

Тульская региональная ассоциация учителей английского языка «TUELTA»

State Exam

Preparation through Teaching Tolerance Тренировочные задания для подготовки к ЕГЭ по английскому языку

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Данное пособие содержит тренировочные контрольные материалы формата ЕГЭ и включает четыре полных теста, которые готовят учащихся к выполнению заданий, представленных в письменной и устной части экзамена. Отличительной особенностью пособия является направленность материалов на формирование и развитие толерантности у учащихся благодаря определенной тематике включенных текстов. Данное пособие может использоваться учителями английского языка на уроках и учащимися школ в процессе самостоятельной работы, при этом могут быть востребованы как отдельные задания, так и полные варианты тестов, чтобы учащиеся получили представление о структуре ЕГЭ и опыт выполнения заданий экзаменационного типа.

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Tolerance Snapshot

Раздел 1. Аудирование.

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

В1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1-6 и утверждениями, данными в списке А-Г. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

A. I warned the person that I would break off my relations with him to stop his prejudiced remarks.

B. I became subject to intolerant jokes at work, and my attempt to stop them failed.

C. I don't think it's right that the club lost its funding and office because of one intolerant person. We should blame the accident on the religious group he belongs to.

D. I had to teach my parents to be tolerant, though it was very difficult for me to speak up against their biased language.

E. I encountered racial and religious intolerance when I was engaged, and I didn't know what to do.

F. In the selection process for a job, the priority should be given to tolerant people, especially in education.

G. You can stop newcomers' prejudiced statements by introducing your rules.

Говорящий	1	2	3	4	5	6
Утверждение						

Задания А1 – А7

Вы услышите диалог. Определите, какие из приведённых утверждений А1-А7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Fred woke up early because he didn't feel well.

- 1) true 2) false 3) not stated

A2 Fred's mother died some years ago.

- 1) true 2) false 3) not stated

A3 The children at school pick on Fred because he lives with his grandmother.

- 1) true 2) false 3) not stated

A4 Fred's grandmother tells him about different kinds of families because he thinks his family is unusual.

- 1) true 2) false 3) not stated

A5 Fred's grandmother believes that children's intolerant behaviour is caused by ignorance.

- 1) true 2) false 3) not stated

A6 Fred doesn't want to tell his teacher about his classmates' jokes.

- 1) true 2) false 3) not stated

A7 Fred's school offers administrative and psychological support for offended children.

- 1) true 2) false 3) not stated

Вы услышите интервью. В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8 According to the figures Alex gives,

- 1) thirty percent of workers were subject to racial or ethnic discrimination
- 2) twenty percent heard age-related biased language
- 3) one third of workers witnessed racist, anti-ethnic or sexist comments

A9 What way of getting information is NOT mentioned by Alex?

- 1) group meetings
- 2) phone interviews
- 3) electronic correspondence

A10 Alex believes that school documents

- 1) discriminate against females
- 2) do not show proper respect for single-parent families
- 3) are exclusive

A11 According to Jenny, schools nowadays

- 1) have not completely got rid of biased language and intolerance
- 2) are a place for casual bigotry and name-calling
- 3) cannot be the only place to come across diversity

A12 What ways of promoting tolerance in schools is NOT mentioned?

- 1) organizing different events
- 2) providing resources, for example books, newspapers, etc.
- 3) introducing a course devoted to tolerance

A13 Which qualities, according to Alex's words, will NOT help you to become tolerant?

- 1) sense of humor
- 2) making judgements
- 3) love for people

A14 Which way to develop tolerance does Jenny suggest?

- 1) learning a foreign language
- 2) increasing awareness of different cultures
- 3) shopping in a big mall

Раздел 2. Чтение

B2. Установите соответствие между заголовками 1-8 и текстами А-Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- 1. Don't say that just because it's cool.**
- 2. Follow through checking your progress.**
- 3. State your goals out loud.**
- 4. Don't expect an easy start.**
- 5. Try to learn more.**
- 6. Get rid of prejudice in the family.**
- 7. Keep in mind that we are all different.**
- 8. Seek feedback and advice.**

WHAT CAN I DO ABOUT MY OWN BIAS?

A) Confronting our own biases is a good thing; that's one of the ways we grow. This is not a comfortable process, but the practice of examining one's own prejudice is the first step toward lessening or removing them. Here are some steps to consider:

B) Ask family members to help you work through your biases. Families that work through these difficult emotions in healthy ways are often stronger for it. Support from the people who are dear to you is very important when confronting stereotypes.

C) Say, "You know, I've really got some work to do here, to understand why I feel and think the way I do." Such practice can be powerful in modeling behaviour for others.

D) Education, exposure and awareness are key factors in moving from prejudice to understanding and acceptance. Create such opportunities for yourself. Go and explore other culture: read a book, watch a movie, meet new people.

E) Select a date — a couple of weeks or months away — and mark it on a calendar. When the date arrives, reflect on what you've learned, how your behaviour has changed and what's left to do. Reach out again for feedback on your behaviour.

F) Try to focus on similarities but don't forget we are not the same. After all, every person is unique in some way but we still have something in common. Diversity of views, opinions, nationalities, religions makes our world richer. You won't argue with a person because he or she likes green tea and you like black tea, will you? Everyone has the right to be unique.

G) Don't repeat somebody's words if you do not agree with them. Think a bit - if this opinion is not yours, why should you follow the bad example? A biased judgement is not the best way to gain popularity among your peers.

A	B	C	D	E	F	G

В3. Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифры, обозначающие соответствующие части предложений, в таблицу.

'I LOST PERSPECTIVE'

Discrimination against sex, race or nationality can be traced in some jokes. Avoid those or you may find yourself in an awkward situation.

A 45-year-old man writes:

"I was young, A)_____. I was hanging out with a mostly male beer-drinking crowd, and sexist 'jokes' were one of the conversational norms. Not that it's right to tell those kinds of 'jokes' anywhere, B)_____, and I guess I lost perspective in terms of how inappropriate they were.

After some time I got acquainted with a girl and and we really liked each other. Once there was a company dinner and my girlfriend invited me to accompany her.

So I find myself at a dinner party, not fancy, but fancier than the beer crowd I'd been used to. As an icebreaker, I tell one of those 'jokes,' a brutally sexist one C)_____. And this huge silence follows. A nervous chuckle or two among the half-dozen dinner guests, but otherwise just a big, booming silence. I felt like an idiot and didn't even have the good sense to apologize, D)_____.

We had a quarrel with my girlfriend after dinner. I was really sorry that I spoiled the impression, but I couldn't turn it back.

A new job and other life changes took me away from the beer-drinking buddies, E)_____— in any company. This occasion made me change my attitude to jokes that abuse people in some way or another. I've never happened to find myself in such an awkward situation again. But it's almost 20 years later, F)_____."

1. that had got big laughs from the boys earlier that week
2. and I'd never tell those kinds of 'jokes' anymore
3. not knowing I was in a different company

4. but that's not really an excuse
5. though I was at least smart enough to stop telling 'jokes'
6. but I just got used to it in that crowd
7. and I still feel a sense of shame for the awful judgement and taste I showed

A	B	C	D	E	F

Прочитайте текст и выполните задания A15 – A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Someone once said, 'I believe in everyone's right to believe in whatever they want to believe in'.

The expression may be a bit illogical, but we would all agree with the underlying outlook. Interethnic conflicts, intolerance, nationalism, human rights violations, and racism are major challenges to stability in the present world. Globalization among nation-state societies brings these issues to the attention of many policy-makers as well as ordinary people.

My opinion is that today, tolerance is often discussed in reference to foreign religious beliefs as well as to more familiar categories, such as discrimination against unusual sexual orientation.

I personally think that tolerance implies acceptance or respect. In the wider sense, tolerance carries with it the understanding that intolerance breeds violence and social instability.

For example, *The Independent* wrote in June 2010 that racism violence is flourishing in towns and villages across Britain. Researchers at the Institute of Race Relations (IRR) analysed 660 racist attacks across Britain in 2009 and found growing evidence to suggest that violence against minorities has moved to rural areas and towns.

The IRR said hatred had spread in less than a generation thanks to a broad spread of migrant workers, foreign students and the movement of settled ethnic minority families. Prejudice was also being caused, they concluded, by popular political parties competing with one another over which could cut immigration the fastest.

Today, we can talk about religious and political intolerance that we could watch side-by-side. I think that these two aspects of tolerance are the most important, since differences of political and religious ideology have led to innumerable wars and purges. While religious intolerance causes problems in many regions of the world today, differences of political ideology caused hundreds of millions of deaths in the twentieth century alone.

Well, I think that we would not understand what tolerance is if we had not practiced intolerance! But society must be tolerant; therefore even intolerant people must be tolerated, otherwise society itself would be intolerant and thus unjust. That is rather controversial though and the way out could be reasonable laws that everybody obeys.

But where does intolerance start? You won't believe this, but it starts at home and school, as parents and teachers are our main influences. Teachers may play a very progressive role in the process of preventing intolerance and racism. My idea is that teachers, organized into an international network, can teach students tolerance. I think that we should have such a "tolerance class," so we can prevent any religious or political war, because we'll be tolerant!

Adapted from the essay by Tatyana Dyachuk

A15 The author thinks that the quotation in the first paragraph

- 1) is completely illogical
- 2) is rather dubious
- 3) reflects the state of the world today
- 4) is based on some self-evident fundamental perspectives

A16 According to the second paragraph, interethnic conflicts

- 1) are paid attention to only by policy makers
- 2) are one of the basic threats to world balance
- 3) worry ordinary people and are ignored by politicians
- 4) have arisen due to globalization

A17 According to the author's opinion, the notion of tolerance

- 1) is misused today.
- 2) too often includes acceptance of other religions
- 3) is very particular because it covers discrimination issues
- 4) is narrowed to speak about religious, sexual and social discrimination

A18 The author's view on tolerance

- 1) widens its meaning to acceptance

- 2) makes it equal to respect
- 3) compares it with intolerance
- 4) is connected with violence and social instability

A19 The word 'purge' in the fifth paragraph means

- 1) an armed conflict
- 2) an outrage
- 3) ridding an organization of 'undesirable' people
- 4) imprisonment

A20 Intolerance, according to the text,

- 1) should not be tolerated
- 2) is a way to realize what tolerance means
- 3) is not believed to start at home or school
- 4) is the main concern of the international teachers' network

A21 Which statement best describes the author's message?

- 1) Understanding tolerance through intolerance
- 2) Tolerance brings stability
- 3) Tolerance through education
- 4) Tolerance in the century of globalization

Раздел 3. Лексика и грамматика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 – B10**, так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B10**.

'IS THIS MY FAMILY?'

<p>A woman is vacationing with her mother and two brothers. One morning, her brother says he _____ to give his car "a Jewish car wash," which he describes as "_____ soap out when it's raining to wash your car, so you don't waste money on water." He says he _____ the phrase from _____ stepfather long ago. She asks, "Why is that funny?" He laughs and says, "_____ you _____ it? It's the whole Jewish-cheap thing." She responds, "Well, I don't think it's funny." He says, "What do you care? You're not Jewish."</p>	B4 WANT
<p>That evening, over dinner, her other brother makes similar remarks.</p>	B5 TAKE
<p>"It pains _____ and embarrasses me that this is a pervasive culture in my own family, that they consider this part of their 'humor,'" she says. "I feel like an outsider. I feel _____. Where have I been? Is this my family?"</p>	B6 LEARN
	B7 THEY
	B8 GET
	B9 I
	B10 CONFUSE

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.

<p>Children soak up stereotypes and bigotry from media, from family members, at school and on the playground. As a parent concerned about your child’s cultural _____, consider the following:</p>	<p>B11 SENSITIVE</p>
<p>Focus on empathy. When a child says or does something that reflects biases or embraces stereotypes, point it out: “What makes that ‘joke’ funny?” Guide the conversation toward empathy and respect.</p>	
<p>Expand horizons. Look _____ at how your child defines “normal.” Help to expand the definition: “Our neighbor is a Sikh, not a terrorist. Let’s learn about his religion.” Create opportunities for children to spend time with and learn about people who are _____ from themselves.</p>	<p>B12 CRITIC</p>
<p>Prepare for the predictable. Every year, Halloween becomes a magnet for stereotypes. Children and adults dress as “psychos” or “bums,” perpetuating biased _____ of people with mental illness or people who are _____. Others wear masks steeped in stereotypical features or misrepresentations. Seek costumes that don’t embrace stereotypes. Have fun on the holiday without turning it into an exercise in bigotry and bias.</p>	<p>B13 DIFFER</p> <p>B14 REPRESENT</p> <p>B15 HOME</p>
<p>Be a role model. If parents treat people _____ based on differences, children likely will repeat what they see without realizing there is something wrong in it. Be conscious of your own dealings with others.</p>	<p>B16 FAIR</p>

Прочитайте текст с пропусками, обозначенными номерами **A22 – A28**. Эти номера соответствуют заданиям **A22 – A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

UNESCO Prize for Children’s and Young People’s Literature in the Service of Tolerance

24-04-2003 - Today, on World Book and Copyright Day, the Director-General addressed the award ceremony of the 2003 UNESCO Prize A22_____

Children's and Young People's Literature in the Service of Tolerance. Mr. Matsuura thanked Mr. Juan de Isasa, Chairman of Grupo Editorial SM, for his company's A23 support for the prize. The Director-General said that, by creating the prize, UNESCO wanted "to A24 attention to the importance of quality content in children's books and, by rewarding the best of them, to encourage authors and publishers to produce more A25 works." This A26 winners are Antonio Skormeta (Chile) in the category of books for children up to the age of 12 and Jenny Robson (South Africa) in the category of books for young people aged 13-18.

Mr. Matsuura maintained that "books are A27 the best medium for sowing the seeds of tolerance, and the young mind is fertile ground for such seeds, which must be planted early if they A28 to grow and develop". He concluded that "if the prize has helped to disseminate just a few more of these seeds, then we have reason to be satisfied".

- | | | | | |
|-----|-------------|---------------|-------------|-------------|
| A22 | 1) about | 2) for | 3) of | 4) to |
| A23 | 1) generous | 2) generative | 3) gentle | 4) gracious |
| A24 | 1) catch | 2) put | 3) bring in | 4) draw |
| A25 | 1) such | 2) so | 3) only | 4) very |
| A26 | 1) every | 2) annual | 3) year's | 4) yearly |
| A27 | 1) else | 2) yet | 3) still | 4) ever |
| A28 | 1) must | 2) are | 3) have | 4) should |

Раздел 4. Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются. Запишите сначала номер задания (C1, C2), а затем ответ на него. Если одной стороны бланка недостаточно, вы можете использовать его другую сторону.

C1 You have 20 minutes to do this task.

An editor of “Be Tolerant” magazine received a letter from a New Jersey woman who writes:

...My young daughter wrapped a towel around her head and said she wanted to be a terrorist for Halloween – ‘like that man down the street.’” The man is a Sikh who wears a turban for religious reasons. What do I tell my daughter? How should I react to this? What should I do to teach her not to judge people by their appearance?

Write an answer to the woman as if you were an editor advising her what to say to her daughter.

In your letter

- answer her questions
- ask **3 questions** about her daughter

Write **100 – 140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

In the past the roles of men and women were very clearly defined, now the roles of men and women have changed considerably. Still some people believe that we should draw a line between male and female jobs, activities, clothes, behavior, etc.

What is your opinion? Do you agree with the last statement?

Write **200 – 250 words**

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: С3 – тематическое монологическое высказывание, С4 – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

Задания для экзаменуемого

C3 Task 1 (3 – 3.5 minutes)

Give a talk on youth exchange programs.

Remember to discuss:

- what qualities exchange students should possess
- how exchange programs help eliminate prejudice and teach us tolerance
- what role tolerance plays in exchanging ideas, experience, etc.
- whether you'd like to take part in such a program or not, and why

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she/ he will ask you some questions.

C4 Task 2 (3 – 4 minutes)

Your friend and you want to make your school environment more tolerant. You discuss what you can do. You can choose from:

- **publishing a booklet on how to be tolerant**
- **creating a counseling center**
- **giving out/selling pens, notebooks or T-shirts with words promoting tolerant behavior**
- **making a tolerance billboard in school**

Discuss with your friend and choose the **one** you both would like to be responsible for.

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss **all** the options
- be **polite**
- take an **active** part in the conversation:
 - **explain** the situation
 - **come up** with **your** ideas
 - give **good reasons**
 - find out your **friend's attitudes** and take them into account
 - **invite** your friend to **come up with suggestions**
- come to an agreement

Stereotyping Traps

Раздел 1. Аудирование.

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

В1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **1-6** и утверждениями, данными в списке **A-G**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

A. Stereotyping is often misleading.

B. If all policemen were good people, there would be no criminals.

C. We all have our own stereotypes.

D. Good stereotypes are not that bad.

E. We acquire stereotypes in our thinking at an early age through our parents.

F. Stereotypes are made when we judge by appearance, which makes it even more difficult for us to give up our stereotypical ideas.

G. New ideas are born when we start thinking beyond the borders of stereotype.

Говорящий	1	2	3	4	5	6
Утверждение						

Задания A1 – A7

Вы услышите диалог. Определите, какие из приведённых утверждений **A1–A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 The exchange programs are aimed at both Americans and Russians to expand their view about the other country.

1) true

2) false

3) not stated

- 1) an oversimplified image of the whole group
- 2) typical features and associations of the group
- 3) what you associate with the whole group

A12 Exemplars are

- 1) more theoretical than other kinds of stereotypes
- 2) personal and definite, varying from individual to individual
- 3) memories of specific features of a group

A13 Knowledge about stereotypes will help you

- 1) get rid of stereotypes
- 2) be more tactful and respectful
- 3) feel comfortable

A14 The lecturer's attitude toward stereotypes is

- 1) negative
- 2) neutral
- 3) positive

B2. Установите соответствие между заголовками 1-8 и текстами A-G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- 1. Are Americans crazy about keeping a healthy life style?**
- 2. Do all Americans have white teeth?**
- 3. Do they eat a lot?**
- 4. Do all Americans eat only burgers and cheeseburgers from McDonalds?**
- 5. Are there a lot of fat people in the USA?**
- 6. Do they drink alcohol?**
- 7. Does emancipation influence family?**
- 8. Is it true that money is above all other values?**

A. Families with two or four children are very common. Very often Americans adopt children. However, there are families who don't want to have children and women who prefer a career to having a family, like everywhere else.

B. More than sixty percent of Americans suffer from obesity or excessive weight. Snacks in the car and on the move may be the reason. There are special "drive-through" cafes that serve fast food and you don't even need to leave the car. Also, consumption of high-calorie food is widespread in the United States: pizza, hot dogs, burgers, and Coke.

C. Some people hope to achieve material success, have ambitions to become rich; others treat it calmly. Very often they can mention in conversation how much something costs, but without complaint, just stating the fact. It does not indicate priorities for all people though. Volunteerism is very popular as well and promotes the idea of giving back to your community.

D. An American smile is a component of success. That is why they take care of their mouths. But they have problems like everybody. If there is a problem they go to the dentist immediately without delay. However, not everybody has good medical insurance and money for a dentist.

E. Americans take care of their physical condition and wellbeing. They prefer to spend money on keeping themselves in shape than on doctors and medicine. Gyms, fitness clubs, and swimming pools are never empty. People go running, jumping, and roller skating even if they are over 50. It is common sense and pure benefit.

F. No event or meeting goes without snacks and drinks. Portions in a restaurant are good enough for two. In city parks, on lawns and in gardens there are grills for making hot dogs and burgers.

G. At first it seems they don't do it, but trips on public transport give another impression. Furthermore, in the college environment there are a lot of parties with spirits, where everybody who is over twenty one can drink.

A	B	C	D	E	F	G

В3. Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

High School Stereotypes

In a typical high school class there are some pupils that have something in common. We've identified a few of these stereotypes and we'd like to tell you all about them. These are labels given to individuals generally during high school years, to categorize them. Don't forget that people who label others with high school stereotypes are ignorant, have a low IQ, and do not understand the concept of individuality.

The Nerd

The **nerd** knows absolutely nothing about fashion, popular music or sports. They are generally excellent at Maths and Science and are usually highly intelligent. At school they are often the victims of cruel jokes or comments **A**_____. If you say that someone is a nerd, you mean that they are stupid or ridiculous, especially because they wear unfashionable clothes or show too much interest in computers or science.

Nerds hate sports and they hate gym class, especially on cold winter days **B**_____. Nerds may show an interest in activities that are viewed by their peers as stupid and immature for their age, such as trading cards, comic books, television programs, films, role-playing games, video games, and other things relating to fantasy and science fiction. At home they love reading, playing computer games and surfing the net. Nerds want to be Bill Gates **C**_____.

The Know-It-All

The **know-it-all** spends class time thinking of questions to ask the teacher. They are the ones who always put their hands up first **D**_____-- even if they don't know the answer. "Me! Me!" they shout until they get the teacher's attention. They love it when they do well in exams

E _____, saying things like, "Hey! Look what I got on the history exam, or didn't you pass? I did."

The Class Weirdo

The class weirdo is a quiet student F _____ and never says a word. Class weirdos spend their time in class doodling and writing "I hate life" all over their books. They hate their parents and the only time they talk to them is to ask for money. Class weirdos want to burn the school down.

But if asked a question "Would you partner with the class weirdo for a school activity?" many give such answers as "Yes, as long as they do their share of the work and do a good job" or "Yes, those kinds of people tend to be the most interesting once you get to know them".

1. when they have to go out and play football
2. when the teacher asks a question
3. though they are to play outdoors
4. who sits at the back of the class
5. because of their clothes and hair
6. and they'll let the rest of the class know all about it
7. when they get older

A	B	C	D	E	F

Прочитайте статью и выполните задания A15 – A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Stereotyping is a wall you encircle yourself in to feel comfortable, to feel you know a lot about the world. It is a sort of label you stick to a product so that you can easily recognize it among other products. It helps with material objects, but it doesn't work with people.

The problem is we can not get rid of stereotypes completely when dealing with individuals. I remember the performance during Freshman Orientation in the American university I went to. Several students there saw a person with Asian appearance and subconsciously presumed he was from Asia. But it turned out his parents and grandparents had lived in the United States for years and he was totally American.

To understand what diversity is and to respect individuals, we should avoid putting labels on people. I experienced those labels myself when studying in the USA.

I am from Russia. After I had spent a little more than two weeks in the United States, I clearly saw I had to break the wall of my stereotypes as well as those connected with my country. It is the first thing international students do to get adjusted here.

Every third person I've talked to thinks it's cold in Russia. "Oh, Michigan's winter will not be a problem for you," they say. But Russia is huge, and winter there can be very mild. I guess it can be colder in Michigan than in the part of Russia where I live.

A 17-year-old American girl I talked to was sure I drink vodka. She was really surprised that I don't. Obviously, for her Russia meant vodka, though it's she who had alcohol in the fridge. Then my idea of Americans was shattered. What about underage drinking? I thought all Americans obey rules. In fact, all generalizations often lead to stereotypes.

As I flew over the ocean I thought of the ideal America. It is a country of individualists where hard work leads to success. It is a country of great opportunities where you can choose whatever you like to achieve your goal. Everything is made for a strong, active, and initiative person. You have equal rights and you are free to express yourself. There are all kinds of services, automatic machines are at your disposal to make life easier, to save time and to save money.

But it turned out that positive stereotypes are as inappropriate as negative ones. America is different too. I could never imagine that professors could go on strike in the U.S. Half the students were late for my first class in the American university; they cannot be always punctual, I guess. Americans wear high heels and short skirts; they are not that practical. My new friend was very upset the other day because she was going to move but had to wait two weeks for her apartment to be cleaned — not everybody keeps promises and sticks to deadlines here. You can use a swimming pool any time you want, but I was not able to do it during its working hours. It is open but there is no lifeguard, so you are not allowed to swim.

I guess I wanted America to be perfect, but it is human. So let's break stereotypes to pieces, look outside the wall, and keep in mind that not always, not everywhere, not everybody acts as we expect them to.

A15 The author thinks stereotyping is

- 1) a remedy that makes you feel better
- 2) a refuge to hide from yourself
- 3) a cage you can't open

4) a tag to categorize reality

A16 Stereotyping

- 1) is always negative
- 2) is appropriate when we talk about things
- 3) is suitable for interpersonal relationships
- 4) is necessary to label commercial products

A17 According to the fourth paragraph

- 1) internationals should only get rid of their stereotypes to get used to the U.S. academic environment
- 2) every international student has stereotypes about America
- 3) all Russians in the U.S. come across stereotypes about their country
- 4) breaking stereotypes about your own country isn't enough

A18 The author's stereotype concerning America was that

- 1) Americans respect the law
- 2) Americans associate Russia with vodka
- 3) drinking alcohol in the U.S. is allowed only after you are 18
- 4) Americans keep alcohol in the refrigerator

A19 Anticipating his/her stay in the U.S., the author saw America as

- 1) a country where lucky individuals can be a success
- 2) a perfect country for self-realization
- 3) a free country with a focus on groups rather than on an individual
- 4) a country with a variety of opportunities for unambitious people

A20 What stereotype did the author NOT have?

- 1) Americans do not wear uncomfortable clothes
- 2) high school teachers are well-paid in the U.S. and don't go on strike
- 3) institutions, shops, etc. are always open during their working hours
- 4) Americans are always on time

A21 In the end, the author states that

- 1) America is inhabited by humans
- 2) stereotypes are pieces that we keep in mind
- 3) America is not ideal, like any other country
- 4) America didn't live up to his/her expectations

Раздел 3. Лексика и грамматика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 – B11**, так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B11**.

A Scholar's View on Nationality Stereotypes

<p>There are experimental ways of _____ stereotypes. One of the most obvious is to ask a group of people what traits characterize the Germans, the Italians, the Americans and so forth. Results of such _____ on the whole agree fairly well with what might have been expected; there is considerable agreement between different people in any one nation regarding the _____ traits of other nations. There is even agreement between different nations; for instance, the Americans and English agree with respect to other _____, and even, though less markedly, themselves. The Germans, for instance, _____ as scientifically minded and industrious by English and Americans alike; they are also considered solid, intelligent, mathematical, extremely nationalistic, efficient and musical by the Americans, and arrogant, aggressive and over-nationalistic by the English. Italians are believed to be artistic, impulsive, passionate, quick-tempered, musical, religious, talkative, vengeful, lazy and unreliable by both.</p> <p>Jews are believed to be shrewd, mercenary, industrious, intelligent, loyal to family, grasping, ambitious, sly and persistent. They are also credited with being very religious. The Chinese, as one would have expected, are looked upon with _____ favour by the English, who consider them industrious, meditative, intelligent and loyal to their families, than by the Americans, who consider _____ superstitious, sly, conservative, ignorant and deceitful.</p>	<p>B4 INVESTIGATE</p> <p>B5 STUDY</p> <p>B6 CHARACTERISTIC</p> <p>B7 GROUP</p> <p>B8 REGARD</p> <p>B9 MUCH</p> <p>B10 THEY</p>
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Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B12 – B18**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B12 – B18**.

<p>The French, _____to say, are sophisticated, talkative, artistic, passionate and witty, whereas the Russians are industrious, tough, suspicious, brave and progressive. The English consider themselves sportsmanlike, reserved, tradition-loving, conventional and intelligent;</p>	<p>B12 NEED</p>
<p>_____enough, Americans agree, adding, however, that the English are also sophisticated,</p>	<p>B13 ASTONISH</p>
<p>_____, honest, industrious, extremely nationalistic, and, I hardly dare put this down,_____!</p>	<p>B14 COURTESY</p>
<p>The Americans consider themselves industrious, intelligent, materialistic, ambitious, progressive, pleasure-loving, alert, efficient, _____, practical and sportsmanlike; the</p>	<p>B15 HUMOUR</p>
<p>English agree that Americans are materialistic and pleasure-loving, but also consider them generous, talkative and, most widely used adjective of all,_____.</p>	<p>B16 STRAIGHT</p>
<p>The close _____found in English and American groups is probably due to the fact that these stereotypes derive from books, films and other cultural media shared by both groups.</p>	<p>B17 BOAST</p>
<p></p>	<p>B18 AGREE</p>

Прочитайте текст с пропусками, обозначенными номерами **A22-A28**. Эти номера соответствуют заданиям **A22- A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

'STEREOTYPING IS STEREOTYPING'

Two co-workers, one of whom is deaf, are asked to meet with an executive from another firm. They go to the other man's office, and a sign-language interpreter [A22]_____ them. The executive chooses to face the interpreter, speaking to him, not [A23]_____ at or acknowledging the employee who is deaf.

A woman writes, "A good-hearted liberal co-worker [A24]_____ comments at staff meetings like, 'All Republicans are stupid,' or, 'All Republicans are this,' or 'All Republicans are that.' I'm a Democrat who agrees [A25]_____ her politics, but I think those comments are as offensive as someone saying 'All immigrants are lazy' or 'All Irish people are drunks.' Stereotyping is stereotyping. Short of saying, 'Some of my best friends are Republicans,' what can I do?"

SPEAKING UP

Meetings often involve people from different parts of a company or with different roles within a company. When those differences dissolve into bigoted exchanges, both the work and workplace relations suffer. Try these responses:

Seize the moment. With the interpreter, the colleague said, "I hate to interrupt, but just as a matter of practice, you [A26]_____ look at the person you're talking to, not the interpreter."

Address the issue privately. [A27]_____ the coworker aside and gently explain what you find offensive: "You know, you're giving Democrats a bad name when you make sweeping generalizations about Republicans."

Check in with the meeting leader. If you are uncomfortable dealing with the speaker directly, consider speaking with the person who called the meeting. Set expectations or ground rules [A28]_____ to the next meeting.

A22 1) accompanies 2) brings 3) fetches 4) is gone with

A23 1) glancing 2) looking 3) staring 4) watching

A24 1) does 2) makes 3) finds 4) gives

A25 1) about 2) to 3) on 4) with

A26 1) should 2) would 3) could 4) ought

A27 1) Get 2) Bring 3) Put 4) Take

A28 1) in front of 2) beforehand 3) prior 4) before

Раздел 4. Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются. Запишите сначала номер задания (C1, C2), а затем ответ на него. Если одной стороны бланка недостаточно, вы можете использовать его другую сторону.

C1 You have 20 minutes to do this task.

You have received a letter from your friend who is visiting Germany:

...I found that what I read about these people and learned about their culture is only partially true. It's true that most of the Germans I met are industrious and scientifically-minded, but at the same time there are lazy students here and those who are very good at arts. Do you have any stereotypes about Germany and its people? What do your classmates think of Germans? What would do if you were in Germany with you now?

...I met a very nice family here in Muenchen and they asked me to stay with them for a week.

Write a letter to your friend.

In your letter

- answer his/her questions
- ask **3 questions** about the family he/she met

Write **100 – 140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

Some people believe that our nationality determines the way we think.

What is your opinion? Do you agree with this statement?

Write **200 – 250 words**.

Use the following plan:

- make an introduction (state the problem)

- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: С3 – тематическое монологическое высказывание, С4 – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

Задания для экзаменуемого

С3 Task 1 (3 – 3.5 minutes)

Give a talk on **the English character**.

Remember to discuss:

- typical features of most Englishmen
- what historical, geographical, etc. factors influence national character
- stereotypes that you have about this nation
- real people that you've met/characters of the books you've read

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she/ he will ask you some questions.

С4 Task 2 (3 – 4 minutes)

Your friend and you are to write an article about stereotypes for a school newspaper. Discuss what you are going to write about. You can choose from:

- **positive and negative stereotypes and their consequences**
- **common stereotypes about Russia**
- **your experience of encountering stereotypes**
- **advice on how to get rid of stereotypes**

Discuss with your friend and choose the **one** you both would like to be responsible for.

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss **all** the options
- be **polite**
- take an **active** part in the conversation:
 - **explain** the situation
 - **come up** with **your** ideas
 - give **good reasons**
 - find out your **friend's attitudes** and take them into account
 - **invite** your friend to **come up with suggestions**
- come to an agreement

Diversity Corner

Раздел 1. Аудирование.

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

B1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1-6 и утверждениями, данными в списке A-G. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- A. I like being part of two cultures.
- B. I saw diversity in the combinations of religious rituals.
- C. We are diverse at least because we have different opportunities.
- D. People are different in spite of their similarities.
- E. Diversity helps me express my thoughts.
- F. National identity is connected with borders.
- G. Diversity is one of our major advantages.

Говорящий	1	2	3	4	5	6
Утверждение						

Задания A1 – A7

Вы услышите диалог. Определите, какие из приведённых утверждений A1–A7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 Dale and Anna live in New Zealand because they have jobs there.

- 1) true 2) false 3) not stated

A2 Anna calls her family every week.

- 1) true 2) false 3) not stated

A3 Driving in New Zealand is more complicated.

- 1) true 2) false 3) not stated

A4 Dale built his wife a house because buying a house is very expensive.

- 1) true 2) false 3) not stated

A5 They don't decorate a Christmas tree because they have a picnic.

- 1) true 2) false 3) not stated

A6 Many families in New Zealand have a second Christmas in June when the weather is cold.

- 1) true 2) false 3) not stated

A7 Anna likes sports as much as her husband.

- 1) true 2) false 3) not stated

Вы услышите лекцию. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8 The Kasabe language died

- 1) with the man called Bogon
- 2) when Bruce Connel came to Cameroon
- 3) in mid-November

A9 Language death is

- 1) a natural phenomenon
- 2) hardly connected with the history of communities
- 3) a common thing in history when we speak about a single language

A10 The figures tell us that

- 1) 3000 languages are going to die in the next century
- 2) in the next century a language will die out every two weeks
- 3) 100,000 languages will die in a couple of generations' time

A11 Among the reasons that kill a language Crystal does NOT mention

- 1) natural forces
- 2) deliberate killing of people
- 3) mass diseases

A12 What conditions for the survival of a language are NOT mentioned?

- 1) people's desire
- 2) cultural assimilation
- 3) financial support

A13 We should stop language death

- 1) to help more people join the modern world
- 2) to preserve intellectual diversity of our planet
- 3) because only a couple of thousand languages is enough for our survival

A14 What is different about language extinction?

- 1) no traces of a spoken language are left
- 2) languages are like people
- 3) languages cannot be saved by archaeology

Раздел 2. Чтение

B2. Установите соответствие между заголовками 1–8 и текстами A–G. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Cultural heritage as the source of creativity

2. Contact with other cultures won't foster creativity

3. Human rights as guarantees of cultural diversity

4. Cultural diversity as a factor in development

5. Building partnerships between the public sector, the private sector and civil society

6. Cultural diversity: the common heritage of humanity

7. Cultural goods and services are goods of a unique kind

8. Towards access for all to cultural diversity

UNESCO Universal Declaration on Cultural Diversity

A. Culture takes diverse forms across time and space. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it should be recognized and affirmed for the benefit of present and future generations.

B. Cultural diversity widens the range of options open to everyone; it is one of the roots of progress, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence.

C. The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples.

D. All cultures should be able to express themselves and make themselves known. Freedom of expression, media pluralism, multilingualism, equal access to art and to scientific and technological knowledge, including in digital form, and the possibility for all cultures to have access to the means of expression and dissemination are the guarantees of cultural diversity.

E. Creation is based on cultural tradition, but flourishes in contact with other cultures. For this reason, heritage in all its forms must be preserved, enhanced and handed on to future generations as a record of human experience, hopes and desires, so as to foster creativity in all its diversity and to inspire genuine dialogue among cultures.

F. Market forces alone cannot guarantee the preservation and promotion of cultural diversity, which is the key to sustainable human development. From this perspective, the importance of public policy, in partnership with the private sector and civil society, must be brought forward.

G. Particular attention must be paid to the diversity of the supply of creative work, to proper recognition of the rights of authors and artists and to the specificity of cultural goods and services which must not be treated as mere commodities or consumer goods.

A	B	C	D	E	F	G

В3. Прочитайте текст и заполните пропуски А – F частями предложений, обозначенными цифрами 1 – 7. Одна из частей в списке 1 – 7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

World cultural diversity

A very important concept appeared at the beginning of the last century.

In 1908, Israel Zangwill, the Anglo-Jewish writer and political activist who was probably the best known Jew in the English-speaking world at the start of the twentieth century, first staged his play A_____. The main character of the play, David Quixano has survived the Kishinev pogrom (form of riot directed against a particular group), B_____, and he wishes to forget this horrible event. He composes a symphony called "The Crucible" expressing his hope for a world in which all ethnicity has melted away and a society free of ethnic divisions and hatred, C_____.

Then David falls in love with a beautiful Russian Christian immigrant named Vera. The dramatic peak of the play is the moment when David meets Vera's father, who turns out to be the Russian officer responsible for the annihilation of David's family. Vera's father admits his guilt, the symphony is performed to accolades, David and Vera agree to get married and kiss as the curtain falls.

The name of the play is *Melting Pot*.

The play was a huge success **D**_____, and was even praised by President Theodore Roosevelt. When *The Melting Pot* opened in Washington D.C. on October 5, 1909, President Theodore Roosevelt leaned over the edge of his box and shouted, "That's a great play, Mr. Zangwill, that's a great play."

The idea of "melting" as a metaphor for ethnic assimilation had been used before but Zangwill was the first to use the term "melting pot" as a symbol for this occurrence in American society.

The melting pot refers to the way **E**_____, in which the ingredients in the pot (people of different cultures, races and religions) are combined so as to develop a multi-ethnic society.

The diversity of human culture is infinite. Ethnologue, a web encyclopedia that plans to catalogue all the world's living languages, already has data on 6,912 different languages. Cultures and races fall into a comparable number.

Cultural diversity undoubtedly makes our society successful! It brings new ideas and ways of blending thoughts and ideas into something greater than the original. Great art, literature and science have all come **F**_____.

Adapted from an essay by Luiz Pagano

1. rather than his traumatic past
2. when it opened
3. which depicted the life of a Russian-Jewish immigrant family
4. when cultures have melted in the pot
5. in which his mother and sister were killed
6. in which different cultures disperse
7. in which homogeneous societies interact

A	B	C	D	E	F

Прочитайте рассказ и выполните задания **A15 – A21**. В каждом задании обведите цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.

Linguistic and Cultural Diversity in Canada

My name is Amani Obeid, and I am a Muslim Palestinian. I immigrated to Canada nine years ago in 1993. Today, I am proud and blessed to be a Canadian. Many ask "Why?" The answer is simple: I live in a truly unique country. I live in the country where multiculturalism is encompassed within a bilingual framework. Nowadays, many question the concept of the multiculturalism-bilingualism duo. I am one of millions who immigrated to

Canada, and appreciate the numerous benefits of Canada's multicultural diversity and bilingualism.

Canada has always been a multicultural and a bilingual society, but many Canadians have not always appreciated these facts about their national life. Acceptance and support for multiculturalism, ethnic diversity, and bilingualism have evolved over the last 30 years, as the social values of Canadians changed dramatically. These value changes were spearheaded by the baby-boom generation that was born between 1946 and 1962. That generation had very different social values from the previous generation.

Among the changing social values, there was also a change toward acceptance and support for ethnic diversity. Supporting and celebrating ethnic diversity was related to hedonism in the sense that it is more interesting to live in a society where you can talk to and meet different people from different backgrounds.

Nowadays Canada blends its multiculturalism within its bilingual policy; where the French and English languages are used in harmony. Linguistic duality not only benefits Canada economically, but also socially. It promotes the use of the two official languages, which has a domino effect on other Canadians of different backgrounds and encourages them to continue preserving their own language.

Therefore, Canada's bilingual policy leads to multilingualism, which again, adds to its multicultural diversity. When I came to Canada, I only spoke Arabic and was eager to learn English when I entered the Canadian public school system. My parents continued to encourage my siblings and me to speak Arabic at home. Within a year, our household's official languages were Arabic and English. However, I have always had a passion for the French language, which is why I enrolled in a French Immersion school in the seventh grade. I continued throughout my entire high school career and have mastered the French language. Today, I can proudly say that I am officially trilingual, speaking Arabic and English as well as le français.

It has been almost ten years since I immigrated to Canada and I have benefited greatly from it. I became trilingual, speaking Arabic as well as the two official languages of Canada. Now, I have friends from Mexico, Trinidad, Ukraine and Russia. I have become a person who truly appreciates Canada's multiculturalism and bilingualism.

Adapted from a story by Amani Obeid

A15 Amani is proud to be a Canadian because

1) Canada is more developed than his native country

- 2) people speak three different languages in Canada
- 3) there you can experience different cultures simultaneously
- 4) God blessed this country with uniqueness

A16 The author believes that coexistence of the two languages in Canada

- 1) constitutes the economic power of the country
- 2) has a positive influence on society as well as on economy
- 3) causes economic and social problems
- 4) is not profitable for the economy of the country, but is very valuable for society

A17 The author mentions the “domino effect” in the fourth paragraph

- 1) to illustrate the benefits of bilingualism
- 2) to compare the use of English and French with other languages
- 3) to say that Canadians want to preserve their own language, either English or French
- 4) to prove that English and French are dominant languages

A18 According to the text, multicultural diversity

- 1) is a result of English and French being official languages
- 2) is suppressed by the dominance of English- and French-speaking populations
- 3) is scarcely connected with bilingualism
- 4) is an addition to bilingual policy

A19 What was Amani’s parents’ attitude to his learning English?

- 1) They prevented him from learning English.
- 2) They wanted him to master his English.
- 3) Amani was forbidden to speak English at home.
- 4) They didn’t mind him learning English, but wanted to preserve their native language.

A20 Which of the following is NOT true?

- 1) Amani speaks Arabic and English at home.
- 2) Amani had to learn French when he went to a French Immersion school
- 3) It took Amani more time to learn French than English.
- 4) Amani speaks three languages equally well.

A21 According to the last paragraph,

- 1) Amani makes profit while living in Canada
- 2) he would have never learned English had he not gone to Canada
- 3) immigration to Canada allowed Amani to get acquainted with people from all over the world
- 4) having lived in Canada for ten years, Amani still appreciates his native culture more than others

Раздел 3. Лексика и грамматика

*Прочитайте приведённые ниже тексты. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текстов. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4–B10**.*

<p>Since humans emerged in Africa about two million years ago we _____ throughout the world, adapting to widely different conditions and to periodic cataclysmic changes in local and global climate. Many separate societies that emerged around the globe differed markedly from each other, and many of _____ differences persist to this day.</p> <p>In that sense UNESCO Universal Declaration on Cultural Diversity, adopted by 185 Member States in 2001, _____ the first international standard-setting instrument _____ at preserving and promoting cultural diversity and intercultural dialogue.</p> <p>The Declaration puts in the first article that “Cultural diversity is as necessary for humankind as biodiversity is for nature” and goes on _____ policies for the inclusion and participation of all citizens and guarantees social cohesion, in order to increase the vitality of world society and world peace. We are not only members of human _____. We also belong to states, nations or ethnic groups. Ethnic identity and the feeling of belonging to a particular group of people should _____ and valued in a peaceful and harmonious fashion.</p> <p>By Luiz Pagano</p>	<p>B4 SPREAD</p> <p>B5 THIS</p> <p>B6 REPRESENT</p> <p>B7 AIM</p> <p>B8 ASSURE</p> <p>B9 SPECIES</p> <p>B10 MAINTAIN</p>
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*Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, однокоренные слова, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.*

World Day for Cultural Diversity for Dialogue and Development

<p>As a result of the _____ of UNESCO's Universal _____ on Cultural Diversity in November 2001, the General Assembly of the United Nations has proclaimed 21 May as World Day for Cultural Diversity for Dialogue and Development. The Day provides an opportunity to _____ understanding of the values of Cultural Diversity, and to learn to live together better, both within and among nations. Hence, UNESCO appeals to its Member States, as well as to all civil society to celebrate this World Day by involving as many actors and partners as possible. UNESCO believes this to be particularly important in the case of _____, who are more open and _____ to cultural differences but at the same time quite vulnerable to negative influences such as cultural prejudice and xenophobia, if not _____ guided by society.</p> <p style="text-align: right;">By Abdallah Diwan</p>	<p>B11 ADOPT B12 DECLARE</p> <p>B13 DEEP</p> <p>B14 YOUNG B15 ADAPT</p> <p>B16 PROPER</p>
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Прочитайте текст с пропусками, обозначенными номерами A22 – A28. Эти номера соответствуют заданиям A22 – A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Culture and Identity

Defining culture is no easy task because it means many different things to many people. There are easily A22 _____ many definitions of "culture" as there are cultures in the world!

Some anthropologists consider culture to be social behavior. To others, things such as dance, music, theatre, and fashion constitute culture, and yet others believe that no object A23 _____ be culture. Culture as defined by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) is, "the set of distinctive spiritual, material, intellectual and emotional features of society or a social group ... that ... encompasses in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs."

The common A24 _____ among anthropologists, social theorists and regular citizens is that culture is learned, shared, and integral to an individual or

group's sense of identity. Cultural identity is the feeling of belonging to a certain group or society. Although a cultural group is united because members A25_____ the same norms, some argue that they only know what unites them after contact with other cultures, and that difference is what shapes identity. Simply A26_____, you define what you are by what you are not.

Cultural diversity must be preserved and promoted, as the lack A27_____ knowledge, appreciation and understanding of other cultures often causes conflict and hate between people. One threat to cultural diversity is cultural imperialism where, in an era of globalization, one dominant culture overpowers others and is seen as advanced and superior. A28_____ believe that Western culture dominates all other cultures in the world today.

Adapted from <http://issues.takingitglobal.org/culture>

A22 1) far 2) as 3) so 4) very

A23 1) ought 2) is able 3) must 4) can

A24 1) land 2) point 3) side 4) ground

A25 1) divide 2) adhere 3) share 4) follow with

A26 1) stated 2) put 3) told 4) brought

A27 1) in 2) for 3) on 4) of

A28 1) Many 2) Majority 3) Much 4) Few

Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются. Запишите сначала номер задания (**C1**, **C2**), а затем ответ на него. Если одной стороны бланка недостаточно, вы можете использовать его другую сторону.

C1 You have 20 minutes to do this task.

You have received a letter from your English-speaking pen pal Steve, who writes:

... At school we are doing projects on cultural and ethnic diversity. Could you tell me if Russia is a multinational country? What ethnic groups are there in Russia? What is specific about their cultures?

As for the family news, my sister got married last week...

Write a letter to Steve.

In your letter

- answer his questions
- ask **3 questions** about his sister's husband

Write **100 – 140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

Some people think that in the Soviet Union, ethnic diversity was more respected and people belonging to different ethnic groups lived in peace with one another.

What is your opinion? Do you agree with the last statement?

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Write **200 – 250 words**

Раздел 5. Говорение

Вы получите карточку, на которой представлены два задания для устного ответа: **C3** – тематическое монологическое высказывание, **C4** – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.

Задания для экзаменуемого

C3 Task 1 (3 – 3.5 minutes)

Give a talk on **cultural differences**.

Remember to discuss:

- whether it is easy or difficult to understand other cultures, and why
- which is most important to know – traditions, history, or language, and why
- what role language plays in bringing cultures together
- what you could do to gain an appreciation of another culture.

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she/ he will ask you some questions.

C4 Task 2 (3 – 4 minutes)

Your friend and you are asked to organize a special event during the Cultural Diversity Week for senior classes of your school. You can choose from:

- **picture exhibition**
- **musical**
- **poetic competition**
- **photo competition**

Discuss with your friend and choose the **one** you both would like to be responsible for.

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss **all** the options
- be **polite**
- take an **active** part in the conversation:
 - **explain** the situation
 - **come up** with **your** ideas
 - give **good reasons**
 - find out your **friend's attitudes** and take them into account
 - **invite** your friend to **come up with suggestions**
- come to an agreement

Cultural Shake

Раздел 1. Аудирование.

Во время выполнения теста по аудированию перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

В1. Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1-6 и утверждениями, данными в списке А-Г. Используйте каждое утверждение, обозначенное соответствующей цифрой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу.

A. My country has lots of visitors. Our economy highly depends on them because many people are engaged in different tourist services.

B. I live on a beautiful island among open, hospitable and hard-working people.

C. I live in a historic city which has deep academic roots.

D. Though the climate here is severe, people come to my city from all over the world.

E. My country is not densely populated but has a rich natural environment. Likewise, my city is characterised by picturesque scenery as well as nice architecture.

F. My country's main industry is horse-breeding because we have luxurious grass pastures. And you'll love my city if you're a music fan.

G. We became a sovereign state a little more than sixty years ago.

Говорящий	1	2	3	4	5	6
Утверждение						

Задания А1 – А7

Вы услышите диалог. Определите, какие из приведённых утверждений А1–А7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды.

A1 The textiles on the walls are made in Africa.

- 1) true 2) false 3) not stated

A2 Biniam is a regular customer at the restaurant.

- 1) true 2) false 3) not stated

A3 Every dish is served without plates on a round piece of injera.

- 1) true 2) false 3) not stated

A4 Biniam didn't tell Nancy that no cutlery was provided in the restaurant.

- 1) true 2) false 3) not stated

A5 Eating with one's hands makes food tastier.

- 1) true 2) false 3) not stated

A6 Nancy and Biniam ordered coffee.

- 1) true 2) false 3) not stated

A7 Coffee ceremonies in the restaurant do not fit in with U.S. culture.

- 1) true 2) false 3) not stated

Вы услышите интервью. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

A8 The performance was organized by

- 1) Eastern Michigan University
- 2) International Students Association
- 3) campus and community organizations

A9 Stephanie thought that the celebration

- 1) went off very well
- 2) could have been better if more people had turned up
- 3) was successful because many people showed up

A10 How many international voices sounded from the American stage?

- 1) fifteen
- 2) eleven
- 3) the exact number is not mentioned

A11 The preparation of the fashion show

- 1) involved cultural studies
- 2) took two semesters
- 3) depended on the search for models

A12 The slideshow

- 1) went before the models
- 2) was the background for the models
- 3) was a separate showcase

A13 Before the fashion show Stephanie was

- 1) scared
- 2) anxious
- 3) upset

A14 This year's performance

- 1) was sponsored by UNICEF
- 2) was intended for charity purposes
- 3) advertised the EMU Tsunami Relief

B2. Установите соответствие между заголовками 1 – 8 и текстами А – Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. A 'beat' of diversity

2. On the other side of the wall

3. The amazing discovery

4. The choice is yours

5. Cultural blindness

6. Learning to paint by yourself

7. Achieving the same aim

8. Unexpected reward

A. I came to America with a Russian soul, to tell Americans about "the mysterious Russian soul" and began searching for the American soul at my university (EMU). What I found, though, was not a rainbow of all nations, not even a modern desktop colour palette, but all the hints and shades of life mixed together.

B. Cultural and ethnic diversity make this country painted by millions of brushes, and I feel pity for those who do not realize it. But there are people who do not see the beauty of colours, and there are Americans who keep away from the diverse environment.

C. In my home university in Russia, I saw a small group of Chinese students, who lived their own Chinese life, staying away from Russians. I saw them playing soccer in front of the dorm, hurrying downstairs, hiding their chins in the collars of their jackets. It was more of a look from outside, a drawing by a 3-year-old child with two blots of a different color.

D. But a rainbow of nations cautiously showed its corner to me at EMU. Before most students arrived, the campus was empty except for international students who usually come in advance. After a pouring rain of emotions and first impressions I found myself playing volleyball with people from all over the world.

E. Every year at Eastern Michigan students organize International Week full of cultural events, such as playing African drums. A drum is not just an animal skin on a wooden body; it's a magic brush to colour American reality with a shade of diversity. And what is most important, anybody could be a wizard.

F. Such events help develop further interest in other cultures. I am glad this was not an exception in my university but rather a rule. There were at least 15 international student organizations at EMU; their names were drawn

from all over the world map, but their goals had much in common. All of them were painters, though they probably didn't go to art school.

G. It's up to students to decide whether to get involved with wide-open eyes or to stay away with curtains firmly drawn together. I chose picturesque diversity, but somebody can be happy with "iron" monotony. We can paint our lives the way we want. Even if you are a fan of black and white, why not try other colors first, especially when America offers all the hints and shades of life mixed together.

A	B	C	D	E	F	G

В3. Прочитайте текст и заполните пропуски А–F частями предложений, обозначенными цифрами 1–7. Одна из частей в списке 1–7 лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The Canadian Mosaic

Canada has a reputation for being a mosaic of world cultures, in contrast to the USA's melting pot image. In the early days in the eastern provinces, settlers were forced to form mixed-race, multilingual communities **A**_____.

When the west of Canada was opened up, there was so much space that Ukrainians, Germans, Poles and many other national and religious groups were able to form their own separate communities. They kept their own cultures and languages. There are still communities today **B**_____.

The Hutterites, **C**_____, originally came from Russia. Their beliefs, based on early Christian teachings, include a form of communal living, communal ownership of property, nonviolence and opposition to war. Also, they have retained the dress, the customs, the language and the simple lifestyle of their ancestors. They still dress traditionally and farm communal land.

Canada has the highest immigration rate in the world, driven by economic policy and family reunification. Newcomers settle mostly in the major urban areas of Toronto, Vancouver, Calgary, Ottawa, Montreal, and Edmonton. By the 1990s and 2000s, the largest component of Canada's immigrants came from Asia. The latest groups to arrive are people from China, Hong Kong and other parts of the Pacific Rim. They have brought Asian cultures and business connections to Canada, **D**_____. Canadian society is often depicted as being very progressive, diverse, and multicultural.

About 70 per cent of Canadians live within 200 km of the 49th Parallel, the border with the USA. It is the longest undefended border in the world. Because the USA is so close for most people, and because of the natural barriers E _____, it is not surprising that Canadians in Nova Scotia feel closer to Americans in Maine than to Canadians in British Columbia. They, in turn, consider themselves to be part of the Pacific Northwest, centred on Vancouver and the American city of Seattle.

Why then, do Canadians insist on remaining Canadian? Partly it is a fear of F _____, and partly because they value the differences between their own culture and that of the USA.

Adapted from C. Goodwright and J. Olearski. In the English-Speaking World and http://en.wikipedia.org/wiki/Multiculturalism_in_Canada

1. who live on the Prairies
2. which separate Canadians from each other
3. who keep Canadian traditions
4. being thrown into the melting pot of the United States
5. where English is a second language
6. which until recently looked mainly to Europe and the United States
7. because farms were small and good land was scarce

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 – A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Notes on the English Character

...It is not that the Englishman can't feel – it is that he is afraid to feel. He has been taught at his public school that feeling is bad form. He must not express great joy or sorrow, or even open his mouth too wide when he talks – his pipe might fall out if he did. He must bottle up his emotions, or let them out only on a very special occasion.

Once upon a time (this is an anecdote) I went for a week's holiday on the Continent with an Indian friend. We both enjoyed ourselves and were sorry when the week was over, but on parting our behaviour was absolutely different. He was plunged in despair. He felt that because the holiday was over, all happiness was over until the world ended. He could not express his sorrow too much. But in me the Englishman came out strong. I reflected

that we should meet again in a month or two, and could write in the interval if we had anything to say; and under these circumstances I could not see what there was to make a fuss about. It wasn't as if we were parting forever or dying. "Buck up," I said, "do buck up." He refused to buck up, and I left him plunged in gloom.

The conclusion of the anecdote is even more instructive. For when we met the next month, our conversation threw a good deal of light on the English character. I began by scolding my friend. I told him that he had been wrong to feel and display so much emotion upon so slight an occasion; that it was inappropriate. The word "inappropriate" roused him to fury. "What?" he cried. "Do you measure out your emotions as if they were potatoes?" I did not like the simile of the potatoes, but after a moment's reflection I said, "Yes, I do; and what's more, I think I ought to. A small occasion demands a little emotion, just as a large occasion demands a great one. I would like my emotions to be appropriate. This may be measuring them like potatoes, but it is better than slopping them about like water from a pail, which is what you did." He did not like the simile of the pail. "If those are your opinions, they part us forever," he cried, and left the room. Returning immediately, he added: "No — but your whole attitude toward emotion is wrong. Emotion has nothing to do with appropriateness. It matters only that it shall be sincere. I happened to feel deeply. I showed it. It doesn't matter whether I ought to have felt deeply or not."

This remark impressed me very much. Yet I could not agree with it, and said that I valued emotion as much as he did, but used it differently; if I poured it out on small occasions I was afraid of having none left for the great ones, and of being bankrupt at the crises of life. Note the word "bankrupt". I spoke as a member of a prudent middle-class nation, always anxious to meet my liabilities. But my friend spoke as an Oriental, and the Oriental has behind him a tradition, not of middle-class prudence, but of kingly munificence and splendour.

E. M. Forster. *Abinger Harvest*

A15 The Englishman is taught at public school

- 1) to suppress his feelings
- 2) not to open his mouth too wide when he talks
- 3) to be afraid of emotions
- 4) how to cope with great sorrow on special occasions

A16 The feelings of the characters can be described as

- 1) grief and composure
- 2) hopelessness and compassion
- 3) depression and anguish
- 4) regret and anger

A17 Which is NOT true?

- 1) the author tried to comfort his friend
- 2) The Indian was inconsolable
- 3) the author had a practical plan to prove that the problem can be easily solved
- 4) it is characteristic of Englishmen to take control of the situation

A18 When the author met his friend the next month

- 1) he wasn't glad to see his friend
- 2) he wanted to persuade his friend that his attitude to emotions was wrong
- 3) he grumbled at his friend's behavior during their parting
- 4) he tried to make his friend apologize

A19 The simile of potatoes was used

- 1) to illustrate that the English people can't have any emotions
- 2) because the Indian friend was insulted
- 3) to make the conclusion of the anecdote more instructive
- 4) to throw light on the English character

A20 The author believes that

- 1) the worst thing is being bankrupt
- 2) Indians have a much better appreciation of emotions
- 3) he should save the expression of his feelings for a suitable situation
- 4) he should always be liable

A21 The author comes to the conclusion that

- 1) middle-class prudence did not let him express his feelings
- 2) the difference in cultures leads to different attitudes toward emotions
- 3) he did not agree with the view that emotions should be sincere
- 4) the word "bankrupt" is characteristic of the English people

Раздел 3. Лексика и грамматика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 – B10**, так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 – B10**.

The English-Speaking China

Singapore has three main communities. The largest group are the Chinese, who make up 76 percent of the total population of three million. The next largest group are Malays (15 percent). The ____group, at seven percent, is Indian. Chinese Singaporeans feel a close connection to China, partly because ____of them speak Mandarin, the language of Beijing.

Singapore ____four official languages: Mandarin, Malay, Tamil (an Indian language) and, most important of all, English. It is the language of government, television and universities. In schools it is a compulsory subject. With so many multicultural influences, it is not surprising that Singapore ____its own *Singlish* expressions. If someone ____you how you are, the local reply is, "OK, lah!"

Multiculturalism also makes Singapore the eating capital of Asia. ____people love to eat out. They have a vast choice that includes Chinese shark fin soup, traditional Indian food, Indonesian *mee goreng* (____noodles), or even an English tea.

C. Goodwright and J. Olearski. In the English-Speaking World

B4 SMALL

B5 MANY

B6 HAVE

B7 DEVELOP

B8 ASK

B9 IT

B10 FRY

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B11 – B16**, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 – B16**.

<p>Malaysia is a Muslim country, trying to come to terms with the modern lifestyle that accompanies rapid ____development. In 1997, three young Muslim women took part in a beauty contest, and were arrested and charged under Muslim law for dressing____. This and other incidents have led to heated protests from Muslims who thought the religious authorities were being ____ severe.</p>	B11 ECONOMY
<p>Malaysia's official religion is Islam, but the country today is a multi-ethnic ____made up of Malays, Chinese, Indians and indigenous peoples of Sabah and Sarawak. The ____guarantees the non-Muslim population of Buddhists, Hindus, Sikhs and Christians total freedom of worship and the ____ to live as if in a non-Muslim, secular state. Muslims, on the other hand, are governed by Muslim as well as civil law. This can make their lives complicated.</p>	B12 DECENT
<p>C. Goodwright and J. Olearski. In the English-Speaking World</p>	B13 DUE
	B14 SOCIAL
	B15 CONSTITUTE
	B16 ABLE

Прочитайте текст с пропусками, обозначенными номерами A22 – A28. Эти номера соответствуют заданиям A22 – A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

One people?

For a century Maori discontent was not recognised. Most Maori people lived in the [A22] ____countryside, but in the 1960s many moved to the cities. Those studying at universities began demonstrating in [A23]____of Maori language, culture and land rights. This coincided [A24]____a new wave of immigration to New Zealand, especially from other Pacific Islands.

New Zealanders often say, "We are all immigrants," but [A25]____the settlers, New Zealand is the Maori's only home. If their language and culture die, that will be the end of them. Many Maori have [A26]____*Pakeha* (non-Maori) material culture completely. Others have kept their traditional ways. They [A27]____*huis*, or festivals in *maraes* (Maori community centres with a meeting house). The elders make long speeches on these occasions. They give hospitality to distant relations and practise long lamentations, called *tangihanga*, for the dead.

In 1986, a big exhibition called *Te Maori* made New Zealanders from other ethnic groups realise the importance of Maori culture. Today, important national events always **A28** _____ Maori ceremonies.

- | | | | | |
|-----|-------------|-----------------|---------------|---------------|
| A22 | 1) distant | 2) remote | 3) far | 4) removed |
| A23 | 1) support | 2) charge | 3) spite | 4) a favour |
| A24 | 1) at | 2) with | 3) to | 4) throughout |
| A25 | 1) as | 2) dislike | 3) like | 4) unlike |
| A26 | 1) adopted | 2) attracted | 3) associated | 4) assumed |
| A27 | 1) involved | 2) participated | 3) hold | 4) took |
| A28 | 1) exclude | 2) consist | 3) include | 4) conclude |

Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём – не оцениваются. Запишите сначала номер задания (**C1**, **C2**), а затем ответ на него. Если одной стороны бланка недостаточно, вы можете использовать его другую сторону.

C1 You have 20 minutes to do this task.

You have received a letter from your friend who is studying in the U.S.:

... You asked me what I like best about studying here. I think there are several main things – academic freedom and responsibility, international environment and lots of extra-curricular activities. What choice of after-school activities do you have? Are the rules in your school in Russia as strict as they used to be? Are there any international students in your school?

For example, here everyone wears what he likes (even pajamas!) and can bring food and drinks to class...

Write a letter to your friend.

In your letter

- answer his/her questions
- ask **3 questions** about international environment and **2 questions** about extra-curricular activities.

Write **100 – 140 words**.

Remember the rules of letter writing.

C2 You have 40 minutes to do this task.

Comment on the following statement.

American culture invades other cultures, for example American films are watched all over the world.

What is your opinion? Do you agree with the statement?

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

Write 200 – 250 words

Раздел 5. Говорение

*Вы получите карточку, на которой представлены два задания для устного ответа: **C3** – тематическое монологическое высказывание, **C4** – диалог с целью обмена оценочной информацией. Окончание выполнения каждого задания определяет экзаменатор. Во время проведения этой части экзамена идет постоянная аудиозапись вашего ответа.*

Задания для экзаменуемого

C3 Task 1 (3 – 3.5 minutes)

Give a talk on **English-speaking countries**.

Remember to discuss:

- in which countries English is spoken as a native and as a second language
- what is similar and different about these countries (history, traditions, music, cinema, theatre, holidays, sport, people, language, political administration, climate and geography)
- which country you would like to visit and why

You will have to talk for **1.5 – 2 minutes**. The examiner will listen **until you have finished**. Then she/ he will ask you some questions.

C4 Task 2 (3 – 4 minutes)

Your friend and you want to go abroad. Discuss what country you want to visit. You can choose from:

- **Malaysia**
- **New Zealand**
- **Australia**
- **South Africa**

Discuss with your friend and choose the **one** you both would like to visit.

You begin the conversation. The examiner will play the part of your friend.

Remember to:

- discuss **all** the options
- be **polite**
- take an **active** part in the conversation:
 - **explain** the situation
 - **come up** with **your** ideas
 - give **good reasons**
 - find out your **friend's attitudes** and take them into account
 - **invite** your friend to **come up with suggestions**
- come to an agreement

Ответы.

Tolerance Snapshot

Часть 1. Аудирование.

В1

Говорящий	1	2	3	4	5	6
Утверждение	F	D	A	E	G	B

A1 2) A2 3) A3 2) A4 1) A5 1) A6 1) A7 1)

A8 3) A9 2) A10 3) A11 1) A12 3) A13 2) A14 2)

Часть 2. Чтение.

В2

A	B	C	D	E	F	G
4	8	3	5	2	7	1

В3

A	B	C	D	E	F
4	6	1	5	2	7

A15 4) A16 2) A17 4) A18 1) A19 3) A20 2) A21 3)

Часть 3. Лексика и грамматика.

B4 wants B5 taking B6 learned B7 their B8 Don't get B9 Me B10 confused

B11 sensitivity/ies B12 critically B13 different B14 representation(s) B15

homeless B16 unfairly

A22 2) A23 1) A24 4) A25 1) A26 3) A27 3) A28 2)

Stereotyping Traps

Часть 1. Аудирование

В1

Говорящий	1	2	3	4	5	6
Утверждение	C	E	D	A	G	F

A1 1) A2 2) A3 2) A4 3) A5 1) A6 3) A7 1)

A8 2) A9 1) A10 1) A11 3) A12 2) A13 2) A14 1)

Раздел 2. Чтение

В2.

A	B	C	D	E	F	G
7	5	8	2	1	3	6

В3.

A	B	C	D	E	F
5	1	7	2	6	4

A15 4) A16 2) A17 4) A18 1) A19 2) A20 2) A21 3)

Раздел 3. Лексика и грамматика.

B4 investigating **B5** studies **B6** most characteristic **B7** groups **B8** are regarded **B9** more **B10** them

B12 needless **B13** astonishingly **B14** courteous **B15** humourless **B16** straightforward **B17** boastful **B18** agreement

A22 1) A23 2) A24 2) A25 4) A26 1) A27 4) A28 3)

Diversity Corner

Часть 1. Аудирование

B1

Говорящий	1	2	3	4	5	6
Утверждение	D	A	E	G	C	B

A1 1) A2 2) A3 2) A4 2) A5 3) A6 3) A7 2)

A8 1) A9 3) A10 1) A11 3) A12 2) A13 2) A14 1)

Раздел 2. Чтение

B2.

A	B	C	D	E	F	G
6	4	3	8	1	5	7

B3.

A	B	C	D	E	F
3	5	1	2	7	4

A15 3) A16 2) A17 1) A18 1) A19 4) A20 2) A21 3)

Раздел 3. Лексика и грамматика.

B4 have spread **B5** these **B6** represents **B7** aimed **B8** to assure **B9** species **B10** be maintained

B11 adoption **B12** Declaration **B13** deepen **B14** youth **B15** adaptable **B16** properly

A22 2) A23 4) A24 4) A25 3) A26 2) A27 4) A28 1)

Cultural Shake

Часть 1. Аудирование.

В1

Говорящий	1	2	3	4	5	6
Утверждение	C	G	E	A	F	D

A1 3) A2 1) A3 2) A4 1) A5 3) A6 2) A7 1)

A8 2) A9 1) A10 3) A11 1) A12 2) A13 2) A14 2)

Часть 2. Чтение.

В2

A	B	C	D	E	F	G
8	5	2	3	1	7	4

В3.

A	B	C	D	E	F
7	5	1	6	2	4

A15 1) A16 1) A17 4) A18 3) A19 2) A20 3) A21 2)

Часть 3. Лексика и грамматика.

B4 smallest B5 most B6 has B7 has developed B8 asks B9 its B10 fried

B11 economic B12 indecently B13 unduly B14 society B15 constitution B16
ability

A22 2) A23 1) A24 2) A25 4) A26 1) A27 3) A28 3)

Тексты аудиозаписей.

Tolerance Snapshot

Задание В1.

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – Г. Используйте каждое утверждение, обозначенное соответствующей буквой, **только один раз**. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker 1.

A club I attended hired a guy who does this type of "performance art", where he paints on an easel while he's talking. He believes that Jesus is the Lord and Saviour. Once he actually told a Jewish student who asked about this, that this student was going to hell. Suffice it to say people don't really take this lightly, and the club that hired the guy lost their funding and office for the rest of the year. I personally believe that any time you hire someone to do an activity in a school, you have to screen the person beforehand and make sure they're not going to offend a whole bunch of people. I think that religious groups often seem to exhibit the least tolerance, despite the proclamations in their Scripture which point to other, tolerant actions.

Speaker 2.

My mother used racial and ethnic terminology — the Mexican checkout clerk, the black saleslady — in casual stories in which race and ethnicity were not factors. Of course, if the person is white, she never bothered to mention it. What did I do? Well, I tried to call upon the principles that guided my childhood home. One day I told her "Mom, when I was growing up, you taught me to treat others the way I wanted to be treated. And I just don't think that term is very nice." Of course, that wasn't easy. I had practiced possible responses in front of a mirror for weeks!

Speaker 3.

My father-in-law tells racist "jokes" at family gatherings. Every time he does it I feel very uncomfortable, though at first I didn't say anything to him about it. After having children, however, I felt compelled to speak up. Arriving for our next visit, I said to my father-in-law, "I know I can't control what you do in your own house. Your racist 'jokes' are offensive to me, and I will not

allow my children to be subjected to them. If you choose to continue with them, I will take the children and leave. And I'm informing you that racist 'jokes' or comments will not be allowed in my own home."

Speaker 4.

My wife is South American. When we planned to get married, my friends made incorrect assumptions about her race, religion and family background. The question we never stopped getting was, "Do Carrie's parents mind?" When we questioned the question, we were told that "Indian families" like their daughters to marry their "own kind." How could we respond?

Speaker 5.

We've always tried to create a neighbourhood that values connectedness, rather than exclusion and bias. Whether friends or not, neighbors are people we interact with often – as we take out the trash, bump into each other in the apartment complex hallway or walk by on the way to the bus stop. But sometimes casual conversations with our neighbors reveal biases. One day I met my new neighbor shortly after he'd moved in. He opened the conversation with, "You're probably relieved that no one black moved in." I tried to stop him and said "We know you're new to the neighborhood. Around here, we welcome all kinds of people. And we all look out for each other."

Speaker 6.

When I mentioned to a colleague that I am originally from West Virginia, she laughed and said she knew some "jokes" about people from West Virginia. She began to tell one, and it was clear to me that the "joke" would have an offensive punchline. I held up my hand and asked her not to tell it. But she just laughed again, perhaps thinking I was joking myself, and told not one but three "jokes," all equally offensive.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1 – A7

Вы услышите разговор бабушки с внуком. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы

услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Granny: Morning, Fred.

Fred: Good morning, Mama.

Granny: I'm making scrambled eggs. Shall I make some for you or would you rather have a sandwich?

Fred: No, thanks Mama. I've already eaten. I got up early.

Granny: Why? Did you have to do your homework? I thought you did everything yesterday.

Fred: Well, yes. I just woke up and couldn't go to sleep again.

Granny: Aren't you feeling well?

Fred: No, I am all right. I was just thinking. Granny, kids at school again made fun of me, asking why my 'mother' is so old.

Granny: Why didn't you tell them that I am your granny, dear?

Fred: But I got used to calling you "Mama," and that's really true. You are like mum to me. I don't have anybody else. Why are they so mean?

Granny: You see, Fred, I'm at least 20 years older than most of the parents of your classmates, and when I drop you off or pick you up, the other kids notice that difference. They just don't know that there are families like ours with grandparents as parents.

Fred: Is this very unusual, Mama? Should there always be mother and father in the family?

Granny: Of course not, dear. Families come in all shapes and sizes. There are single-parent households, adoptive families and foster families. We are all different, and so are families. But you should tell your teacher about the bullying.

Fred: That's OK.

Granny: But it upsets you, Fred. Promise that if you are teased again you'll go to school administrators or ask a school counselor for help.

Fred: All right. I promise.

Вы услышите интервью с двумя людьми, которые работают в Институте толерантности. В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

Interviewer: Alex Potabu and Jenny Wigster have worked for the Institute of Tolerance for 5 years. Most of us believe today that hate can only be conquered by ordinary people willing to promote tolerance. The ideas promoted by the Institute of Tolerance help foster tolerance in yourself, your

family, your schools, your workplace and your community. Alex, is the problem of tolerance really so important as to create a whole institute to deal with it?

Alex: I'll give you some fast facts and you'll judge for yourself. Thirty percent of workers say they've heard colleagues use racial or ethnic slurs in the last 12 months. The same number report hearing sexist comments. Twenty-one percent of workers say they've overheard age-related ridicule, and 20% of workers report hearing jabs aimed at sexual orientation.

Jenny: I can add that the problem exists not only in the working environment, but in college relationships as well. One in 10 students says that someone at school has called them a derogatory word related to race, religion, ethnicity, disability, gender or sexual orientation in the past six months.

Interviewer: So, the problem of tolerance can be connected with every characteristic human feature that we have in common or that singles us out.

Alex: That's true. Even type of family or last name that is difficult to pronounce can make a person a subject to bullying and teasing. In stories people shared with us in round-table discussions, emails or personal interviews, many admitted a biased attitude to a child from a single-parent family sometimes called "broken home." If we take school forms, for instance "mother/father contact information", we can see that in most schools they can't accommodate diverse kinds of families, excluding grandparents as parents, foster families and so on.

Interviewer: Do you agree with this, Jenny?

Jenny: Absolutely. We should speak up to broaden schools' perspective. Quoting Elie Wiesel, "to remain silent and indifferent is the greatest sin of all."

In a school with a diverse and tolerant environment there should be no place for name-calling or the casual bigotry, harrassing, teasing or biased language that fills some school hallways. School becomes the first or only place where some students, teachers, counselors, principals and others encounter a diverse and varied society. That presents opportunities for enlightenment — and potential for misunderstanding. Schools become a place to learn not just geometry and grammar but also community building and social interaction.

Many schools also have resources, lesson plans and activities aimed at raising awareness about the damage done from bias and bigotry. Perhaps no setting offers more opportunities for learning. Make sure your school embraces an environment that encourages compassion, understanding and acceptance of difference.

Peer pressure also often is a strong motivator, in both positive and negative ways, at school.

Interviewer: To be tolerant is absolutely necessary, but what does it mean, Alex?

Alex: I see tolerance as a boat in which, like in Noah's ark, completely different people and animals live together in order to save their lives. And to live together in peace we all ought to be tolerant, that is to be patient, tactful, sympathetic, altruistic, humane and well-disposed to others. A tolerant person is friendly, self-controlled, indulgent. A sense of humor will help too. And of course, understanding differences and keeping from making judgements are very important.

Interviewer: Well, these are not qualities everybody is born with. How can we learn to be tolerant?

Jenny: Actually, there are lots of ways – from the general to very specific ones. Getting acquainted with another culture by reading books, watching a movie, or personal contact or volunteering at a local social services organization are the most common ways. But you can also learn sign language or shop at ethnic grocery stores and get acquainted with their owners. The best ideas are those that work for you and your community.

Stereotyping traps.

Задание В1.

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker 1.

When someone talks about a doctor they will think it will be a guy in white, but most of the time that is not the case. Another example is that most people think those who go to school are always smarter than people who don't, but really some that don't go to school can be just as smart. Everyone will get different pictures in their minds when talking about certain things, because they have been influenced by different people who have told them different things. Everyone is stereotypical in some way. How are you stereotypical?

Speaker 2.

We as humans learn stereotyping when we are only 2 or 3 years old. We learn this from our parents, when they say, "Don't talk to strangers, they're bad." or "All candy is bad." Of course we as children listen to our parents sincerely and obediently. These stereotypes change when we start school: our teacher is a stranger and the taste of candy is delightful. As we grow though, we build stereotypes about other things. Until we face the object of stereotyping, our thoughts will always be the same. Stereotyping is going through phases; once you are proven wrong, you move on to the next phase.

Speaker 3.

My class and I were learning about how stereotypes are formed, and how they can be thought of so easily, even if you don't really know what you are saying. I think that it's wrong to make judgements about people you don't know and automatically think that they are dangerous. They might be nice or sweet. Even people who have tattoos or are double- or triple-pierced can be very trustworthy, but judging by their appearance you might think that they are punks and also dangerous. Stereotyping can be nice, for example, if you see someone pretty, or good-looking you probably think, "Wow, he/ she is so handsome/beautiful and he/she is a good person." I think people should stick to positive stereotypes instead of negative ones.

Speaker 4.

I personally don't like stereotypes because they tend to discriminate against others and give you the wrong idea about something. For example, most of the women in the media are good-looking and have great bodies, but the average women do not. For another example, you're walking down a street and you see a teen, and he/she has wild spiky hair and is wearing ragged dark clothes - the first thing you think is that the person is a drug dealer, or a gangster, etc. However, that teenager might be kind and clever and he/she may only want to look different.

Speaker 5.

There is a very popular stereotype, which is that all policemen are good people who help and protect us. I'm not saying that all cops are evil; it's just that some decide to become criminals. Here's something to think about: a cop would make a good criminal, and a criminal would make a good cop. That essentially means that since cops know how police examine a crime scene they know how to commit a crime, and do it in such a way that police wouldn't be able to catch them. Likewise, criminals know the way criminals do a thing so they would know how to catch them easier.

Speaker 6.

It's extremely hard to say that stereotyping is helpful and positive because you really shouldn't form an idea about something or someone just by looks. BUT we do it because it appears to be true to us and it makes it hard for us to believe that the idea is false. For example, all the STEREOTYPES about a homeless person - poor, dirty, smelly, no education, beaten, torn up family, a thief - are hard to turn around. If we did believe those people were NOT those things, they wouldn't be homeless, would they? We seem to give everything a label that is 'stuck' onto our minds and it's just... hard to get rid of them.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания А1 – А7

Вы услышите интервью с организатором программы обмена. Определите, какие из приведенных утверждений А1 – А7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

A: Every year a lot of students from different countries take part in exchange programs. They want to learn more about other countries and improve their foreign language skills. Many regions in Russia run exchange programmes for students with their sister-cities or partner-schools in Great Britain and the USA. Our guest today is Mike Rayler, senior specialist of the FLEX Program, which is run for secondary school students aged 15-16 to study in American high school for an academic year. Hello, Mike. Can you explain to us the goals of this exchange program?

B: Well, I am in charge of exchange programs in this part of Russia. Our programs have very distinctive goals. The first very important goal is for Russians to learn the truth about America, what America is beyond what they see on the television and in the films. The second even more important goal is for Americans to learn about Russians, to learn what real Russians are beyond the stereotypes. So the programs are mostly about breaking the stereotypes and preparing new generations of young Russians and Americans to live in the future world. I see it as a way of building a new bridge between the two countries.

A: Do you have many applicants? What do students need to win in the selection process?

B: We have a great many applicants for each vacancy. Of course, in order to study in the United States some knowledge of English is required, so we are looking for good students of English. But that is not the only criterion. There are several important criteria: ability to speak English, ability to adapt to a very different way of life and ability to make friends easily and to represent your country. I would say you need to be flexible, outgoing, you need to have a good sense of humour.

A: Do you think that such exchange programs are successful?

B: If we take the starting point of the Russian-American exchange programs I must admit there was very little exchange between our two countries during the Soviet period. During the Soviet period a very limited number of Americans came to Russia, mostly to Moscow and St Petersburg. But almost no Russians were able to go to the States. These days it's the opposite situation: many more Russians go to America to study or under the professional exchange programs. The programs are very successful. The desire to know more about the States is an important reason why students decide to participate in the program, and in fact they do learn a lot about America and bring this knowledge back with them to Russia in order to build a better future in their own country. We'd like to think that they are taking all of the good things they learn in the States and trying to apply them to life here in Russia.

A: Isn't it difficult for students to adapt to life in the USA?

B: Well, of course, there are problems. We often say that students going to America feel like they are on a different planet, everything is so different: the way Americans eat, sleep, work and all the various leisure activities are so different. So there are some problems of adaptation, especially with those students living with host families — people living in a new family need to get used to one another. But I think the programs are tremendously positive for both countries: Americans get to see the real Russia (in the Soviet period I think they had no idea what the real Russia and real Russians were like) and the Russian children learn about the real America — both the good and the bad — and they apply that knowledge when they return to Russia.

A: Thank you very much, Mike.

Вы услышите лекцию о стереотипах. В заданиях А8 – А14 обведите цифру 1, 2 или соответствующую номеру выбранного вами варианта ответа. Вы услышите запись кды.

Have you ever thought of stereotypes? I say, yes, because they are natural. Just a picture in your head to help you see the world. But be careful with those pictures or you can do harm easily. Stereotypes can lead to prejudice and then to violence. For example, about six million Jews died during the Holocaust, the destruction of European Jewry by the Nazis. That was the result of prejudice based on ignorance, fear and misunderstanding. I don't think you'll kill anybody because of stereotypes but you can easily offend a person. That's why our lecture today is devoted to stereotypes. First of all, I want to tell you about the forms of the stereotypes.

You, probably, all feel you know what stereotypes are or you can tell them when you come across them. "This is a stereotype, I hate this." And *this* must be something generalized, oversimplified and referring to a group rather than to an individual. For example, stereotypes about male and female jobs in the past or even now. But you may not know that there are three ways in which stereotypes exist in your mind. Macre in "Foundations of Stereotypes and Stereotyping" says there are group schemas, group prototypes and exemplars.

A group schema is a bunch of beliefs about characteristics of a certain group. For example, Greeks are perceived as fun-loving, English are reserved, Russians are emotional. It's easy to see the weak points of group schemas. Are there no quiet and calm Greeks or unemotional Russians? That's absurd, because every individual is different. So, an oversimplified impression of a group as a whole, which a group schema is, won't help you to understand a real person. It can be also an oversimplified impression of a country. How many of you think it is cold in Russia? It's one of the most common stereotypes connected with Russia.

A group prototype is more specific. It's your associations and features assumed to be true of the group. Like features of Italians are romantic. Or another example: Americans are usually associated with hamburgers, cars and white teeth. That's a group prototype.

Exemplars are very simple. Suppose you met a specific individual from another country. Your memories connected with this person will be exemplars. Exemplars are not abstract notions, such as group schemas or group prototypes, but a memory for a specific individual you've met before that you then transfer to a group.

In conclusion, I want to say that stereotypes are a sort of wall you encircle yourself in to feel comfortable. But doing this, you put others into a cage. Now, when you know about the forms in which stereotypes exist in your mind - group schemas, group prototypes and exemplars - you can be more careful with generalizations and more considerate to others. You can stick a label of a stereotype to a material object to recognize it easier among others, but I hope you realize after this lecture that labels don't work with people. So let's break stereotypes to pieces, look outside the wall, and keep in mind that not always, not everywhere, not everybody acts as we expect them to.

Diversity corner.

Задание В1.

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker 1.

My name is Mag and I live in Toronto. Just because people are free to cross the border does not mean that Canada and the USA behave as one country. There are many differences between us. Guns are very common in the States; in Canada they are tightly controlled. Canada has a state health system that cares for everyone; In America most health care is private. The border is not as invisible as it seems.

Speaker 2.

Hi! I am Andreas. I'm one of the 600,000 Portuguese speakers here in South Africa. My family originally lived in Angola, which was a Portuguese colony. They came to South Africa when the Portuguese left and Angola became independent. We follow all our Portuguese traditions, but I personally regard myself as very South African. I love carnival parades on New Year's Day.

What I like about Cape Town is that there is no discrimination against minority races. Portuguese, Greek, Italian, Chinese, and Jewish communities coexist peacefully and celebrate their own festivals.

Speaker 3.

My name is Namrata. I work as an advertising manager and for my career, Bombay is the city to be in. I speak Marathi, the local language, Hindi and English. At home, we usually use Marathi and English. At work, we talk to one another in any, or all of the three languages. Everyone in my family speaks English, many Indians do. I like this variety of languages; sometimes I can't find a word in one language, then I use a word from the other, and everybody understands me!

Speaker 4.

The Malaysian experience is endless in its variety, and that is our strength. We are a fruitcake of a society. Any talk of a national culture smacks of jingoism. It means that every work of art has to be something for the cultural museum. No matter what our ethnic or linguistic background, we each have our own story to tell, and we are entitled to tell it in our own way. We should preserve our national identity and find deep inspiration in our uniqueness.

Speaker 5.

We keep talking about youth, youth as a single group, youth as a united front. But in reality, the term "youth" covers a HUGE expanse. Among us, some are differently-abled. Some use drugs. Some have very little money. Some have committed crimes. Some live in rural and remote communities. Some are stopped at airports. Some don't have access to information about international conferences. I'm getting at the idea that youth are just as diverse as the general population.

Speaker 6.

India is often called the land of "unity with diversity". I saw why with my own eyes. I am a regular visitor to the local church. Last month this church played host to an unusual wedding. The groom was a South Indian Christian (Hindu converted to Christianity and yet following some Hindu rituals) and the bride was a Muslim. So there was a customary wedding procession (on horseback like in Hindu weddings), the bride wore a sari instead of a wedding gown and applied mehndi or henna on both hands and feet. I stayed back to see the wedding. Garlands were exchanged along with rings. Then some Hindu rituals were also performed. After the Christian wedding both parties moved to the bride's house to solemnise a Nikaah.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1 – A7

Вы услышите рассказ о трудностях, с которыми столкнулась Анна Моррис в Новой Зеландии. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

Interviewer: Dale, you are a New Zealander but your wife's English, isn't she?

Dale: That's right.

Interviewer: I was wondering if I could ask you a few questions about how she feels living so far away from home.

Dale: Sure. Go ahead.

Interviewer: Could you tell us, first of all, if there are any problems she's had?

Dale: Problems? Well, missing her family, I guess, that'll be the first thing, her family and friends. I've always felt rather guilty about taking her away, if you like. But we had to live in one country or the other and this is where the work is. Of course, she writes every week and it's easy to telephone. Though she says she still finds it strange ringing up at eleven in the morning here and it's eleven at night there.

Interviewer: Yes, I can see that. Ah, what other differences has she talked about?

Dale: Well, mostly little things. She says that driving around in England, the villages and towns are so close together and it's easy to find yourself in a traffic jam, whereas here you have miles of empty roads and lots of space between places. Driving is so much easier and less stressful. Another thing: in England the houses tend to be small and expensive. Here there's so much space, you can build your own just how you want it. When Anna wanted a new house, I just built one for her.

Interviewer: Really? You went and built her a house, just like that?

Dale: Yeh, sure, I am a builder.

Interviewer: Oh, all right.

Dale: And Christmas, now, Christmas was very strange for her at first. You see, she is used to waking up Christmas morning to freezing cold weather. And here we pack up a picnic and head for the beach. So we have a second Christmas in June when the weather is cold, just for her.

Interviewer: So, that's an advantage then. Two Christmases in New Zealand.

Dale: Definitely, a big plus.

Interviewer: Ok, so what's the worst thing she finds about being married to a Kiwi?

Dale: Oh, that's easy. Sport. When the big games run, you know, rugby or cricket or whatever – that's it. Anna calls herself a sports widow.

Interviewer: Oh really, a sports widow?

Dale: Yes, you see, when the sport's on, I am in front of the TV with my mates and a couple of beers and I'm happy. She says she could run off and I'd never notice. Well, not until the game is finished anyway.

Вы услышите лекцию об исчезающих языках. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

David Crystal: A language dies only when the last person who speaks it dies. One day it's there; the next it is gone. Here is how it happens. In late 1995, a linguist, Bruce Connell, was doing some field work in the Mambila region of Cameroon. He found a language called Kasabe, which no westerner had studied before. It had just one speaker left, a man called Bogon. Connell had no time on that visit to find out much about the language, so he decided to return to Cameroon a year later. He arrived in mid-November, only to learn that Bogon had died on November 5.

There is nothing unusual about a single language dying. Communities have come and gone throughout history, taking their languages with them. But what is happening today is extraordinary. It is language extinction on a massive scale. According to the best estimates, there are now about 6,000 languages in the world. Of these, about half are going to die out during the next century. This means that, on average, there is a language dying out somewhere in the world every two weeks or so. Even a language with 100,000 speakers is not necessarily safe. It will not die next week or next year, but there is no guarantee that it will still exist in a couple of generations' time.

Many things can kill a language, from natural disasters to cultural assimilation and genocide. However, there are three conditions necessary for a language to survive: the community itself must want to save its language; the larger culture of which it is a part needs to have a respect for minority languages; there needs to be a budget for courses, materials and teachers.

Is language death such a disaster? Surely, you might say, it is simply a symptom of more people willing to improve their lives by joining the modern

world. So long as a few hundred or even a couple of thousand languages survive, that is enough. No, it is not. We should care about dying languages for the same reason that we care when a species of animal or plant dies. It reduces the diversity of our planet, which is the key to our survival. In the case of language, we are talking about intellectual and cultural diversity, not biological diversity, but the issues are the same. Languages are like people, in one way, but in another way they are not like people at all. When people die, they leave signs of their presence in the world, their archaeology. But spoken language leaves no archaeology. For when a language dies which has never been written down, it is as if it has never been.

Cultural shake.

Задание В1.

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – Г. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

Speaker 1.

Well, I suppose you could say I come from the home of English. Oh, sorry, my name is Alec. The city where I live has a very famous university which has English exams that people do all over the world. It's a very old city and it has some really beautiful buildings. We call my accent BBC English, you know, it's the accent you hear on BBC radio and television.

Speaker 2.

Hello, my name is Rajiv. My country is a very big country and a lot of people live here. Although we have a long history, we've only been an independent nation since 1947. Before that, we were ruled by the British. Now we are the biggest democracy in the world. The most famous person from my city was Mother Teresa. We miss her a lot.

Speaker 3.

Hi! I am Caroline. My country is way down south. We call it "down under." Not many people live there, so we are famous for the outdoor life, sports, animals and all that stuff. I get really annoyed with people who say we have no culture. My city has both the most beautiful harbour and the most beautiful Opera House in the world. It's an Olympic city now, too.

Speaker 4.

I live in the capital city of my island. You know, we've been blessed with many things – beautiful seas, wonderful beaches and great weather. A lot of tourists come to the island to relax. The tourist industry is very important to us and a lot of people work in local hotels and restaurants. When the working day is over, there is nothing better than relaxing on the beach or listening to a concert or something our island is world-famous for – reggae music. Oh, my name is Desmond by the way.

Speaker 5.

My country is often called the Emerald Isle and it's a popular place for quiet, rural holidays in the green fields. We are also famous for our racehorses. I live in the capital city, which is also the financial center of the country. My city is the venue for the largest of the parades of bands and floats on St. Patrick's Day, our patron saint. We have a huge music venue down at the docks. The Point, it's called. That's where we do the Eurovision Song Contest. It's a great city to live in. You are sure to feel at home here, no matter where you are from.

Speaker 6.

Stephen Leacock, our famous humorist, once said that life here consisted of preparing for winter, enduring winter and recovering from winter. Winter is when people go underground to shop. My city has huge indoor and underground shopping malls. When it is cold outside you can go to a mall and shop, see a movie or have a meal without going outside. But when it is not cold, it can be surprisingly hot. My city in summer can be 35°C and very humid. It's the largest city of my country and stands on Lake Ontario, one of the Great Lakes, you know. We are very cosmopolitan and international here and actually very friendly to immigrants.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

This is the end of the task. You now have 15 seconds to check your answers.

Задания A1 – A7

*Вы услышите разговор двух друзей в эфиопском ресторане. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

Biniam: Do you like it here, Nancy?

Nancy: Yes, it's very nice and cosy in here. I love the national colouring of the interior. This white dress with red ornament on the wall and the traditional textiles are simply wonderful. And I enjoy the music. Is this a national melody, too?

Biniam: You are right. It's music from back home. And these small round tables in the corner are original hand-made African tables.

Nancy: Are you kidding? Then it's just like little Africa in here.

Biniam: Exactly. That's why I come here every week. That's a sort of way to feel at home for me in America. Besides, the food is very close to Eritrean, my national cuisine.

Nancy: What do the pictures on the walls show? It seems like they are episodes of one story.

Biniam: They depict African culture as well. The woman here is making injera, the national Ethiopian bread. It takes two or three days to make the dough for injera, but injera is very important because it accompanies every dish. But you'll see it yourself in a minute. Oh, here is our order.

Nancy: It looks very unusual. Is all the food served on such big round plates?

Biniam: Yes, and on a piece of injera. What are you looking for?

Nancy: I can't find my fork anywhere.

Biniam: Hm, there was no fork, Nancy, and no spoon as well.

Nancy: Oh, well... Is it the 'surprise' you were talking about? How should I eat then? With my hands?

Biniam: Exactly. You can use a piece of injera to help you. Do you think you can cope with it?

Nancy: Let's try. Uhhmm, that's nice. Actually, that makes you feel cosy 'cause you forget about formalities.

Biniam: Do you like the food?

Nancy: Yes, a bit unusual, but very tasty. And this injera is simply delicious. Is there any special way in which the vegetables are cooked?

Biniam: I am sure they stick to Ethiopian cooking traditions, though they have to work hard to make the authentic food.

Nancy: Will we have coffee afterwards?

Biniam: Are you ready to wait a couple of hours?

Nancy: Why so long?

Biniam: The thing is they don't serve typical American coffee here, which is a mix of a sweetener, cream and regular or decaf liquid from a coffee

machine. In Ethiopian culture people value the taste, not the time. This restaurant is famous for its coffee ceremonies. The waiter roasts coffee beans and then takes them around for everybody to smell the aroma. There is also a belief that the smell of freshly roasted coffee beans takes the evil spirits away. After that they grind the beans without any electronic device and brew coffee in hand-made clay pots called *gebena*. Coffee is very strong and you should have it in rounds or "stages". There are four rounds and after every round the water is added to the pot.

Nancy: It's hard to imagine anything like this in the U.S. culture with our crazy pace of life.

Biniam: Do you still want to have coffee?

Nancy: Not now. But next time I definitely will.

Вы услышите интервью с организатором интернационального фестиваля «Гармония цвета». В заданиях А8 – А14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

Interviewer: The annual cultural celebration "Colours in Harmony" was held yesterday in Eastern Michigan University. This was the seventh time the International Student Association put together a long-prepared event, once again bringing campus and community organizations together. Stephanie Haslam was the person who put a lot of effort into the organization of this event. What can you say, Stephanie, now when all the worries are behind?

Stephanie: I am happy that all the hard work and sacrifice paid off finally. Although we expected to have more turn up, nevertheless, the evening couldn't have been any better. I think everybody felt this, smiling at simple movements of Chinese kids from Ann Arbor's Chinese dancing school or beating out the contagious Latin rhythm of salsa music.

Interviewer: Is it true that all songs were performed in native languages?

Stephanie: Yes, that's right. There were 15 different performances representing 11 different countries, all on one American stage of the multinational university. Different languages didn't hinder understanding though, but shone in a variety of world's voices. Performers' excellence told the audience if the song was welcoming the rain or revealing a Chinese love story.

Interviewer: How did you choose models for the fashion show?

Stephanie: The models were students, staff, faculty and family of ISA members. All the models in the fashion show wore clothes of other nationalities. That's where colours and nations blended in harmony, when a German guy wore a Japanese kimono and a Tajik's majestic luxuriant hair

framed Vietnamese attire. One of the innovations in this year's "Colours in Harmony" was the slide show to complement the models on stage. Guey-Meei Yang, assistant professor of fine arts, combined the class project with the world's showcase. The students spent the semester researching about the countries' cultures while preparing the slides for the fashion show.

Interviewer: Were you nervous, Stephanie?

Stephanie: I should say, yes. When I was giving the last instructions, I stood on a chair trying to speak louder than my multinational models. Axes on the floor, counting before turn, smile, pose, show... I hope the last-minute nervousness didn't prevent me from being professional because I wanted to make my volunteer models as professional as possible.

Interviewer: Were there any other innovations this year?

Stephanie: Besides the slide show, the other new thing in this year's performance was that all the sales proceeds went to the EMU Tsunami Relief that will be donated to UNICEF-Tsunami Relief Fund.

Interviewer: So "Colours in Harmony" try to harmonize not only the life of the EMU community. A good goal makes means of achieving it even better and more colorful.

Stephanie: I believe so.

Отзывы и пожелания направляйте по адресу:

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