

Демо-версия · бесплатно

Полный вариант TOEFL 2026

Один тест из сборника — целиком и
бесплатно

ExamBooster

toefl.exambooster.ru

Это демо-версия

Перед вами первый вариант из сборника — полностью, без сокращений: 119 заданий всех двенадцати типов, бланк ответов, ключи с разборами, транскрипты аудио и лист самооценки. Ровно то, что получают покупатели сборника, только в одном экземпляре вместо десяти.

Что в полном сборнике

- 10 полных вариантов — 1200 заданий, каждый по спецификации ETS 2026
- Отдельный PDF на каждый вариант плюс сборник одним файлом со сквозным оглавлением
- Бланк ответов, ключи с разборами и транскрипты аудио к каждому варианту
- Аудио ко всем заданиям Listening и Speaking — по QR прямо со страницы
- Лист самооценки: первичный счёт, рубрика 0–5 для Speaking и Writing, ориентиры уровня

Демо можно свободно пересылать и распечатывать. Решайте его по таймеру и без словаря — иначе результат ничего не покажет.

Как решать вариант

Каждый вариант этого сборника собран строго по спецификации ETS для TOEFL iBT 2026: те же двенадцать типов заданий, то же количество вопросов в каждой секции и тот же порядок — Reading, Listening, Writing, Speaking. Всего 119 заданий, около полутора часов работы.

Смысл варианта не в том, чтобы «порешать задачки», а в том, чтобы прожить экзамен целиком: с таймером, без пауз, без словаря. Именно так вы узнаете, где реально теряете баллы — на знании языка или на выносливости и распределении времени.

Решайте вариант за один присест. Если разбить его на четыре дня, вы измерите что угодно, кроме готовности к экзамену.

Что подготовить заранее

- Наушники — аудио открывается по QR-коду или по кнопке «Слушать» рядом с заданием.
- Таймер на каждую секцию: время указано на её титульной плашке.
- Диктофон или телефон для записи ответов Speaking — без записи проверить себя невозможно.
- Бланк ответов на следующей странице и чистый лист для заметок в Listening.

Тайминг варианта

На реальном экзамене Reading и Listening адаптивные: они делятся на короткий роутер и основной модуль, поэтому время внутри секции слегка плавает. В варианте дано суммарное время секции.

Секция	Объём	Время
Reading	48 вопросов	30 минут
Listening	48 вопросов	29 минут
Writing	12 заданий	23 минуты
Speaking	11 заданий	8 минут
Весь вариант: 119 заданий, около 1 часа 30 минут		

Правила честного прогона

- Не подглядывайте в ключи до конца всего варианта — даже в один вопрос.
- Аудио в Listening слушайте ровно один раз, как на экзамене. Транскрипты открывайте только при разборе.
- В Speaking отвечайте вслух и записывайте себя, не давая себе второй дубль.
- Не пользуйтесь словарём, переводчиком и проверкой орфографии.
- Если время секции вышло — останавливайтесь. Недорешанное честнее посчитать как ошибку, чем растянуть время.

Вариант 1

119 заданий · около 1 часа 30 минут

Бланк ответов • вариант 1

Отмечайте ответы здесь, а не в тексте задания: так вариант можно перерешать через месяц. Для Speaking и Writing клеток нет — эти ответы вы записываете на диктофон и на отдельный лист, а проверяете по критериям в конце варианта.

Reading Чтение

№ 1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
№ 2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
№ 3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
№ 4	☐	☐								
№ 5	☐	☐								
№ 6	☐	☐								
№ 7	☐	☐								
№ 8	☐	☐	☐	☐	☐					
№ 9	☐	☐	☐	☐	☐					

Listening Аудирование

№ 10–29	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
№ 30	☐	☐																											
№ 31	☐	☐																											
№ 32	☐	☐																											
№ 33	☐	☐																											
№ 34	☐	☐																											
№ 35	☐	☐																											
№ 36	☐	☐																											
№ 37	☐	☐																											
№ 38	☐	☐	☐	☐																									
№ 39	☐	☐	☐	☐																									
№ 40	☐	☐	☐	☐																									

Writing Письмо

- № 41–50 10 × письменно · на отдельном листе
- № 51 письменно · на отдельном листе
- № 52 письменно · на отдельном листе

Speaking Говорение

- № 53 устно · запись на диктофон
- № 54 устно · запись на диктофон

Reading

Чтение

30 минут

48 вопросов

Complete the Words— Дополните слова

Перед вами абзац из ~70–100 слов. Первое предложение целое, а дальше, начиная со второго предложения, у каждого второго слова стёрта вторая половина. Восстановите недостающие буквы по контексту и грамматике. В каждом тексте ровно 10 таких слов.

Задание 1 R-CW-019 Восстановите 10 слов с пропущенными буквами.

A black hole itself emits no light, yet it can bend the path of light that passes nearby. Its **int**____¹ gravity **wa**____² surrounding **sp**____³ so **sha**____⁴ that **star**____⁵ curves **tow**____⁶ it, **a**____⁷ effect **pred**____⁸ by Einstein's **gen**____⁹ relativity. **Astro**____¹⁰ detect this bending through gravitational lensing, where a massive object magnifies and distorts images of galaxies behind it. Near the event horizon, light can circle the hole several times before escaping, producing multiple ghostly images of one star. This bending also reveals hidden dark matter, whose mass would otherwise remain invisible to any telescope.

Задание 2 R-CW-025 Восстановите 10 слов с пропущенными буквами.

Satellites remain in orbit because gravity and forward motion balance each other perfectly, letting them fall around Earth forever without crashing into it. Engineers **calc**____¹ the **ex**____² velocity **nee**____³ so **th**____⁴ a spacecraft's **cur**____⁵ path **mat**____⁶ the planet's **curv**____⁷, creating a **sta**____⁸ trajectory **hund**____⁹ of **kilom**____¹⁰ above the surface. Lower satellites travel faster and complete an orbit within roughly ninety minutes, while distant communication satellites match Earth's rotation and appear motionless from the ground. Atmospheric drag gradually slows objects in low orbit, so operators periodically fire small thrusters to restore altitude and prevent an eventual fiery reentry.

Задание 3 R-CW-031 **Восстановите 10 слов с пропущенными буквами.**

Sleeping in orbit poses challenges that most people on Earth rarely imagine. Without **gra**____¹ pulling **th**____² bodies **down**____³, astronauts **mu**____⁴ strap **thems**____⁵ into **pad**____⁶ sleeping **ba**____⁷ fixed **t**____⁸ a **ca**____⁹ wall, **othe**____¹⁰ they would slowly drift and bump into equipment overnight. The station circles the planet every ninety minutes, so sunrise and sunset flash past constantly, confusing the body's natural clock. Many crew members wear thick eye masks and soft earplugs to block the glare and hum of machinery. Flight surgeons track sleep quality carefully, since tired astronauts make careless mistakes during delicate repairs.

Read in Daily Life— Чтение в повседневной жизни

Короткие бытовые тексты — письма, объявления, расписания, меню. Прочитайте текст и выберите единственный верный ответ на каждый вопрос.

Задание 4 R-DL-013 **Прочитайте текст и ответьте на вопросы.**

Notice: New Laundry Room Hours in Birchwood Hall

Starting Monday, October 12, the laundry room in Birchwood Hall will be open only from 7:00 a.m. to 11:00 p.m. daily. The change follows several complaints about late-night noise from washers and dryers running after midnight. Residents should plan laundry loads accordingly, since the door will be locked outside these hours. Questions about the new schedule can be directed to the front desk attendant, Marcus Webb, during weekday office hours.

1. According to the notice, what time will the laundry room open under the new schedule?

- ☐ (A) 7:00 a.m.
- ☐ (B) 6:00 a.m.
- ☐ (C) 8:00 a.m.
- ☐ (D) 9:00 a.m.

2. Why did the housing office decide to change the laundry room hours?

- ☐ (A) To save money on electricity
- ☐ (B) To respond to noise complaints
- ☐ (C) To prepare the room for renovation while the door stays locked overnight
- ☐ (D) To match the dining hall's schedule

Задание 5 R-DL-019 Прочитайте текст и ответьте на вопросы.

Notice: Elevator Out of Service — Building B

The elevator in Building B will be out of service from Monday, July 6, through Wednesday, July 8, while technicians replace a worn cable pulley. Residents on the upper floors should use the stairwell near the mailroom or walk through the connecting hallway to Building A, where the elevator remains in normal operation. Anyone who needs help moving heavy boxes during this period should contact the front desk to arrange assistance. The elevator company has confirmed that replacement parts have already arrived on campus.

1. Why will the elevator in Building B be out of service?

- ☐ (A) Technicians are replacing a worn cable pulley.
- ☐ (B) The building is getting a new paint job.
- ☐ (C) A fire inspection requires it to be shut down.
- ☐ (D) The elevator company recalled the model for safety testing.

2. What can residents do if they need help moving heavy boxes?

- ☐ (A) Wait until the elevator company finishes repairs.
- ☐ (B) Contact the front desk to arrange assistance.
- ☐ (C) Ask the technicians on-site for help.
- ☐ (D) Use the freight elevator in Building A.

Задание 6 R-DL-025 Прочитайте текст и ответьте на вопросы.

Notice: Front Door Curfew Extended for Exam Week

Starting Monday, May 4, the front door curfew in Hawthorne Hall will move from midnight to 2 a.m. through the end of final exams on May 15. Students returning after 2 a.m. will need to buzz the front desk for entry, since night staff will lock the exterior door at that time instead of the usual hour. The change follows requests from residents who study late in the library or in twenty-four-hour lounges before returning to their rooms. Regular curfew hours will resume automatically once exam week ends, and no additional sign-up is required to use the extended hours.

1. Why was the curfew extended?

- ☐ (A) To reduce late-night noise complaints
- ☐ (B) Because of a change in the night staff's schedule
- ☐ (C) To allow more time for cleaning the lobby before final exams end on May 15
- ☐ (D) Because late-studying residents requested it

2. What must students do if they return after 2 a.m.?

- ☐ (A) Buzz the front desk for entry
- ☐ (B) Wait until the desk reopens at 8 a.m.
- ☐ (C) Show a signed late pass from the exam office
- ☐ (D) Use a side entrance reserved for late arrivals

Notice: Deadline to Declare a Major

Students who plan to declare or change their major must submit the Declaration of Major form to the Registrar's Office by Friday, November 21. Forms are available at the front desk of Simmons Hall or online through the student portal, but each form must include a signature from an academic advisor in the chosen department. Requests received after the deadline will be processed for the following semester instead of the current one. Students who miss the cutoff should still meet with an advisor promptly to plan course registration in the meantime. Questions about specific department requirements should be directed to that department's main office rather than the Registrar.

1. According to the notice, what must accompany the Declaration of Major form?

- ☐ (A) A department advisor's signature on the form
- ☐ (B) Approval from the Financial Aid Office before the Registrar accepts the form
- ☐ (C) A copy of the student's full transcript
- ☐ (D) A letter of recommendation from a professor

2. According to the notice, what happens to declarations submitted after the deadline?

- ☐ (A) They are rejected and must be resubmitted the following year
- ☐ (B) They are charged a late processing fee
- ☐ (C) They are processed for the following semester instead
- ☐ (D) They require a meeting with the Dean of Students

Read an Academic Passage— Чтение академического текста

Академический текст ~200 слов и пять вопросов к нему: на факты, значение слова в контексте, вывод, связь идей и цель автора. Встречаются и три особых формата: выбрать лучший перефраз предложения (Sentence Simplification), найти в тексте предложение-ответ (Select the Sentence) и вставить данное предложение в одну из четырёх позиций [A]–[D] (Insert Text). Фоновые знания не требуются — всё есть в тексте.

The Evolution of Antibiotic Resistance

Antibiotic resistance emerges when bacteria evolve mechanisms that let them survive drugs that once killed them or halted their growth. This process follows the logic of natural selection: within a large bacterial population, a few individuals carry random mutations that happen to reduce a drug's effectiveness against them. When an antibiotic is introduced, it eliminates the vulnerable majority, but the resistant few survive and reproduce, passing their advantageous mutations to the next generation. Over repeated cycles of exposure, resistant strains can come to dominate an entire population within a surprisingly short span of time.

Bacteria possess several distinct strategies for resisting drugs. Some produce enzymes that break down an antibiotic before it can act, while others alter the molecular target the drug normally binds to, rendering the medication ineffective. Still others develop pump-like structures in their cell membranes that actively expel the antibiotic before it accumulates to a harmful concentration. Compounding the problem, bacteria can transfer resistance genes directly to unrelated species through a process called horizontal gene transfer, spreading resistance far faster than mutation and reproduction alone would allow.

The medical consequences are considerable. Infections once treated routinely now sometimes require several rounds of different antibiotics, and a handful of resistant strains no longer respond to any drug currently available, leaving physicians with dangerously few remaining treatment options.

1. According to paragraph 1, what happens to resistant bacteria when an antibiotic is introduced into their population?

- ☐ (A) They survive, reproduce, and pass their advantageous mutations to later generations
- ☐ (B) They are eliminated along with the rest of the population
- ☐ (C) They lose their resistance genes through repeated exposure
- ☐ (D) They convert into a completely new bacterial species

2. The word "compounding" in paragraph 2 is closest in meaning to

- ☐ (A) solving
- ☐ (B) making worse
- ☐ (C) ignoring
- ☐ (D) measuring

3. It can be inferred from paragraph 2 that horizontal gene transfer is particularly dangerous because it

- ☐ (A) only works in bacteria that have never been exposed to antibiotics
- ☐ (B) destroys the antibiotic before it reaches the bacterial cell
- ☐ (C) lets resistance genes spread directly between unrelated bacterial species
- ☐ (D) requires bacteria to reproduce sexually rather than pass resistance genes through pump-like membrane structures or enzymes

4. Which of the following best expresses the essential information in the sentence

"Compounding the problem, bacteria can transfer resistance genes directly to unrelated species through a process called horizontal gene transfer, spreading resistance far faster than mutation and reproduction alone would allow."? Incorrect choices change the meaning in important ways or leave out essential information.

- (A) The rapid mutation of unrelated bacterial species forces them to use horizontal gene transfer to survive antibiotic treatments.
- (B) Although horizontal gene transfer spreads resistance slowly, it is the only way for bacteria to pass genes to unrelated species.
- (C) Bacterial mutation and reproduction are compounded by horizontal gene transfer, which prevents unrelated species from sharing resistance genes.
- (D) Horizontal gene transfer allows bacteria to pass resistance genes directly to different species, spreading resistance much faster than normal reproduction.

5. What is the main purpose of the passage?

- (A) To explain how bacteria evolve antibiotic resistance and why it poses a medical challenge
- (B) To compare enzyme-based resistance with pump-based resistance in bacteria
- (C) To describe the history of the first antibiotic ever discovered and the laboratory conditions under which it was purified
- (D) To argue that antibiotics should no longer be prescribed to patients

Задание 9 R-AP-010 **Прочитайте текст и ответьте на вопросы.**

Hibernation and the Deep Slowdown of Mammalian Metabolism

When cold weather strips a landscape of food, some mammals do not migrate or simply endure hunger; instead, they enter hibernation, a prolonged state in which metabolic rate falls to a small fraction of its normal level. During deep torpor, a ground squirrel's body temperature can drop to just above freezing, its heartbeat can slow from several hundred beats per minute to only a handful, and its oxygen consumption can fall by more than ninety percent. This dramatic reduction lets the animal survive for months on fat reserves stored before winter began, rather than the food it would otherwise need to forage.

Torpor, however, is not continuous. Hibernating mammals periodically rewarm themselves over a few hours, using heat generated by a specialized tissue called brown fat, before returning to their sluggish state days or weeks later. Researchers suspect these brief arousals allow the animal to clear metabolic byproducts and restore processes, such as protein synthesis, that virtually halt during deep torpor. Underlying the whole cycle is a hormonally timed switch in fuel use, as cells shift from burning glucose to burning stored fat almost exclusively.

Beyond its ecological value, hibernation fascinates medical researchers, since hibernating animals suffer none of the muscle wasting, bone loss, or organ damage that would afflict a human confined to comparable inactivity and cold.

1. According to paragraph 1, what allows a hibernating animal to survive for months without searching for food?

- (A) Fat reserves it stored in its body before winter began
- (B) A steady supply of food cached inside its burrow
- (C) A sharp rise in heart rate that generates internal warmth
- (D) Migration to a warmer climate before winter arrives

2. The word "sluggish" in paragraph 2 is closest in meaning to

- (A) tense and alert
- (B) slow-moving and inactive
- (C) unusually warm
- (D) aggressive and defensive

3. It can be inferred from paragraph 2 that the periodic arousals from torpor mainly serve to

- (A) permanently end the hibernation period
- (B) allow the animal to search for additional food
- (C) restore biological processes, such as protein synthesis, that are suspended during deep torpor
- (D) raise the animal's core body temperature and keep it elevated for the entire remainder of winter

4. Which of the following best expresses the essential information in the sentence "When cold weather strips a landscape of food, some mammals do not migrate or simply endure hunger; instead, they enter hibernation, a prolonged state in which metabolic rate falls to a small fraction of its normal level."? Incorrect choices change the meaning in important ways or leave out essential information.

- (A) Hibernation is a prolonged state of low metabolism that helps mammals migrate to warmer climates when food becomes scarce.
- (B) When cold weather reduces their metabolic rate, mammals are forced to migrate or suffer from hunger rather than hibernate.
- (C) Mammals that cannot migrate or endure hunger during cold weather must lower their metabolic rate to find alternative food sources.
- (D) Instead of migrating or starving when winter reduces food availability, certain mammals hibernate by significantly lowering their metabolic rate.

5. What is the main purpose of the passage?

- (A) To argue that all mammals should hibernate to conserve energy
- (B) To explain how hibernation slows a mammal's metabolism and why the process interests medical researchers
- (C) To compare torpor bouts in squirrels with those in bears
- (D) To describe the twentieth-century discovery of brown fat tissue and its long-debated role in triggering arousal

Listening

Аудирование

29 минут

48 вопросов

Listen and Choose a Response — Прослушайте и выберите ответ

Вы слышите короткую реплику или вопрос (на экране текста нет). Затем читаете четыре возможных ответа и выбираете самый уместный в этой ситуации.

Задание 10 L-CR-007-01 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The dorm lounge closes at midnight, so that should be fine.
- (B) That works for me, the library is quieter for reviewing notes.
- (C) Actually, the library added new group study rooms last semester.
- (D) I already returned the library books this morning.



▶ Слушать

Задание 11 L-CR-007-02 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The study room needs a keycard to get inside.
- (B) Thursday afternoon I have a chemistry lab in the north science building until four thirty.
- (C) Yes, I booked room 204 right after class ended.
- (D) We reserved a projector for the presentation instead.



▶ Слушать

Задание 12 L-CR-007-03 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The lecture hall was freezing on Monday morning.
- (B) Sure, I'll scan them and send you the file tonight.
- (C) I think Monday's lecture covered three main chapters.
- (D) Our study group usually meets on the third floor.



▶ Слушать

Задание 13 L-CR-007-04 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Tomorrow's session starts at nine in the library annex.
- (B) The printer in the lounge ran out of ink yesterday, and the replacement cartridges won't arrive from the supply office until next Monday.
- (C) Don't worry, I'll print copies at the computer lab tonight.
- (D) I already handed in my assignment this morning.



▶ Слушать

Задание 14 L-CR-007-05 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) That would help a lot, since mine's being repaired.
- (B) The review lecture runs almost ninety minutes long.
- (C) My laptop crashed twice during finals last semester, right after the campus IT department pushed a big software update.
- (D) Let's watch a different lecture about ecology instead.



▶ Слушать

Задание 15 L-CR-007-06 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Wednesday's quiz got moved to Friday afternoon instead.
- (B) I already have a summary of last week's reading.
- (C) The quiz review usually lasts about an hour, though the professor sometimes extends it if the study hall is booked later.
- (D) Why don't you take four and five, and I'll cover six?



▶ Слушать

Задание 16 L-CR-007-07 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Tonight's meeting got pushed back to eight o'clock.
- (B) Good idea, that way each pair can focus on one topic.
- (C) Splitting the bill for pizza sounds fair to me.
- (D) We reviewed the whole chapter individually last week.



▶ Слушать

Задание 17 L-CR-007-08 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) No problem, we only just started going over the outline.
- (B) Traffic near the library has been terrible all week.
- (C) The bus route changed after the road construction started.
- (D) The campus shuttle runs every fifteen minutes on weekdays.



▶ Слушать

Задание 18 L-CR-007-09 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Taken seats near the window get cold in winter.
- (B) The reserved room was booked through the online system by the debate club for their weekly practice.
- (C) Let's grab a table near the reading area on the second floor.
- (D) The second floor is closed for renovations this month.



▶ Слушать

Задание 19 L-CR-007-10 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Our group usually meets near the science building entrance.
- (B) Plate tectonics will probably be on the next exam too.
- (C) The whole unit took me three weeks to read.
- (D) Great, can you walk us through it at the next meeting?



▶ Слушать

Задание 20 L-CR-007-11 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) That's fine, Saturday works better for most of us.
- (B) My shift ends around midnight most weeknights.
- (C) Our meeting room only holds six people comfortably.
- (D) Saturday morning the library opens at ten instead of eight, since the front desk staff only arrive after the weekend shift change.



▶ Слушать

Задание 21 L-CR-007-12 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Bring them just in case, since the slides skip some examples.
- (B) The textbooks are available at the campus bookstore.
- (C) The slides were uploaded to the course website yesterday.
- (D) Our textbooks cost almost two hundred dollars this term.



▶ Слушать

Задание 22 L-CR-007-13 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Our sources for the project came from three journals.
- (B) The professor's office hours are on Tuesday afternoons.
- (C) Let's check the citation guide she posted and go through an example together.
- (D) Citing takes less time once the paper is finished.



▶ Слушать

Задание 23 L-CR-007-14 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) That would be great, maybe something easy to share like fruit.
- (B) The group chat already has ten unread messages.
- (C) Snacks aren't allowed in the reserved study room.
- (D) Studying for hours always makes me sleepy afterward.



▶ Слушать

Задание 24 L-CR-007-15 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Email works best when the file is under five megabytes.
- (B) Our notes from last week got deleted by mistake.
- (C) Let's use the shared document so everyone can edit it at once.
- (D) The document format needs to be a PDF for submission.



▶ Слушать

Задание 25 L-CR-007-16 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) Tonight's forecast says it might rain after seven.
- (B) Let's message them now so we know how many chairs to set up.
- (C) Our group project is due at the end of the month.
- (D) Confirming the room reservation takes just a few clicks.



▶ Слушать

Задание 26 L-CR-007-17 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The whole set of questions is posted on the course page.
- (B) Tonight's session starts right after dinner in the cafeteria.
- (C) Each practice question came from last year's sample test.
- (D) Maybe five minutes each, so we get through the whole set.



▶ Слушать

Задание 27 L-CR-007-18 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The front desk closes right at nine on weekdays.
- (B) Sure, I'll grab a couple in case one runs dry.
- (C) The review covers everything from the last three chapters.
- (D) Markers in the supply closet are usually out of ink.



▶ Слушать

Задание 28 L-CR-007-19 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) The midterm covers three units according to the syllabus.
- (B) Next week's classes are all switching to the new building.
- (C) Covering the walls with posters took the whole afternoon.
- (D) We still have three more sessions, so we'll be fine.



▶ Слушать

Задание 29 L-CR-007-20 **Прослушайте реплику и выберите наиболее уместный ответ.**

- (A) This week's schedule already has two exams on Friday.
- (B) Our study group changed its meeting room twice already.
- (C) Statistics classes usually meet twice a week this semester.
- (D) Sounds good, she's really strong in statistics and could help us.



▶ Слушать

Listen to a Conversation— Прослушайте разговор

Вы слушаете короткий диалог двух говорящих (около 30 секунд) — бытовая или кампусная ситуация. Затем отвечаете на два вопроса: о смысле разговора и о том, что стоит за словами говорящих.

Задание 30 L-CO-013 **Прослушайте разговор и ответьте на 2 вопроса.**

1. Why does the student visit the professor?

- (A) To request more time to finish her assignment.
- (B) To explain why she missed a recent exam.
- (C) To ask for help with her paper's outline.
- (D) To report a technical issue with the portal.

2. What will the student most likely do when she finishes her paper?

- (A) Upload the file to the course website.
- (B) Send the document directly to the professor's email.
- (C) Ask her brother to proofread the final draft.
- (D) Request another extension on Wednesday morning.



▶ Слушать

Задание 31 L-CO-017 **Прослушайте разговор и ответьте на 2 вопроса.**

1. Why does the student visit the advisor?

- (A) To get help with an internship application.
- (B) To ask the advisor for a recommendation letter.
- (C) To apply for a job at the campus newsletter.
- (D) To request a deadline extension for his marketing class.

2. What will the student probably do on Friday?

- (A) Send his completed application to the company.
- (B) Meet with the advisor to work on his resume.
- (C) Attend an interview for the marketing internship.
- (D) Ask his newsletter advisor for a recommendation.



▶ Слушать

Задание 32 L-CO-021 **Прослушайте разговор и ответьте на 2 вопроса.**

1. What is the main problem the student is experiencing?

- (A) The fine focus mechanism on the microscope is stuck.
- (B) The student cannot see the specimen slides clearly.
- (C) The microscope's coarse focus knob is broken.
- (D) The microscope is not powering on correctly.

2. What will the Technician most likely do immediately after this conversation?

- (A) Order a brand new microscope for the lab.
- (B) Report the microscope's issue to the maintenance department.
- (C) Help the student finish preparing the specimen slides.
- (D) Teach the student how to properly use the microscope.



▶ Слушать

Задание 33 L-CO-025 **Прослушайте разговор и ответьте на 2 вопроса.**

1. Why does the student visit the professor?

- (A) To ask for extra time on an assignment due to illness.
- (B) To turn in a completed environmental science paper.
- (C) To request a medical leave of absence from campus.
- (D) To discuss the results of her water-quality samples.

2. What will the student probably do next?

- (A) Go to the campus clinic to get a doctor's note.
- (B) Visit the registrar's office to get a form.
- (C) Collect more water samples for her research.
- (D) Submit her final paper to the professor.



▶ Слушать

Задание 34 L-CO-029 **Прослушайте разговор и ответьте на 2 вопроса.**

1. What is the student's main purpose for speaking with the advisor?

- (A) To request an exception to the credit hour limit.
- (B) To discuss their academic performance and GPA.
- (C) To ask about the department chair's responsibilities.
- (D) To get help registering for a specific course.

2. What will the advisor most likely do after the student gets the form signed?

- (A) Send the form directly to Professor Alderman.
- (B) Submit the completed form to the registrar's office.
- (C) Advise the student on how to reduce their credit load.
- (D) Review the student's entire course schedule.



▶ Слушать

Listen to an Announcement— Прослушайте объявление

Вы слушаете короткое объявление из кампусной жизни — об изменении расписания, правилах, событии или достижении студентов (текста на экране нет). Затем отвечаете на два вопроса о его содержании.

Задание 35

L-AN-021

Прослушайте объявление и ответьте на 2 вопроса.**1. What is the main purpose of this announcement?**

- (A) To inform students that the Econ 210 lecture has been rescheduled
- (B) To announce a new professor for Econ 210
- (C) To cancel the Econ 210 course entirely
- (D) To introduce a new grading policy for Econ 210

2. According to the announcement, when will the reading quiz be available?

- (A) Monday afternoon
- (B) Tuesday afternoon
- (C) Tuesday morning
- (D) Wednesday morning



▶ Слушать

Задание 36

L-AN-028

Прослушайте объявление и ответьте на 2 вопроса.**1. Why was the linguistics workshop postponed?**

- (A) Because the guest instructor's travel schedule changed
- (B) Because not enough students registered
- (C) Because the room was double-booked with a faculty meeting
- (D) Because of a campus-wide holiday

2. What should a student do if they can no longer attend once the new semester begins?

- (A) Ask a friend to attend in their place
- (B) Simply stop attending without notice
- (C) Notify the linguistics department office by email
- (D) Wait until the workshop starts next semester to decide



▶ Слушать

Задание 37

L-AN-035

Прослушайте объявление и ответьте на 2 вопроса.**1. What is the announcement mainly about?**

- (A) A change in the meeting time of a music theory class
- (B) The cancellation of a required course
- (C) A new professor replacing the current instructor next semester
- (D) A change in the required textbook

2. What should a student do who has a schedule conflict with the new class time?

- (A) Attend the visiting ensemble rehearsal instead
- (B) Wait until the syllabus is updated
- (C) Email the music department office by Friday
- (D) Speak to the professor after class



▶ Слушать

Listen to an Academic Talk— Прослушайте академическую лекцию

Вы слушаете короткую академическую мини-лекцию (100–250 слов) на учебную тему. Затем отвечаете на четыре вопроса: о главной мысли, деталях, выводе и о том, зачем лектор приводит тот или иной пример.

Задание 38

L-AT-013

Прослушайте лекцию и ответьте на 4 вопроса.



▶ Слушать

1. What is the main topic of this talk?

- (A) How echolocation lets bats catch flying insects
- (B) How bats navigate long-distance seasonal migrations between winter caves and summer feeding grounds
- (C) Why bat wings are more efficient than bird wings
- (D) How moths avoid predators using camouflage

2. According to the professor, what happens when a bat compares the echo received in each ear?

- (A) It identifies the temperature of the surrounding air
- (B) It estimates how many insects are nearby
- (C) It determines the direction of the object
- (D) It measures the size of its own wingspan

3. What can be inferred about moths from the talk?

- (A) Moths intentionally jam bat calls with their own sounds
- (B) Some moths cannot detect a bat's ultrasonic calls in time to escape
- (C) Moths are immune to all bat predation
- (D) Moths and bats communicate using the same frequency range

4. The phrase "terminal buzz" in the talk is closest in meaning to which of the following?

- (A) A signal that a bat's hunt has permanently failed
- (B) A slow, low-pitched final call ending the hunt
- (C) A rapid burst of calls made just before a bat catches its prey
- (D) A vibration sound produced only by injured bats



▶ Слушать

1. What is the main idea of the lecture?

- (A) The lecture describes the mutualistic partnership between reef-building corals and zooxanthellae algae, explaining what each partner contributes and how the relationship can break down under heat stress.
- (B) Coral reefs are the most biologically diverse ecosystems on Earth, home to thousands of fish species.
- (C) Zooxanthellae algae are parasites that slowly damage the coral polyps they inhabit.
- (D) Coral bleaching is caused primarily by ocean pollution rather than by rising water temperature.

2. According to the professor, roughly what percentage of the sugars produced by the algae do they give to the coral?

- (A) About ten percent
- (B) About ninety percent
- (C) About fifty percent
- (D) None of it, since coral cannot absorb sugars from the algae

3. What can be inferred about a bleached coral colony that experiences only a brief period of elevated water temperature?

- (A) It will die regardless of how quickly conditions return to normal.
- (B) It will attract a greater number of zooxanthellae than it had before.
- (C) It is more likely to survive than a colony exposed to weeks of elevated temperature.
- (D) It will develop a permanent resistance to any future bleaching event.

4. How does the professor mainly organize the discussion of coral-algae symbiosis?

- (A) By comparing two different species of reef-building coral
- (B) By narrating the history of coral reef research in chronological order
- (C) By arguing that governments should regulate coastal water temperatures
- (D) By describing what each partner contributes to the relationship, then explaining what happens when the partnership breaks down



▶ Слушать

1. What is the main purpose of this talk?

- (A) To explain the two mechanisms that let hibernating mammals survive a food-scarce winter
- (B) To describe how hibernating animals gather and store food before winter begins
- (C) To compare hibernation in mammals with dormancy in reptiles, amphibians, and cold-adapted fish species
- (D) To explain why some animals migrate to warmer regions instead of hibernating

2. According to the professor, how does a ground squirrel's heart rate change during hibernation?

- (A) It stops completely for several minutes at a time
- (B) It slows from about two hundred beats per minute to only a few beats per minute
- (C) It increases slightly to prevent the blood from freezing
- (D) It stays constant even as body temperature falls

3. What can be inferred about a hibernating animal that was somehow prevented from ever having a periodic arousal?

- (A) It would freeze solid within a few hours
- (B) Its heart rate would return to normal immediately
- (C) It would likely accumulate waste products and immune problems that arousal normally clears
- (D) It would burn through its fat reserves more quickly than usual

4. How does the professor organize the explanation of hibernation?

- (A) By listing several unrelated animal survival strategies
- (B) By tracing the historical discovery of hibernation research from early field naturalists to modern physiology labs
- (C) By comparing hibernation across many different species
- (D) By presenting two mechanisms, then illustrating them with the arctic ground squirrel

Writing

Письмо

23 минуты

12 заданий

Build a Sentence— Собери предложение

Вам дана реплика собеседника и набор перемешанных слов. Соберите из этих слов одну грамматически верную и естественную ответную реплику. Использовать нужно все слова ровно по одному разу.

Задание 41 W-BS-007-01 Соберите ответную реплику из слов.

What time does your introductory linguistics seminar meet?

seminar

Tuesday

Our

linguistics

meets

afternoon

every

introductory

Задание 42 W-BS-007-02 Соберите ответную реплику из слов.

Have you signed up for all your classes this term?

have

five

registered

courses

I

different

for

Yes

Задание 43 W-BS-007-03 Соберите ответную реплику из слов.

What would you do if two of your classes overlapped?

two

I

overlapped

If

one

drop

right

away

classes

would

Задание 44 W-BS-007-04 Соберите ответную реплику из слов.

Was your class schedule finalized by the registrar's office?

office

was

finalized

by

My

schedule

the

registrar's

Задание 45 W-BS-007-05 **Соберите ответную реплику из слов.**

What did the advisor say about your schedule this term?

demanding me advisor The schedule class too that told
seemed my

Задание 46 W-BS-007-06 **Соберите ответную реплику из слов.**

By the time you added the course, had registration already closed?

had the before course closed Registration I added

Задание 47 W-BS-007-07 **Соберите ответную реплику из слов.**

How long have you been checking for updates to your class schedule?

the week I all page schedule been refreshing have

Задание 48 W-BS-007-08 **Соберите ответную реплику из слов.**

Should I take both morning classes or spread them across the week?

should classes the across spread You your week

Задание 49 W-BS-007-09 **Соберите ответную реплику из слов.**

Why do you prefer the Tuesday-Thursday class schedule over the Monday-Wednesday-Friday schedule?

leaves The others much than schedule do time Tuesday
me free the more

Задание 50

W-BS-007-10

Соберите ответную реплику из слов.

Who is the student who redesigned the online schedule-builder tool?

student

the

A

scheduling

redesigned

tool

entire

computer-science

Write an Email— Напиши письмо

Прочитайте описание ситуации и напишите письмо, выполнив все три пункта списка. Держите уместный тон (формальный для преподавателя, магазина, арендодателя; чуть свободнее — для клуба). Объём около 120–150 слов.

Задание 51

W-EM-007

Напишите email по сценарию, выполнив все три пункта.

Scenario: Your laptop crashed two nights ago and you lost most of the draft of the essay due this Friday for History 305. You need to write to your professor, Dr. Helena Brooks, about the situation. Do the following:

1. Explain what happened to your draft and when.
2. Request a specific new deadline for submitting the essay.
3. Offer some form of evidence or reassurance that the delay is genuine.

 7 минут

Write for an Academic Discussion— Письмо для учебной дискуссии

Преподаватель задаёт вопрос, и двое студентов уже высказались с разных позиций. Напишите свой пост: чётко заявите позицию, приведите одну причину и один конкретный пример, откликаясь на мнения сокурсников. Объём около 100–120 слов.

Задание 52

W-AD-007

Прочитайте высказывание преподавателя и мнения двух студентов на форуме учебного курса. Напишите собственный ответ, изложив свою позицию и подкрепив её развёрнутым аргументом и примером.

Professor: Our sports economics seminar is examining whether college athletes who play revenue-generating sports like football and basketball should receive salaries beyond their scholarships. Some argue these athletes deserve a share of the money their games bring in; others worry paying players would undermine the amateur spirit of college sports. What's your view?

Student A (Amara): I support paying college athletes. Universities earn millions from ticket sales, television contracts, and merchandise built around these players, yet the athletes themselves see almost none of that money while risking serious injuries every season. A scholarship covers tuition, but it doesn't compensate someone for generating revenue that funds an entire athletic department.

Student B (Caleb): I'd rather keep the current system. A full scholarship already covers tuition, housing, and meals, which is a substantial benefit most students never receive, and introducing salaries would turn college teams into professional franchises. Once money enters the relationship this directly, the focus shifts from education to compensation, and smaller programs that can't afford salaries would simply disappear.

⌚ 10 минут

Speaking

Говорение

8 минут

11 заданий

Listen and Repeat— Слушайте и повторяйте

Вы слышите семь предложений в рамках одной ситуации. После каждого предложения даётся пауза 3,5 секунды — в неё вслух повторите услышанное как можно точнее, сохраняя интонацию, ударения и связки слов. Текста на экране нет: опираться нужно только на слух.

Задание 53 S-LR-007 **Слушайте и повторяйте каждое предложение вслух.**

Повторяйте каждое предложение вслух сразу после того, как услышите его.

Транскрипт — в Приложении В.



▶ Слушать

Take an Interview— Пройдите интервью

Вы участвуете в интервью: диктор задаёт четыре вопроса по одной ситуации. После каждого вопроса даётся короткая пауза 1,5 секунды, а затем у вас есть до 45 секунд, чтобы ответить вслух. Первые вопросы — о вашем личном опыте, последние — о вашем мнении по более широкой теме.

Задание 54 S-IN-007 **Прослушайте вопросы интервьюера и ответьте на каждый вслух, как в реальном интервью.**

Отвечайте вслух, до 45 секунд на вопрос. Вопросы интервьюера — в аудио и в транскрипте (Приложение В). Модельные тезисы — в Приложении А.



▶ Слушать

Приложение А • Ключи ответов и разборы

Задание 1 • R-CW-019

1 intense • **2** warps • **3** space • **4** sharply • **5** starlight • **6** toward • **7** an • **8** predicted • **9** general • **10** Astronomers

Задание 2 • R-CW-025

1 calculate • **2** exact • **3** needed • **4** that • **5** curved • **6** matches • **7** curvature • **8** stable • **9** hundreds • **10** kilometers

Задание 3 • R-CW-031

1 gravity • **2** their • **3** downward • **4** must • **5** themselves • **6** padded • **7** bags • **8** to • **9** cabin • **10** otherwise

Задание 4 • R-DL-013

1 A • **2** B

1. The notice states the laundry room will be open from 7:00 a.m. to 11:00 p.m., so 7:00 a.m. is the correct opening time; the other choices are earlier or later times not mentioned in the text.
2. The notice explains that the change follows complaints about noise from machines running after midnight, so option B directly matches that reason; option C invents a renovation reason even though the notice only mentions the door being locked outside the new hours, and the other choices are not mentioned.

Задание 5 • R-DL-019

1 A • **2** B

1. The correct answer is A: the notice states technicians will replace a worn cable pulley. Painting, a fire inspection, and a safety recall are never mentioned in the text.
2. The correct answer is B: residents needing help with heavy boxes are told to contact the front desk. A freight elevator is never mentioned, and waiting or asking the technicians directly is not the stated procedure.

Задание 6 • R-DL-025

1 D • **2** A

1. The correct answer is D: the notice states the change follows requests from residents who study late before returning to their rooms. Noise complaints, a staff schedule change, and lobby cleaning timed to exam week are never mentioned as reasons.
2. The correct answer is A: the notice says students returning after 2 a.m. need to buzz the front desk since the exterior door will already be locked. Waiting until morning, a late pass, and a separate entrance are never mentioned.

Задание 7 • R-DL-031

1 A • **2** C

1. The correct answer is A: the notice requires the Declaration of Major form to include a signature from an academic advisor in the chosen department. Financial Aid approval, even framed as happening before the Registrar accepts the form, a transcript copy, and a recommendation letter are never mentioned as requirements.
2. The correct answer is C: the notice states that requests received after the deadline are processed for the following semester instead of the current one. Outright rejection, a late fee, and a meeting with the Dean of Students are never mentioned.

Задание 8 · R-AP-007**1 A · 2 B · 3 C · 4 D · 5 A**

- Paragraph 1 states that when an antibiotic is introduced, the resistant few survive and reproduce, passing their mutations to the next generation. Option B is a trap that swaps roles, describing what happens to the vulnerable majority rather than the resistant bacteria the question asks about.
- "Compounding" means making an existing problem worse, which fits how horizontal gene transfer adds another way for resistance to spread. Option A, "solving," is a trap that is nearly opposite in meaning to the word being tested.
- The passage states that horizontal gene transfer lets bacteria pass resistance genes directly to unrelated species, spreading resistance faster than reproduction alone, implying its danger lies in crossing species lines. Option B is a trap that confuses horizontal gene transfer with the enzyme-based resistance strategy described earlier in the same paragraph.
- Option 1 is correct because it accurately summarizes that horizontal gene transfer enables direct gene sharing with unrelated species and accelerates resistance compared to reproduction. Other options are incorrect because they falsely claim the process is slow, introduce incorrect causal relationships, or state that gene sharing is prevented.
- The passage explains the evolutionary process behind resistance, the mechanisms bacteria use, and the resulting medical consequences, giving a full overview of the topic. Option B is a trap that narrows the passage to a single comparison, when several mechanisms and their consequences are actually described.

Задание 9 · R-AP-010**1 A · 2 B · 3 C · 4 D · 5 B**

- Paragraph 1 states that the animal survives on "fat reserves stored before winter began," matching option A. Option D is a trap suggesting migration, though the passage opens by contrasting hibernation with mammals that migrate to escape the cold.
- "Sluggish" describes the torpid state the animal returns to after briefly rewarming, matching "slow-moving and inactive." Option A, "tense and alert," is a trap nearly opposite to the low-energy state the word describes.
- Paragraph 2 states that researchers suspect brief arousals let the animal "clear metabolic byproducts and restore processes, such as protein synthesis," matching option C. Option D is a trap reversing the sequence, since the animal returns to a sluggish, cold state after each arousal rather than staying warm.
- The correct option accurately summarizes that some mammals hibernate by lowering their metabolism instead of migrating or starving when food is scarce. The other options either incorrectly state that hibernating animals migrate, falsely claim they search for food, or reverse the relationship between cold weather, metabolism, and hibernation.
- The passage explains the physiological changes of hibernation, how torpor is regulated through periodic arousals, and why the process interests medical researchers, together conveying its overall significance. Option D is a trap narrowing the passage to a single historical detail, brown fat's discovery, which the passage never actually describes.

Задание 10 · L-CR-007-01**1 B**

- The reply accepts the suggested location and gives a relevant reason, while the other options either restate a fact about the library or lounge without responding to the request.

Задание 11 · L-CR-007-02**1 C**

- The response answers the yes/no question directly and adds a detail, unlike options that reuse 'Thursday afternoon' or 'study room' without confirming the reservation.

Задание 12 · L-CR-007-03**1 B**

- This option agrees to the request and specifies how the notes will be shared, whereas the distractors mention the lecture or meeting without addressing the request itself.

Задание 13 · L-CR-007-04

1 C

1. The reply offers a practical solution to the forgotten handouts, while the distractors reuse words like 'print' or 'session' without solving the problem.

Задание 14 · L-CR-007-05

1 A

1. This response accepts the offer and explains why it helps, unlike options that give unrelated facts about the lecture or a different laptop.

Задание 15 · L-CR-007-06

1 D

1. The reply directly answers which chapters to summarize, while the distractors mention the quiz or a summary without dividing the work.

Задание 16 · L-CR-007-07

1 B

1. This option agrees with the suggestion and explains the benefit, whereas the distractors misuse 'split' or ignore the suggestion entirely.

Задание 17 · L-CR-007-08

1 A

1. The response reassures the speaker that being late is not a problem, unlike the distractors that give unrelated facts about buses or traffic.

Задание 18 · L-CR-007-09

1 C

1. This reply proposes a concrete alternative location, while the distractors mention the reservation system or reuse 'taken' with a different meaning.

Задание 19 · L-CR-007-10

1 D

1. The response reacts positively and requests a summary at the next meeting, unlike distractors that state unrelated facts about the group or the timeline.

Задание 20 · L-CR-007-11

1 A

1. This option agrees to the schedule change and gives a reason, while the distractors mention the shift or the room size without addressing the request.

Задание 21 · L-CR-007-12

1 A

1. The reply answers the question about materials directly, unlike distractors that give unrelated facts about cost or the course website.

Задание 22 · L-CR-007-13

1 C

1. This response offers concrete help with the citation guide, while the distractors mention office hours or sources without addressing the confusion.

Задание 23 · L-CR-007-14

1 A

1. The reply accepts the offer and suggests a simple snack, unlike distractors that mention rules or unrelated facts about studying.

Задание 24 · L-CR-007-15

1 C

1. This option answers the practical question and explains the benefit of the shared document, while distractors mention file size or lost notes.

Задание 25 · L-CR-007-16

1 B

1. The response proposes immediate action to resolve the uncertainty, unlike distractors that mention the weather or an unrelated deadline.

Задание 26 · L-CR-007-17

1 D

1. This reply gives a specific time estimate, answering the question directly, while distractors mention dinner or the source of the questions.

Задание 27 · L-CR-007-18

1 B

1. The response agrees to the small request and adds a sensible reason, unlike distractors that mention closing times or the review topic.

Задание 28 · L-CR-007-19

1 D

1. This option reassures the speaker with a concrete plan, while distractors reuse 'cover' or 'midterm' without addressing the worry.

Задание 29 · L-CR-007-20

1 D

1. The reply agrees to the suggestion and gives a supporting reason, while distractors mention scheduling or an unrelated club without addressing the invitation.

Задание 30 · L-CO-013

1 A · 2 B

1. The student opens the conversation by asking for an extension on her term paper due to her brother's medical emergency. The other choices mention exams, outlines, or portal issues, which are not the primary reasons for her visit.

2. The professor instructs the student to email the paper directly because the portal locks after the original Friday deadline. This makes sending an email the correct next step, while uploading to the site is incorrect.

Задание 31 · L-CO-017

1 A · 2 B

1. The student wants to apply for a marketing internship and needs advice on his resume and the rolling deadline. He plans to ask his newsletter advisor, not Ms. Alvarez, for a recommendation.

2. The advisor invites the student to bring his resume draft to her Friday office hours to polish it. Other actions, like asking for a reference, are planned for tonight, not Friday.

Задание 32 · L-CO-021

1 A · 2 B

1. The student explicitly states 'The fine focus knob barely moves,' indicating the fine focus mechanism is stuck. While the outcome is that the student 'cannot see the specimen slides clearly,' this is a symptom, not the root problem identified in the dialogue. The coarse focus isn't broken, but rather set incorrectly, causing the fine focus issue.

2. The Technician states, 'I'll flag this unit for maintenance.' This indicates that their immediate next step related to the microscope's issue will be to report it for repair. The other options are not supported by the dialogue; the student knows how to use it, ordering a new one is an overreaction, and helping with slides is not implied.

Задание 33 · L-CO-025**1 A · 2 B**

1. The student explains that she missed her paper deadline because she was sick with the flu and asks for an extension, which the professor grants via an incomplete grade.
2. The professor instructs the student to take her doctor's note to the registrar to get the paperwork for the incomplete grade, and the student says she will do this tomorrow morning.

Задание 34 · L-CO-029**1 A · 2 B**

1. The student explicitly states they need to register for 19 credit hours, which the advisor immediately identifies as an 'overload.' This indicates they are seeking approval for more credits than usual. The other options are either not mentioned or secondary to the main request.
2. At the end of the conversation, the advisor tells the student, 'Bring the signed form back, and I'll submit it.' This clearly indicates the advisor's intention to handle the submission process after the student obtains the necessary signature. The other options contradict what is stated or implied.

Задание 35 · L-AN-021**1 A · 2 C**

1. The announcement is entirely about moving the lecture to a new day and time, so option A directly states its purpose while the others invent unrelated changes.
2. The announcement says the quiz 'will now open Tuesday morning and close before class begins,' making C the only choice supported by the text.

Задание 36 · L-AN-028**1 A · 2 C**

1. The announcement states the postponement is due to the guest instructor's travel schedule. Low enrollment, a room conflict, and a holiday are not mentioned.
2. Students who can no longer attend should notify the linguistics department office by email so a waitlisted student can take the seat. Sending a friend, silently dropping out, or waiting are not what the announcement asks.

Задание 37 · L-AN-035**1 A · 2 C**

1. The announcement is centered on Introduction to Music Theory shifting from morning to afternoon; no cancellation, instructor change, or textbook change is mentioned.
2. The announcement instructs students with a conflict to email the department office by Friday to request another section; the other choices are not mentioned as valid actions.

Задание 38 · L-AT-013**1 A · 2 C · 3 B · 4 C**

1. The talk centers on the mechanism bats use to locate and catch insects through echolocation; migration, wing efficiency, and moth camouflage are never discussed.
2. The professor explains that comparing the echo's arrival time in each ear lets a bat judge direction, not temperature, insect count, or its own wingspan.
3. Because the talk states that many moths cannot easily register the bats' high-pitched calls, it follows that some moths fail to detect an approaching bat in time to flee; nothing supports jamming, immunity, or shared frequencies.
4. In context, 'terminal buzz' names the rapid burst of calls a bat produces right before seizing its prey, not a failed hunt, an injury sound, or a slow closing call.

Задание 39 · L-AT-017**1 A · 2 B · 3 C · 4 D**

1. The lecture is entirely about what corals and zooxanthellae each contribute to their partnership and how it collapses under heat stress. Reef biodiversity, a parasitic relationship, and pollution as the cause of bleaching are never mentioned.
2. The professor states directly that the algae hand over roughly ninety percent of the sugars they generate to the coral. Ten percent, fifty percent, and the claim that none is transferred are never mentioned.
3. Since the lecture states the coral starves and dies only if warm conditions persist for weeks, a brief warm spell implies a better chance of survival. Certain death regardless of duration, attracting more algae, and permanent resistance are never mentioned.
4. The lecture first explains what the algae and the coral each contribute, then moves on to describe bleaching as the breakdown of that exchange. There is no comparison of coral species, no historical narration, and no policy argument.

Задание 40 · L-AT-021**1 A · 2 B · 3 C · 4 D**

1. The lecture centers on two mechanisms — the drop in temperature and heart rate, and periodic arousal — that allow hibernators to survive winter on stored fat. Food storage, reptile dormancy, and migration are never discussed.
2. The professor states that a heart beating around two hundred times a minute when active can slow to only a handful of beats per minute during hibernation. The heart never fully stops, does not speed up, and does not stay constant.
3. Since the professor explains that brief arousals let the body clear waste products and restore suppressed immune function, an animal deprived of arousals would likely accumulate exactly those problems. Freezing, an immediate return to normal heart rate, and faster fat use are not supported by the lecture.
4. The professor first explains the temperature and heart-rate drop, then periodic arousal, and finally uses the arctic ground squirrel as a concrete example of both. The lecture does not survey unrelated strategies, trace research history, or compare many species.

Задание 41 · W-BS-007-01

Our introductory linguistics seminar meets every Tuesday afternoon.

Задание 42 · W-BS-007-02

Yes, I have registered for five different courses.

Задание 43 · W-BS-007-03

If two classes overlapped, I would drop one right away.

Задание 44 · W-BS-007-04

My schedule was finalized by the registrar's office.

Задание 45 · W-BS-007-05

The advisor told me that my class schedule seemed too demanding.

Задание 46 · W-BS-007-06

Registration had closed before I added the course.

Задание 47 · W-BS-007-07

I have been refreshing the schedule page all week.

Задание 48 · W-BS-007-08

You should spread your classes across the week.

Задание 49 · W-BS-007-09

The Tuesday schedule leaves me much more free time than the others do.

Задание 50 · W-BS-007-10

A computer-science student redesigned the entire scheduling tool.

Задание 51 · W-EM-007

Модельный ответ: *Dear Dr. Brooks, I am writing to request a short extension on the essay due this Friday for History 305. My laptop crashed on Tuesday night, and I lost nearly all of the draft I had written, including my notes and citations. I am currently working to reconstruct the essay, but I would need three extra days, until Monday, to submit a complete and polished draft. I can send you the corrupted file and my backup notes as evidence if that would help. I understand this is a busy time in the semester, and I appreciate your consideration. Sincerely, Marcus Chen*

The formal salutation 'Dear Dr. Brooks' and closing 'Sincerely' keep the register appropriately deferential for a professor, while short paragraphs make the request easy to follow. Point one is covered by naming the exact problem and timing (a laptop crash on Tuesday night), point two requests a specific new deadline (three extra days, until Monday), and point three offers concrete evidence (the corrupted file and backup notes), which together make the extension easy to grant.

Задание 52 · W-AD-007

Модельный ответ: *I would let athletes earn money from their own name and image rather than receive a flat university salary. Treating every athlete identically ignores how unevenly sports generate revenue: a starting quarterback and a swimmer on the same campus support wildly different budgets, so one salary policy would either underpay stars or bankrupt smaller programs. When my state introduced name, image, and likeness deals for college athletes, a track star at a nearby university began earning money through local sponsorships without her school paying her directly, while the swim team funding stayed untouched. That model rewards individual marketability without forcing universities to invent new revenue overnight, and it closes the fairness gap without collapsing the programs that could never afford blanket salaries.*

The response earns top marks by rejecting a strict for/against framing and proposing a specific alternative — individual name-and-likeness earnings instead of a blanket salary — which directly explains why revenue varies so much across sports. A concrete, verifiable example, a track athlete profiting from local sponsorships under an NIL policy, anchors the argument in a real scenario rather than a hypothetical. The response also answers each student's underlying concern, fairness for revenue-generating athletes and financial sustainability for smaller programs, without simply restating either position.

Задание 53 · S-LR-007

Задание 54 · S-IN-007

Приложение В • Транскрипты аудио

Задание 10 • L-CR-007-01

Speaker: Could we move our study session to the library instead of the dorm lounge tonight?

Задание 11 • L-CR-007-02

Speaker: Did you manage to reserve the group study room for Thursday afternoon before it filled up?

Задание 12 • L-CR-007-03

Speaker: Would you mind sharing your notes from Monday's lecture before our study group meets?

Задание 13 • L-CR-007-04

Speaker: I completely forgot to print the handouts for tomorrow's study session.

Задание 14 • L-CR-007-05

Speaker: I can bring my laptop so we can watch the review lecture together during the session.

Задание 15 • L-CR-007-06

Speaker: Which chapters should each of us summarize before Wednesday's quiz review?

Задание 16 • L-CR-007-07

Speaker: Maybe we should split into pairs so we finish reviewing faster tonight.

Задание 17 • L-CR-007-08

Speaker: Sorry I'm late, the bus to campus got stuck in traffic again.

Задание 18 • L-CR-007-09

Speaker: Where should we set up if the reserved room is already taken?

Задание 19 • L-CR-007-10

Speaker: I finished outlining the whole unit on plate tectonics for our group.

Задание 20 • L-CR-007-11

Speaker: Can we push our meeting to Saturday morning since I have a shift tonight?

Задание 21 • L-CR-007-12

Speaker: Do we need to bring our textbooks, or will the slides be enough?

Задание 22 • L-CR-007-13

Speaker: I still don't really understand how the professor wants us to cite our sources.

Задание 23 • L-CR-007-14

Speaker: Should I bring some snacks for the group, since we'll be studying for hours?

Задание 24 • L-CR-007-15

Speaker: Should we use the shared document or just email our notes back and forth?

Задание 25 • L-CR-007-16

Speaker: Two people from our group still haven't confirmed if they're coming tonight.

Задание 26 • L-CR-007-17

Speaker: How long do you think we should spend on each practice question tonight?

Задание 27 • L-CR-007-18

Speaker: Could someone grab a marker from the front desk before we start the review?

Задание 28 · L-CR-007-19

Speaker: I'm worried we won't cover everything before the midterm next week.

Задание 29 · L-CR-007-20

Speaker: What do you think about inviting Maria to join our study group this week?

Задание 30 · L-CO-013

Student: Professor Whitfield, could I get an extension on Friday's term paper? My brother was hospitalized this weekend.

Professor: Oh, I'm sorry to hear that. Is he okay now?

Student: He's stable, but I lost two days of study time. I have the outline done.

Professor: I understand. How about you submit it next Wednesday instead?

Student: That'd be amazing! Should I upload it to the student portal?

Professor: No, the portal locks after Friday. Just email it directly to me.

Student: Will do. Thank you so much for understanding.

Professor: You're welcome. Take care of your family.

Задание 31 · L-CO-017

Student: Hi, Ms. Alvarez. I want to apply for a marketing internship with a rolling deadline.

Advisor: Then you must submit it quickly. Is your resume ready?

Student: Not yet. I only have a draft, with no marketing experience.

Advisor: Your work on the campus newsletter counts. We can use that.

Student: Oh, perfect! Could you review my resume before I submit?

Advisor: Sure. Bring it to my Friday office hours and we'll polish it.

Student: Great. I'll also ask my newsletter advisor for a reference tonight.

Advisor: Good idea. Just make sure to give them enough time.

Задание 32 · L-CO-021

Student: Hi, this microscope won't focus. The fine focus knob barely moves.

Technician: Hmm, that's odd. Let me check it.

Student: I'm trying to finish my slides, but everything's blurry.

Technician: Ah, I see. The fine focus sticks when the coarse focus is too high. I'll adjust it.

Student: Oh, that's already better. I can see the cell now.

Technician: Good. Try the fine focus again, slowly. I'll flag this unit for maintenance.

Student: It's sharp now. Thanks! So, it should be fine for my report today?

Technician: Yes, you're fine to keep working. Come find me if it happens again.

Задание 33 · L-CO-025

Student: Professor Doyle, I missed the paper deadline because I had the flu.

Professor: Oh, sorry to hear that. Do you have a doctor's note?

Student: Yes, from the campus clinic. Can I get an extension?

Professor: An 'incomplete' grade is better. It gives you three more weeks.

Student: That's perfect! I've already collected the water samples.

Professor: Good. Just take your note to the registrar for the paperwork.

Student: I'll go tomorrow morning. Thanks for being so flexible!

Professor: Sure. Just focus on recovering first.

Задание 34 · L-CO-029

Student: Mr. Castillo, I need to register for 19 credit hours next term.

Advisor: Nineteen? That's an overload. Why the extra hour?

Student: Two required courses only fit if I take 19 credits.

Advisor: Our overload policy requires a 3.5 GPA and department chair approval.

Student: My GPA is 3.72, so that's fine. What about the chair?

Advisor: You'll need Professor Alderman's signature on a petition form.

Student: Okay, I'll get that done. Thanks for the help!

Advisor: No problem. Bring the signed form back, and I'll submit it.

Задание 35 · L-AN-021

Announcer: Attention economics students. The Monday morning lecture for Econ 210 will not meet this week. Instead, the class has been moved to Tuesday at the same time, nine o'clock, in the same room, Hastings Hall 114. This change is due to a scheduling conflict with a campus event. The reading quiz originally planned for Monday will now open Tuesday morning and close before class begins. Please check the course portal for the updated syllabus.

Задание 36 · L-AN-028

Announcer: Attention students enrolled in the introductory linguistics workshop: due to the guest instructor's travel schedule, the workshop originally planned for this Thursday has been postponed until the first week of next semester. Students who already registered will keep their spot automatically and do not need to sign up again. Anyone who can no longer attend once the new semester begins should notify the linguistics department office by email so a waitlisted student can take the open seat.

Задание 37 · L-AN-035

Announcer: Attention music majors: Introduction to Music Theory, normally held at nine in the morning in Fenwick Hall, will now begin at two in the afternoon starting this Monday. The change frees up the morning slot for a visiting ensemble rehearsal. The classroom itself stays the same, and the syllabus and assignment deadlines are unaffected. Students with a scheduling conflict should email the music department office by Friday to request an alternate section.

Задание 38 · L-AT-013

Professor: Let's turn today to echolocation, the sensory system that allows most bats to hunt for insects in complete darkness. Echolocation works because bats emit rapid bursts of high-frequency sound, well above the range of human hearing, and then listen for the echoes that bounce back off nearby objects. By measuring the tiny delay between a call and its echo, a bat's brain calculates the distance to an object almost instantly, and by comparing the signal received in each ear, it can also judge direction.

Professor: This system gives bats two major advantages over insects that rely on hearing to detect predators. First, the calls are pitched so high that many moths cannot easily register them. Second, the resolution is fine enough to distinguish a two-millimeter mosquito from a twig at several meters.

Professor: Consider the big brown bat, a species found across North America. As it approaches a flying moth, it does not keep calling at a steady pace. Instead, the call rate accelerates dramatically in the final second of pursuit, producing what researchers call a terminal buzz. This burst of closely spaced calls gives the bat an almost continuous stream of positional updates exactly when precision matters most, right before the strike.

Задание 39 · L-AT-017

Professor: Today we're examining a partnership that supports one of the ocean's richest ecosystems: the symbiotic relationship between reef-building corals and microscopic algae called zooxanthellae. Each coral polyp houses millions of these algae directly inside its own tissue, and the two species trade resources that neither could easily obtain alone.

Professor: The algae photosynthesize using sunlight and the carbon dioxide the coral produces as waste, and in return they hand over roughly ninety percent of the sugars they generate, fueling the coral's growth and letting it build the hard calcium carbonate skeleton that forms the reef structure. The coral, meanwhile, provides the algae with a protected, well-lit position near the surface and a steady supply of nutrients from its own waste.

Professor: This partnership is also remarkably fragile. When water temperatures rise even slightly above normal for an extended period, the coral responds by expelling its algae, a stress response scientists call bleaching. Without the algae's photosynthetic output, the white coral skeleton is exposed, and if warm conditions persist for weeks the coral can starve and die, which is why reef scientists monitor ocean temperature so closely.

Задание 40 · L-AT-021

Professor: Today's topic is hibernation, and specifically how it lets certain mammals survive a season with almost no food. Hibernation is not simply prolonged sleep; it is a controlled, whole-body drop in metabolic rate that lets an animal burn stored fat reserves slowly enough to last through winter.

Professor: The first mechanism is a steep decline in core body temperature and heart rate. A hibernating ground squirrel's heart, which might beat two hundred times a minute when active, can slow to only a handful of beats per minute, and its body temperature falls to match.

Professor: The second mechanism is periodic arousal. Rather than staying in deep torpor for the entire season, hibernators wake briefly every one to three weeks, rewarming fully for several hours before dropping back down. Researchers think these brief arousals let the body clear waste products and restore immune function that torpor temporarily suppresses.

Professor: Arctic ground squirrels illustrate just how extreme this can get. Their core temperature can drop several degrees below the freezing point of water without any ice actually forming in their tissues, a state called supercooling, while their heart rate falls to only a few beats per minute.

Задание 53 · S-LR-007

Speaker: I haven't chosen my major yet.

Speaker: Picking between economics and biology feels confusing.

Speaker: My advisor suggested I visit the career center soon.

Speaker: Several of my closest friends have already changed their majors twice.

Speaker: Because I really enjoy solving practical problems, I am now considering an engineering major.

Speaker: My parents keep gently asking whether I will study something more practical than art history.

Speaker: Although I loved my art history seminar, I realize that a business degree might open more career doors.

Задание 54 · S-IN-007

Interviewer: What is your current major, and when did you decide on it?

Interviewer: How many different majors did you consider before settling on this one?

Interviewer: What do you think is the most important factor students should weigh when choosing a major — passion, job prospects, or something else? Why?

Interviewer: Looking back, would you choose the same major again? Please explain your answer.

Приложение С · Как посчитать результат

Reading и Listening проверяются по ключу — просто посчитайте верные ответы. Speaking и Writing оцените сами по рубрике ниже: она построена на официальных критериях ETS, по которым эти задания оценивает ИИ на реальном экзамене.

Первичный счёт

Секция	Максимум	Как считать
Reading	48	по ключу, 1 балл за верный ответ
Listening	49	по ключу, 1 балл за верный ответ
Speaking	55	по рубрике: 11 заданий × до 5 баллов
Writing	20	Build a Sentence — по ключу (10 баллов), письмо и эссе — по рубрике (по 5)

Рубрика для Speaking и Writing (0–5)

Speaking

- 5** Речь полностью понятна без усилий слушателя. Ритм, ударения и интонация естественны, паузы уместны. Ответ развёрнут, есть конкретика и пример, грамматика и лексика разнообразны.
- 4** Речь понятна, отдельные погрешности произношения не мешают. Темп ровный, есть небольшие заминки. Ответ по делу, но местами общий или недоразвит.
- 3** Понятна в целом, но слушателю нужно усилие. Заметные паузы и самоповторы. Мысль передана, лексика простая, есть повторяющиеся ошибки.
- 2** Понимание затруднено: искажены звуки и ударения, речь рваная. Ответ короткий, часть вопроса осталась без ответа.
- 1** Отдельные слова и заготовки, связной речи нет.
- 0** Ответа нет или он не по теме.

Writing

- 5** Задание выполнено полностью и в нужном регистре. Текст логичен, связки уместны, мысль развёрнута примером. Грамматика разнообразна, ошибки единичны и не мешают.
- 4** Задание выполнено, тон верный. Структура понятна, но развитие местами скупое. Ошибки есть, смысл не страдает.
- 3** Задание выполнено частично или тон сбивается. Связность слабая, предложения однотипные. Ошибки заметны, местами мешают чтению.
- 2** Часть задания не выполнена, текст короткий и рыхлый. Ошибки затрудняют понимание.
- 1** Отдельные фразы по теме, связного текста нет.
- 0** Ответа нет или он не по теме.

Как читать свой результат

Официальной таблицы перевода первичных баллов в шкалу 1–6 ETS не публикует, поэтому мы её не выдумываем. Ориентируйтесь на долю верных ответов — это ориентир ExamBooster, проверенный

на наших учениках.

85% и выше Уверенный уровень: секция сдана на верхнюю часть шкалы. Работайте над скоростью и стабильностью, а не над базой.

70–84% Крепкий B2. Балл уже приличный, но случайные потери решают: разбирайте каждую ошибку до причины.

55–69% База есть, системы нет. Нужна регулярная работа по типам заданий, а не общий английский.

ниже 55% Сначала отрабатывайте типы по отдельности — полные варианты пока измеряют не прогресс, а усталость.

Что делать дальше

- Разберите каждую ошибку до причины: не понял слово, не расслышал, не хватило времени, попался на дистракторе.
- Ошибки одного типа собирайте вместе — так видно систему, а не случайность.
- Speaking переслушайте через день: свои паузы и подмены слов слышно только на свежую голову.
- Следующий вариант решайте не раньше, чем через неделю отработки — иначе он покажет тот же результат.

Полный сборник вариантов

Один тест показывает уровень. Десять — дают привыкнуть к формату так, что на экзамене не остаётся сюрпризов.

- 10 полных вариантов — 1200 заданий, каждый по спецификации ETS 2026
- Отдельный PDF на каждый вариант плюс сборник одним файлом со сквозным оглавлением
- Бланк ответов, ключи с разборами и транскрипты аудио к каждому варианту
- Аудио ко всем заданиям Listening и Speaking — по QR прямо со страницы
- Лист самооценки: первичный счёт, рубрика 0–5 для Speaking и Writing, ориентиры уровня

Купить за 5000 ₽ →

Оплата на сайте, файлы скачиваются сразу после оплаты и остаются у вас навсегда