FALSE)** if the statement contradicts the claims of the writer

**C (NOT GIVEN)** if it is impossible to say what the writer thinks about this

27.coral reefs are well-known marine ecosystems which are famous for their natural beauty.

28.the problem of the environmental impact of tourism world-wide has become clearer since 1990s.

29.tourismdoes not help develop mechanisms for protected area operations.

30.the spatial pattern of environmental impacts greatly depends on its temporal intensity.

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

USE OF ENGLISH

*Time: 20 minutes*

**Task 4**

**A great many expressions used in English come originally from other languages but most of them are now so absorbed into English that they are no longer thought of as foreign. However, some words and phrases have retained their original spelling, pronunciation and foreign identity.**

**Put each of the following expressions into its correct place in the sentences below. There is one extra word.**

*Ego, pro rata, bon fide, ad nauseam, persona non grata, status quo, per capita.*

31. Duty-free goods may be purchased only by … travelers. Please show your flight ticket when buying.

32. Rental rates for our cars are $50 a day. Longer periods will be charged … .

33. He was barred from this country in 1985 and has been … ever since.

34. Some people just want to preserve the … in this country, but others want change, reform, development.

35. Canada has a … income of over $20 000.

36. I’m afraid he’s rather a boring person. He goes on and on … about his political views

**Task 5**

**In the following task there are examples of common colloquial responses, i.e. phrases often used in particular, informal situations (sometimes these responses can be very casual, ironic or even rude).**

**Foreach spoken item in the left (37-42) find the most natural response on the right (A-F).**

|  |  |
| --- | --- |
| 37. Can you lend me $100? | A Serves you right. |
| 38. I’ve eaten too much. I’m ill. | B OK. Suit yourself. |
| 39. Where were you last night? | C That’ll be the day. |
| 40. I think I’d rather go to a pub. | D You must be joking. |
| 41. I’ll pay you back soon. | E Mind your own business. |
| 42. It’s very cold, but I’m going for a walk. | F Rather you than me. |

**Task 6**

For items 43-50, read the text below and decide which answer (A, B, C, or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A presents B appears C springs D lands

0 A B C D

Word-of-mouth success – what publishers dream of

“Word of mouth”, a phrase that first (0) … in Shakespeare’s play *Twelfth Night*, is the kind of publicity all publishers want for their books. Positive reviews are useful, but it’s only when lots of people start talking about a book that it really (43) … it sales-wise. Word of mouth is what (44) … behind the initial success of JK Rowling’s Harry Potter books, for example.

Some publishers will go to any (45) … to stimulate the phenomenon. Years ago, one company paid its own staff to read books published by the company whenever they travelled on public transport. The thinking was that the bright yellow covers would (46) … and become the subject of casual conversations among passengers, which would in (47) boost sales.

With the (48) … of social networking, creating word of mouth has almost become a science. However, despite Twitter, Facebook and the rest, publishers still find it as difficult as ever to generate that (49) … thing, a viral conversation about a new book that persuades lots of people to buy it. It still seems to be unclear what the (50) … to achieving word of mouth is.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 43 | A pushes | B hits | C makes | D gets |
| 44 | A formed | B ran | C rested | D lay |
| 45 | A lengths | B extents | C terms | D measures |
| 46 | A show off | B stick up | C stand out | D shine on |
| 47 | A order | B turn | C line | D sequence |
| 48 | A advent | B entrance | C outset | D opening |
| 49 | A remote | B isolated | C hidden | D elusive |
| 50 | A root | B key | C base | D guide |

**TRANSFER ALL YOUR ANSWERS TO YOUR ANSWER SHEET**

Комплект заданий для учащихся 9-11 классов

**Writing**

***Time: 30 minutes***

Imagine that you are doing a project on **energy consumptionin your city** for your Geography class. You have collected some data on the subjects (see the charts below). Write a brief report describing the data. Try to use **all the information given** and compare the data.

**Use the following words in your report (put them in the correct grammar form if necessary):**

1. Fossil fuel
2. Industrial emissions
3. Per capita
4. Generation
5. Insulation

**Underline** the required words when used in your report.

**Write 180-200 words.**

Use the following plan:

* make an opening statement
* give some general information and outline most significant trends
* compare the information given in the charts
* make a conclusion

**USE YOUR OWN WORDS AND EXPRESSIONS in your report.**

**Ключи**

**7-8 класс**

**READING**

|  |  |
| --- | --- |
| **16** | **D** |
| **17** | **G** |
| **18** | **C** |
| **19** | **A** |
| **20** | **E** |
| **21** | **B** |
| **22** | **A** |
| **23** | **B** |
| **24** | **B** |
| **25** | **B** |
| **26** | **A** |
| **27** | **A** |
| **28** | **A** |
| **29** | **B** |
| **30** | **B** |

**USE OF ENGLISH**

|  |  |
| --- | --- |
| **31** | **ecological**  |
| **32** | **dependent** |
| **33** | **generations** |
| **34** | **endangered** |
| **35** | **pollution** |
| **36** | **recycling** |
| **37** | **neighbourhood** |
| **38** | **protected** |
| **39** | **catch on** |
| **40** | **Pick up** |
| **41** | **Be into** |
| **42** | **Die out** |
| **43** | **Go towards** |
| **44** | **Report back** |
| **45** | **b** |
| **46** | **c** |
| **47** | **a** |
| **48** | **b** |
| **49** | **c** |
| **50** | **b** |
| **51** | **c** |
| **52** | **b** |
| **53** | **a** |
| **54** | **b** |
| **55** | **d** |
| **56** | **b** |
| **57** | **c** |
| **58** | **a** |
| **59** | **c** |
| **60** | **d** |
| **61** | **b** |
| **62** | **c** |
| **63** | **c** |
| **64** | **b** |

**9-11 класс**

|  |  |
| --- | --- |
| Task 2 Integrated Reading and Listening |  |
| 11 B |  |
| 12 A |  |
| 13 C |  |
| 14 A |  |
| 15 B |  |
| 16 D |  |
| 17 D |  |
| 18 A |  |
| 19 B |  |
| 20 C |  |
| 21 D |  |
| 22 B |  |
| 23 C |  |
| 24 D |  |

|  |  |
| --- | --- |
| Task 3Reading  |  |
| 25. E |  |
| 26. F |  |
| 27. C |  |
| 28. B |  |
| 29. D |  |
| 30.C |  |
| 31. B |  |
| 32. B\E если дан 1 правильный ответ вместо 2 выставляется 0 за все задание |  |
| 33. A\D если дан 1 правильный ответ вместо 2 выставляется 0 за все задание |  |
| 34.B |  |
| 35.A |  |
| 36.C |  |
| 37.B |  |

|  |  |
| --- | --- |
| Task 4 USE OF ENGLISH:  |  |
| 38.cul de sac |  |
| 39. hors d’oeuvre |  |
| 40.carte blanche |  |
| 41. grand prix |  |
| 42. bon voyage |  |
| 43. chic |  |
| Task 5 |  |
| 44. E Be my quest. |  |
| 45. D Back to square one. |  |
| 46. A. Yes, by the skin of my teeth. |  |
| 47. B If you don’t mind taking pot luck. |  |
| 48. C Every little helps |  |
| 49. F It takes all sorts. |  |
| Task 6 |  |
| 50. A evaluated |  |
| 51. B looked |  |
| 52. D ladder |  |
| 53. D merely |  |
| 54. B biases |  |
| 55. A subject |  |
| 56. C implication  |  |
| 57. C treatment |  |

**9-11 класс**

|  |  |
| --- | --- |
| Task 3 Reading  |  |
| 21. D |  |
| 22. B |  |
| 23. F |  |
| 24. E |  |
| 25. A |  |
| 26. E\B если дан 1 правильный ответ вместо 2 выставляется 0 за все задание |  |
| 27.C |  |
| 28.A |  |
| 29.B |  |
| 30.C |  |

|  |  |
| --- | --- |
| Task 4 USE OF ENGLISH: |  |
| 31. bon fide |  |
| 32. pro rata |  |
| 33. persona non grata |  |
| 34. status quo |  |
| 35. per capita |  |
| 36. ad nauseam |  |
| Task 5 |  |
| 37. D You must be joking |  |
| 38. A Serves you right |  |
| 39. E Mind your own business. |  |
| 40. B OK. Suit yourself. |  |
| 41. C That’ll be the day |  |
| 42. F Rather you than me. |  |
| Task 6 |  |
| 43. C makes |  |
| 44. D lay |  |
| 45. A lengths |  |
| 46. C stand out |  |
| 47. B turn |  |
| 48. A advent |  |
| 49. D elusive  |  |
| 50. B key |  |