BAPHAHT 3

BToporo npocnyui Ba He y Bac 6ypeT BpeMs pJIII BbInonHeHiis

Ceiiuac B£•I 6yneTe BbIHOJIHHTb 3apaHiis no aynxpoBaHiiio. KampbIii TeKcT npO3B

Hocne nepBoro

T 2 pada.

npoBepK

sanaH ii. Bce riay3sI BKJIioueHbI B aypHosariHcs. OcTaHoBKa H noBTOpHoe Bocnpo 3BeneHHe

ayqHosanHc we npepycMoTpeuaI.

3aqa e 1

B£•I pBa pada ycnbIiiiHTe ueTbIpe KopOTKHX n fora, o6osHaueHHbIX 6yxBaM A, B, C, D. YcTa oB Te cooTBeTcTB e Mewny p moraM H MecTaM , roe one n]3OHCXopsT: K KawnoMy priory nop6epHTe cooTBeTcTBylOiiiee MecTo neHcTBHII, O6o3HaueHHoe uHQpaMH. HcnOnb3yiiTe Kawpoe MecTo peiicTB II H3 Cn cKa 1-5 +onsxo Opiiii pa3. B Papa ecTb Ohio Dundee xiec+o genc+iius. Y Bac ecTb 20 cexyHp, UTO6bI osHaKoM TbCs c aapaH eM.

Now **we are ready to start.**

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|  | Dialogue A |
| A: | I think it’s about time we made a move. |
| B: | What already? Won’t you have another coffee? |
| A: | I’d love to, but I have to be up early tomorrow. |
| B: | Oh dear! What a shame! |
| A: | Thank you for a most enjoyable evening. |
| B: | Not at all. Hope you can come again. |
|  | **Dialogue** B |
| A: | Hello, Peter! I often comc to the reading room but I have never seen you here before! |
| B: | Hello, Jane. That’s right — you could not have possibly seen me here. I come round to change my books or look through some journals now and then during the term, but that is it. The end of the term is different, of course. |
| A: | Why so? |
| B: | Well, you know, the exams are coming and I am getting a bit nervous. |
|  | **Dialogue** C |
| A: | What’s the weather like? |
| B: | I don’t know. I just woke up. |
| A: | Why don’t you look outside? |
| B: | Okay. It looks like rain. |
| A: | Why do you say that? |
| B: | The sky is gray. ’ |
| A: | Is it raining right now? |
| B: | No. |
| A: | How do you know? |
| B: | The street isn’t wet. |

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| --- | --- |
| A: | I have to go shopping today. |
| B: | You’d bctter take an umbrella. |
|  | **Dialogue** D |
| A: | Hello, Holly. I need to talk to you. |
| B: | Hi, Caner. We’ve got about ten minutes before Professor Label comes. How can I help you? |
| A: | Holly, may I borrow your notes? I’11 give them back tomorrow. |
| B: | Sorry, but I usually go to the cafeteria and review them. Say, why don’t you copy them over in the library? |
| A: | Okay. |

You have 20 seconds to complete the task. (Pause 20 seconds.) Now **you will listen to the dialogues again. (Repeat.)**

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

**3aAaxxe2**

BbI pBa pada ycnsIiiiH+e nsTb BbICKIl3sIBaHHii, O6osHaueoHslX 6yx BaxiH A, B, C, D, E. YcTaHoBHTC COoTBe+cTBHe Mcwpy Bsic Ka3sIBaii IIMH H yrBepwneHHsMH H3 CHHCKi1: K Kamno iy BsIcKa3sIBi1HHio noq6epHTe cooTBeTcTByiomee yrsepwqeHHe, o6ostiaueHHoC uHQj9ilMl4. Hcnono3yiiTe Kampoe yrBepmpeoiie H3 cnHcxa 1—6 +o.asxo ouiiii **par.** B 3aqaHiiii ecTn Ohio

niiuiiiee yzaep tneiiiie.Y Bac ecTn 30 CexyHp, UTO6nI o3naKovHTsCs c sapaHHsMH.

Now we **are ready to start.**

Speaker A

My primary school as well as high school had a lot of school limitations on uniforms, bags, shoes, socks, hair colour and so on. They were public schools with old traditions. The students were unhappy about their uniforms. The main reason why nowadays students don't like school uniforms is because most schools choose horrible colours and styles that don't suit young people at all.

Speaker B

I don't like to wear the same clothes as my classmates. Someday I will have to wear a uniform for work as u grown-up. Students shouldn't be made to wear uniforms, as they look the same. I agree there should be some limitation on what students can wear and what clothes are forbidden. 4 hese limitations are important because sometimes students' choices are bad.

Speaker C

I don't see anything bad about wearing a school unifoim. In our school we have uniforms, school colours and even a school song, which was composed by students. We also wear uniforms in sporting competitions and acadcmic contests, as we want everyone to know which school we are

Speaker D

1 can't say that I was bored with my usual look and my uniform but when I discovcred that my school was having a day when we could diess as we please I decided to go for my own style!

Somehow though, I guess I got the look so wrong that when I showed up in the classroom the next day everybody started laughing at me. They told me that I looked like a parrot in my clothes. I felt terrible. I'll never go for that look again.

Speaker E

In my opinion students up to eleven years old should wear school uniforms. Wearing uniforms at this age is for the good of students. It stops all the arguments about who has the most fashionable or the best jeans and T-shirts. But when you are in high school you shouldn't wear any uniform because you are old enough not to argue about your clothes.

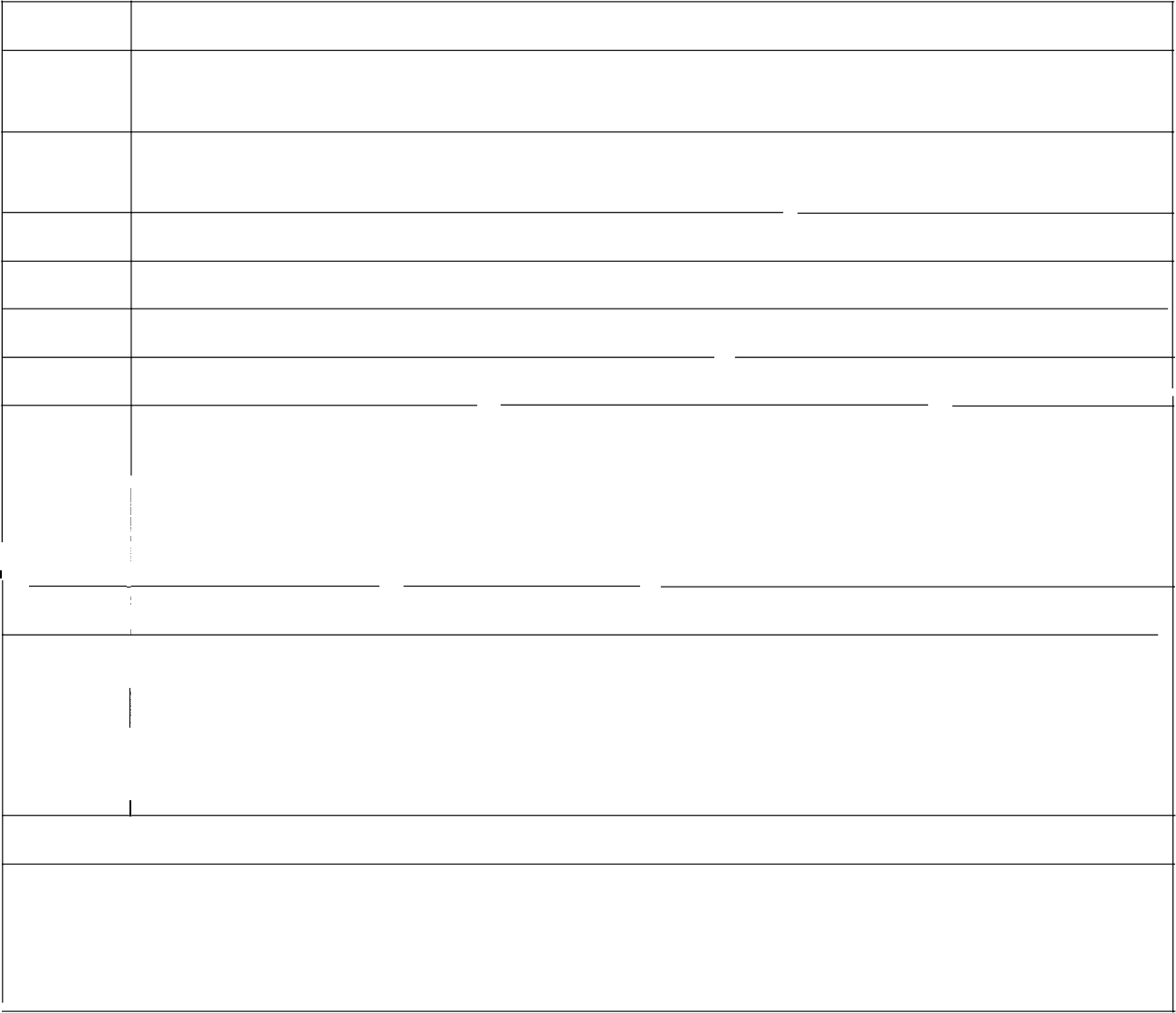
You have 30 seconds to complete the task. (Pause 30 seconds.) Now you will listen to the text again. (Repeat.)

This is the end of the task. You now have 20 seconds to check your answers. (Pause 20 seconds.)

**3il,IjilHI4$I 3-8**

Bet ycasiiiiiiTe pmroBop pByx rioppOcTKOB. B 3apaiiiixx 3—8 B none oTBeTa 3ariiiiiiiiTe onHy ii Qpy, KoTopas cooTBeTcTByeT HoMepy npaB nsiioro oTBeTa. BsI ycusIiii Te 3anHcs pBampsi. Y Bac ecTs 60 ceKyriq, UTO6si osHaKoMHTscs c 3apaiiHIIMH.

Now we are ready to start.

Theresa: Frank:

Theresa:

Frank: Theresa: Frank: Theresa: Frank:

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How is your market research project going, Frank?

Very well actuall y, Theresa. I have just got the results of the survey back and so now I have got to draw some conclusions from the information I've collected.

That's good. I'm still writing my questionnaire. In fact I'm starting to panic as the project deadline is in two weeks and I don’t seem to be making any progress at all.

What is your topic?

Forms of transportation in the city. What about you?

I've been finding out people's attitudes to the amount of violence on television. That's interesting. What do your results show ?

Well, as 1 said l haven't 1’iriished writing my conclusions yet, but it seems most people think there is a problem. Unfortunately, there is no real agreement on the action that needs to be taken. Nearly everyone surveyed said that there was too much i iolence on TV. Any childi’en w-atcliine in ight take the heroes of these pi‘ograms as role models and copy their behaviour.

So w hat did most people suggest should bc done?

A lot o1 people are concerned about how these films affect children. They are pai ticularl y worried that children will try to behave like the stars. The sure ey shows that violent programs should only be broadcast after l 0.00 p.m. when most children arc already in bed. There is also a significant minority of people who feel that violent films should be banned altogether.

How did people feel about the x iolence on news broadcasts?

Most of the responses I have looked at have felt that violence on news broadcasts is more acceptable as it's real. Although it is unpleasant, it is important to keep in touch with reality. Still, many people thought that it would be better to rcstrict via lent scencs to late ex ening.

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| --- | --- |
| Theresa: | Your survey sounds very good. How many people filled it in? |
| Frank: | I gave out 120 copies and I got 70 back. |
| Theresa: | That's a very high rate of return. Who did you give your questionnaires to? |
| Frank: | I gave a copy to every student in my hall of residence and a few to friends from other colleges. |
| Theresa: | Don't you think that this will influence your results? |
| Frank: | How do you mean? |
| Theresa: | The people in your hall of residence will all be about the same age. They are all students, most of them studving similar subjects and from similar backgrounds. Therefore it is likely that they will have similar opinions. Your results represent student opinion not public opinion. |
| Frank: | So how are you going to do your research? |
| Theresa: | I'm going to interview my respondents in the shopping mall. What I'll do is ask people if they have five minutes to spare to answer a few questions. If they agree I will ask them some multiple choice questions and tick off their answers on my sheet. That way I can select people of all ages and attitudes, so my sample should be reasonably representative. |
| Frank: | Isn't it very difficult to ask meaningful questions using a multiple choice? |
| Theresa: | Yes, it is. |
| Frank: | So that's why it is taking you so long to write. |
| Theresa: | Yeah, but I hope I will be ready to start interviewing at the weekend. |

You have 30 seconds to complete the task. (Pause 30 seconds.) Now you will listen **to the text again.** (Repeat.)

This is the end of the task. You now have 30 seconds to check your answers. (Pause 30 seconds.)

This is the end of the Listening Test. Bpeun, oTaeueHHoe Ha asinoniieiiiie **3aqaHiiii,**

ncTexno.

BAPHAHT 4

Ceiiuac BSI 6ypeTe BsiHOJIHIITs sapaHHs no aypHpoBaHHio. Kawpsiii TeKcT npO3B HT 2 pea. Hocne nepBorO H BToporo npocnyuiHBilliHs y Bac 6ypeT BpeMs SHH BsinonHeHHs H npoBepKx sapaHriii. Bce nay3sI BKJlioueusI B aypHo3anrics. OcTaHoBKa x noBTOpHoe Bocnpou3BepeHue aypHosanHcu He ripeqycMoTpeiibI.

3apaHiie 1

Bhi pBa pada ycnsILriHTe ueTsIpe KopOTKHX pHmora, o6OsHaueHHsIX 6yxBaMri A, B, C, D. YcTaiioBHTe cooTBeTcTBHe Mempy primoraMH H MecTaMH, roe oHH n]3OHGXopsT: K KampoMy pHmory nop6epriTe cooTBeTcTBym ee MecTo peiicTBHII, O6O3HaueHHoe iiHQpaMii. HcnOn£•syiiTe Kampoe MecTo peiicTBrls ii3 cnHcKa **1-5 TOJli•xo opnH** pa3. B 3apaHHH ecTs Ohio nnuiiiee MecTo peiicTBliu. Y Bac ecTs 20 cexyiiq, UTO6sI osHaKoMHTscs c 3apauueM.

Now we are ready to start.