



**Тест Второго сертификационного уровня по английскому языку
(Уровень B2 CEFR)
Центра языкового тестирования СПбГУ**

Тест по английскому языку состоит из пяти разделов.

Раздел 1 («Аудирование») включает 4 задания и состоит из 29 тестовых вопросов. Время выполнения заданий Раздела 1 – **55 минут**.

Раздел 2 («Письмо») состоит из двух заданий: **C1-A** «Деловое электронное письмо» или **C1-B** «Описание графика» (**по выбору**) и **C2** «Сочинение-рассуждение». Время выполнения заданий Раздела 2 – **70 минут**.

Раздел 3 («Чтение») включает 3 задания и состоит из 24 тестовых вопросов. Время выполнения заданий Раздела 3 – **48 минут**.

Раздел 4 («Практическое использование языкового материала») включает 3 задания и состоит из 26 тестовых вопросов. Время выполнения заданий Раздела 4 – **40 минут**.

По окончании выполнения заданий разделов 1, 3, 4 не забывайте переносить свои ответы в Бланк ответов АВ. В заданиях типа В ответ должен состоять **не более чем из 17 символов**.

Раздел 5 («Говорение») включает 2 задания: **C3** «Диалог с целью обмена оценочной информацией» и **C4** «Монологическое высказывание по проблемной речевой ситуации». Время устного ответа – **20-24 минуты**.

Во время прохождения тестирования **запрещается** пользоваться словарями, учебниками, справочниками или обращаться за помощью к другим тестируемым.

Желаем успеха!



Level 2 Test in English

(CEFR Level B2)

Listening Paper

Time Approximately 55 minutes

INFORMATION FOR CANDIDATES

The paper consists of four parts.

There are 29 questions in the paper.

INSTRUCTIONS TO CANDIDATES

Listen to the instructions for each part of the paper carefully.

While you are listening, write your answers on the question paper.

You will have 5 minutes to copy your answers onto the answer sheet.

Use a black gel ink pen.



Task A1-A8

You will hear people talking in eight different situations. For questions **A1-A8**, choose the best answer. You will hear each recording **twice**. You now have **60 seconds** to look at the questions.

A1 You hear part of a game show.

What kind of prize will Julie get if she wins the game?

1. a cash bonus covering a six-day trip to China
2. a journey abroad and a money prize
3. a set of travel bags worth \$3,000

A2 You overhear a conversation between a man and a woman.

Why is the man angry with his sister?

1. She has exceeded her credit card limit.
2. She cannot control her shopping habits.
3. She wants him to pay off her credit card bill.

A3 You hear a man talking about his travel experience.

What has he learnt to do?

1. resist the merchants' attempts to make him buy something
2. find marketplaces in town where the prices are low
3. use a very effective bargaining strategy

A4 You hear a radio report.

Who is it intended for?

1. drivers going southward
2. road crew working on I-15
3. passengers flying south

A5 You hear part of a talk show.

According to the speaker, the decisive factor in a successful recording of a song is to

1. have performed it frequently in front of an audience.
2. get a perfect combination of its lyrics and melody.
3. hire experienced musicians to play it.

A6 You hear part of a radio programme.

The man's professional interest lies in shooting

1. fashion models.
2. movie celebrities.
3. children in motion.

A7 You overhear a conversation in a pub between two friends, Sam and Henry.

What has Henry failed to do?

1. tell his wife the truth about the mishap in their house
2. save his wife's manuscript from being destroyed by hot water



3. repair the damage caused by his friends' irresponsible behaviour

A8 You hear part of a radio programme.

The speaker says that the authors who wrote for the Anonymity issue were

1. initially against some of the rules set by the editors.
2. asked to come up with articles on challenging topics.
3. unwilling to reveal their names and social position.

Task B1-B8

You will hear an interview with a man talking about **his first experience in paint-on-glass animation**. For questions **B1-B8**, complete the sentences with a word, a number or a phrase that YOU HEAR (no more than 17 characters). You will hear the recording **twice**. You now have **40 seconds** to look at the questions.

- B1** It's _____ for Edward to see his first film on screen.
- B2** Everything in Edward's studio was arranged so that he could work in _____.
- B3** Edward appreciates the technique he uses because it allows _____ on a subject.
- B4** The success of the creative process depended on Edward's _____.
- B5** While making his first film, Edward preferred oil paint as other materials _____.
- B6** Lighting from below reduces the _____ of colours.
- B7** At present Edward uses his fingers and a _____ to make lines.
- B8** Some people find Edward's technique similar to _____.

Task B9-B14

You will hear 6 people talking about **animal rights**. For questions **B9-B14**, choose from the list **A-G**, the statement which best conveys what each speaker is talking about. Use the letters only **once**. There is one **extra letter** which you **do not need to use**. You will hear the recording **twice**. You now have **40 seconds** to look at the questions.

Which speaker says that killing animals for clothes

Speaker 1	B9
Speaker 2	B10
Speaker 3	B11
Speaker 4	B12
Speaker 5	B13
Speaker 6	B14

- A. is not an important enough issue to worry about?
- B. is unnecessary due to technological advances?
- C. is always merciless and brutal?
- D. cannot be excused by your wish to look trendy?
- E. is a normal part of human evolution?



- F. is the main concern of animal liberation groups?
- G. can be avoided because we can just use their skins after they die?

Task A9-A15

You will hear an interview with Todd talking on the radio about his **listening website**. For questions **A9-A15**, **choose the best answer**. You will hear the recording **twice**. You now have **60 seconds** to look at the questions.

A9 Why did Todd start his listening website?

1. He wanted to run his own language computer course.
2. He wasn't satisfied with the listening material in the textbooks.
3. He did it at his colleagues' and students' request.

A10 The course Todd had to take was really challenging because he

1. attended classes intended for advanced learners.
2. couldn't get along with his younger classmates.
3. didn't know the up-to-date computer terminology.

A11 Todd has noticed that people do interviews willingly if

1. they get a true picture of what to expect.
2. they are visitors from other countries.
3. the topic for discussion is really interesting.

A12 From what Todd says it's clear that his friend Joel has

1. contributed interesting ideas for improving the site.
2. been an equal partner since the project started.
3. been good at solving technical problems.

A13 Todd now regrets that he

1. has devoted too much time to teaching and travelling.
2. failed to make his first interviews attractive to young people.
3. was unable to control all the inaccuracies in the interviews.

A14 Why does Todd avoid long interviews on his website?

1. It requires the sound engineers to have specialist skills.
2. It is impossible to do it for technical reasons.
3. The interviewees don't enjoy having long arguments.

A15 Todd didn't want to take sides because

1. he was afraid of being completely wrong.
2. it could lead to losing some of his customers.
3. it could make his friends feel uncomfortable.



*On completing tasks **A1-A8, B1-B8, B9-B14 and A9-A15**, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task **B1-B14** must be written without spaces or punctuation marks.*

*По окончании выполнения заданий **A1-A8, B1-B8, B9-B14 и A9-A15** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! Ответы на задания **B1-B14** записываются без пробелов и знаков препинания.*



Level 2 Test in English

(CEFR Level B2)

Writing Paper

Time 1 hour 10 minutes

INFORMATION FOR CANDIDATES

The paper consists of **two** tasks, **C1-A «Formal Email»** or **C1-B «Graph Description»** and **C2 «Opinion Essay»**.

INSTRUCTIONS TO CANDIDATES

You can use the question paper for making notes, but you must copy your answers onto the answer sheet before the end of the test. Your answers on the answer sheet only will be assessed by the expert.

Answer one question from Part 1 (C1-A or C1-B) and the Part 2 question (C2).

When copying your answers onto the answer sheet, start with putting a tick against task C1-A or C1-B and then write your answer.

If needed, you can ask for an extra answer sheet.

Don't write on the back side of the answer sheet.

Make sure your writing is clear and easy to read.

Use a black gel ink pen.

You must complete the answer sheet within the time limit.



Part 1

Choose **one** task from Part 1.

Task C1-A

Recommended task completion time – 30 minutes.

Formal Email

You want to study photography and have read the advertisement in the Global Photography magazine. You would like to know more.

Read the advertisement and the notes you have made.

Then write **a formal email** to the course coordinator asking for more information.

You don't need to include any addresses.

Remember to:

- cover **all the points in your notes**
- write your email in **120-160 words in an appropriate style**
- try to **avoid simply copying expressions** from the advertisement

Master Photography

Learn photography in 80 inspiring online classes.

Better Photo offers 4-week and 8-week on-line photography courses.

Learn from professional instructors and get feedback from experts.

Share and discuss assignments and photos with other students.

Your satisfaction is guaranteed.

Invest in your future! Say YES to your creative dreams! Enroll today!

Contact:
Course coordinator
David Malan
malan@globalphoto.co.uk

beginner?

camera?

*career options
in
photography?*

*certificate after
finishing?*

same level?

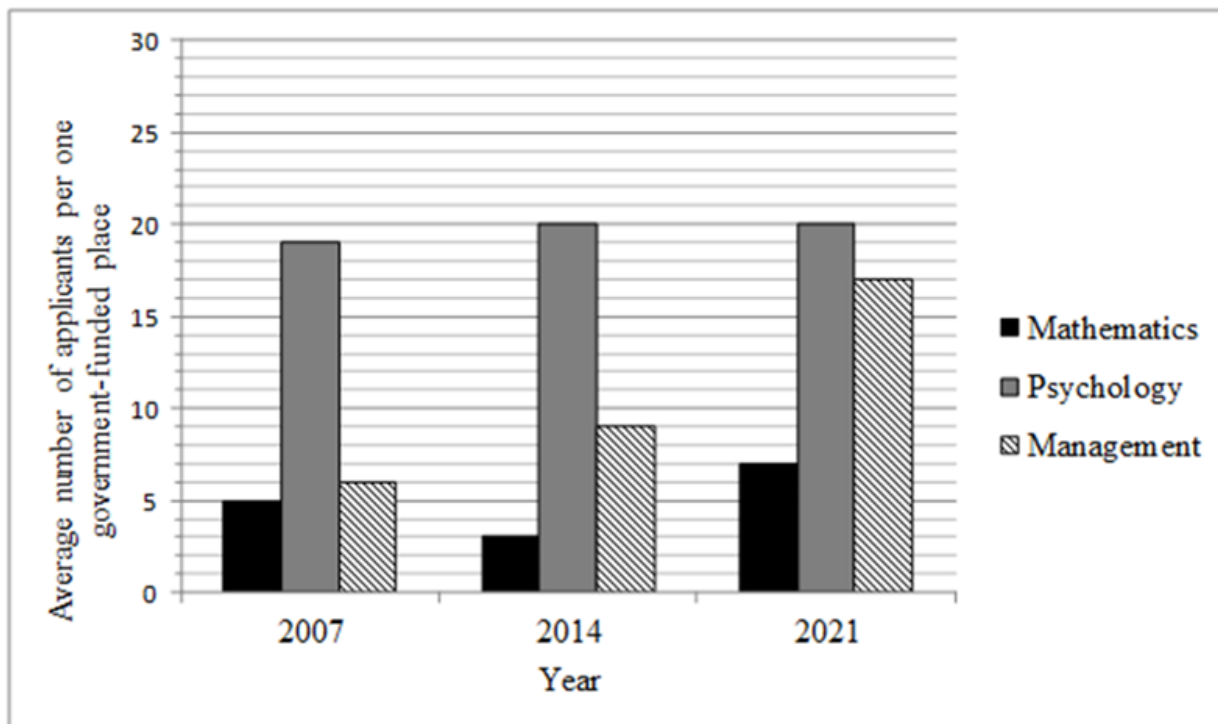


Task C1-B

Recommended task completion time – 30 minutes.

Graph Description

As part of your research paper you have to describe the following graph: “Three Areas of Specialization at Hillside University, 2007-2021”.



Write your answer in 140-160 words.

Remember to:

- write an introduction
- analyse the information by **comparing and presenting the main tendencies**
- write a short conclusion



Part 2

Task C2

Recommended task completion time – 40 minutes.

Write an **essay** based on the following statement:

Recent research has shown that students' ability to communicate face to face is decreasing due to their overuse of the Internet.

What is your opinion?

Write your answer in **160-220 words** in an appropriate style.

Use the following plan:

- write an introduction (state the problem)
- express your personal opinion and give reasons for it
- consider the opposing point of view and give your comments on it
- write a conclusion



Level 2 Test in English

(CEFR Level B2)

Reading Paper

Time 48 minutes

INFORMATION FOR CANDIDATES

The paper consists of three parts.

There are 24 questions in the paper.

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully.

Write your answers on the answer sheet.

Use a black gel ink pen.

You must complete the answer sheet within the time limit.



Task B1-B7

Recommended task completion time – 15 minutes.

*You are going to read an article about **middle managers**. Seven sentences have been removed from it. Choose from sentences **A-H** the one which fits each gap (**B1-B7**). There is **one extra sentence** which you **do not need to use**.*

The Secret Superheroes

Ask small children what they want to be when they grow up and you'll hear answers like "a fireman", "a ballerina" or more likely these days "a winner on *X Factor*". You will rarely hear a child proclaim, "When I grow up I want to be a middle manager." **B1**_____ They are responsible for the results and the continual improvement of their own team; and they in turn are answerable to top managers.

Most middle managers enjoy their job. Identifying and solving problems is what motivates them and there are plenty of opportunities to do that every day. **B2**_____ The first is the way middle managers are perceived by those above and below them. Many middle managers feel that they are easy scapegoats when information from the top doesn't filter down, and when information from below doesn't filter up.

The second problem is the way middle managers see themselves and their ability to influence. Most can see that there are problems with the way their organization is run – the endless meetings, the questionable behaviour of some of their colleagues, etc.

For middle managers these ongoing obstacles to doing what they are sure is right become huge frustrations because they get in the way of the smooth, efficient operation of business. **B3**_____ So they find themselves working within the limitations they see around them, doing the best they can under the circumstances, and coming under criticism when, inevitably, something goes wrong.

The final major challenge of middle management is that the role combines conventional management (dealing with the current problems and ensuring the smooth everyday running of business) with leadership (visionary thinking about the future). **B4**_____ Continually flying up to get the helicopter view and swooping down to deep-dive is enough to make even the most stable manager feel travel sick.

Great middle managers make or save their companies money. Take staff turnover. At any one time about two-thirds of employees are actively looking for a new job or planning to do so within the next year. **B5**_____ And the number one reason people cite for leaving their job? Their manager. People leave bad managers and stay with great ones, so it is vitally important that the quality of middle management is taken seriously.

Money and a high salary are not innate motivators though. The factors that dictate whether employees will contribute their individual efforts have far less to do with bonus schemes and performance-related pay, and far more to do with their relationship with their manager. There are a number of ways that management can create a sense of motivation in their staff. **B6**_____ And any middle manager who doesn't use these tactics to help his or her people to learn, or who rarely shows appreciation will soon destroy the motivation of even the most dedicated employees.

Management training has been seen as one way to liberate the latent talent of managers and help them become more coach-like. **B7**_____ Few lack the skills or the knowledge to be great managers. They know exactly what to do. They just don't do it. If you are a middle manager, you have far more influence than you may realise. Middle managers are the secret superheroes of business.

- A.** However, most leadership programmes focus very much on academic research and classroom-based learning that doesn't translate into a real shift in management style.
- B.** That amounts to a great many people who are not fully focused on the job in hand.



- C. With determined effort middle managers can make the workplace inspiring and fulfilling as well as profitable and successful.
- D. They feel this way because they know they lack the authority to radically change the situation for the better.
- E. These include recognizing success, fostering a sense of achievement, and providing opportunities to grow.
- F. Middle managers must move quickly from fighting today's fires to planning the strategy for the next three years.
- G. But there are numerous obstacles to being successful at all of this.
- H. And yet most successful professionals can be found precisely among middle managers, who have other managers above them and below.

Task **A1-A8**

Recommended task completion time – 18 minutes.

*You are going to read an extract from a magazine article. For questions **A1-A8**, choose the answer which you think best fits according to the text.*

What Is Your Dog Thinking?

Your canine¹ companion sleeps by your side, but is he dreaming? Does he feel guilty about stealing your steak off the kitchen counter? What is he trying to say with that annoying bark? Does he like watching TV? After decades of research, neuroscientists have begun to answer such questions about the once-secret inner lives of our canine companions. At the forefront of this effort are behaviourists, who draw on decades of research to explore the psychological motivations behind dogs' everyday behaviours.

Dogs have the same brain structures that produce emotions in humans. The mind of a dog is roughly equivalent to that of a human who is 2 to 2½ years old. A child that age clearly has some emotions, but many others emerge later in adult life. Dogs go through their developmental stages much more quickly than humans do, attaining their full emotional range by the time they are 4 to 6 months old. Much like a human toddler, a dog has the basic emotions: joy, fear, anger, disgust, contentment, anxiety, and even love. A dog does not have more complex emotions though, like guilt, pride, contempt, and shame.

You might argue that your dog has shown evidence of feeling guilt. In the usual scenario, you come home and your dog shows anxiety, and you then find his smelly brown deposit. It is natural to conclude that the dog's actions show a sense of guilt about what the dog has done. However, this is simply the more basic emotion of fear. The dog has learned that when you appear and his droppings are visible on the floor, bad things happen to him. What you see is the dog's fear of punishment.

Most dogs show little interest in the average television set because of their visual abilities. The average person cannot see any flickering above 55 Hz. But various dog breeds see flicker rates up to 75 Hz. Television images flicker at about 60 Hz. Since dogs can resolve flickers at 75 Hz, images on a TV screen probably appear less real and less worthy of attention. However, since high-resolution digital screens are refreshed at a much higher rate, reports are surfacing of poodles who become very interested in newer technology TVs when a show contains images of animals moving.

¹ Canine. Relating to, or belonging to the family of mammals, including dogs, jackals, wolves, and foxes.



Most dog owners have noticed that during sleep some dogs may twitch their legs or growl, giving the impression that they are dreaming about something. Actually, recent evidence suggests that animals, even simpler and less intelligent than dogs, seem to do so. From studies of the rat hippocampus, it was found that some of their electrical brain patterns were quite specific and identifiable when they were awake. Later, when the rats were asleep and their brain waves indicated that they had entered the stage of dreaming, these same electrical patterns appeared. Since a dog's brain is more complex than a rat's, and shows the same electrical sequences, it is reasonable to assume that dogs dream as well.

The human brain stem contains a special structure, the pons, which keeps us from acting out our dreams. When scientists removed or inactivated this same part of the brain in dogs, the dogs began to move around, even though they were still fast asleep. The animals started to move only when the brain entered that stage of sleep which is associated with dreaming. During a dream episode, the dogs actually began to execute the actions they were performing in their dreams. Generally, small dogs have more dreams than big dogs do. But the big dogs' dreams last longer.

Dogs lick their lips to pacify, or soothe, a person or animal they perceive as a threat in order to ward off aggression. An example of this can be seen in dogs that are scolded when their owners find the dog has had an accident in the house. The owner may be yelling and so the dog offers a peaceful gesture by licking his lips and averting his gaze. This is the dog's way of saying that he isn't a threat to the person or animal behaving in an aggressive manner. Lip licking is still a sign that a dog is stressed and uncomfortable with a situation. This gesture may also be a dog's first attempt to stop aggressive behaviour, but this does not mean that the dog won't become defensive if the aggressive behaviour continues. So if you see a dog licking his lips, back off. This will allow him some space to get more comfortable, and it can save you from a potential bite from a dog that feels the need to defend himself.

Dogs are also capable of laughing. But canine laughter consists of a sound that is much like panting. Several years ago, animal behaviourists recorded those sounds while dogs played. On analyzing the recordings, scientists found that they involved a broader range of frequencies than regular dog panting does. In one experiment, it was noticed that puppies jumped for joy when they heard recordings of these sounds.

A1 As a result of recent scientific research we now come to understand

1. who has been at the forefront of studying dogs' behaviour over decades.
2. why questions about dogs' behaviours may be difficult to answer.
3. what messages canine companions may communicate to their owners.
4. what approaches scientists use to explore the motivations of dogs' behaviours.

A2 The author compares a dog to a child in the 2nd paragraph to show that

1. at a certain stage the level of their emotionality is rather identical.
2. dogs develop sophisticated emotions quicker than humans.
3. dogs basically possess the same mind as all humans do.
4. a 2-year-old child has more emotions than a mature dog.

A3 Dogs do not display a feeling of guilt because

1. their fear of punishment is a much stronger emotion.
2. showing anxiety is a more usual scenario for dogs.
3. it is more useful to show fear of punishment.
4. this is one of the emotions which they lack.

A4 What is the purpose of the physical information provided in the 4th paragraph?

1. to explain why various dog breeds cannot see certain image flickers



2. to prove that humans and dogs possess different sight sensors
3. to argue that dogs' eyesight can only catch TV images of moving objects
4. to show the advantages of newer technology TVs through an example of dogs

A5 Experiments described in the 5th paragraph imply that

1. during sleep dogs are able to experience some mental visions.
2. the rats' brain patterns are more identifiable when they are awake.
3. dogs' brain patterns get more complex during the dream stages.
4. rats' brains produce specific brain waves mostly during sleep.

A6 Why did scientists inactivate part of a dog's brain?

1. to prevent the dog from moving around during the experiment
2. to identify the length of dreams of a variety of dog breeds
3. to help them deduce what was happening in the dog's mind
4. to help the dog enter the stage of dreaming during sleep

A7 What can be inferred from paragraph 7 about dogs' lip licking?

1. The dog is offering a peaceful gesture to hide its misdeeds.
2. The dog is trying to be passive but is unable to prevent aggression.
3. The dog is trying hard to resolve a conflict with its owner.
4. The dog wants to stop itself behaving in an aggressive way.

A8 What is the author's purpose in the last paragraph?

1. to give reasons why dogs are capable of laughter
2. to analyze certain behavioural patterns of puppies
3. to show how the sound of canine laughter is recorded
4. to illustrate additional proof of dogs' emotionality

Task B8-B16

Recommended task completion time – 12 minutes.

*You are going to read opinions of six people about the present situation regarding **formal schooling**. For questions **B8-B16**, choose from people **A-D** and put the correct letter in the box provided. The passages may be chosen **more than once**. There is an example at the beginning **0**.*

Which person

Example:

0	E	thinks that attitude to teachers depends on public morality?
----------	----------	--



B8	describes the situation when teachers fail to form a relationship based on trust and understanding?
B9	is sure that it is impossible to apply the same educational standards across the country?
B10	revises the popular opinion that it's hard to identify what makes a good teacher?
B11	thinks teachers should update their methods?
B12	thinks that many teachers become disappointed with their work?
B13	believes that it is possible to create an effective teacher training system?
B14	thinks that for some people teaching is only a stepping stone to a more rewarding career?
B15	thinks that teachers' work can be estimated in a reliable, objective way?
B16	thinks that it is wrong to expect teachers to bear full responsibility for student results?

A For years, the secrets to teaching have seemed more like alchemy than science. A mix of motivational stuff and misty-eyed tales of inspiration and dedication. We tend to describe teachers as having gifts of a mystical quality that we can recognize and admire — but not replicate. An excellent teacher serves as a hero but never, ironically, as a lesson. We really ought to approach the problem in a more scientific manner. We should measure teacher's performance based on students' test scores, and gather evidence about a good teacher's supposedly "ephemeral" qualities through observation, discussion or interaction, so that we can try to figure out how good teachers got to be that way and then create more of them.

B The super-glue that holds various reform-minded groups together is the assumption that students' mediocre or failing performance is down primarily to teachers' efforts, or lack of efforts. Recall the common explanations for low student performance over the past few decades: outdated teaching methods, inadequate curricula, deficient educational standards, and improper instruction. But without mobilizing students' knowledge, skills, and behaviour to reach learning goals, the current crisis will continue to persist.

C Well, quite honestly I believe we need to use what is already at our fingertips and see how we can step out of our own thinking and use our students to move ahead. They continue to be way ahead of the majority of people. What would happen if we put away textbooks, paper and pencils and other archaic resources such as these and only used technology for a month? I think that this shift in how we think would tease people into stepping outside the box and to catch onto a whole new world of knowledge, including deeper dialogue and higher levels of problem solving skills. It would encourage setting clear objectives and using imagination. Is it time to step outside the box?

D It is so frustrating to see the "glacier-like" movement of change in education. As a father of six (the youngest is now 12), I do not want someone to design a "model" of what schools should look like, and for all to implement because a one-size-fits-all approach is never a solution. I also think that we need to re-educate parents, who are products of an outdated educational model, as to what their children need to move forward.



E As far as I am concerned, the question is: how much do we value good or great teaching? How much do we truly care about those who drop out of the profession each year, not to mention those with a sinking feeling of failure while staying in schools? To what lengths will we go to as a society to invite, encourage, train, and motivate (i.e. pay) these outstanding teachers? As an educator of over 30 years (and still loving it) at a local community college, it seems completely pointless to pose this question until the values of this society shift dramatically. Education is merely a mirror image of its inhabitants, and when I look at the larger landscape, I am less than hopeful.

F Some non-profit American organisations try to deal with the problem of teacher shortages by sending graduates from elite colleges (most of whom do not have a background in education, proper training and appropriate professional skills) to teach in low-income rural and urban schools. The children can't stand their "I'm Your Saviour" attitude, and some of them are outright scared of inner-city "teachers" who never hang around for more than a couple of years. And after two years in a non-profit environment, the "teachers" get immediately bumped to the top of the hiring lists at Google and a number of other prestigious corporations.

*On completing tasks **B1-B7, A1-A8, B8-B16**, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task **B1-B16** must be written without spaces or punctuation marks.*

*По окончании выполнения заданий **B1-B7, A1-A8, B8-B16** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! При переносе ответов на задания **B1-B16** буквы записываются без пробелов и знаков препинания.*



Level 2 Test in English

(CEFR Level B2)

Use of English Paper

Time 40 minutes

INFORMATION FOR CANDIDATES

The paper consists of three parts.

There are 26 questions in the paper.

INSTRUCTIONS TO CANDIDATES

Read the instructions for each part of the paper carefully.

Write your answers on the answer sheet.

Use a black gel ink pen.

You must complete the answer sheet within the time limit.



Task B1-B8

Recommended task completion time – 10 minutes.

For questions **B1-B8**, read the text below and **write one** word which you think best fits each gap. There is an **example** at the beginning **0**.

Sleep

We rest and sleep **0** *because* we need to. On average, people need around eight hours sleep a night, although this can vary **B1** _____ three hours and eleven hours, depending on the person and his or her age.

If we are regularly short of sleep, then our concentration and our effectiveness suffer and our energy levels decline. These factors all can increase stress. This means that a situation which is already difficult and stressful can become worse, needing even **B2** _____ effort to bring it back under control.

Make sure you get enough sleep. If you have become used to being tired all the time, you will be amazed by **B3** _____ sharp and energetic you will feel once you start sleeping normally.

Rest

A good way of getting rest and reducing long-term stress is to **B4** _____ up an enjoyable, non-rushed sport or hobby. Slow physical activities such as sailing or walking are good for this, as are other activities where **B5** _____ is little or no pressure to perform. Reading novels, watching television or socializing **B6** _____ also be very restful.

Vacations are particularly important, and you do need to take these. Where possible, take two weeks off **B7** _____ than just one week because people do not start to relax properly until the end of their first week away.

Also, make sure that you get enough good quality rest during the week, so **B8** _____ you can keep on enjoying life to its fullest.

Task A1-A10

Recommended task completion time – 13 minutes.

For questions **A1-A10**, read the text below and **choose** the answer which best fits each gap. There is an **example** at the beginning **0**.

The Lost Art of Handwriting

The days when children were taught to write **0** *properly* are long gone. Does it matter? Yes, says Umberto Eco.

Recently, two Italian journalists wrote a newspaper article about the **A1** _____ of handwriting.

Why should we **A2** _____ the passing of good handwriting? The capacity to write well and quickly on a keyboard **A3** _____ quick thinking, and often the spell-checker will underline a misspelling or grammatical error.

The journalists **A4** _____ out that writing by hand obliges us to compose the phrase mentally before writing it down. Thanks to the resistance of pen and paper, it does **A5** _____ one slow down and think. For



example, even though many writers are **A6** ____ to writing on the computer, they would sometimes prefer to write by hand, just so they could think with greater calm.

While it's true that kids will write more and more on computers and cellphones, nonetheless, humanity has already rediscovered a lot of sports that civilization had **A7** ____ because they were thought to be no longer necessary.

People no longer travel on horseback but some go to a riding school; motor yachts exist today, but just as many people are as **A8** ____ to true sailing with the wind as people were thousands of years ago before the invention of the engine; and armies go to war with Kalashnikov rifles but we also **A9** ____ peaceful fencing tournaments.

It would be a good thing if parents sent kids off to handwriting schools so they could take part in competitions – not only to **A10** ____ skills in what is potentially a beautiful art form, but also for their psychomotor wellbeing. Such schools already exist; just click for "calligraphy school" on the Internet. And perhaps for those with a steady hand but without a steady job, teaching this art could become a good business.

A0	1 properly	2 rightly	3 suitably	4 smartly
A1	1 fall	2 trouble	3 decrease	4 decline
A2	1 regret	2 complain	3 disapprove	4 blame
A3	1 strengthens	2 leads	3 encourages	4 supports
A4	1 worked	2 pointed	3 marked	4 stated
A5	1 force	2 enable	3 permit	4 make
A6	1 experienced	2 keen	3 accustomed	4 familiar
A7	1 eliminated	2 deleted	3 disapproved	4 denied
A8	1 inspired	2 enthusiastic	3 involved	4 devoted
A9	1 maintain	2 provide	3 perform	4 hold
A10	1 reach	2 raise	3 acquire	4 confirm

Task **B9-B16**

Recommended task completion time – 14 minutes.

For questions **B9-B16**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between **two** and **five** words, including the word given (**no more than 17 characters**). There is an example at the beginning **0**.

Example:

0 She never wants to admit that she is wrong, she prefers to be miserable.

RATHER

She _____ *would rather be* _____ miserable than admit she is wrong.

B9 James felt sorry he hadn't entered the hall.

SHOULD

James felt he _____ the hall.

B10 They do a lot of exercise as they want to avoid putting on weight.

ORDER

They do a lot of exercise _____ putting on weight.



B11 It is a pity Kate didn't take part in the competition.

WISH

I _____ part in the competition.

B12 Nick thought it was not worth walking as the outdoor air was cold.

POINT

Nick thought there was _____ as the outdoor air was cold.

B13 Jack doesn't train much enough, that's why he doesn't get good results.

IF

Jack would get better results _____ more.

B14 I didn't look up, but told him "no".

WITHOUT

_____ I told him "no".

B15 No one moved and Bill remembered the statues he had seen in the museum.

REMINDED

No one moved and Bill _____ of the statues he had seen in the museum.

B16 Scientists think that the Vine snake has an ideal shape for climbing trees.

BELIEVED

The shape of the Vine snake _____ ideal for climbing trees.

*On completing tasks **B1-B8, A1-A10, B9-B16**, remember to copy your answers onto the answer sheet! Put your answer in the correct box. Answers to task **B1-B16** must be written without spaces or punctuation marks.*

*По окончании выполнения заданий **B1-B8, A1-A10, B9-B16** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ! Ответы на задания **B1-B16** записываются без пробелов и знаков препинания.*



КЛЮЧИ К ТЕСТОВОЙ ЧАСТИ

Раздел 1. «Аудирование»

Task A1-A8

- A1 – 2
- A2 – 2
- A3 – 3
- A4 – 1
- A5 – 1
- A6 – 3
- A7 – 3
- A8 – 1

Task B1-B8

- B1 – embarrassing
- B2 – (physical) comfort
- B3 – variations
- B4 – mood (s)
- B5 – dried (too) quickly
- B6 – brilliance
- B7 – pointed stick
- B8 – (a) mosaic

Task B9-B14

- B9 – E
- B10 – G
- B11 – B
- B12 – A
- B13 – C
- B14 – D

Task A9-A15

- A9 – 2
- A10 – 3
- A11 – 1
- A12 – 1
- A13 – 3
- A14 – 2
- A15 – 2

Раздел 3. «Чтение»

Task B1-B7

- B1 – H
- B2 – G
- B3 – D
- B4 – F
- B5 – B
- B6 – E
- B7 – A



Task A1-A8

- A1 – 3
- A2 – 1
- A3 – 4
- A4 – 2
- A5 – 1
- A6 – 3
- A7 – 3
- A8 – 4

Task B8-B16

- B8 – F
- B9 – D
- B10 – A
- B11 – C
- B12 – E
- B13 – A
- B14 – F
- B15 – A
- B16 – B

Раздел 4. «Практическое использование языкового материала»

Task B1-B8

- B1 – between
- B2 – more, further, greater
- B3 – how
- B4 – take
- B5 – there
- B6 – can, may, might, could, will
- B7 – rather
- B8 – that

Task A1-A10

- A1 – 4
- A2 – 1
- A3 – 3
- A4 – 2
- A5 – 4
- A6 – 3
- A7 – 1
- A8 – 4
- A9 – 4
- A10 – 3

Task B9-B16

- B9 – should have entered
- B10 – in order to avoid
- B11 – wish Kate had taken



- B12 – no point (in) walking
- B13 – if he trained
- B14 – Without looking up
- B15 – was reminded
- B16 – is believed (to be)



Level 2 Test in English

(CEFR Level B2)

Speaking Exam

The Speaking exam consists of two tasks, C3 «Collaborative Task» and C4 «Talk with a follow-up question».

Time 20-24 minutes

Part I

Task C3

Collaborative task

A discussion with the other candidate. The examiner will describe a situation to you and give the exam card with a question to talk about.

CANDIDATE CARD

Task C3 (6-8 minutes)

You have **2 minutes** to prepare the task.

Imagine that in your English class you and your partner have been given an assignment to discuss if **advances in technology have improved our lives or we are becoming too dependent on technologies.**

Consider positive and negative influence of advanced technologies on

- **communication**
- **ecology**
- **quality of life**

You and your partner have **4-6 minutes** to discuss the issues and draw a final conclusion.

Remember to:



- discuss **all** the ideas providing **strong arguments** to back up your opinions
- be **polite**
- take an **active** part in the conversation:
 - **start** the conversation by **explaining the situation**
 - come up with **ideas**
 - **agree or disagree** with your partner and try to **develop your partner's ideas**
 - **find out** your partner's **attitudes** / **invite** your partner to come up with **suggestions**
 - try to reach an **agreement or finish** the conversation with a **concluding general statement**



Part II

Task C4

Talk with a follow-up question

Candidates take turn giving a talk.

The examiner will describe the task and give the exam card to Candidate A. Candidate A will have 2 minutes to prepare his/her talk.

CANDIDATE CARD

Task C4-A (6-7 minutes)

You have **2 minutes** to prepare the task.

Give a talk on your career expectations

You **must include both** issues given below.

Introduce the topic

What is more important at work: salary, working hours, or something else? Why?

Describe a working place (for example, a room or an office) where you would like to work.

Conclude the talk

You **must** talk for **3-4 minutes**.

When **your partner has finished speaking**, the examiner will **ask you a question** related to his/her topic.

Remember to:

- **introduce** the topic
- provide **strong arguments** to back up your opinions
- provide **examples**
- **generalise or specify** where necessary
- **avoid** using **the same expressions** as in the task
- **sum up** your ideas **to conclude** the talk

When Candidate A has finished his/her talk, the examiner will ask Candidate B a question related to Candidate A's topic:

Would you like to be the head of a big company? Why?



The examiner will describe the task and give the exam card to Candidate B. Candidate B will have 2 minutes to prepare his/her talk.

CANDIDATE CARD

Task C4-B (6-7 minutes)

You have **2 minutes** to prepare the task.

Give a talk on weather

You **must include both** issues given below.

Introduce the topic

Describe a situation in the past when you had to change your plans because of the weather.

To what extent does the weather affect people's health and mood?

Conclude the talk

You **must** talk for **3-4 minutes**.

When **your partner has finished speaking**, the examiner will **ask you a question** related to his/her topic.

Remember to:

- **introduce** the topic
- provide **strong arguments** to back up your opinions
- provide **examples**
- **generalise or specify** where necessary
- **avoid** using **the same expressions** as in the task
- **sum up** your ideas **to conclude** the talk

When Candidate B has finished his/her talk, the examiner will ask Candidate A a question related to Candidate B's topic:

Apart from the weather, what other factors can influence our health?