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III етап Всеукраїнської учнівської олімпіади з англійської мови

Завдання для контролю комунікативних компетентностей

III (міський) етап Всеукраїнської учнівської олімпіади з англійської мови

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READING COMPREHENSION TEST FOR 9TH GRADE STUDENTS

READING PASSAGE 1. Read the text, do the tasks given below and then fill in the answer box with correct answers.

Sarah Bernhardt: the First “A-list” Actress

Adapted from Sarah Bernhardt: was she really the first “A-list” actress? by Holly Williams // BBC culture.- Available from <http://www.bbc.com/culture/story/20171214-sarah-bernhardt-was-she-the-first-a-list-actress> Accessed on 20 December 2017

Playing Hamlet is the peak of an actor’s career. But it’s also a canny celebrity move: a sure-fire way to win media attention.

It was Sarah Bernhardt who first truly rinsed it for its fame-stoking, headline-winning potential. She wasn’t the first woman to play it, but the French actress was well-aware of the fuss gender-blind casting would cause in 1899. It was the most controversial move of all her ventures. But then, Bernhardt was not just any woman – she was the most famous actress in the world. And frankly, the field of her “controversial” ventures is a pretty crowded one.

She first achieved notoriety while still a teenager: she lost her first job with a prestigious theatre after refusing to apologise for slapping its star.

The incident got her sacked, but also made her an overnight celebrity. She was quickly taken on by another theatre, though critics seemed more interested in how pale and skinny she was than in the quality of her acting.

In 1866, Bernhardt had a career breakthrough: she found success in her first “breeches” role, playing a boy, in the Odeon theatre. Her reputation grew – especially for her mellifluous “golden” voice.

But it was during the Franco-Prussian war that she was to become the nation’s sweetheart: she turned the Odeon into a refuge for wounded soldiers, bullying the great and the good to donate food and clothing. Thereafter, her celebrity rose as fast as the hot air balloon.

In 1880, she did a six-week season in London, where she was greeted as a huge celebrity. This led to a tour of America, taking on a role she’d go on to play thousands of times: *Camille*.

Then came Hamlet. It was a new, prose version of the play which, hardly surprisingly, not everyone loved. And her Hamlet was notably not a tortured soul, but – like Bernhardt herself – quick, energetic, and really rather resolute.

She continued to play masculine parts, because there just weren’t enough meaty roles for the older female performer. “It’s not that I prefer male roles, it’s that I prefer male minds,” she once commented, depressingly.

She continued to act right up until her death in 1923. True, her acting style, which once seemed so poetic and fresh, now appeared excessively histrionic. But Bernhardt symbolised more than just acting by then, and her death prompted several days of public mourning.

The sentiment was, perhaps, best summed up by Mark Twain: “There are five kinds of actresses. Bad actresses, fair actresses, good actresses, great actresses, and then there is Sarah Bernhardt.”

Questions 1–16 are based on Reading Passage 1 above.

*In boxes 1-9 in your answer box, write **T** for **TRUE** if the statement agrees with the information, **F** for **FALSE** if the statement contradicts the information, **NG** for **NOT GIVEN** if there is no information on this*

1. Sarah Bernhardt had a very risky personality.
2. At least once Sarah's bad behaviour played to her benefit.
3. The actress was a beauty with rosy complexion since her teens.
4. During the Franco-Prussian war Sarah helped disabled military people.

5. The celebrity enjoyed rising in air balloons.
6. She received the role of Hamlet due to her huge success as Camille.
7. At that period of time, there were plenty of interesting roles for experienced actresses.
8. She felt enthusiastic about playing male characters.
9. Sarah Bernhardt was considered to be an outstanding actress by her contemporaries.

Complete the sentences below using **NOT MORE THAN TWO** words from the text. Write your answers in boxes 10–16 in your answer box.

10. An actor is considered to reach the top if they are ...
11. Sarah Bernhardt was not ... actress to play Hamlet.
12. The actress ... after the bad scene at one of the prestigious theaters.
13. She managed to provide refugees with food and clothing due to ... the authorities and the rich.
14. Sarah would ... to perform as Camille great number of times.
15. Her Hamlet was a dynamic character rather than a
16. After she died it was Mark Twain who summed up ... about the great actress.

READING PASSAGE 2. Read the text, do the tasks given below and then fill in the answer box with correct answers.

The Town of Santa Claus

Adapted from *Life inside a town called Santa Claus* by Owen Amos // BBC News. – Available from <http://www.bbc.com/news/world-us-canada-42434698> Accessed on 23 December 2017

The south-west corner of Indiana is a normal American place with normal, American place names: Evansville, Jasper, Boonville, Dale.

And then, on the long, straight, Route 162, a road sign leaps out like a Christmas star: Santa Claus. Four miles away.

It's easy to tell when the four miles are up - a 10-foot statue of the man himself welcomes all-comers.

There are other clues, too. The high street is called Christmas Boulevard. The main development – (17) _____ – is called Christmas Lake Village. In that gated community, which began in the 1960s, the main streets are named after the three wise men - Melchior, Balthazar, and Kaspar. Other roads are named after Rudolph's reindeer - take a left down Prancer Drive and you hit Vixen Lane - while one street is simply called Chestnut by the Fire.

In Santa Claus, Indiana, it's Christmas 365 days a year. So do the residents ever get bored of it?

"I don't," says Michael Johannes of Melchior Drive. "I've lived here for 27 years, involved the whole time, and it's part of us."

In the 19th Century, the town was called Santa Fee. But, when residents applied for a post office, they were asked to pick another name – (18) _____. That much is fact - there's a post office document from 1856 in the town's museum to prove it. How they chose Santa Claus, however, is less certain.

The best story goes like this.

On Christmas Eve, the residents of Santa Fee tried to pick a new name. They sat round a potbelly stove when, suddenly, the doors blew open. A little girl, (19) _____, heard bells. "It's Santa Claus!" she gasped, and that was that.

Santa Claus didn't become a Christmas boomtown straight away. In fact, the new post office was given a fourth-class rating, due to the low volume of mail.

But around 1914, they started receiving children's letters to Santa Claus - and the town, (20) _____, started replying. The post office now receives 20,000 letters every year, (21) _____. Most are addressed to the PO Box, but some envelopes simply say: Santa Claus, North Pole.

The person in charge of replying is the Chief Elf, Pat Koch. She is 86, has degrees in nursing and theology, and brims with human spirit, not just Christmas spirit.

Mrs Koch leads a team of around 200 volunteers. They read the letters, take a printed reply, (22) _____, and add a personal message.

Six days before Christmas volunteers sit in the old post office, writing replies. The Santa Claus Christmas Store sells row upon row of decorations and gifts. And, at the back of the store, is Santa Claus himself - living, breathing, and ho-ho-ho-ing. In Santa Claus, Indiana, the man with the red robes and white beard doesn't *play* Santa. He *is* Santa. Everyone in the town calls him Santa, (23) _____. If they know his real name, they don't let on. The beard is real, the hair is real, and - even when he's wearing "normal" clothes - he's happy talking to children about their Christmas lists.

Living in a town called Santa Claus does bring one or two problems. "When you're ordering something on the phone, they ask for the zip code," says Joyce Robinson, one of the letter-writing elves. "When you say it, they look it up, and there's dead silence. 'Errr...is that...Santa Claus, Indiana?'"

But in general, the people of Santa Claus love living here. "We have the real spirit of Christmas here," says Santa Claus of Santa Claus, Indiana. "(24) _____. For me, it's a real blessing."

Questions 17–30 are based on Reading Passage 2 above.

Eight parts of the sentences have been removed from the text. Choose from A-J the one which fits each gap 16-24. There is one extra part which you don't need to use. Write your answer in the answer box.

- A. it sounded too similar to Santa Fe, 200 miles north
- B. from all over America and the world
- C. It's America's Christmas home town
- D. located in Indiana
- E. where most of the town's 2,500 people live
- F. led by postmaster James Martin
- G. after seeing the doors open
- H. fill in the child's name
- I. even in January

Questions 25–30. Choose the correct letter, **A, B, C** or **D**. Write the correct letter in boxes 25–30 in your answer box.

25. If a road sign **leaps out**, it

A. is easy to be seen;

B. changes the location;

C. is no longer located in its regular place;

D. it is not a road sign.

26. In the context of Reading Passage 2, to **be up** means

A. to go upwards;

B. to be awake;

C. to arrive;

D. to be over.

27. In the context of Reading Passage 2, **straight away** means

A. to disappear;

B. in the opposite direction;

C. immediately;

D. to increase distance.

28. In the context of Reading Passage 2, the **low volume of mail** means

A. there are very few letters delivered to the place;

C. it is forbidden to play loud music at the place;

B. the place is noiseless;

D. the post-office is not a high building.

29. To be **in charge of** something means

A. to be full of energy;

C. to be responsible for something;

B. to be involved in charity;

D. to be elated because of recent events.

30. If people **do not let** something **on** they

A. set somebody/something free;

C. fail to keep a secret;

B. keep a secret;

D. give a permission to do something.

13. This first system of exams in China influenced examination reformers in
- A. the UK, France, Germany
B. Spain, France, Germany, the US
C. the UK, Italy, France, Germany
D. the UK, France, Germany, the US
14. In 1799-1800 Oxford and Cambridge universities developed standardized system of exams for
- A. undergraduates B. graduates C. newcomers
15. The exam systems in other countries followed the Great Britain's one because
- A. of her imperial influence on them
B. it was easy to copy it
C. it was a perfect system
D. they wanted the coalition with the UK
16. GCSEs are taken at the age of 16 in a number of subjects.
- A. True B. False
17. If you are going to sit A-level exams, you do not have to take GCSEs.
- A. True B. False
18. A-level exams are taken at the age of
- A. 16 B. 17 C. 18 D. 19
19. Your exam results can demonstrate what you are capable to do for your future employers.
- A. True B. False
20. If you learn some specific techniques you can show better results in exams.
- A. True B. False

WRITING FOR 9TH GRADE STUDENTS

Choose one of the topics given below and write a 130-150 word essay.

1. "Family is the most important thing in the world," said Princess Diana. Why is your family important to you? Who in your family supports you most? Who do you have the closest relationship with?
2. "Fashion is what you're offered four times a year by designers. And style is what you choose," said *Lauren Hutton*. *What is your clothing style? Do you think clothes you wear describe your personality well enough? Why? Why not?*
3. How do the books you like represent you? What do you look for while reading? Is it really possible to find answers to all questions in books?

SPEAKING TOPICS FOR 9TH GRADE STUDENTS

1. "A room without books is like a body without a soul", said Marcus Tullius Cicero. Do you think that books you have at home reflect your personality. Why? Why not?
2. A foreign visitor has only one day to spend in your city. Where would you take him/her? Give your reasons. What's your favourite place in Kyiv? Why?
3. "Fairy tales are more than true: not because they tell us that dragons exist, but because they tell us that dragons can be beaten", said Neil Gaiman. Do you think that it is important to teach that "Good always beats evil"? Why? Why not?
4. "I have always imagined that Paradise will be a kind of library", said Jorge Luis Borges. What does "your paradise" look like? Where is this place? What can you do there? Who are you there with?
5. "If one cannot enjoy reading a book over and over again, there is no use in reading it at all", Oscar Wilde. Have you got the book(s) you reread several times? Don't you think it's a waste of time rereading the same book? Why?
6. Talk about the most important person in your life. Why is this person so important for you? Support your ideas.
7. Is an art subject important to study to school? If you could choose what kind of art to study at school, what would you choose? Why?
8. If you could design a town/city of your dream, how would it look like? What would you do to make it comfortable to live in?
9. Do you think that learning to play a musical instrument is essential at school? Would you introduce such a subject? Why? Why not?
10. If you and your friends organised a music band, what kind of music would you play? Would you write your own music or would you perform famous compositions?
11. "People seldom notice old clothes if you wear a big smile", said Lee Milton. Do you think that smile is a universal instrument to make people see your personality, character or inner world? Support your ideas.
12. If you could have any type of a museum, what museum would it be? What would you exhibit? Where would you get show pieces for your museum? Who would your visitors?
13. Do you think that competitive sports, both team and individual, are rather for boys than girls? Do you like competitive sports? Are they necessary at school?
14. Do you prefer team or individual sports? Are you a team player? What features do you think make a good team player?
15. Which free time activities do you find the most exciting and which ones are the most boring? What do you do in your in your spare time and what would you if you could choose any activity?
16. Speak about the luckiest day of your life. Include the following information: where you were; who you were with; what happened; how you felt.

17. Having goals in life is important because it keeps you focused and allows you to set priorities. What are some goals you have set for yourself? Have you made steps towards accomplishing these goals?
18. If you could invite any famous person to your home, who would you ask to come? Why? What would you talk about? What preparations would you make to demonstrate your hospitality?
19. Despite all modern devices many people still listen to the radio. What advantages and disadvantages does listening to the radio have? Do you occasionally listen to the radio? What is your favourite radio programme?
20. If you could start your own radio program for teenagers, what would it be about? Would you be a radio host yourself or would you invite someone famous? When would you broadcast your most attractive program?

READING COMPREHENSION TEST FOR 10TH GRADE STUDENTS

READING PASSAGE 1. *Read the text, do the tasks given below and then fill in the answer box with correct answers.*

Robert Fairchild: From God to Monster (and Choreographer)

Adapted from Robert Fairchild: From God to Monster (and Choreographer) by Marina Harss // New York Times. – Available from <https://www.nytimes.com/2017/12/25/arts/dance/robert-fairchild-mary-shelleys-frankenstein-ensemble-for-romantic-century.html?ref=collection%2Fsectioncollection%2Fdance&action=click&contentCollection=dance®ion=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront> Accessed on 26 December 2017

Not too long ago, Robert Fairchild played a young god — Apollo — at New York City Ballet. Now, just two months after retiring from the company, he finds himself contorting his body to become one of the world’s most famous monsters.

The production he will be appearing in is “Mary Shelley’s Frankenstein”. This is a very different kind of hero for Mr. Fairchild, who, in addition to his ballet career, starred as the affable Jerry in a Broadway adaptation of “An American in Paris.”

Mr. Fairchild is also trying his hand at something new: choreography. Most of the monster’s inner life is revealed through movement and dance, rather than words.

I asked Mr. Fairchild about his old company, his new career and the process of turning himself into a man-made beast. These are edited excerpts from that conversation.

1. _____

It’s really scary to leave a place of certainty. But I didn’t feel I was contributing as a company member anymore. So much of what goes on that stage is the result of the full cooperation that the company has built. I didn’t feel comfortable being the kind of person who says, “I’ll do this and this and then I need to go away for a couple of months.”

2. _____

It’s really heartbreaking. He was a father figure to me and still is, and I think my generation at City Ballet never saw or can speak to what the company was like 20, 30 years ago. The reality we know is something very different. I can only speak for my own experience. He looked out for me, he told me when I needed to buckle down and work on certain things. I’ll never forget his desire to help me.

3. _____

The most out-there thing I’ve ever done dance-wise was “Spectral Evidence,” by the French choreographer Angelin Preljocaj. It was like a hallucination onstage. I’m really interested in the things that movement can make people feel.

I was also really interested in the National Theater production with Benedict Cumberbatch and Jonny Lee Miller. In interviews they talked about researching the movements of stroke patients and people coming back from paralysis, trying to regain their strength.

We talked about the vocabulary of the movement with the director. If dance represents a heightened emotion, then we should use it at the pinnacle of a scene. The idea is that the monster’s purest

self is expressed in something close to a ballet vocabulary. When he's shown love, his movement becomes as close to ballet classicism as he can be.

4. _____

He sees himself for the first time reflected in water, and he's terrified of the way he looks. He discovers why people are running away from him. The damage you can do to yourself, through self-rejection and self-loathing, is worse than what other people do.

5. _____

We put up a curtain over the mirrors so I don't have to see what I look like! But you have to be willing to put something out there that's not good. I had never spoken or sung a word onstage before "An American in Paris." Of course I was terrified. You can't be worried about what people are going to think.

6. _____

I kind of feel like an actor. You know, when I went back to New York City Ballet after "An American in Paris," I was doing an abstract ballet by George Balanchine, and I felt like there's a story happening and I was having a hard time understanding how my part fitted in. It is not for me. I'd rather feel totally "on my leg" [a ballet expression that means perfectly in balance] as an actor. I want to dive into character studies, and there are appropriate places to do that.

Questions 1–15 are based on Reading Passage 1 above.

Questions 1–6.

Reading Passage 1 contains excerpts from a conversation, consisting of seven reporter's prompts (A-H) and seven responses, 1-6. Choose the correct prompt for each response. One prompt is extra. Write the correct letter A-G, in boxes 1–6 in your answer box.

List of Prompts

- A. For "Frankenstein," how did you develop the movement language for the monster?
- B. Why did you decide to leave ballet behind at the height of your career?
- C. Do you feel more like an actor or a dancer at this point?
- D. At one point, you dance with a projected image, a monstrous version of yourself.
- E. Why have you selected "Mary Shelley's Frankenstein" for your debut as a choreographer?
- F. Is it hard not to judge yourself, choreographing something for the first time, and in such an unfamiliar language?
- G. Is it hard to be away from City Ballet at such a difficult time, with all the allegations that have recently been made about the artistic director, Peter Martins?

Questions 7–12.

*In boxes 7–12 in your answer box, write **T** for **TRUE** if the statement agrees with the information, **F** for **FALSE** if the statement contradicts the information, **NG** for **NOT GIVEN** if there is no information on this*

- 7. Mr. Fairchild started his dancing career at New York City Ballet.
- 8. According to the scenario, the monster's thoughts and feelings will be shown through emotional monologues.

9. Mr. Fairchild is in distress over the unfavorable information concerning the artistic director of New York City Ballet.
10. Mr. Fairchild has got experience of working with choreographers from different countries.
11. The stage properties for “Mary Shelley’s Frankenstein” will include some kind of water or imitation of it.
12. After doing “Mary Shelley’s Frankenstein” Mr. Fairchild intends to resume his career as a ballet dancer.

Questions 13–15.

Choose the correct letter, **A, B, C or D**. Write the correct letter in boxes 14–15 in your answer box.

13. An affable person is:

- | | |
|---|------------------------------------|
| A. pleasant and friendly | C. likely to have sporadic affairs |
| B. affected by circumstances in an unpredictable manner | D. moody and unfriendly |

14. In the context of the conversation, “out-there” means:

- | | |
|-------------------------------------|----------------------------------|
| A. located in another state/country | C. meant for outings and picnics |
| B. extreme or unusual | D. off-stage |

15. The “pinnacle of a scene” is:

- | | | | |
|------------------|--------------------|--------------------|-------------------|
| A. the beginning | B. the development | C. the culmination | D. the conclusion |
|------------------|--------------------|--------------------|-------------------|

READING PASSAGE 2. Read the text, do the tasks given below and then fill in the answer box with correct answers.

Eyots on the Thames

(adapted from A Strange life on London’s River Thames by Ella Buchan // BBC Travel. – Available from <http://www.bbc.com/travel/story/20171212-a-strange-life-on-londons-river-thames> Accessed on December 23, 2017)

Eel Pie Island, Ravens Ait, Magna Carta Island and Oliver’s Island are just a few of around 180 river islets – **25** _____ – on the Thames, born of the river’s meandering, 184-mile path from the Cotswold hills to the North Sea.

Like many of the other eyots **26** _____, they are time capsules of land, memories and tall tales.

Before ship-shape Ravens Ait became a luxury wedding venue, a dozen squatters took over for several months in 2009, claiming it should be common land. They argued that it was on this tiny islet that King John signed documents **27** _____. (It was actually the Treaty of Kingston, a 1217 peace treaty with France, that was signed here.)

Further west, as the river flows through Berkshire, the boldly named Magna Carta Island also contends to be where the king sealed the charter. It’s yet to be proven.

Oliver's Island, near Kew, is named after claims that Oliver Cromwell took refuge here and built a tunnel connecting the eyot to the Bull's Head pub on the opposite bank. The story has been widely discredited (28 _____).

The richly-textured tapestry of history and culture on these 180 isles, of which 30 are inhabited, deserves to be preserved and shared. Michele Whitby, 29 _____, is working on doing just that.

Whitby has been gathering oral histories from the island's residents for her Eel Pie Museum, 30 _____.

"The life on an eyot isn't for everyone. Sometimes you have to wade through water to get home because the tide has risen across the bottom of the bridge," Whitby said. "But our world is the real world. People either leave within a year, or leave in a wooden box."

Questions 16–30 are based on Reading Passage 2 above.

Questions 16–24.

Match the names of the islands A-D and their characteristics 16-24. You can use the letters more than once. Write the correct letter in boxes 16-24.

- | |
|---|
| <p>A) Raven Ait
 B) Magna Carta Island
 C) Oliver's Island
 D) Eel Pie Island</p> |
|---|

- 16. could well be a place which was visited by a king
- 17. a new institution is to be open to the public in the near future
- 18. a document signed there put an end to a war
- 19. is prone to floods
- 20. has an ambitious name
- 21. one can live on the river there
- 22. its legend has been disproved
- 23. is definitely an inhabited island
- 24. is rumoured to have an underpass

Questions 25–30

Six parts of the sentences have been removed from the text. Choose from A-H the one which fits each gap 25-30. There is one extra part which you don't need to use. Write your answers in the answer box.

- A. set to open by early 2018
- B. who rents a houseboat moored to Eel Pie Island
- C. leading to the ratification of the Magna Carta
- D. who inhabit these picturesque places
- E. known as 'eyots' or 'aits'
- F. and no amount of digging has unearthed the tunnel
- G. that loop along the Thames like the eyes of needles

LISTENING COMPREHENSION TEST FOR 10TH GRADE STUDENTS

You will hear the BBC program about tutoring that is private teaching in other words. There are 10 true/false statements and 10 multiple-choice questions in the given test. Write the correct letters in boxes 1-20.

Adapted from <http://www.bbc.co.uk/programmes/p037kly1>

1. Many governments tried to forbid tutoring.
A. True B. False
2. The Republic of Korea tried to forbid tutoring in
A. 1918 B. 1980 C. 1990 D. 1919
3. The ban for tutoring in Korea was seen as
A. anti-constitutional B. anti-human C. anti-parental
4. The school bell ringing used to mean
A. it is time to do homework C. it is time to do sports
B. It is time to clean the classroom D. it is time to go home
5. Nowadays for many children all over the world the bell ringing means to continue studying.
A. True B. False
6. Tuition is increasing nowadays.
A. True B. False
7. Some schoolchildren in Hong Kong get tutorial classes after school because
A. they do not do well at school C. many other children do it
B. their teachers make them study more D. they like it
8. In Hong Kong half of 15-year-old school children have tutorial classes.
A. True B. False
9. Star tutors provide face-to-face teaching.
A. True B. False
10. Celebrity tutors look like
A. scientists B. ordinary school teachers C. real stars
11. Even people who are not rich can afford most tutoring in Hong Kong as it is not very expensive.
A. True B. False
12. The average price for tutoring in the UK is
A. £ 30 per hour B. £ 40 per hour C. £ 70 per hour
13. Tutoring in England
A. is quite widespread B. is not widespread at all
14. Almost 70% of schoolchildren in London have tutors.
A. True B. False
15. The selective factor plays the most important role whether children have tutors or not.
A. True B. False

16. In Kenya can get into a secondary school.
A. all children
B. not all children
C. children from urban areas
B. children from rural areas
17. In UK universities PhD students get limited hours of consultations from their supervisors.
A. True
B. False
18. Italy has one of the highest rates of unemployment among young people.
A. True
B. False
19. gives the young Italian an advantage over other young people of his age in the country.
A. Good knowledge of English B. His parents social status C. His job in Australia
20. Parents hiring a tutor for their child
A. are not well-educated themselves
B. want to demonstrate their richness
C. push other parents to do the same

WRITING FOR 10TH GRADE STUDENTS

Choose one of the topics given below and write a 150-180 word essay.

1. "Travel makes one modest. You see what a tiny place you occupy in the world," said Gustave Flaubert. Do you think it is of vital importance for a person to travel? Why? What kind of benefits can you get from travelling?
2. "I do not fear computers. I fear the lack of them," said Isaak Asimov. How would our life change if all computers were destroyed? In your opinion, could we survive without them in the modern world?
3. What moral qualities do you think should be in the focus in the modern world? Why? How can they help to make this world a better place?

SPEAKING. TOPICS FOR 10TH GRADE STUDENTS

1. Abraham Lincoln is called the Great Emancipator because of his courageous, outspoken fight for the freedom of slaves. Who do you consider Ukrainian Abraham Lincoln? What freedom did he/she fight for?
2. “You don't have to burn books to destroy a culture. Just get people to stop reading them,” said Ray Bradbury. Nowadays people are not that attached to books. Do you think that the culture has been destroyed?
3. Many teenagers are eager to have a part-time job. What kinds of part-time jobs are the most popular with them? Can a job interfere with studying in any way do you think?
4. “The only important thing in a book is the meaning that it has for you,” said W. Somerset Maugham. What is important in books for you? Can you always find what you are looking for in books? How do you choose books to read?
5. “Education is the most powerful weapon which you can use to change the world,” said Nelson Mandela. Can only educated people influence the present day world? Do you see yourself among influential people of tomorrow?
6. “A book is a dream that you hold in your hands,” said Neil Gaiman. What triggers your dreams? Can a piece of art inspire you to set higher goals in your life?
7. “Life isn't about finding yourself. Life is about creating yourself,” said George Bernard Shaw. What do you do and what would you do to create yourself? Who and what help you to become a person you would like to be?
8. Do you agree that there is some information in the mass media that should not be there. What pieces of news are real news? Should mass media be punished if they spread fake news?
9. You have been called upon to create a new national holiday for Ukraine. What person or event do you choose to honor and why?
10. The invention of the wheel has changed the course of human progress. Can you think of new inventions that might change our life radically? Can technical progress destroy the human civilization?
11. Comment on the following “Success is not final, failure is not fatal: it is the courage to continue that counts.” — Winston S. Churchill
12. Comment on the following “You can't live your life for other people. You've got to do what's right for you, even if it hurts some people you love.” — Nicholas Sparks
13. Cheaters never win and winners never cheat. Do you support this idea? Why/why not?
14. Comment on the following “I alone cannot change the world, but I can cast a stone across the waters to create many ripples.” — Mother Teresa
15. Comment on the following “It does not matter how long you live, but how well you do it.” — Martin Luther King Jr.

16. Why do you think serials are popular with some people? Are you keen on serials? Why? Why not? What kind of serials would you choose to watch for several months?
17. Advertising is said to encourage us to buy more and more. On the other hand, advertisements help to choose new products that may improve our lives. Are you much influenced by adverts? Do you rely on them while making your choice about the purchase?
18. Nowadays more and more people join popular networking websites. They share their personal information with others. Is it OK for you? What kind of private facts do you think are safe to share in the Internet? Explain your point of view.
19. Do you think teenagers should be given a right to vote in local and national elections? Do you consider teenagers responsible enough to raise their voices for and against some politicians? Could it change the final results of elections anyhow?
20. "The only thing that you absolutely have to know, is the location of the library," said Albert Einstein. What do you think about the role of libraries nowadays? Why do some people use them? Isn't it waste of time?

READING COMPREHENSION TEST FOR 11TH GRADE STUDENTS

READING PASSAGE 1. *Read the text, do the tasks given below.*

Animals in the Anthropocene

1. _____

In the streets and alleyways of Baltimore, Dawn Biehler and her colleagues have been hunting for mosquito larvae.

“We go to a block and look for every single standing water container we can find,” she explains. “It could be as small as a bottle cap – we see a lot of those.” A small sample of water is sucked up into the tubes and brought back to the lab for analysis. This reveals how many larvae are present.

Biehler’s research at the University of Maryland, Baltimore County, is an effort to document the specific bits of man-made environments that encourage these insects to multiply. Besides feeding on the blood of humans and their pets, mosquitos are well-adapted to life in cities. Stagnant water is their breeding ground, so waste items that have collected rain are excellent places to find larvae.

Her team has found the greatest numbers of mosquitos in deprived areas, where fly-tipping is common and where sanitation is poor. “The neighbourhoods that have experienced disinvestment and lower economic status have about three times the level of mosquitos than the upper income neighbourhoods,” says Biehler.

2. _____

These mosquitos are just one example of a species that, far from being driven to extinction by the dominance of humanity, are thriving. Some organisms just seem to have the knack of living alongside us – and those organisms will likely shape Earth’s ecosystem for millions of years to come.

Our own species is clearly thriving. There are now more than seven billion men, women and children on Earth. But we are bringing a raft of other species with us that also appear to be doing well, either because, or in spite of, our impact on their habitats. Which, then, are the animals of the Anthropocene, the newest geological epoch, in which human activity is the dominant force for environmental change?

In her 2013 book Pests in the City: Flies, bedbugs, cockroaches and rats, Biehler explores how a handful of species have profited from human expansion – despite our attempts to purge them from our homes. She argues that it is often the very design of our buildings, or the untidiness of urban spaces, that make it so easy for these species to thrive. For example, rodents find shelter,

warmth and plentiful food in human households. Some have even evolved a resistance to common poisons.

3. _____

But it is not just pests that have proven adaptable to urban spaces. A variety of fungi, pollinating insects and plants have also taken up city living. What's more, anthropogenic changes reach far beyond the city limits.

As Bradley Cardinale of the University of Michigan points out, managed forests tend to have a high turnover of trees. This has benefitted some species more than others, since they feed on young plants.

“Deer love these forest practices,” says Cardinale. “It’s been absolutely a huge boon for them, especially when we eradicate the wolves as well. Certain species go hand-in-hand with human activities.”

Human impact on local ecologies can sometimes have unexpected effects, as Brian McGill at the University of Maine notes. He found common European bird species, such as house sparrows, were declining in numbers. This coincided with an increase in less abundant birds like grey herons.

Cardinale also cites the example of cyanobacteria, a group of photosynthesising bacteria that sometimes look like algae. A 2015 study found that many nitrogen-fixing cyanobacteria – those that use nitrogen to make compounds – were generally dominant in lakes with higher levels of nearby anthropogenic land use, such as farming.

4. _____

Another finding of the recent research is the variety of biodiversity changes across the globe.

In 2014, Maria Dornelas of the University of St Andrews and colleagues published a survey of 100 environments from all over the world. The team found that, even though many individual species had died out, overall the sites were not becoming less biodiverse. Instead, in many places the changeover of species was increasing.

“This doesn't prevent the fact that there are many individual sites with strong declines, just that they're balanced with strong gains,” says McGill, a co-author.

Chris Thomas has long warned that key habitats could be lost if we do not do more to protect them. However, in 2013 he surprised some by suggesting that biodiversity could actually increase during the Anthropocene.

Thomas's point is that environmental change can act as an encouragement to evolution.

In other words, a shock to ecosystems does not necessarily have to result in biological apocalypse.

Because change and adaptation are normal, Thomas takes a relatively relaxed view of so-called invasive species, which are often targeted for eradication. “It’s commonplace that species will have part of their distribution beyond the original space where they evolved,” he says. “A vast majority are relatively rare and produce relatively few changes.” This is even true for species that are brought into new areas suddenly, as a result of human activity.

5. _____

Still, it seems there is a kernel of hope in the Anthropocene. Many plants and animals are displaying incredible resilience and adaptability. That does not mean everything is fine – on the contrary, many species and ecosystems will surely need our help if they are to survive – but it does suggest that the situation is far from hopeless.

That leaves one lingering question: what about us? If the extinctions continue and global biodiversity falls, scientists like Cardinale question whether we will still have enough access to essential resources like food. There is gathering evidence that climate change, in particular, will reduce the global food supply.

In the end, rapidly-evolving flora and fauna may outpace humanity’s imprint on the planet. As Cardinale says, “Nature’s been doing it for 3.6 billion years. We don’t have that experience.”

(Based on The animals thriving in the Anthropocene by Chris Baraniuk // BBC Future. – Available from <http://www.bbc.com/future/story/20170801-the-animals-thriving-in-the-anthropocene> Accessed on 24 December 2017)

Questions 1–5

The Reading Passage has five parts, 1-5. Choose the correct heading for each part from the list below. One heading is extra. Write the correct letter A-F, in boxes 1–5 on your answer sheet.

List of Headings

- A. Human-induced changes outside cities.
- B. What can be expected in the future.
- C. Mosquitos in man-made environments.
- D. Fluctuations in species variety.
- E. Negative effect of biodiversity decrease.
- F. Species that are doing well in human-dominated environment.

Questions 6–17

Look at the following expert opinions (Questions 6–17) and the list of experts in the box below. Match each opinion with the correct expert name, A–E. Write the correct letter, A–E, in boxes 6–17 on your answer sheet. NB You may use any letter more than once.

<p>List of Experts</p> <p>A. Maria Dornelas</p> <p>B. Bradley Cardinale</p> <p>C. Chris Thomas</p> <p>D. Dawn Biehler</p> <p>E. Brian McGill</p>

6. Man-made environments create favorable conditions for the breeding of some insects.
7. If natural habitats are not cared for, their diversity can vanish.
8. The way people build their dwellings makes it easier for pests to adapt to life side-by-side with humans.
9. Untidy cities and towns provide most comfortable environments for pests.
10. Human-maintained forests provide favorable conditions for some wild-life species.
11. Scientists cannot always predict the results of human activities for urban and wildlife species.
12. Agricultural human activities have impact on nearby bodies of water
13. In spite of the nominal change of ecosystem components, the number of components tends to be the same.
14. Although numerous locations experience downward patterns of diversity dynamics, the overall statistics are influenced by other locations that demonstrate increase in biodiversity.
15. Lower income areas have more insect pests than better-off regions.
16. The variety of species can increase due to human influence.
17. Change in biodiversity can result in diminishing food resources for human race.

Questions 18–24

In boxes 18–24 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

18. The biochemical analysis of water samples can reveal whether there are mosquitos in the area.
19. The aggressiveness of mosquito population in different parts of a city is affected by the location of the place in relation to the sea level.
20. The economical state of a region affects the number of pests in it.
21. Some species benefit from human expansion.

22. Pests are not the only species that can live alongside humans
23. We can expect a biological apocalypse in in the near future.
24. It is unusual for endemic species to spread across non-native habitats.

Questions 25–30

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 25–30 on your answer sheet.

25. If people indulge in fly-tipping, they
- A. do a dangerous sport;
 - B. conduct laboratory experiments on insects;
 - C. illegally dump waste;
 - D. give a small amount of money for public service.
26. If someone or something is thriving, they are
- A. doing extremely well;
 - B. experience shortage of the essential supplies;
 - C. moving fast in a defined direction;
 - D. live in a period of changes and uncertainty.
27. A raft of species in the context of the text means:
- A. a rapid change in the amount of species;
 - B. a decline in the variety of species;
 - C. an increase in the amount of species;
 - D. a large amount of species.
28. Anthropocene is
- A. a geological epoch;
 - B. an area;
 - C. a group of species;
 - D. a philosophical concept.
29. If a group of species evolve a resistance to poison, they
- A. start producing the venom/toxin;
 - B. stop being sensitive to the negative effect of the venom/toxin;

- C. get extremely sensitive to the negative effect of the venom/toxin;
- D. are likely to feed on the venom/toxin.

30. Species that are targeted for eradication

- A. are to be purposefully destroyed by human activities;
- B. accidentally get into unfavorable environment;
- C. are supported by human activities;
- D. are trained to live side-by-side with humans.

LISTENING COMPREHENSION TEST FOR 11TH GRADE STUDENTS

You will hear the BBC program about news. There are 10 true/false statements and 10 multiple-choice questions in the given test. Write the correct letters in boxes 1-20.

Adopted from <http://www.bbc.co.uk/programmes/w3csvgld>

1. The sounds of news programs are
 - A. easy to recognize
 - B. frightening
 - C. easy to hum
 - D. exciting

2. Our desire to know what is going in the world is deep-seated.
 - A . True
 - B. False

3. In ancient times people gathered together to share news about (more than one answer may be correct)
 - A. the location of fields
 - B. hunting places
 - C. the location of enemies
 - D. beautiful sceneries

4. News in the 21 century partially has the same practical value as centuries ago.
 - A . True
 - B. False

5. Most parts of news people read about in western countries are about
 - A. terrorism
 - B. crime
 - C. well-known people
 - D. politics

6. All types of news practical, about threats, and entertaining, about celebrities, unite people.
 - A . True
 - B. False

7. When Lowell Thomas read the news at 18.45,
 - A. children would listen to his stories while adults would have dinner
 - B. adults would keep silence while children would go on playing
 - C. all families went on with usual routine
 - D. all families would keep silence listening to the news

8. People in the US used to discuss the radio news programs at dessert.
 - A . True
 - B. False

9. Newsaholic means
- A. you get bored reading news
 - B. you get scared reading news
 - C. you get excited reading news
 - D. you get nervous reading news
10. The bright side of news is that people become dependent on news.
- A . True
 - B. False
11. The speaker defines FACEBOOK as
- A. a trustful source of news
 - B. a useful network
 - C. a continuous flow of news
 - D. a mistrustful source of news
12. Only people who work in the sphere of journalism are addicted to news.
- A . True
 - B. False
13. Television news gives you
- A. the same feeling as newspapers do
 - B. the feeling of witnessing a very important moment in the history
 - C. the feeling of being a part of history creators
 - D. the feeling of being a part of news creators
14. "Go cold turkey" means
- A. to get stressed
 - B. to get disappointed
 - C. to eat cold meat
 - D. to stop doing something completely
15. Nowadays it is almost impossible to be on the top of the news.
- A . True
 - B. False
16. "Delayed Gratification" reports fresh news.
- A . True
 - B. False
17. The idea of delayed news is close to the idea of
- A. fast food
 - B. slow food
 - C. a delayed food service
 - D. a take away food service
18. It is much more difficult to light up the news that happened a few months ago.
- A . True
 - B. False

19. News addiction is as evident as drugs addiction.

A . True

B. False

20. The respondent answers that she

A. reads the news as a part of her civic duty

B. does not see reading the news as a part of her civic duty

C. is not interested in political news

WRITING FOR 11TH GRADE STUDENTS

Choose one of the topics given below and write a 150-180 word essay.

1. "There are many businesses that are born and die. A university is supposed to live forever," said Husnu Ozyegin. Why do you think people enter universities? Is it the only way to become a success? What are your expectations about university studies and your future?
2. "Passion for what you do is essential in any profession," said Daniel Humm. What do you think makes your future profession passionate? What will you do to keep passion alive in your profession after making career for many years?
3. "When we declare war for peace, we may win the war and lose the battle," said Debasish Mridha. Is it possible to get peace fighting? What do you think are viable ways to preserve peace in the world? What can young people do to prevent wars?

SPEAKING. TOPICS FOR 11TH GRADE STUDENTS

1. "Your personal life, your professional life, and your creative life are all intertwined," said Skylar Grey. How can people balance their professional, creative and personal lives? How are you going to combine them? What priorities will you choose?
2. "Don't judge a book by its cover" is a popular English idiom. Do you think that too much attention is paid to appearance? What value does our culture place on appearances? How far do you agree that clothes and appearance are not important in judging a person?
3. "Show me a man with a tattoo and I'll show you a man with an interesting past," said Jack London. Nowadays tattoos are becoming more and more popular. Body art is perceived to help people express their inner personalities. What is your point of view about body art?
4. "To me, mathematics, computer science and the art are all insanely related. They are all creative expressions," said Sebastian Thrun. But still some educators value math and science more than humanities (e.g. literature, music, and history). What about you? What do you think is more important for education?
5. "To keep the body in good health is a duty, otherwise we shall not be able to keep our mind strong and clear." – Buddha. Much attention is paid to healthy food and lifestyle. Do you think it is worth all efforts taken? Do you think that clear mind depends on healthy diet and exercising?
6. "Knowing when to fight is just as important as knowing how," said Terry Goodkind. What causes conflicts? What happens to people who are involved in conflicts? Is it possible to avoid them?
7. "Art, freedom and creativity will change society faster than politics," said Victor Pinchuk. Do you support the idea? Do you think that art and freedom can help people develop, change, improve the world around them?
8. "I imagine hell like this: Italian punctuality, German humour and English wine," said Peter Ustinov. What are some things that define the Ukrainian culture? Do you think that marrying or dating someone from another culture may cause any problems, misunderstanding?
9. Do you think that boys and girls be brought up differently? Are there different expectations for sons and daughters? What behaviours are deemed as appropriate for men but inappropriate for women in Ukraine? What behaviours are deemed as appropriate for men but inappropriate for women in Ukraine?
10. "Every generation revolts against its fathers and makes friends with its grandfathers," said Lewis Mumford. When do you feel the generation gap the most? How does a generation gap affect interaction between two people? What do you think are some of the advantages or disadvantages of another generation?
11. "The best cure for one's bad tendencies is to see them in action in another person," said Alain de Botton. What is considered to be a bad habit? Do people agree on what a bad habit is? Are we born with our bad habits or do we acquire them from the environment surrounding us?
12. "Happiness in intelligent people is the rarest thing I know," said Ernest Hemingway. What do you think it is so difficult for intelligent people to be happy? What are the three most important things for you to be happy? What can you do to make other people happy?

13. "One language sets you in a corridor for life. Two languages open every door along the way," said Frank Smith. What is value of learning languages? Why is it important for people to communicate and share ideas? Why do some people have more difficulty than others when learning a language?
14. Those who forget the past will repeat it. What do you think this means? What things is it important to remember? What things would you prefer to forget? Why? Are there some things or times that you will never forget?
15. Are there gender role biased issues in your country? What are they? Why does prejudice exist? Why do you think we need to discuss such issues about gender at schools?
16. What advice would you give a small business that is creating a website? What kind of information is most important to display to make the site user-friendly? Are colours and patterns important? What colours and patterns would you choose? Why?
17. "Life is not meant to be lived in *one place*...my life is full because of the many *places* I've lived and the fabulous people I've met along the way". Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community or even climate. Which do you prefer: staying in one place or moving in search of another place?
18. The expression "Never, never give up" means to keep trying and never stop working for your goals. Do you agree or disagree with this statement? Is it really worth trying so hard when you understand that goals are too big and you have to climb too high? Isn't it better to change your aims a bit? Make them more realistic? Easier?
19. Websites, magazines, and television shows are free to say almost anything about celebrities and public figures – even if it's not true. Is this practice fair? Why is the public so fascinated with their private life's details?
20. "A small profit is better than a big loss," said Ron Rash. Businesses should do anything they can to make a profit. Do you agree or disagree with the following statement? Can business be honest?

KEYS TO 9 GRADE TESTS

READING COMPREHENSION TEST FOR 9TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.
T	T	F	T	NG	NG	F	F	T

10. playing Hamlet

11. the first

12. got sacked

13. bullying

14. go on

15. tortured soul

16. the sentiment

17.	18.	19.	20.	21.	22.	23.	24.	25.	26.
E	A	G	F	B	H	I	C	A	D
27.	28.	29.	30.						
C	A	C	B						

LISTENING COMPREHENSION TEST FOR 9TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	B	D	C	B	A	A	B	A	B
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
C	D	D	A	A	A	B	C	A	A

KEYS TO 10 GRADE TESTS

READING COMPREHENSION TEST FOR 10TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
B	G	A	D	F	C	NG	F	T	T
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
T	F	A	B	C	B	D	A	D	B
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
D	C	D	C	E	G	C	F	B	A

LISTENING COMPREHENSION TEST FOR 10TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	B	A	D	A	A	C	A	B	C
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
A	B	A	B	A	B	A	A	A	C

KEYS TO 11 GRADE TESTS

READING COMPREHENSION TEST FOR 11TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
C	F	A	D	B	D	C	D	D	B
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
E	B	A	E	D	C	B	T	NG	T
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
T	T	F	F	C	A	D	A	B	A

LISTENING COMPREHENSION TEST FOR 11TH GRADE STUDENTS

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
A	A	B, C	A	C	A	D	A	C	B
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
C	B	B	D	A	B	B	A	B	B