

2015-2016 .

9-11

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(Writing).
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4.
(Reading).

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(UseofEnglish).
(Listening).

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(USEOFENGLISH)

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USEOFENGLISH (9 – 11)

The Key

1	appear
2	caused
3	glance
4	used
5	room
6	occurred
7	drastic
8	thus
9	accounts
10	varied
11	exactly
12	intake
13	rose
14	instances
15	alternatives

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Guy Brook-Hart. Complete First Certificate. Cambridge University Press, 2011. P. 119.

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(9-11)

Script

You will hear a television interview in which a psychologist talks about playing video and computer games. Decide whether the statements are True (A) or False (B) according to the text you hear. Circle the correct option (A or B) in your answer sheet. You will hear the text twice.

Now you have thirty seconds to look through the items.

[pause: 30 seconds]

Now we begin.

Interviewer: And now to video and computer gaming. Many people worry about how these games affect young people and their education. I have in the studio psychologist Sarah Forbes, who has recently written a book about gaming. Sarah, is there any basis behind these worries?

Sarah: Well people have been suggesting for years that video games and television programmes tend to make youngsters more violent, but I'm not sure that these games have really had any negative effect at all. I mean, computer and video games are tremendously popular and the fact that people stay at home playing computer games may mean that fewer crimes have been committed. Potential criminals are keeping themselves entertained playing games instead of going out and breaking the law.

Interviewer: So video games are not all bad.

Sarah: Not at all. Of course, you sometimes hear teachers complaining that schoolchildren come to school tired after spending half the night gaming and that they do less homework than they used to in the past. And it's true that these days there are lots of things around to distract and entertain young people. But I'm more interested in the positive effects of gaming.

Interviewer: Which are?

Sarah: Well, firstly my research shows that certain games give people better visual skills and as a result they are better at managing machines than people who don't play them. Playing computer games seems to be particularly good for old people who react more slowly than young people. When they play computer games, their driving skills actually get better.

Interviewer: Interesting. Are there any professions which would benefit from training with computer games?

Sarah: Certainly. We've found that people playing computer games can keep track of as many as five objects at any one time on their computer screen. They can also

concentrate for longer. So, people who have to spend their working time examining or inspecting things might find their skills improved by playing computer games – for example airport security staff might do their job better if they were trained with computer games. They hours staring at a screen showing the contents of passengers’ luggage as it passes through a machine, looking for illegal items.

Interviewer: That’s true. And what about the teachers’ criticisms?

Sarah: Well, I think these days there are a lot of interesting things around to distract students from their schoolwork and teachers are finding it harder to compete for their students’ attention and enthusiasm. But educationalists suggest that it’s teacher who need to adapt and that computer games can be more educational than a lot of traditional activities that go on in the classroom. Teachers need to see their value.

Interviewer: And that is?

Sarah: Well, games players often spend more than a hundred hours working on a game and trying to dominate its complexities. In doing so they gain the ability to make decisions and think more clearly. A hundred hours is a lot of hours and you wouldn’t expect your average schoolchild to spend that much time on a school project. By working through these games and eventually winning the, they learn how valuable it is to make a sustained effort in their work.

Interviewer: Interesting.

Sarah: Yes, and when looked at from that perspective it’s hard to argue that computer games are a waste of time and that young people would be better occupied doing something else.

Now you have twenty seconds to check your answers.

[pause: 20 seconds]

Now listen to the text again.

[Text repeated].

Now you have twenty seconds to complete the task.

[pause: 20 seconds]

This is the end of the listening tasks.

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Capel A., Sharp W. Objective First Certificate. Cambridge University Press, 2008. P. 84.

(9-11)

Listening (9-11)

TheKey

1	A
2	B
3	A
4	A
5	B
6	B
7	B
8	A
9	B
10	A

(9-11)

READING (9-11)

The key

Item	
1	A
2	B
3	C
4	B
5	D
6	A
7	D
8	A
9	A
10	C
11	D
12	B
13	B
14	D
15	A