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ПИСЬМЕННАЯ ЧАСТЬ

ВАРИАНТ 1

Раздел 1. Аудирование

1 *Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. **В задании есть одно лишнее утверждение.** Вы услышите запись дважды. Занесите свои ответы в таблицу.*

1. Formative experiences shape the identity and create a lasting emotional bond.
2. Social and recreational opportunities keep everyday life active and enjoyable.
3. Close relationships, mutual support, and shared activities create a welcoming place.
4. An orderly layout creates a peaceful environment that supports daily life and personal development.
5. Peaceful, uncrowded surroundings and nature provide relaxation and a sense of well-being.
6. Preserved past and long-standing customs strengthen the connection to origins.
7. Every moment here feels exhilarating and incredibly exciting rather than terrifying.

Говорящий	A	B	C	D	E	F
Утверждение						

2 *Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** 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**). Занесите номер выбранного вами варианта ответа в таблицу. Вы услышите запись дважды.*

A. Anabel and Alex agree that modern children spend more time using digital devices indoors.
B. Alex believes technology has only negative effects on childhood.
C. Anabel says children today have more freedom than in the past.
D. They both think academic pressure on students has increased over time.
E. Anabel and Alex think schools should completely ban technology in classrooms.
F. They agree that today's children are more aware of global issues.
G. Both students conclude that maintaining balance is important for a healthy childhood.

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

*Вы услышите интервью. В заданиях **3–9** запишите в поле ответа цифру **1**, **2** или **3**, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

3 As a young boy, the guest was especially impressed by ...

1) a massive astronomical device located near his home city.
2) a space museum in the United States.
3) a planetarium he visited during a school trip abroad.

Ответ: ☐

4 Brian's first journey outside his homeland was connected with ...

1) filming a science documentary.
2) performing as part of a music group.
3) attending an international physics conference.

Ответ: ☐

5 What left the strongest impression on him during that early overseas trip?

1) The local cuisine and traditions.
2) The intense heat and moisture in the air.
3) The modern architecture of the city.

Ответ: ☐

6 While working on one of his early television series, Brian travelled to ...

1) a frozen region near the North Pole.
2) a highly volcanic area in Africa.
3) a rainforest in South America.

Ответ: ☐

7 One of the most unforgettable moments of his career involved ...

1) observing a spacecraft return to Earth.
2) flying inside a rocket himself.
3) interviewing astronauts aboard a station.

Ответ: ☐

8 To experience awe while observing the night sky, he recommends ...

1) northern Scandinavia during winter.
2) a desert region in South America.
3) the countryside of central Europe.

Ответ: ☐

9 If given the chance to leave Earth, he would prefer to ...

1) travel deep into distant galaxies.
2) remain permanently on another planet.
3) witness our planet rising above the lunar surface.

Ответ: ☐

Раздел 2. Чтение

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

1. Adapted to new reality
2. Roots in the past
3. Specific for country parts
4. Preserving folk traditions
5. Transforming in time
6. A symbol of Russian cuisine
7. Favourite variations
8. A fairly new culinary invention

A. If you ask anyone to describe Russian cuisine, one of the first dishes that will come to mind will certainly be blinis. They are a truly iconic dish that is now an integral part of folk life and tradition. "Blinis are baked, not fried." This is truly the essence of blinis. Blinis really are baked. And without a lid! This is simply a feature of the Russian stove, where the heat comes from all sides. You can make them in a skillet, too, but then you need to flip them.

B. Blinis are certainly not a Russian invention. They were made in ancient Egypt, Greece and Rome. The idea of pouring liquid batter on a heated stone and baking it has been around for several thousand years. The only difference is that these delicacies became widespread and popular in Russia. One of the oldest types of Russian blinis is kotloma. The name probably came from the Turkic languages. "Catalog of the Tsar's Meals" (1610–13) notes: "For a dish of kotloma, mix spadefuls

of gritty flour, liquid honey, 25 eggs, 10 grivnenkas (2 kg) of butter made from cow milk."

C. Blinis were not historically part of Shrovetide festivities. There are no written records about them until the 16th century. The reason they became part of the pre-Lenten holidays was simple: under Ivan III the New Year was moved to September, 1. That made it possible to weave the old pagan spring festival, where the round, sun-like blinis were served, into the structure of the Orthodox Christian calendar. The pre-Christian holiday was tied to "Cheese Week" (Maslenitsa), the last week before Great Lent.

D. A popular type of Russian pancakes was olady. Russian historian Nikolai Kostomarov (1817–1885) writes: "Big olady were called 'ordered olady' because they were served to clerks" — that is, employees of state administrations. So blinis were once a way of expressing gratitude or offering a bribe. Old-fashioned blintsy are also part of our blini tradition. They are thin pancakes with various fillings that were rolled up and then baked again in pots or pans. Vasily Lyovshin writes in his 1795 "Russian Cookery" that they could be served with korinka (raisins) and millet porridge.

E. Blinis in Russia are regional. That is, each historical region has its own blini tradition. Buckwheat blinis in Central Russia; wheat blinis with smelts in St. Petersburg and Veliky Novgorod, and thin "transparent" blinis in Siberia. There are also stuffed blinis. In the middle of the 19th century, Yekaterina Avdeyeva wrote about them this way: "The stuffed blinis are sprinkled with chopped eggs or fresh cottage cheese, and during Lent they sprinkle them with fried onions or smelts."

F. Blinis changed as the cuisine changed, over time becoming more appropriate to the fine cuisine of the 19th century. A book of 1862 gives the recipe for rice blinis with Parmesan. The batter for thin rice blinis was poured into a pan and immediately sprinkled with grated Parmesan. All this was done in several pans at the same time. Once the first blinis were ready, one was flipped onto another. And the whole thing was baked again. The result was a kind of cheese and blini cake, which was served with sour cream.

G. In times of crises, blinis could be quite humble. Published in 1927, Katerina Dedrina's book "Cooking on Stove and Primus" was an example of the new Soviet cuisine. This cuisine replaced the pre-revolutionary cuisine that had been "torn to pieces." In this situation, blinis were almost primitive. Kefir blinis have been made in Russia since about the beginning of the 20th century (this beverage came to Central Russia from the Caucasus relatively late). These blinis are one of almost every family's favourites: thick, fluffy, and buttery.

Ответ:

A	B	C	D	E	F	G

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

Where can you find a piece of the Moscow Kremlin?
In St. Petersburg!

Do you miss the capital while in the northern city on the Neva? Well, don't rush to buy a ticket just yet and, instead, head to Mirgorodskaya Street near the Moskovsky railway station. There, your eye will immediately catch a familiar silhouette. You'll recognize the outlines immediately: the same red brick, the "dovetails" of the crenellated loopholes and a neat turret — **A** _____!

In reality, this fragment of the "Kremlin" is a little more than 100 years old. In 1911–1913, a cathedral was built there in the name of the Feodorovskaya Icon of the Mother of God, **B** _____, for the 300th anniversary of the House of Romanov.

The Feodorovskaya Icon of the Mother of God, **C** _____, is the patron icon of the Romanov family. It is one of the most venerated icons in the Upper Volga region. The Feodorovskaya Icon of the Mother of God is **D** _____ and today it remains the patron icon and protector of state power in Russia.

This piece of the Moscow Kremlin was erected in St. Petersburg according to the design of Stepan Krichinsky in the style of 17th-century Russian architecture, **E**_____.

A red brick fortress wall was also added to the cathedral. It was supposed to remind those arriving at the station of the continuity of the two capitals **F**_____. And, at the same time, it was supposed to separate the new church from the less than aesthetically pleasing buildings.

1. so ancient that its origins are unknown
2. especially revered by the royal family
3. towards the place where the icon was found
4. the time when the Romanov dynasty ascended the throne
5. it's as if the Moscow Kremlin wall has been transferred there
6. also known as Our Lady of Saint Theodore and the Black Virgin Mary of Russia
7. and the unity of the Russian lands under the rule of the House of Romanov

Ответ:

A	B	C	D	E	F

*Прочитайте текст и выполните задания **12–18**. В каждом задании запишите в поле ответа цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.*

AI study buddies: are chatbots making us dumb?

AI isn't just for tech labs or futuristic films anymore — it's showing up in bedrooms, libraries, and classrooms, right on students' screens. Chatbots, like *ChatGPT*, are becoming popular study partners, helping teenagers and students do homework, make flashcards, and prepare for exams. But, with the increased use of these resources, a question is arising: are these digital helpers making us smarter, or are they just making us lazier?

A recent 2025 survey found 85 % of students aged 14–22 use AI for schoolwork and other things, up from 66 % from last year. Why? The two top uses for AI are for doing homework, which 50 % of teens use AI for. Some use *ChatGPT* to break down tricky questions or explain complicated

concepts, and others use AI to create flashcards, summaries, and outlines, converting hours and hours of note-taking to just a few seconds of typing. Test prep is another huge thing, as students can generate practice questions, get step-by-step explanations, or create mini-quizzes to strengthen weak topics.

AI tools can be more than just a shortcut — they make learning easier. From creating a song to remember the periodic table to explaining the quadratic equation like it's a story, AI can adjust information, taking into account what a student already knows, their learning style, and more. Struggling with dimensional analysis or a calculus word problem doesn't have to be frustrating.

Time efficiency is another huge plus. Students don't need to look through textbooks or notes; instead, they can generate summaries, outlines, and flashcards in a matter of mere seconds. AI makes topics so much more entertaining. Think gamified quizzes, instant feedback, and creative prompts and responses that transform studying sessions from tedious processes into a fun, dynamic experience.

So, when it's used thoughtfully, AI completely reinforces learning and understanding. This is a genuine extension of learning rather than a replacement, and teachers are starting to understand that, too.

AI tools like these aren't foolproof either, and this overreliance can genuinely hurt learning. One major problem is something called "hallucinations" — when artificial intelligence confidently generates information that is completely wrong. That's because that information is not in the training data for AI, and unfortunately, that same model would not have been programmed to say "I don't know."

A student might just trust a fabricated history fact, math answer, or oversimplified science solution, thinking it's accurate. Without double-checking, these mistakes will eventually reinforce misunderstandings, rather than actually correct them.

AI can make students mentally lazy, like what AI overview is progressively doing. If AI is doing all of the thinking, problem-solving, note-taking, and reasoning, students miss out on all of these opportunities to build memory, critical thinking, and more. Over time, **this** will create many gaps in understanding because of the dependency on AI to do the simplest tasks.

AI tools are like a double-edged sword. On one side, they make learning faster, more engaging, and personal. On the other, the overconfidence, hallucinations, and shortcuts can weaken critical thinking and more. The difference lies in how students choose to use AI: as a supplement to thinking or a replacement for it. Ultimately, AI won't be able to completely replace learning, but it can enhance it if used responsibly. Use it mindfully. Fact-check it.

Use your own problem-solving skills. Balance it correctly. Then it will be your study partner. Misused, it risks turning students' brains into an autopilot mode, making them less thoughtful thinkers, taking away a trait that makes us human. So, it's up to you. The choice, and its consequences, lie in every student's hands.

12 The author thinks that ...

1) AI is used only to make futuristic films.
2) AI should be actively used in study routines.
3) chatbots are great at creating flashcards.
4) AI is becoming more widely used.

Ответ: ☐

13 Which of the following do students NOT use AI for?

1) Preparing for exams.
2) Taking different quizzes.
3) Answering difficult questions.
4) Getting useful explanations.

Ответ: ☐

14 One of the advantages of using AI is that it makes studying ...

1) more personalized.
2) time-consuming.
3) very attracting.
4) less intriguing.

Ответ: ☐

15 As AI can promptly generate responses, summaries and outlines, students ...

1) may use them while making their notes.
2) manage their time efficiently.
3) get different types of feedback.
4) prefer to use them thoughtfully.

Ответ: ☐

16 According to the text, an AI "hallucination" is ...

1) relying too much on AI-generated information.
2) misunderstanding the facts presented by chatbots.
3) giving a wrong or misleading answer presented as a fact.
4) trusting the fabricated content generated by chatbots.

Ответ: ☐

17 "This" in paragraph 8 means ...

1) message comprehension.
2) generating information.
3) lack of time.
4) overusing AI.

Ответ: ☐

18 The author compares AI tools to a double-edged sword because ...

1) AI can both help and harm its users.
2) sometimes AI generates erroneous responses.
3) they are often misused by students.
4) information generated by them can harm people.

Ответ: ☐

Раздел 3. Грамматика и лексика

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **19–24**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **19–24**.*

Protecting Earth against an asteroid strike

Astronomers following asteroid activity in space estimate there is a very small chance an object large enough to destroy a whole city could strike Earth in 2032. But space agency officials say that even if such an asteroid keeps heading on a path toward Earth, the world is now much better-equipped

19 to defend _____ against such a threat. IT

Scientists recently estimated there was a 3.1 percent chance that asteroid *2024 YR4* would hit Earth

20 on December 22, 2032. That is the _____ HIGH probability predicted for such a large space rock in modern times.

Till now, only one planetary defence method

21 _____ against an asteroid. In 2022, TRY a spacecraft was sent into the 160-metre-wide *Dimorphos* asteroid. The effort successfully changed

22 the asteroid's orbit around a _____ space LARGE

23 rock. Scientists think that space _____ AGENCY could hit the *2024 YR4* asteroid with several spacecraft, observing how each one changes the path.

24 The asteroid discovered in December _____ ESTIMATE to be 40–90 metres wide — about half the size of *Dimorphos*. Even with the rising odds involving *2024 YR4*, there is still about a 97 percent chance the asteroid will miss Earth.

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами ***25–29****, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы* ***25–29****.*

Modern technologies and ancient Rome

After Mount Vesuvius erupted in 79 A.D., Pompeii and its neighbour Herculaneum were buried in volcanic debris. Both towns have since become

25 living museums allowing _____ to imagine ancient Roman life by the sea. But other treasures, like the library at Herculaneum, have been slower to reveal themselves. VISIT

Inside a vast villa at Herculaneum, some

26 1,800 ancient scrolls were _____ by the CARBON

27 searing heat from Vesuvius's ash. _____ HARD into black lumps, the scrolls were discovered in 1752, but nobody knew much what to do with them. The Herculaneum scrolls were damaged by

28 heat and could not be _____. But scholars ROLL knew that inside were the tantalizing remains of a rich Roman library, perhaps filled with works thought lost to time. So, scholars hung on to them and waited for a way to unlock the contents.

29 In March 2023, high-_____ CT scans RESOLUTE of four scrolls were released. Scientists decoded five percent of one scroll, whose contents were described as a "2,000-year-old blog post about how to enjoy life."

*Прочитайте текст с пропусками, обозначенными номерами **30–36**. Эти номера соответствуют заданиям **30–36**, в которых представлены возможные варианты ответов. Запишите в поле ответа цифру **1, 2, 3** или **4**, соответствующую выбранному вами варианту ответа.*

Above everything

Reaching the apex, Ky soaked in the views. Little houses dotted the landscape. Little houses separated by what seemed like endless trees. The fresh air, the warm sun on his skin, and the slight breeze tussling his hair convinced him life wasn't half bad. The majesty of this moment **30** _____ Ky to one simple conclusion: there was more to life than meeting deadlines. Inhaling deeply, he reminded himself that breathing was a part of life. Breathing was life. Without breath, he would cease to exist, both in a very literal **31** _____ but also metaphorically.

Ky took a seat on a nearby rock, letting the beauty of Victoria engulf him. He sat **32** _____ what felt like moments and hours at the same time. **33** _____ other hikers were around, Ky mostly stayed to himself, speaking an occasional word or two when directly addressed. As he allowed the scenery to wash over him, he realised that the sun was beginning to **34** _____. He needed to begin his descent before darkness came to hide the **35** _____.

Working slowly so as not to fall down the steep, rocky terrain, Ky searched for space to place his hand and **36** _____ himself. He took careful steps, testing various places to set his foot before making a decision. This terrain could be tricky, and he was well aware of the risks associated with getting injured at this elevation and this late in the evening. No one would come this way until morning, and by then, who knows what shape he would be in.

30 1) guided 2) led 3) directed 4) indicated

Ответ: ☐

31 1) sensation 2) sense 3) significance 4) signification

Ответ: ☐

32 1) for 2) to 3) at 4) from

Ответ: ☐

33 1) Rather 2) Yet 3) Wherever 4) Though

Ответ: ☐

34 1) set 2) decline 3) wane 4) fade

Ответ: ☐

35 1) lane 2) course 3) trail 4) trace

Ответ: ☐

36 1) steady 2) stable 3) strengthen 4) hard

Ответ: ☐

Раздел 4. Письменная речь

*Для ответов на задания **37** и **38** используйте отдельный лист. Черновые пометки можно делать прямо на листе с заданиями или использовать отдельный черновик. При выполнении заданий **37** и **38** особое внимание обратите на то, что ваши ответы будут оцениваться только по записям, сделанным на отдельном листе. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём, не оцениваются. Соблюдайте нормы письменной речи, записывайте ответы аккуратно и разборчиво.*
*Укажите номер задания **37** на отдельном листе и напишите текст своего ответного электронного письма зарубежному другу по переписке.*

37 You have received an email message from your English-speaking pen-friend Edna:

From: Edna@mail.uk
To: Russian_friend@ege.ru
Subject: Art
...Last month our class visited the local museum. There was an art exhibition. I liked it immensely! *Have you ever seen a piece of art that affected you strongly? Without art, what would the world be like? What themes have fascinated artists most through time?* *We are going to visit my grandparents in two weeks...*

Write an email to Edna.
In your message:

– answer her questions;
– ask **3 questions** about her grandparents.

Write **100–140 words**.
Remember the rules of email writing.

Выберите только ОДНО из двух предложенных заданий (38.1 или 38.2), укажите его номер на отдельном листе и выполните согласно данному плану. ***В ответе на задание 38 числительные пишите цифрами.***

38.1 Imagine that you are doing a project on **what dearest childhood memories of teenagers in Zetland are**. You have found some data on the subject — the results of a survey conducted among Zetland's teenagers (see the table below).

Comment on the survey data and give your opinion on the subject of the project.

The survey question: **What is your dearest childhood memory?** ***Choose one option***	
Options	**Number of respondents (%)**
Family gatherings	30
Going to the cinema	27
Travelling with parents	25
Going to the grandparents' house	13
Learning to ride a bike	5

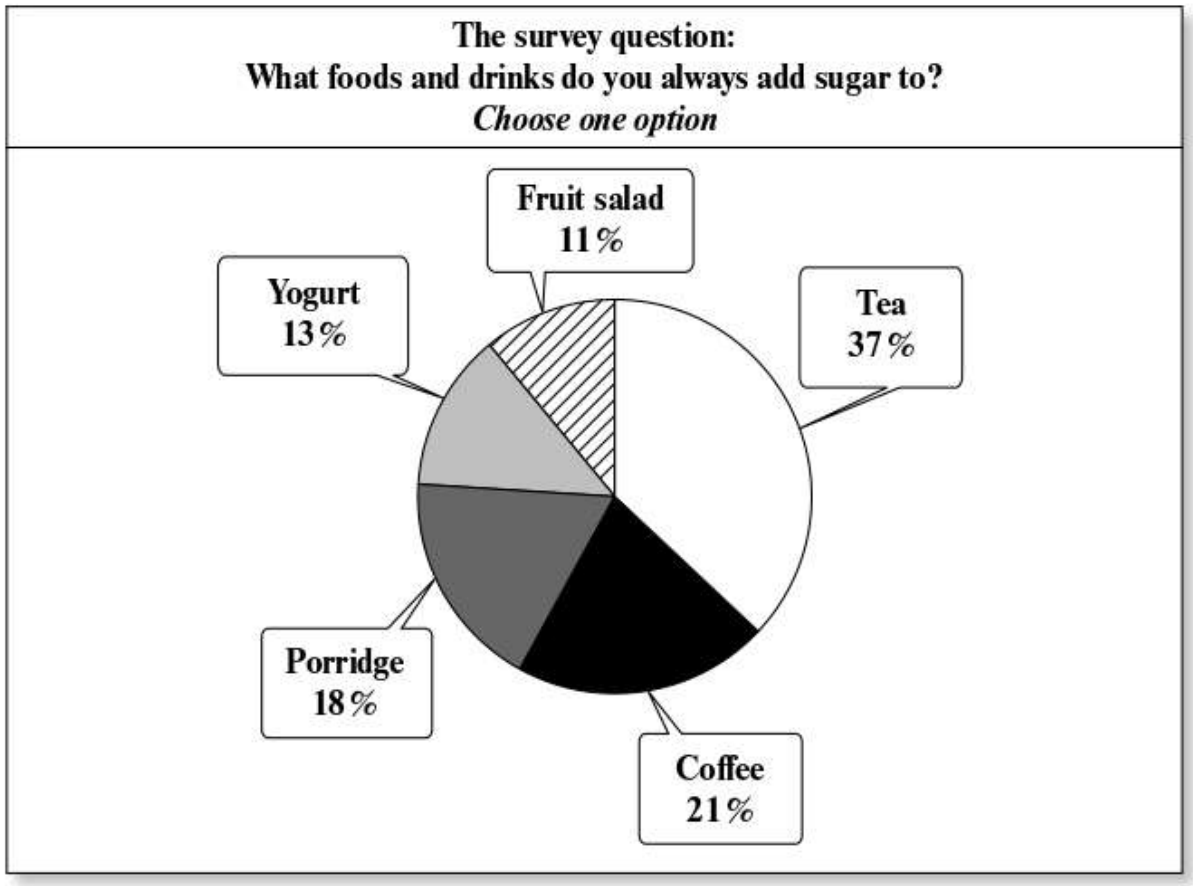
Write 200–250 words.

Use the following plan:

– make an opening statement on the subject of the project;
– select and report 2–3 facts;
– make 1–2 comparisons where relevant and give your comments;
– outline a problem that can arise with childhood memories and suggest a way of solving it;
– conclude by giving and explaining your opinion on the importance of having a happy childhood for people.

38.2 Imagine that you are doing a project on **what foods or drinks people in Zetland always add sugar to**. You have found some data on the subject — the results of a survey conducted among Zetlanders (see the pie chart below).

Comment on the survey data and give your opinion on the subject of the project.



Write 200–250 words.

Use the following plan:

– make an opening statement on the subject of the project;
– select and report 2–3 facts;
– make 1–2 comparisons where relevant and give your comments;
– outline a problem that one can face when consuming sugar and suggest a way of solving it;
– conclude by giving and explaining your opinion on the role of healthy eating in our lives.