

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

**PART 1**

**LISTENING**

**Time: 15 minutes**

**First read sentences 1-10 below. You will hear a radio interview with Ryan Patterson, the inventor of a new device. Decide which of the sentences are true (A) and which are false (B), according to the recording. Circle the correct option (A or B) in your answer sheet. You will hear the text twice.**

1. The idea for the invention occurred to Ryan while working at a Burger King restaurant.
2. The deaf people Ryan saw were showing the cashier what they wanted to order.
3. Ryan used the idea when he entered a science contest.
4. A cell phone is used as the receiver when using the Sign Language Translator.
5. Ryan's invention helps deaf people learn sign language.
6. The invention brought Ryan money to cover the costs of his further education.
7. Ryan had to learn how deaf people use sign language.
8. Ryan had no previous experience of building electronic devices.
9. Ryan had considered various types of gloves for his invention.
10. Ryan has sold his invention to deaf community centre.

**Transfer your answers to the answer sheet**

## PART 2

### READING

**Time: 30 minutes**

**You are going to read a magazine article about how four teenagers keep in touch with their friends. For questions 1-15, choose from the people (A-D). There is an example at the beginning (0).**

*We hear from four girls who know what they want to say AND how they want to say it!*

#### LIFE ON THE LINE

##### **A *Lucy***

SMS. Definitely! It's the only way nowadays, since everyone's got a mobile. The great thing about texting is that you can do it anywhere (even in school if you're careful not to get caught). It's a laugh. You can play practical jokes on people, like sending them a text from your friend's phone, so they don't recognise your number and pretending to be someone else. I've done that loads of times and they fall for it every time. Once, I sent a message to my best friend, pretending to be a boy she likes. Anyway, I told her that I would like to meet up with her, fixed a date, time, place and everything. When the time came, and she was waiting for the man of her dreams to arrive, we all showed up. Surprise!

Otherwise, I text people to arrange to meet, to tell my parents where I am so they don't worry about me, to tell people that I'm going to be late. That sort of thing. You don't have a conversation, exactly, but you can do that face-to-face, can't you?

##### **B *Belinda***

I have got a mobile but I don't use it that much because I haven't had it very long.

I think I will quite soon – it's just a case of getting used to it. I'm a bit slow at sending messages at the moment so, for now, I stick to the good old phone. Well, it's reliable, cheap if you don't stay on all night, and you can say a lot. My record is three hours on the phone but my friend had called me so my parents didn't complain about the cost.

What do I talk about? Everything! School, mostly. You know, you've had a bad day or someone said something to you and you took it the wrong way. It's times like that mostly. I just like to talk things through with my best friend, get her opinion, that sort of thing. I always feel better afterwards. I've got a phone in my room so I usually lie on my bed and get some rest. I'm not one of these people who do a million other things while they're on the phone, like my mum, for example. She can cook the dinner and do all the housework while she's chatting. I don't think that's fair to the person you're talking to.

### ***C Catherine***

I like the phone but I find it a bit annoying because there's always someone else waiting to use it. Plus, I don't think I've got very good communication skills and you can't always understand what people are trying to say to you. So I tend to use e-mails. I like the fact that I can choose when – or whether - to answer them and I can carry on surfing the net, doing my homework and so on while I'm waiting for a reply. Also, when I write them, I can think about what to say and get my thoughts in order, which helps if you're angry with someone. If you pick up the phone, you can say things that you'll regret but if you write it down, you can think about it, even wait till the next day, before you send it. I often just delete mine without sending them!

### ***D Sara***

Person to person, over a cup of coffee, with no interruptions. Yes, I know it's not cool to admit it, but I'm not a big fan of new technology. Or old technology for that matter. The trouble with chat rooms, e-mails and text messages is that you

can't express your thoughts at all! What can you say in a few lines of a text message? Hi, how are you? That's about it. I make a point of meeting up with my friends on a regular basis. Usually it's just the two of us but then there are evenings when a group of us get together. That's also nice but I still prefer one on one. If I see someone once a week, say, then I not only get to catch up with their news, but I also find out how they feel about it. And the fact that it's face to face means that I can understand in a split second if someone has a problem. You can't always do that on the phone and you certainly can't do it with the other methods I mentioned.

**Which person states the following?**

0. Most of her communication is not about serious matters. A
1. She expects her choice to change in the near future. \_\_\_\_\_
2. She believes her favourite method is old-fashioned. \_\_\_\_\_
3. This means of communication could be quite expensive. \_\_\_\_\_
4. This means of communication is good for playing tricks on people. \_\_\_\_\_
5. It is wrong to combine communicating with other activities. \_\_\_\_\_
6. The way she communicates allows her to do other things. \_\_\_\_\_
7. She finds it a good way to solve her problems. \_\_\_\_\_
8. She sometimes communicates in secret. \_\_\_\_\_
9. It allows her a deeper level of communication. \_\_\_\_\_

10. She uses this to arrange her social life. \_\_\_\_\_
11. This allows her freedom to choose when to communicate. \_\_\_\_\_
12. She can judge the mood of the other person. \_\_\_\_\_
13. She finds her chosen means of communication relaxing. \_\_\_\_\_
14. Most of her friends use the same method of staying in touch. \_\_\_\_\_
15. This method stops her from making mistakes. \_\_\_\_\_

**Transfer your answers to the answer sheet**

**Participant's ID number**

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**PART 3**

**USE OF ENGLISH**

**Time: 15 minutes**

**For items 1-15, fill in the gaps in the text choosing the correct word. Write the correct word in your answer sheet.**

**Two ways to improve your memory**

The human memory is an incredibly powerful tool, but **(0) FEW (less, few, little, most)** of us make the most of it. In these days of high performance, **(1)..... (too, even, always, that)** greater demands are made on our memories, so what can we do to **(2).....(cause, have, induce, make)** them work more efficiently? The **(3).....(earlier, former, old, ancient)** Greeks realised that, in order to remember anything, you have to **(4)..... (associate, divide, realise, mix)** it with something that is already fixed in your mind, They **(5).....(found, discovered, invented, recovered)** memory aids or “mnemonics”. Verbal mnemonics can be words or rhymes **(6)..... (placing, filling, holding, containing)**, for example, the first letters of the items of a list to be **(7).....(decided, remembered, settled, disputed)**. These were popular in Victorian schools, where memorising lists were a major part of “education”. Although modern educationalists tend to look **(8)..... (up, down on, over, in)** this method of learning, it is still sometimes necessary, as

any medical student will tell you. Visual mnemonics have recently been found to be especially **(9)**.....**(powerful, colourful, casual, assisting)**. So next **(10)**..... **(thing, occasion, time, date)** you have to remember how items are **(11)**.....**(relatives, married, related, jointed)**, say for an exam, **(12)**.....**(build, show, reduce, create)** a “mind map”. You can draw a plan with items radiating from a central point and use different coloured pens to make the relationship between items **(13)**.....**(clear, available, flexible, moving)**. You learn as you draw and then the **(14)**..... **(seen, watched, visual, regarded)** image is easy to **(15)**.....**(reset, replace, recall, redo)**.

<b>Transfer your answers to the answer sheet</b>
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## **PART 5**

### **SPEAKING**

**Time: 10 minutes**

#### **КАРТОЧКА УЧАСТНИКА**

**You and your classmate are going to write an article for a school magazine entitled “30 Things to Do Before You Grow Old”. Your classmate and you have to order the TOP FIVE activities from the one you would most like to do to the one you would least like to do. Discuss the activities from the list below, give your reasons and explain your choices. In the end you have to agree.**

Remember:

- you have to be active and polite
- come up with your ideas
- take turns to speak

You have **2 minutes** to think your choices over before you begin to speak

#### **The TOP FIVE activities**

- **sky-diving;**
- **husky dog sledding;**
- **swimming with dolphins;**
- **bungee jumping;**
- **staying in the jungle among rare and exotic animals**

**Participant's ID number**

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**ANSWER SHEET**

**LISTENING**

<b>1</b>	<b>A</b>	<b>B</b>
<b>2</b>	<b>A</b>	<b>B</b>
<b>3</b>	<b>A</b>	<b>B</b>
<b>4</b>	<b>A</b>	<b>B</b>
<b>5</b>	<b>A</b>	<b>B</b>
<b>6</b>	<b>A</b>	<b>B</b>
<b>7</b>	<b>A</b>	<b>B</b>
<b>8</b>	<b>A</b>	<b>B</b>
<b>9</b>	<b>A</b>	<b>B</b>
<b>10</b>	<b>A</b>	<b>B</b>

**READING**

<b>1</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>2</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>3</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>6</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>7</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>8</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

<b>9</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>10</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>11</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>13</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>14</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>15</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### **USE OF ENGLISH**

<b>1</b>	
<b>2</b>	
<b>3</b>	
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<b>14</b>	
<b>15</b>	