



АНГЛИЙСКИЙ ЯЗЫК

11 КЛАСС

СБОРНИК ТРЕНИРОВОЧНЫХ И ПРОВЕРОЧНЫХ ЗАДАНИЙ

(В ФОРМАТЕ ЕГЭ)



ВВЕДЕНИЕ

«Сборник тренировочных и проверочных заданий. Английский язык. 11 класс» (Формат ЕГЭ) предназначен для подготовки учащихся 11 класса общеобразовательных школ разного типа, а также для самостоятельной подготовки к Единому Государственному Экзамену по английскому языку и индивидуальных занятий.

Сборник составлен с учетом современных требований Единого Государственного Экзамена. Все задания соответствуют формату Единого Государственного Экзамена.

Сборник состоит из 5 разделов:

Раздел 1 – Аудирование

Раздел 2 – Чтение

Раздел 3 – Грамматика и лексика

Раздел 4 – Письмо

Раздел 5 – Дополнительные упражнения

В приложении содержатся ответы на все задания и тексты для аудирования.

Раздел Аудирование представляет собой различные по тематике и типологии тексты для прослушивания, соответствующие формату ЕГЭ для тренировки таких навыков как общее понимание прослушанного текста, извлечение нужной информации, полного понимания информации.

В разделе Чтение представлены аутентичные тексты различных жанров, с помощью которых формируются и отрабатываются навыки общего понимания текстов и объявлений, умение понимать логические связи между предложениями и между частями текста, задания на полное понимание прочитанного текста. В раздел включены 6 заданий, соответствующие заданиям типа В2 на установление соответствия, 6 заданий типа В3 на понимание структурно-смысловых связей в тексте и 6 заданий уровня А15-21 на понимание логических связей в тексте, а также на умении делать выводы из прочитанного текста. Учащиеся должны ответить на 7 вопросов с множественным выбором ответа.

Раздел Грамматика и лексика полностью отображает типовые задания ЕГЭ по английскому языку. В раздел включены 6 заданий, соответствующие заданиям типа В4–10, в которых проверяется владение видовременными формами глаголов, личными и неличными формами глаголов, формами числительных, формами местоимений и т.д. Также в разделе содержатся 6 заданий, которые соответствуют заданиям группы В11–16, которые проверяют владение способами словообразования, и 6 заданий на умение употреблять лексические единицы с учетом сочетаемости слов в коммуникативном контексте, которые соотносятся с заданиями А22-28 с множественным выбором варианта ответа.

В разделе Writing представлены различные виды письменных заданий, соответствующие заданиям С1 и С2 ЕГЭ. В сборнике представлены 3 задания на написание писем личного характера, 3 задания на написание сочинений с аргументацией «за» и «против» и 3 задания на написание сочинений с элементами рассуждения. В сборник также включены дополнительные задания на отработку навыков написания сочинений, а также список наиболее распространенных вводных слов и выражений.

В разделе Дополнительные упражнения включены упражнения на повторение видовременных форм глаголов в активном и пассивном залогах, упражнения на придаточные предложения, задания на различные формы сравнения прилагательных – то есть на наиболее распространенные ошибки, допускаемые учащимися при ответах на вопросы заданий группы В4–10. В сборнике также содержится таблица неправильных глаголов английского языка, которую целесообразно использовать при выполнении заданий.

При оценивании заданий типа С1 и С2 автор рекомендует использовать бальную систему и критерии, разработанные для Единого Государственного Экзамена по английскому языку. Примеры оценочных таблиц и пояснения к ним учитель может найти в конце сборника. Более подробную информацию по оцениванию работ можно найти на сайте www.egeinfo.ru и www.ege.edu.ru.

Автор и составитель Ю.С. Веселова

АУДИРОВАНИЕ

Упражнение 1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – G. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу. Вы услышите запись дважды.

You will hear six people talking about travelling.

- A There are no real travellers any more.
- B I would prefer to stay at home.
- C Being comfortable is essential.
- D I wouldn't go anywhere without a guidebook.
- E It is too expensive.
- F The best trips are for work or study purposes.
- G Extreme travelling is the best.

говорящий	1	2	3	4	5	6
утверждение						

Упражнение 2

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – G. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу. Вы услышите запись дважды.

You will hear six people talking about learning

- A A physical activity
- B A language
- C How to use a machine
- D A professional skill
- E A teacher
- F A book
- G A ballet class

говорящий	1	2	3	4	5	6
утверждение						

Упражнение 3

Вы услышите выпуск новостей. Отметьте четыре темы из списка тем A – I, о которых говорится в анонсе выпуска новостей. Вы услышите запись дважды.

NEWS HEADLINES	V
A Rivers flood in the north	
B Money promised for drought victims	
C Nurses on strike in Melbourne	
D Passengers rescued from ship	
E Passengers rescued from plane	
F Bus and train drivers national strike threat	
G Teachers demand more pay	
H New uniform for QANTAS staff	
I National airports under new management	

Прослушайте выпуск новостей и заполните пропуски 1 – 8 в приведенных ниже текстах. Вы можете использовать не более чем три слова для каждого пропуска. Вы услышите запись дважды.

The Government plans to give 1 \$ _____ to assist the farmers. This money was to be spent on improving Sydney's 2 _____ but has now been re-allocated. Australia has experienced its worst drought in over fifty years. Farmers say that the money will not help them because it is 3 _____.

An airplane which was carrying a group of 4 _____ was forced to land just 5 _____ minutes after take-off. The passengers were rescued by 6 _____. The operation was helped because of the good weather. The passengers thanked the 7 _____ for saving their lives but unfortunately they lost their 8 _____.

Упражнение 4

Вы услышите интервью о здоровом сбалансированном питании. В заданиях A1 – A3 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. В заданиях 4 – 9 заполните пропуски. Вы можете использовать не более чем три слова для каждого пропуска. Вы услышите запись дважды.

- A1** The focus of the lecture is on
- 1) organizing work and study.
 - 2) maintaining a healthy lifestyle.
 - 3) looking after yourself properly.
- A2** The lecture will be given by
- 1) a doctor
 - 2) a sports celebrity
 - 3) a health expert
- A3** This week lecture is on
- 1) dieting
 - 2) sensible eating
 - 3) saving money

A balanced diet

A balanced diet will give you enough vitamins for normal daily living.

Vitamins in food can be lost through 4 _____.

Types of vitamins:

(a) Fat soluble vitamins are stored by the body.

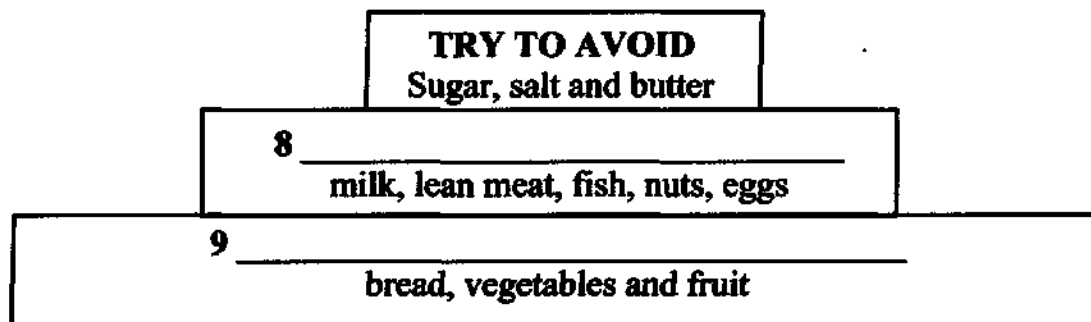
(b) Water soluble vitamins – not stored, so you need a 5 _____

Getting enough vitamins

Eat 6 _____ of foods.

Buy plenty of vegetables and store them in 7 _____

HEALTHY DIET PYRAMID



Упражнение 5

Вы услышите интервью с экспертом по различным запахам и их влиянию на людей. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

A8 Jane studied the sense of smell because

- 1) she had always been interested in it.
- 2) it was part of her course.
- 3) she found it easy to understand.

A9 The sense of smell used to be important for

- 1) identifying danger.
- 2) finding food.
- 3) encourage eating.

A10 Jane thinks that people react to smells

- 1) sensibly
- 2) logically
- 3) emotionally

A11 The smell of autumn can

- 1) make everyone feel depressed.
- 2) bring back memories.
- 3) remind people that winter days are dark.

A12 Perfume companies use different marketing techniques to

- 1) sell an image.
- 2) make people feel good.
- 3) create associations.

A13 What is special about the sense of smell?

- 1) It makes things more memorable.
- 2) It changes when we eat food.
- 3) It is the most enjoyable sense.

A14 The speaker's favourite smell is because of

- 1) family holidays.
- 2) exciting travel.
- 3) a sense of belonging.

Упражнение 6

Вы услышите интервью с молодым человеком, который работает в рекламном агентстве. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.

- A8** Tim started to work in advertising because
- 1) he couldn't get another job.
 - 2) he had always wanted to.
 - 3) he needed to earn a salary.
- A9** Tim thinks up his best slogans
- 1) on his own.
 - 2) when he works with other people.
 - 3) on his way to work.
- A10** According to Tim a good slogan should
- 1) make people laugh.
 - 2) sound like natural speech.
 - 3) sound old-fashioned.
- A11** The thing Tim likes best about his job is
- 1) the competition
 - 2) the money
 - 3) the creativity.
- A12** Tim watches advertisements on TV
- 1) when he is in another country.
 - 2) when he gets home from work.
 - 3) during the working day.
- A13** Tim wants to set up his own company because
- 1) he wants to be his own boss.
 - 2) he wants to work on his own.
 - 3) he doesn't enjoy the work he is doing.
- A14** Tim agrees that
- 1) people criticize each other a lot.
 - 2) advertising is a young person's profession.
 - 3) doing stimulating work stops you getting old.

ЧТЕНИЕ

Упражнение 1

Установите соответствие заголовков А-Н абзацам текста 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

THE MIND MACHINE?

- | | | | |
|----------|------------------------------|----------|---------------------------------|
| A | A horrifying history. | E | How much do we know? |
| B | Bloodthirsty. | F | The battle of the sexes. |
| C | Is bigger better. | G | The super computer. |
| D | Make your brain work. | H | Psychological illness. |

- 1 Although intelligence has been studied, and the brain has been studied, there is little understanding of how the brain works to produce intelligence. This has something to do with the fact that the brain contains around 100 billion cells (about the number of stars in the Milky Way).
- 2 One of the continuing myths about the relationship between intelligence and the brain is that the brains of very clever people are somehow physically different from those of ordinary people. At the beginning of the century an American scientist called E.A.Spitzka produced a list of the weights of the brains of important, well-known men. The heaviest brain on the list was that of Turgenev, the Russian novelist, at 2000g. However, the brain of another great genius, Walt Whitman, weighted only 1282g.
- 3 There are now significant differences between the intelligence levels of males and females. However, girls under seven score a little higher than boys in IQ tests and the highest IQ recorded is that of Marilyn vos Savant at 230. However, men and women do differ in the way they think. Generally, women are more skilled verbally and men do better on visual-spatial tasks.
Interestingly, the fibres which join the two halves of the brain have been found to be larger in women than in men. This supports the theory that women can change from 'practical' to 'emotional' thinking more quickly than men.
- 4 People with mental problems have often been treated extremely badly. Two hundred years ago, the mentally ill were swung around in revolving chairs, or holes were drilled in their skulls to release evil spirits. From the 1930s, the mentally ill were subjected to electric shock therapy and lobotomy – the removal of part of their brain. In the 1960s and 70s, thousands of people were given drugs to cope with anxiety and then became addicted to them.
- 5 The brain needs ten times as much blood as other organs of the body, as it can't store glucose for later use. This is different to muscles and other organs and although the adult brain makes up only two per cent of the body weight, its oxygen consumption is twenty per cent of the body's total.

6 There are similarities between brains and computers. Computers can do complicated calculations at incredible speeds. But they work in a fixed way, because they can't make memory associations. If we need a screwdriver and there isn't one, we will think laterally and use a knife or coin instead. Computers can't do this. In fact, it is claimed that when it comes to seeing, moving and reacting to stimuli, no computer can compete with even the brain power of a fly.

7 Most of our mental processes are deeply formed habits. Challenging your brain to do things differently helps it develop. Try changing routines as often as you can: take a bus instead of going by car, sit in a different chair. An extreme but useful exercise is to read something upside down – you can actually feel your brain at work.

Exercise more. Good health and fitness levels give you overall improved energy which leads to better concentration.

Cooking is a good all-round mental exercise. It needs mathematical, organizational and scientific skills as well as challenging memory and creative ability. Use recipes at first and then learn to guess amounts, combinations, reactions of ingredients and timing.

Do puzzles and play games. Teach yourself to work out codes and expand your vocabulary at the same time.

1	2	3	4	5	6	7

Упражнение 2

Установите соответствие заголовков А – Г абзацам текста 1 – 6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

MAD AS A HATTER OR GENIUSES AT WORK?

- | | | | |
|----------|--------------------------------------|----------|---------------------------------------|
| A | How to stay in good shape. | E | Hobby or full-time occupation? |
| B | Appearances can be deceptive. | F | Some serious research. |
| C | Live and let live. | G | How times change. |
| D | Measuring madness. | | |

- 1 British eccentrics are famous the world over. We breed eccentrics and we're fascinated by them. Eccentrics are found in all walks of life, whether they are lords or lavatory cleaners, teachers or train drivers. Some wear odd clothes, some collect to the point of obsession, while others inhabit strange environments or hold unorthodox beliefs. Provided they are in no way a threat to society, we usually just avoid them but let them carry on in their own sweet way.
- 2 David Weeks, an American psychologist has conducted the first in-depth psychological study of eccentrics and has concluded that Britain's are still the best in the world. Weeks did detailed personality tests and taped interviews with 130 eccentrics. "A true eccentric is never acting," writes Dr David Weeks. "They are strong individuals with strange inclinations of their own which they are not afraid to express. They refuse to compromise." He believes one in 10,000 people in the UK is a genuine eccentric, and that for every female candidate there are nine male eccentrics.
- 3 One of the most interesting findings was the good health that eccentrics enjoy. "Almost all of them visit the doctor only once every eight or nine years; the rest of us go twice a year." Eccentrics tend to live longer than the rest of us. The theory is that if you have a particular obsession, whether it is eating cardboard or living in a cave, life becomes full of meaning and significance and the resulting happiness strengthens the body's immune system. "Eccentrics are living proof that one does not necessarily have to go through life with a fixed set of rules," says Dr Weeks. "They are their own best leaders and proof followers, and do not feel a need to possess the ordinary things of everyday life. They are prepared to stand out from the crowd."
- 4 Some, like botanist Alan Fairweather, a potato fanatic, have turned their eccentricity into a career – he worked for the Ministry of Agriculture, Fisheries and Food as a potato inspector. He has lived for thirty years on a diet of potatoes boiled in their jackets, supplemented by Mars bars, baked beans and Vitamin C. He won't sleep in a bed and his idea of a break is a visit to the International Potato Centre in Peru. There are others who are spare time eccentrics, like Barry Kirk, a computer technician, who likes to paint himself orange and pretended to be a baked bean.
- 5 Some of Weeks's collection – such as the man who climbs down tower blocks dressed as a pink elephant – would stick out anywhere, but most are unremarkable on the surface. Weeks believes that inside lie resources of creativity and imagination that are not sufficiently used. "They are neglected, or not taken seriously, because of the way they express themselves. Often they are

convicted that they are ahead of their time and that others have stolen or exploited their good ideas.”

- 6 What counts as eccentricity varies with time and a person’s sex as well as location. Adeline Brudenwell, countess of Cardigan, was regarded extremely eccentric in the 1870s because she would bicycle around London in tight red military trousers and a leopard-skin cape. She would also go for walks in Hyde Park wearing a blond wig, followed by a footman carrying a cushion on which sat a pet dog. Nowadays people would just assume she was an actress or a singer with a new album to promote.

1	2	3	4	5	6

Установите соответствие заголовков А – Н абзацам текста 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

THE DARLING PIT

A	A Major Tourist Attraction	E	The Legacy of Mining
B	Visiting Times	F	The Pit's Contribution to Australia
C	From Homestead to Mine	G	Darling Pit's Facilities
D	A Hazardous Occupation	H	Darling Pit Today

- 1 Situated in the Great Barrier Mountains, near the headwaters of the Darling River, is one of Australia's earliest industrial monuments: the Darling Pit. Darling Pit is the mine that started industrial development in Australia providing coal to power the factories, to help run ships and the railways, to make steel, and to heat homes.
- 2 Begun in 1890 on Paul Darling's farmstead when resources of coal and iron were found near the surface, the Darling Pit was rapidly transformed from a simple drift mine into the world's biggest, and deepest, coal mine. 94 miles of tunnels extending up to 600 feet below ground were all dug by hand. At its height in 1850, over 15,000 men were employed in the pit and it produced over 1,5 million tons of coal annually. It continued as a working mine until 1978 and is now preserved as a museum and a monument to the men who worked here.
- 3 A glance from the surrounding hillside as you approach the Darling Pit will show you how mining transformed the local scenery as well as the local economy. The Darling Pit retains its nineteenth century ironworks, pit head machinery, 3,000 terraced houses built to accommodate the work-force, a chapel and 4 pubs. Even the original farmhouse survives. This tight-knit community is now surrounded by slag heaps; the mountains of soil and other waste dug out to get to the coal.
- 4 Mining was a dangerous occupation in the nineteenth century. Most mines suffered deaths from tunnel collapse and from flooding. Pneumoconiosis, an inflammation of the lungs brought about by prolonged exposure to coal dust, was also a common problem and historical works from the last century refer to the ease of identifying ex-miners by the Darling cough. The major problem in the Darling mine, however, was the prevalence of inflammable coal gas in the area, which resulted in the underground explosions of 1854 and 1910. Monuments to the 485 miners who died in these tragedies can be seen in the chapel.
- 5 The Darling Pit is still a real colliery, even though it no longer produces coal. There is still a staff of over 100 who maintain the mine and assist the visitors. The Pit now allows tourists and visitors to undertake guided tours of the works, including a tour of selected shafts underground. Many of the guides are ex-miners who will explain the workings of the mine and tell you many stories from their personal experience. Helmets, lamps and protective clothing are provided, although visitors are reminded that it can be cold underground and they are advised to wear something warm as well as sensible protective footwear.

- 6** The Darling Pit now has all the amenities needed for the major tourist attraction. Many of the buildings on the surface are open for exploration: the engine house at the pit ahead, the blacksmith's shop, the pit head baths and the stables (remember pit ponies provided much power for moving coal before the electric engine became available). The miners' pubs now feature as canteens and restaurants, offering a range of fast and high quality food and drink. There are picnic areas, toilets, a gift shop and even a photographic studio. The miners' chapel is also available for those who would like to spend time in quiet contemplation or prayer.
- 7** Opening hours are 9.30 am to 5.00 pm daily in summer from the beginning of April to the end of September. During winter opening is from 10.00 am to 4.00 pm. The site is open every day including weekends and bank holidays except for Christmas Day. Please note, however, that the underground section of the Pit may be closed for maintenance during the winter and visitors should ring in advance to avoid disappointment. A complete tour will take at least 3 hours. Group rates are available, as are concessions for school parties. There is a free car park.

1	2	3	4	5	6	7

8 The Darling Pit was originally

- A a factory.
- B a mine.
- C a farm.
- D a house.

9 The Darling Pit now employs

- A more than 100 people.
- B 3,000 people.
- C 15,000 people.
- D 1.5 million people.

10 Mining in the Darling Pit was particularly dangerous because of

- A tunnel collapse.
- B pneumoconiosis.
- C flooding.
- D coal gas.

Установите соответствие заголовков А – Г абзацам текста 1 – 6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

GLASS: CAPTURING THE DANCE OF LIGHT

A	Growth in the market for glass crafts	E	Exciting innovations in fibre optics
B	What makes glass so adaptable	F	A former glass technology
C	Scientists' dreams cost millions	G	Everyday uses of glass
D	Architectural experiments with glass		

- Glass, in one form or another, has long been in noble service to humans. As one of the most widely used of manufactured materials, and certainly the most versatile, it can be as imposing as telescope mirror or as a marble rolling across dirt. The uses of this adaptable material have been broadened dramatically by new technologies glass fibre optics carrying telephone and television signals across nations, glass ceramics serving as the nose cones of missiles and as crowns for teeth; tiny glass beads taking radiation doses inside the body to specific organs, even a new type of glass fashioned of nuclear waste in order to dispose of that unwanted material.
- On the horizon are optical computers. These could store programs and process information by means of light – pulses from tiny lasers – rather than electronics. Today fibre optics are used to obtain a clearer image of smaller and smaller objects than ever before – even bacterial viruses. A new generation of optical instruments is emerging that can provide detailed imaging of the inner workings of cells. It is the surge in fibre optic use and in liquid crystal displays that has set the US glass industry (a 16 billion dollar business employing some 150,000 workers) to building new plants to meet demand.
- But it is not only in technology and commerce that glass has widened its horizon. The use of glass art, a tradition spins back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art.
- But now all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb: at the turn of the century most light bulbs were hand blown and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation. The price of a bulb plunged. Small wonder that the machine has been called one of the great mechanical achievements of all time. Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes. The glass sags through the holes and into waiting moulds. Puffs of compressed air then shape the glass. In this way, the envelope of a light bulb is made by a single machine at a rate of 66,000 an hour, as compared with 1,200 a day produced by a team of four glassblowers.
- The secret of the versatility of glass lies in its interior structure. Although it is rigid, and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid. In the melting process, the atoms in the raw materials are disturbed from their normal position in

the molecular structure gives the material what engineers call tremendous “formability” which allows technicians to tailor glass to whatever they need.

- 6** Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. As for the glass changing colours instantly, that may come true. Glass as instant curtains is available now, but the cost is exorbitant.

1	2	3	4	5	6

Установите соответствие заголовков А - Н абзацам текста 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

SPOKEN CORPUS COMES TO LIFE

A	New method of research	E	New phrases enter dictionary
B	Non-verbal content	F	A cooperative research project
C	The first study of spoken language	G	Accurate word frequency counts
D	Traditional lexicographical methods	H	Alternative expressions provided

- 1 The compiling of dictionaries has been historically the provenance of studious professorial types – usually bespectacled – who love to pore over weighty tomes and make pronouncements on the finer nuances of meaning. They were probably good at crosswords and definitely knew a lot of words, but the image was always rather dry and dusty. The latest technology is revolutionising the content of dictionaries and the way they are put together.
- 2 For the first time, dictionary publishers are incorporating real, spoken English into their data. It gives lexicographers (people who write dictionaries) access to a more vibrant, up-to-date language which has never really been studied before. In one project, 150 volunteers each agreed to tie a Walkman recorder to their waist and leave it running for anything up to two weeks. Every conversation they had was recorded. When the data was collected, the length of tapes was 35 times the depth of the Atlantic Ocean. Teams of audio typists transcribed the tapes to produce a computerized database of ten million words.
- 3 This has been the basis – along with an existing written corpus – for the Language Activator dictionary, described by lexicographer Professor Randolph Quirk as “the book of world has been waiting for.” It shows advanced foreign learners of English how the language is really used. In the dictionary, key words such as ‘eat’ are followed by related phrases such as ‘wolf down’ or ‘be a picky eater’, allowing the student to choose the appropriate phrase.
- 4 “This kind of research would be impossible without computers,” said Delia Summers, a director of dictionaries. “It has transformed the way lexicographers work. If you look at the word ‘like’, you may intuitively think that the first and most frequent meaning is the verb, as in ‘I like swimming’. It is not. It is the preposition, as in ‘she walked like a duck.’” Just because a word or phrase is used doesn’t mean it ends up in a dictionary. The sifting out process is as vital as ever. But the database does allow lexicographers to search for a word and find out how frequently it is used – something that could only be guessed at intuitively before.
- 5 Researchers have found that written English works in a very different way to spoken English. The phrase ‘say what you like’ literally means ‘feel free to say anything you want’, but in reality it is used, evidence shows, by someone to prevent the other person voicing disagreement. The phrase ‘it’ is a question of crops up on database over and over again. It has nothing to do with enquiry, but it’s one of the most frequent English phrases which has never been in a language learner’s dictionary before: it is now.

- 6 The spoken Corpus computer shows how inventive and humorous people are when they are using language by twisting familiar phrases for effect. It also reveals the power of the pauses and noises we use to play for time, convey emotion, doubt and irony.
- 7 For the moment, those benefiting most from the Spoken Corpus are foreign learners. "Computers allow lexicographers to search quickly through more examples of real English," said Professor Geoffrey Leech of Lancaster University. "They allow dictionaries to be more accurate and give a feel for how language is being used." The spoken Corpus is part of the larger British National Corpus, an initiative carried out by several groups involved in the production of language learning materials: publishers, universities and the British Library.

1	2	3	4	5	6	7

Установите соответствие заголовков А – Н абзацам текста 1 – 7. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании один заголовок лишний.

THE HISTORY OF WRITING

A	Magic and Heroes	E	Images on Stone
B	Doing Business	F	Stories and Seasons
C	Early Developments	G	A Personal Record
D	Sounds and Symbols	H	From Visual to Sound

- 1 The earliest stage of writing is called pre-writing or proto-literacy, and depends on direct representation of objects, rather than representing them with letters or other symbols. Evidence for this stage, in the form of rock and cave paintings, dates back to about 15,000 years ago, although the exact dates are debatable. This kind of proto-literate cave painting has been found in Europe, with the best known examples in South-Western France, but also in Africa and on parts of the American continent. These petrographs (pictures on rock) show typical scenes of the period, and include representations of people, animals and activities. Most are astonishingly beautiful, with a vibrancy and immediacy that we still recognize today. They are painted with pigments made from natural materials including crushed stones and minerals, animal products such as blood, ashes, plant materials of all kinds, and they produce a wide range of colours and hues.
- 2 Why did ancient people put such effort into making them? Various theories have been put forward, but the most compelling include the idea that the pictures were records of heroic deeds or important events, that they were part of magical ceremonies, or that they were a form of primitive calendar, recording the changes in the seasons as they happened. These, then, are all explanations as to why man started to write.
- 3 A related theory suggests that the need for writing arose thereafter from the transactions and bartering that went on. In parts of what is now Iraq and Iran, small pieces of fired earth – pottery – have been found which appear to have been used as tokens to represent bartered objects, much as we use tokens in a casino, or money, today. Eventually, when the tokens themselves became too numerous to handle easily, representations of the tokens were inscribed on clay tablets.
- 4 An early form of writing is the use of pictograms, which are pictures used to communicate. Pictograms have been found from almost every part of the world and every era of development, and are still in use in primitive communities nowadays. They represent objects, ideas or concepts more or less directly. They tend to be simple in the sense that they are not a complex or full picture, although they are impressively difficult to interpret to an outsider unfamiliar with their iconography, which tends to be localized and to differ widely from society to society. They were never intended to be a detailed testimony which could be interpreted by outsiders, but to serve instead as aide-memoires to the author, rather as we might keep a diary in a personal shorthand. However, some modern pictograms are more or less universally recognized,

such as the signs which indicate men's and women's toilets, or road signs, which tend to be very similar throughout the world.

- 5 The first pictograms that we know of are Sumerian in origin, and date to about 8000 BC. They show how images used to represent concrete objects could be expanded to include abstractions by adding symbols together, or using associated symbols. One Sumerian pictogram, for example, indicates 'death' by combining the symbols for 'man' and 'winter', another shows 'power' with the symbol for a man with the hands enlarged.
- 6 By about 5,000 years ago, Sumerian pictograms had spread to other areas, and the Sumerians had made a major advance towards modern writing with the development of the rebus principle, which meant that symbols could be used to indicate sounds. This was done by using a particular symbol not only for the thing it originally represented, but also for anything which was pronounced in a similar way. So the pictogram for na (meaning 'animal') could also be used to mean 'old' (which was also pronounced na). The specific meaning of the pictogram (whether na meant 'old' or 'animal') could only be decided through its context.
- 7 It is a short step from this to the development of syllabic writing using pictograms, and this next development took about another half a century. Now the Sumerians would add pictograms to each other, so that each, representing an individual sound – or syllable – formed part of a larger word. Thus pictograms representing the syllables he, na and mi ('mother', 'old', 'my') could be put together to form henami or 'grandmother'.

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Прочитайте текст и заполните пропуски 1 – 6 частями предложений A – G. Одна из частей в списке A – G лишняя. Занесите букву, обозначающую соответствующее предложение, в таблицу.

MONA LISA SCENERY MAY BE AS REAL AS HER SMILE

Behind the Mona Lisa, Leonardo da Vinci painted a fantastic topography of jagged mountains, with a misty lake and a winding river. The only man-made object in sight is a rustic bridge which is visible over Mona Lisa's shoulder.

Over the years, there have been plenty of claims for the location, as cities and regions vied to call Leonardo their own. Some art historians said it was simply an invented landscape but not two amateur art sleuths claim 1 _____. They have combined simple observation, historical research and computer technology to pinpoint the location in eastern Tuscany, near Arezzo, 40 miles southeast of Florence. Carlo Starnazzi, a University of Florence paleontologist, says of the landscape in the famous painting 2 _____, that what seems to be a winding road leading to the lake is a canal 3 _____ and that to the right is the Burgiano Bridge, a medieval stone structure 4 _____. He also believes that the mysterious peaks in the painting are not mountains at all, but a group of eroded hills unique to Tuscany. Starnazzi began his research after a friend surmised 5 _____. But how might Leonardo have got such an interesting view? Starnazzi discovered 6 _____, and he decided that Leonardo would probably have surveyed the terrain from it. Starnazzi then rigged up computer models to approximate how the area might have looked from the castle vantage point. "It looks," he said, "pretty much like the scene in Mona Lisa." Some experts are skeptical. John Sherman, a Renaissance art professor at Harvard University, points out that the kind of landscape painted by Leonardo had precedents in works by previous artists.

- A which links the lake to the Arno River
- B that an old castle once stood about 1,5 miles from the bridge
- C that spans the Arno and is still open to traffic
- D that he had been there himself
- E that the landscape is as real as the Mona Lisa herself
- F that the lake to the left of the painting is Lake Chiana
- G that the Burgano Bridge might be the one painted in the 'Mona Lisa'

1	2	3	4	5	6

Прочитайте текст и заполните пропуски 1 – 6 частями предложений A – G. Одна из частей в списке A – G лишняя. Занесите букву, обозначающую соответствующее предложение, в таблицу.

INVESTING OR GAMBLING?

Putting money on horse races is a better bet than investing in the stock market, according to a report that was published this week. The report's authors have evaluated some of the most popular forms of gambling, including government bonds, shares, the National Lottery and horse racing, and found 1 _____. "The attitude that gambling is bad and investment is good is very perverse as many investments are speculative gambling," said Jonquil Lowe, co-author of the report.

Experts found 2 _____ and attribute this to the fact that the National Lottery has made it more respectable. The latest figures show 3 _____, a much higher proportion of the population than in the 1980s. The report compared types of gambling according to the size of the maximum win relative to the stake, the chances of winning, the potential loss and the chances of gambling again.

Horse racing and government bonds were in fact given the best overall rating for value for money. They were followed by investing in smaller companies and the National Lottery. The casino games of roulette and black jack were rated as the worst value for money because of the fact 4 _____. Penny Haigh won the National Lottery in March 1996. She made a total investment of £216, at £2 per week, 5 _____. Nevertheless, according to Tim Cockerill, an independent financial advisor, it is inevitable

6 _____. "Even investing your money in high-risk small companies is better than putting it on the horses or the National Lottery," said Mr Cockerill. Dr Emanuel Moran, a consultant psychiatrist, who specializes in gambling, agreed. "Gambling is a form of entertainment and should not be seen as an investment," he said.

- A that the stock market does not always give the best value for money
- B that two-thirds of British adults gamble every week
- C that the gap between the two is very narrow indeed
- D that gambling in Britain has increased since 1994
- E that turned into a win of £1,325,202
- F that the odds are stacked against the gambler
- G that in the long run the gambler will lose

1	2	3	4	5	6

Прочитайте текст и заполните пропуски 1 – 6 частями предложений A – G. Одна из частей в списке A – G лишняя. Занесите букву, обозначающую соответствующее предложение, в таблицу.

THE INTERNET'S IMPACT

For some, the advent of television marked the beginning of the end of civilized society. More and more, people have watched TV at the cost of playing cards or board games, or other communal pastimes. Many fear that the Internet too will further limit social interaction.

That may be true but, as researches at Stanford University in the USA are the first to say, further study is needed. In a recent survey they found that 1 _____. What's more, people who go online are likely to watch less television than others.

The study makes two things clear. Contrary to all the fuss in the media, the Internet's popularity is still in its infancy. More than half of US households are not connected yet, but 2 _____.

Workers may be using the Web on the job for such personal ends as checking sports scores but, according to the study, 3 _____. Just 4 per cent of the surveyed Internet users said they had cut back on their working hours since getting connected to the Internet.

But will the Internet make us more isolated socially? While a fourth of the Internet users say they spend less time talking on the telephone with friends and relatives, 4 _____. Since e-mail is free and can be sent and received at any hour of the day, it has many built-in advantages. For some, it has actually revived the highly social art of letter writing. As for spending less time on the telephone, 5 _____.

Few would argue that the Internet has had a profound effect on the lives of many in its first decade on common use. But assessing its long-term impact is difficult. That's why for all the questions they raise, 6 _____. If we don't pay close attention to how we use the Internet, it will change our lives not just for better, but for worse.

- A they also use the Internet to work from home.
- B the continuing boom in mobile phone use makes an overall decrease less and less likely.
- C they also use it to buy and sell shares on the stock market
- D studies such as Stanford's are so useful.
- E the Internet's potential impact on how we live and interact is enormous
- F e-mail allows them to stay in touch, regardless of distance
- G the Internet and the use of e-mail have actually increased some forms of human interaction.

1	2	3	4	5	6

Прочитайте текст и заполните пропуски 1 – 6 частями предложений A – G. Одна из частей в списке A – G лишняя. Запишите букву, обозначающую соответствующее предложение, в таблицу.

OUT GO THE POUNDS; IN COME THE CENTS

On the 14th of February 1966 Australians said goodbye to the currency denomination 1 _____. Naturally enough when the British established what was then a penal colony, they used the currency denominations of their homeland, 2 _____. From as early as 1901, when Australia gained independence from Britain, there had been discussion about the introduction of decimal currency, 3 _____.

Nevertheless it was more than half a century before it was introduced. The new notes and coins, 4 _____, were roughly parallel to the old denominations. A dollar was the same colour and size as ten shillings, the note 5 _____. The two-dollar note was greenish in colour like the pound note, whose place it had taken. The only completely new coins introduced at this stage were the one- and two- cent coins, though many of the old coins, such as penny, the halfpenny and the threepence, ceased to be valid currency. Others, like the sixpence, the shilling and the two shilling coin, 6 _____, initially mingled with the new currency but were gradually withdrawn from circulation.

Australian school children, who had struggled with complicated sums done in the old currency, breathed a sigh of relief on that day because arithmetic suddenly became much easier. The government had put a lot of effort into educating older people as well as children about currency. Perhaps what people remember best is a little song, played constantly on radio and TV, in which they were told 'be prepared folks when the coins begin to mix on the 14th of February 1966'.

- A which had an equivalent value in the old system
- B which were pounds, shillings and pence
- C which they had known since the European settlement of Australia in 1788
- D which were the same size respectively as the new five, ten and twenty cent coins
- E which has considerable advantages over non-decimal systems
- F whose currency denominations had not been accepted yet
- G whose names had been the subject of quite heated debate

1	2	3	4	5	6

Прочитайте текст и заполните пропуски 1 – 6 предложениями A – G. Одно из предложений в списке A – G лишнее. Занесите букву, обозначающую соответствующее предложение, в таблицу.

WHY LAUGHTER IS THE BEST MEDICINE?

A group of adults are lying in a circle on the floor listening to a recording of 'The Laughing Policeman'. At first everyone feels ridiculous and there's only the odd nervous giggle, but suddenly the laughter becomes real. It quickly spreads around the room until everyone is infected by it. 1 _____.

Doctors are starting to believe that laughter not only improves your state of mind, but actually affects your entire physical well-being. The people lying in a circle are attending a workshop to learn the forgotten art of laughter. 2 _____.

3 _____. A French newspaper found that in 1930 the French laughed on average for nineteen minutes per day. By 1980 this had fallen to six minutes. Eighty per cent of the people questioned said that they would like to laugh more. Other research suggests that children laugh on average about 400 times a day, but by the time they reach adulthood this has been reduced to about fifteen times. 4 _____.

William Fry – a psychiatrist from California – studied the effects of laughter on the body. He got patients to watch Laurel and Hardy films, and monitored their blood pressure, heart rate and muscle tone. He found that laughter has a similar effect to physical exercise. It speeds up the heart rate, increases blood pressure and quickens breathing. 5 _____. Fry thinks laughter is a type of jogging on the spot.

Researchers from Texas tested this. 6 _____. The first group listened to a funny cassette for twenty minutes, the second listened to a cassette intended to relax them, the third heard an informative tape, while the fourth group listened to no tape at all. Researches found that if they produced pain in the students, those who had listened to the humorous tape could tolerate the discomfort for much longer.

- A Somewhere in the process of growing up we lose an astonishing 385 laughs a day.
- B It also makes our facial and stomach muscles work.
- C Some have ever been referred by their family doctors.
- D They divided forty students into four groups.
- E This will also help improve your personal relationships.
- F But we could be losing our ability to laugh.
- G This is laughter therapy in action.

1	2	3	4	5	6	7

Прочитайте текст и заполните пропуски 1 – 6 предложениями A – G. Одно из предложений в списке A – G лишнее. Запишите букву, обозначающую соответствующее предложение, в таблицу.

WOULD YOU SET YOURSELF ON FIRE FOR £75 A DAY?

... or launch yourself off the Great Wall of China without a parachute? It's all in a day's work when you're a nerves-of-steel stuntwoman. And as it's a profession where there is very little female participation – there are only sixteen stuntwomen in the whole Britain – it's a job consideration worth taking seriously.

A stuntperson is a man or a woman who does all the really dangerous bits of acting work in films or on TV. 1 _____. Sarah Franzi, 24, is one of Britain's 16 professional stuntwomen (as against 160 men). Like many of her female colleagues, it was a career she'd never seriously considered. "From when I was young I'd trained to be a dancer, and for seven years after school I was rarely out of work. A dancer's life is pretty short, though, and it was my father who suggested I should think about doing stunt work after I'd given up dancing. 2 _____. For six months, I worked really hard, every day, all day. I had to learn six different skills – sub-aqua, sky diving, horse riding, stuff like that – to a high standard of training."

Sarah finished all the requirements in just five months – it can take as long as three years to qualify. Two weeks after Sarah's completed application was accepted by the Stunt Committee, she was launching herself off the Great Wall of China in Superman IV. "I was very lucky to get work so quickly. I had a small part, playing a tourist who fell off the Wall after an earthquake, only to be rescued from death by Superman. In reality, I fell 15 metres onto a pile of cardboard boxes! 3 _____. You just have to suffer discomfort and fall properly. I was paid £210 a day for it, and because it was considered dangerous, another £200 'adjustment' fee was added for every extra take." This may sound like a lot but, as Sarah explains, "The film company is paying for the risk. If I'd broken a bone, that isn't very much money at all when you're out of work for the next few months, and there is a risk involved. Safety procedures are very strict, but it's still a danger. 4 _____."

As yet, Sarah has received injuries no more severe than bangs and bruises, though she does admit to having been scared on at least one occasion.

"I was set alight for London's Burning (a TV programme about the London Fire Brigade). It was a full fire job, which meant that my whole body – I was wearing protective clothing – was set alight. 5 _____. The difficulty with that kind of job is that you're never fully in control of the fire, so it's easier for something to go wrong. It's a job like that which make people think we must be completely mad to do this kind of work. 6 _____. There are so many safety precautions, with so much mental concentration involved, that what we're really doing is creating an illusion of danger. If people think, "How could you do that? You must be mad!" then we're just doing our jobs properly."

- A But that's not the case at all.
- B You can't use anything softer than that, like mattresses for instance, because you'd bounce back up into view of the camera.
- C I was on fire for 15 seconds and towards the end it was incredibly hot.
- D They should fall within at least three of the groups, but not more than two categories should fall within any one group.
- E This can be anything from a relatively simple fall into a swimming pool, to jumping off the top of a skyscraper.
- F Fortunately, the risks are one part of the job I really enjoy.
- G I did think about it for the next two years – then decided to take the plunge and have a real go.

1	2	3	4	5	6

Прочитайте текст и выполните задания А1 – А7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

A FAMILY TRAGEDY

Today, Cecile Dionne looks much like any other suburban grandmother, but she and her four identical sisters were once the most celebrated children on the face of the planet. They were known to the world as the Dionne Quintuplets.

25-year-old Elzire Dionne, already the mother of five children, gave birth to the quintuplets in May, 1934. Identical sisters were born in the family home in rural Ontario. No one expected the five tiny infants to survive. But when Annette, Emilie, Yvonne, Cecile and Marie did – the first quintuplets ever do so – they became a sensation.

Within days of their birth, their father sold a promoter the rights to exhibit his daughters. Stung by the resultant public outcry, the Ontario government stepped in. The girls were taken away from their parents and placed under the care of a board of guardians.

It was not long, however, before the guardians, too, began to exploit them. The Ontario authorities built a nine-room nursery on Oliva's farm right across the road from the family home, later expanding it into a bizarre facility nicknamed 'Quintland'. It included a horseshoe-shaped observatory, where crowds peered through screened glass windows while the little girls played. The quints soon developed into a major tourist attraction, drawing as many as 10,000 visitors a month.

The quints should have earned a fortune, certainly enough to last them the rest of their lives. They were on the covers of magazines. They appeared in films and on radio. Still, by the time they were seven years old in 1941, \$ 1 million had accumulated in a trust account held for the girls until they turned 21 in 1955. The quints were finally reunited with their parents and siblings (three more were born after them) when they were nine. Around that time, the parents won back custody of the girls and greater access to the trust fund fed by their earnings.

Cecile has decidedly mixed feelings about her parents. In television drama her mother is portrayed as consumed by love for the five little girls. That is not the way Cecile remembered her. "I didn't even really know my mother. She was always too busy. But I suppose there were too many for her to love. After all, she already had seven other kids by the time we went back to the big house." If there is a glimmer of sympathy in Cecile's attitude to her mother, there is little for her father. "He was a difficult man to know and communicate," she says.

The difficult moments came later, after the Dionnes were reunited. There were two distinct entities in the family. On the one hand, there were the five little girls who had finally returned home. On the other, there were brothers and sisters who were both proud and envious at the same time. It was not an easy situation. Cecile remembers it well. "We lived separate lives," she says. "But there was always so much tension in our relationships, always so many quarrels. Our brothers and sisters, even our parents, always thought that we were the cause of their misery, their unhappiness."

- A1** The Dionne sisters became so famous because they were the only quintuplets:
- 1) Who had lived past infancy.
 - 2) Who were not born in a hospital.
 - 3) Whose mother had already had children.
 - 4) Who nearly died at birth.
- A2** Why did the Ontario government take the girls away from their parents?
- 1) They thought their parents would cause problems.
 - 2) They thought their father was exploiting them.
 - 3) They responded to people's reaction to the quint's situation.
 - 4) They wanted to make money out of the girls.
- A3** What is Cecile's lasting impression of the quint's early years at Quintland?
- 1) The nurses were cruel to them.
 - 2) The other quint's missed their parents.
 - 3) People made a lot of fuss of them.
 - 4) They had very little privacy.
- A4** What happened when the quint's were nine?
- 1) Their mother had triplets.
 - 2) They gained more control over their finances.
 - 3) They earned \$ 1 million dollars.
 - 4) They went back to live with the rest of the family.
- A5** How does Cecile feel about her parents?
- 1) She feels sorry for them both for having had such a large family.
 - 2) She appreciates the difficulty of her mother's situation.
 - 3) She wishes she had been able to talk to her father.
 - 4) She feels they were not properly portrayed in a book and TV programme.
- A6** Why was life more difficult when the quint's moved back to live with their family?
- 1) The family were divided over what to do with quint's earnings.
 - 2) The other Dionne children felt ambivalent about them.
 - 3) The girls couldn't spend as much time together as they had before.
 - 4) They made the rest of the family miserable by quarrelling all the time.
- A7** How does the writer of the article react to Cecile's account of her childhood?
- 1) She is not convicted by it.
 - 2) She accepts it as fact.
 - 3) She thinks Cecile is concealing the truth.
 - 4) She thinks Cecile is exaggerating.

Прочитайте текст и выполните задания A1 – A7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

THE BEST OF FRIENDS

The evidence for harmony in the family may not be obvious in some households. But it seems that four out of five young people now get on with their parents, which is the opposite of the popularly-held image of sullen teenagers locked in their room after endless family rows.

An important new study into teenage attitudes surprisingly reveals that their family life is more harmonious than it has ever been in the past: more than half of 13 to 18-year-olds get on with their brothers. Eighty-five per cent of 13 to 18-year-olds agree with the statement "I'm happy with my family life," while a majority said their lives were 'happy', 'fun' and 'carefree'. Only one in ten said that they definitely did not get on with their parents.

"We were surprised by just how positive today's young people seem to be about their families," said one member of the research team. "There're expected to be rebellious and selfish but actually they have other things on their minds; they want a car and material goods, and they worry about whether school is serving them well. There's more negotiation and discussion between parents and children, and children expect to participate in the family decision-making process. They don't want to rock the boat."

So it seems that this generation of parents is much more likely than parents of 30 years ago to treat their children as friends rather than subordinates. There are actual statements to back this up. "My parents are happy to discuss things with me and make compromises," says 17-year-old Daniel Lazall. "I always tell them when I'm going out climbing, or which girl I'm going out with. As long as they know what I'm doing, they are fine with it."

Susan Crome, who is now 21, agrees. "Looking back on the last ten years, there was a lot of what you could call negotiation... or you might have called it bribery. But as long as I'd done all my housework, I could go out on a Saturday night. But I think my grandparents were a lot stricter with their children." But maybe this positive view of family life should not be unexpected. It is possible that ideas of adolescence being a difficult time are not rooted in real facts. A psychologist comments, "Our surprise that teenagers say they get along well with their parents comes because of a brief period in our social history when teenagers were identified as different beings. But the idea of rebelling and breaking away from their parents really only happened during that one time in the 1960s when everyone rebelled. The normal situation throughout history has been a smooth transition from helping out with the family business to taking it over."

"The present generation has grown up in a period of economic growth, and as a result teenagers appear to believe much more in individualism and self-reliance than in the past. That has contributed to their confidence in the fairness of life, and thus to a general peace within the family unit."

But is life really fair? Nine out of ten young people think 'if you work hard enough, you will get just rewards.' However, some recognized that this was not actually inevitable – and not always fair. "If you have fewer opportunities and live in an inner city," one 15-year-old boy told researchers, "you've got to work 110 per cent. Otherwise you can work 50 per cent and get away with it."

But greater family stability has to be a good place for young people to start out in life, and the findings of the study supports this. In spite of some gloomy forecasts about the decline of the family, the future looks good!

- A1** What is important about the study into teenage attitude?
- 1) It confirms previous findings.
 - 2) It gives actual figures for its results.
 - 3) It shows that most teenagers do not get on with their parents.
 - 4) It identifies unexpected facts about family relationships.
- A2** What is surprising about young people today, according to the research team?
- 1) They worry about being rebellious.
 - 2) They think that education is important.
 - 3) They negotiate with their parents.
 - 4) They discuss things with their families.
- A3** Daniel Lazall and Susan Crome
- 1) have very different opinions about parents.
 - 2) could both talk to their parents honestly.
 - 3) had no limits placed on what they were allowed to do.
 - 4) are both very responsible.
- A4** The writer says that 'the positive view of family life should not be unexpected' because
- 1) a happy family is the normal situation.
 - 2) this view comes from a specific time in the past.
 - 3) parents allow children a lot of freedom nowadays.
 - 4) children can be bribed to behave well.
- A5** What does underlined 'that' refer to?
- 1) a period of economic growth
 - 2) a belief in individualism and self-reliance
 - 3) an attitude held only in the past
 - 4) a confidence in the fairness of life
- A6** What do some young people believe about life today?
- 1) It always gives everyone a fair chance.
 - 2) Making money is the most important goal.
 - 3) Some people have to work longer than others.
 - 4) Not everyone have equal opportunities.
- A7** The purpose of the article is to
- 1) help people improve family relationships.
 - 2) show young people how to choose a career.
 - 3) demonstrate that popular ideas about relationships may be false.
 - 4) suggest ways of educating children in developing relationships.

Прочитайте текст и выполните задания А1 – А7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

SUPERSTITIONS EVERYWHERE

Was it poor visibility or superstition that made Manchester United's players abandon their grey strip for away games in the middle of a Premiership match in 1996? The players couldn't pick each other out, manager Alex Ferguson told reporters at the time. It was nothing to do with superstition. They said it was difficult to see their team mates at a distance. But his protest failed to mention that one of the five occasions the grey strip had been worn, the team had failed to win.

Dr Richard Wiseman, a psychologist at Hertfordshire University, says United's players may have succumbed to the power of superstition without even realising it. "I might argue that the players may have unconsciously noticed that when they do certain things, one of which might well involve the wearing of red shirts, they are successful." He draws a parallel with research into stock market speculators. Like gamblers they swore that certain days were lucky for them. Eventually it was shown that the successful market speculators were unconsciously picking up on numerous indicators and were shadowing market trends but were unable to explain how they did it. Superstition plays a part whenever people are not certain what it is they do to achieve a good performance and people who have to perform to order are particularly vulnerable. It is as if the imagination steps into the gap in the dialogue between the conscious and the unconscious mind.

Many superstitions have deep roots in the past according to Moira Tatem, who helped edit the 1,500 entries in the Oxford Dictionary of Superstitions. People today observe superstitions without knowing why and they'd probably be surprised to discover origins. The idea that mail vans are lucky is a good example. Sir Winston Churchill, the British Prime Minister during World War II, was said to have touched a mail van for luck whenever he saw one in the street. The reason for this superstition resides in the ancient belief that Kings and Queens had the ability to cure by touch. Monarchs, naturally enough, grew fed up with being constantly touched and at some point started trailing ribbons with gold medals or coins out of the door of their coaches when travelling and people touched them instead. Mail vans carry the Crown symbol on the side and touching the van is a direct throwback to that earlier belief.

While some ancient superstitious beliefs and practices have been maintained, others have died out. This is because those practices with a connection to farming and a life spent in close proximity to nature no longer make much sense now that so many of us live in cities. Nevertheless, we continue to develop our own sometimes very private and personal superstitions. Many people carry or wear lucky objects although they may not in fact think of them as such. It only becomes obvious that the object forms a part of a superstitious belief when the person is unable to wear or carry it and feels uncomfortable as a result.

Experts agree that these individual superstitious practices can be an effective means of managing stress and reducing anxiety. The self-fulfilling nature of superstitions is what can help. The belief that something brings you good luck can make you feel calmer, and as a result, able to perform more effectively. International cello soloist Ralph Kirshbaum says musicians are a good example of the effectiveness of these very particular rituals. "I know string players who won't wash their hands on the day of a recital and others who avoid eating for eight hours prior to a performance. They can then play with confidence."

But this self-fulfilling aspect of superstitions can also work against you. This is why Kirshbaum prefers to confront the superstitious practices of other musicians. "If you're in a situation where you can't avoid eating or forget and wash your hands, you then feel that you'll play badly. And you often do, simply because you feel so anxious. I wash my hands and have broken the taboo about eating. My only vice is to insist that people leave and give me two minutes complete silence in the dressing room before I go on."

Superstitions can become even more harmful when they develop into phobias or obsessions, often characterized by elaborate collections of rituals. "It's not a problem if I carry a lucky object of some kind," says psychologist Robert Kohlenberg of the University of Washington. "But if I don't have it with me and I get terribly upset and turn the house upside down looking for it, that's a bad thing."

- A1** According to their manager, Alex Ferguson, Manchester United decided to change out of their grey shirts because:
- 1) they had lost every time they had worn them.
 - 2) the colour was not bright enough.
 - 3) it was difficult for the other team to see them.
 - 4) a psychologist told them they might play better without them.
- A2** Dr Wiseman says Manchester United players and stock market speculators are similar in that:
- 1) both groups can identify the factors that contribute to improving performance.
 - 2) both groups attribute their success to wearing particular items of clothing.
 - 3) neither group can understand why they do well on some occasions and not on others.
 - 4) both groups believe that certain days of the week are lucky for them.
- A3** According to Moira Tatem, what would most British people say if you asked them why touching a mail van is considered lucky?
- 1) 'A famous politician used to do it too.'
 - 2) 'The vans are lucky but I don't know why.'
 - 3) 'Being touched by a monarch can cure disease.'
 - 4) 'The royal coat of arms is on the side of the van.'
- A4** Which older superstitions have been preserved?
- 1) Those that still seem meaningful.
 - 2) Those connected with life in the city.
 - 3) Those connected with life in the countryside.
 - 4) Those that are created and held by individuals.
- A5** How does going without food affect some string players?
- 1) It makes them feel too tired and hungry to play well.
 - 2) It helps them play with more assurance.
 - 3) It makes no difference to the way they perform.
 - 4) It ensures that they perform.
- A6** Why doesn't Ralph Kirshbaum keep the superstitious practices of other musicians?
- 1) He can't be bothered with them.
 - 2) He has his own complicated rituals.
 - 3) He doesn't think they always help.
 - 4) He is not superstitious.
- A7** What attitude does the author of the article have to superstitions?
- 1) He thinks they are harmful.
 - 2) He thinks they are inevitable.
 - 3) He thinks they can be nonsensical.
 - 4) He thinks they can be beneficial.

Прочитайте текст и выполните задания А1 – А7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

THE MAN WHO BATTLED INFINITY

For three centuries the greatest minds on the planet were baffled by a seemingly simple equation set by an amateur 17th century mathematician, Pierre de Fermat. The battle to prove Fermat's theory about this equation was a long and hard one and it was not until 1997 that Professor Andrew Wiles received the prestigious Wolfskehl Prize, in recognition of his epic struggle with this 'simple equation' which had become one of the most notorious problems in mathematics: Fermat's Last Theorem.

Wiles first read about Fermat's Last Theorem when, as a schoolboy, he visited his local library: "One day I borrowed a book about this ancient and unsolved problem. It looked so simple, and yet the greatest mathematicians in history couldn't solve it. A 10-year-old, I knew from that moment I would never let it go."

The theorem's creator was a civil servant and mathematician. Having studied an equation. He claimed that he could prove it was impossible to solve this particular equation, but the mischievous Frenchman never committed his proof to paper.

For thirty years, teachers, lecturers and then colleagues told Wiles he was wasting his time but he never gave up. When he eventually spotted a potential strategy, the mathematician did not publicise his idea. Instead he worked in complete isolation. Only his wife knew of the new direction his work had taken. He believed his approach was right, but feared that rival mathematicians might beat him to the proof if they discovered his plan. Making his strategy succeed would take seven years of dedicated effort, conducted in complete secrecy. During this period, Wiles continued to publish papers of conventional calculations every year to put his peers off the scent.

To show that no numbers fitted the equation, Wiles had to confront infinity – the mathematician's nightmare. He likens his experience to a journey through the dark: "You enter the first room and it's completely dark. You stumble around, bumping into the furniture. After six months or so you find the light switch and suddenly everything is illuminated. Then you move into the next room and spend another six months in the dark. Although each of these breakthroughs can be momentary, they are the culmination of many months of stumbling around in the dark."

In June 1993, Wiles revealed to the world that he had proved Fermat's Last Theorem. However, within a few months referees spotted an error in the proof. Wiles attempted to fix it before news of the error had leaked out, but he failed. By the end of 1993, the mathematical community was full of gossip and rumour, with many academics criticising Wiles because he refused to release the flawed calculations, thus preventing others from fixing the error.

Wiles spent an agonizing year before making the final breakthrough that resurrected his proof. "It was so indescribably beautiful. I stared at the calculation in disbelief for 20 minutes. It was the most important moment of my working life." The sheer complexity of the proof shows it can't possibly be the proof Fermat had in mind, and some mathematicians are continuing the search for the original 17th century proof.

- A1** How did Wiles feel about Fermat's Last Theorem?
A He was obsessed with it.
B He couldn't understand it.
C He was worried about it.
D He didn't think he could solve it.
- A2** Why is Fermat described as 'mischievous Frenchman'?
A He said it was impossible to find a solution to the equation.
B He only did mathematics in his spare time as a hobby.
C The proof he claimed to have discovered was not written down.
D He wouldn't say whether he had found a proof or not.
- A3** Why were Wiles' teachers and colleagues discouraging about his project?
A They thought he had adopted the wrong approach.
B They did not know he had found the strategy.
C They did not know his wife knew about it.
D They thought the problem was unsolvable.
- A4** How did Wiles avoid attracting suspicion?
A He was very secretive about his work.
B He carried on doing his normal work.
C He was extremely dedicated to his work.
D He published papers about the proof.
- A5** What did the process of arriving at a proof involve?
A Long periods of bewilderment followed by flashes of understanding.
B Careful, painstaking work which gradually began to reveal a solution.
C A series of sudden realisations leading to a final answer.
D A long journey of exploration at the end of which the solution was revealed.
- A6** Why did other mathematicians criticise Wiles in 1993?
A There were errors in the original proof.
B He could not fix the errors in the original proof.
C He would not let others work on his original proof.
D He allowed rumours about the original proof to circulate.
- A7** The equation Fermat and Wiles studied
A was solvable but Wiles could not work out the solution.
B was solvable and Wiles eventually worked out the solution.
C was unsolvable but Wiles could not prove this.
D was unsolvable and Wiles eventually proved this.

Прочитайте текст и выполните задания А1 – А7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

AN ELEPHANT ORPHANAGE

Last October, a land cruiser truck carrying the limp body of a month-old African elephant pulled up to the gate of Daphne Sheldrick's property just outside Kenya's Nairobi National Park. It had been found wandering alone outside another park dazed and dehydrated, its floppy ears badly sunburned. "The babies are always ill and sometimes severely traumatized," says Sheldrick. "Constant attention, affection, and communication are crucial to their will to live. They must never be left alone." Also her method includes a skim milk-coconut oil formula devised for human babies.

"Infant elephants are very similar to human infants," says Sheldrick. "They can be naughty, competitive and disobedient. When you say know, 'No', they want to do it." If punishment is called for, Sheldrick gives them 'a little zing on the bottom' with a battery-powered cattle prod. "It's an unfamiliar sensation, so it's unpleasant for them. But then," she adds, "you have to be careful to make friends with them again." Prodigious memory may explain why zoo keepers are occasionally killed by elephants they have known for years. "They've done something to the elephant which they have forgotten, but the elephant hasn't," she explains.

For every step forward, there were painful retreats. In 1974 Sheldrick achieved a breakthrough when she nursed a newborn, Aisha, to 6 months. But then she had to leave for 2 weeks to attend her daughter Jill's wedding. Aisha, who had been bonded exclusively with Sheldrick – stopped eating. "She died of a broken heart," she says, who now rotates keepers to prevent babies from bonding with only one person.

The orphans remain at Sheldrick's compound until the age of 2, when they are fully weaned onto a vegetable diet. Once they are able to feed themselves, they are trucked to The National Park, where they are put into a stockade and gradually introduced to local herds. Eleanor, who was rescued and introduced to the wild, has become a willing adopted mother.

But the adults can also be stern parents. "If the matriarch gives them a smack with her trunk, they'll come flying back to their human keepers," says Sheldrick, who makes sure the youngsters are free to come and go from the stockade. "It takes 12 to 15 years (of their 60- to 70-year lifespan) before the baby becomes independent of his human family. Eventually they get bored stiff with people because they're having more fun with elephants."

For their part, elephants can make it instantly clear when humans have overstepped their welcome. Last year, Sheldrick was visiting The National Park when mistakenly she thought she had spotted Eleanor. "I called her, and she came over," she recalls. "I talked to her for about 10 minutes and touched her ear. She didn't like it at all and used her tusk and trunk to send me flying into a pile of boulders." Despite a shattered right knee and femur from which she is still recovering, Sheldrick doesn't hold a grudge. "On the contrary," she says, "I'm very flattered that a completely wild elephant would come and talk to me."

- A1** What is the most important element in Sheldrick's approach to rearing baby elephants?
- 1) Providing them with companionship 24 hours a day.
 - 2) Feeding them with a dairy-based milk devised for human babies.
 - 3) Not giving them too much attention after they turn two.
 - 4) Getting the keepers to sleep with them.
- A2** Why is it important to make friends with an elephant after you have punished it?
- 1) They are like human children and can be naughty.
 - 2) They might never forgive you for punishing them.
 - 3) They may kill you if you don't.
 - 4) They will forget the punishment too quickly.
- A3** Why was it a mistake for Sheldrick to nurse the baby elephant Aisha on her own?
- 1) She couldn't leave Aisha to attend her daughter's wedding.
 - 2) Aisha became too attached to her.
 - 3) The other keepers didn't know how to look after Aisha.
 - 4) Elephants like to have a variety of people looking after them.
- A4** Why are the baby elephants kept in a stockade after taking to the National Park?
- 1) The wild elephants do not accept them.
 - 2) They are still not able to feed themselves.
 - 3) They have not yet been adopted by Eleanor.
 - 4) The process of assimilation into a herd takes time.
- A5** Why do the young elephants eventually stop coming back to the stockade?
- 1) They prefer the company of other elephants.
 - 2) The other elephants are too rough with them.
 - 3) The keepers stop them because they are too old.
 - 4) The humans get bored with them.
- A6** Why did Sheldrick touch the wild elephant's ear?
- 1) She wanted to make the elephant feel welcome.
 - 2) She had confused her with another elephant.
 - 3) She had already been talking to her for about ten minutes.
 - 4) She was flattered by the elephant's attention.
- A7** What overall impression does the author of the article give of work with elephants?
- 1) It is dangerous.
 - 2) It is depressing.
 - 3) It is rewarding.
 - 4) It is unpleasant

Прочитайте текст и выполните задания A1 – A7, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

Genealogy, or researching your family tree, is a hobby that can rapidly develop into an obsession. Before you start looking for your own ancestors, read this advice from genealogist Maria McLeod.

The first question to ask yourself is why you want to research your family tree. Genealogy is not about discovering that you are the heir to the throne of an unknown country. It's about finding out more about yourself. For most people the important question is 'why am I like I am?' You might not look like other members of your immediate family and you want to know where your green eyes or curly hair come from. You may be curious about why you have such a quick temper or are utterly hopeless at mathematics. You may even be suffering from a medical condition and want to know if something in your genetic makeup has caused it.

Another common motive for researching your family tree is that you plan to visit the place that your ancestors came from and you secretly hope that you will find some long lost cousins with whom you can share your memories. There can be few more exciting things than meeting a distant cousin who is living on the other side of the globe and finding that she looks just like your younger sister. But you should also bear in mind that they may not necessarily want to have anything to do with you. Sometimes there are skeletons in the cupboard that you and your branch of the family are unaware of, but which are still fresh in the minds of your more distant relatives.

This brings up an important aspect of this kind of research that some people do not anticipate. Of course you want to find out about yourself and what makes you 'you', but you may not be so keen on discovering some unpleasant facts about your relatives. Your ancestors were human beings too and there is no reason to expect them to have led blameless lives. It is all part of your own history, after all, and if you are going to do the research, you should accept this fact and understand that you cannot change it.

Once you are clear about your motives, you need to take a moment to think about just how many ancestors you might have and how far back you intend to go. You have, no doubt, thought about your parents' parents and your parents' parents' parents; you may even know quite a bit about them. But go back ten generations and the picture becomes much more complicated. To begin with, many more people are involved. You can work it out for yourself. You may be descended from no fewer than 1024 people through ten generations and that means there are a lot of different individuals to trace and stories to check. This can mean that you spend hours going through official records, either in person at the records office or on the Internet. Are you prepared for such a huge task?

- A1** What is Maria McLeod's first piece of advice to people researching their family tree?
- 1) 'Don't expect to find out that you are a member of a royal family.'
 - 2) 'Be prepared to find out disturbing things about yourself.'
 - 3) 'Don't expect to like your relatives in other parts of the world.'
 - 4) 'You may find you have serious health problems you didn't know about.'
- A2** Why might some relatives be reluctant to meet you?
- 1) You bring back memories for them.
 - 2) You remind them of their younger relatives.
 - 3) They think they might have to tell you family secrets.
 - 4) They suspect you of having wrong motives.
- A3** You might have to accept that your ancestors
- 1) did not want to be found.
 - 2) were not like you at all.
 - 3) were rather unpleasant.
 - 4) did some things that were wrong.
- A4** What does Maria McLeod assume that the reader has already done?
- 1) Found out about their family ten generations ago.
 - 2) Considered the three previous generations.
 - 3) Decided how far back in time they want to go.
 - 4) Asked their parents about their grandparents and great grandparents.
- A5** What does the underlined word it refer to?
- 1) How far back you should go in your research
 - 2) How many people you are descended from
 - 3) Why doing genealogical research is so complicated
 - 4) When the tenth generations were alive
- A6** Why might you think twice about researching your family tree?
- 1) You already know about your grand-grandparents.
 - 2) Going back ten generations is too far.
 - 3) You don't have time to do it.
 - 4) You have a lot of relatives.
- A7** What is the best title to the article?
- 1) Uncovering family secrets: do you dare?
 - 2) The science of genealogy: new developments
 - 3) A step-by-step guide to researching your family tree
 - 4) Research your family past

ГРАММАТИКА И ЛЕКСИКА

Упражнение 1

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

MIDSUMMER NIGHT'S EVE

In Europe, Midsummer Night's Eve, also known as St John's Eve, occurs on June 23rd. It 1 _____ from the pagan celebrations of the summer solstice which were held on June 21st.

ORIGINATE

On that night throughout Europe bonfires were lit along hillsides to celebrate the 2 _____ night of the year. It must have looked as if some kind of violent insurrection 3 _____ place down the coast of Scotland and England, but these signal fires in fact 4 _____ a very important purpose.

SHORT

TAKE

HAVE

Bones of farm animals slaughtered the previous autumn were burned and, when the fires 5 _____ out, the remaining ash was put to good use: it was spread on the fields to enrich the land and ensure a good harvest. The word 'bonfire' is derived from 'bone fire'.

GO

In Brazil too St John's Eve means bonfires and fireworks. Another Quaint Tradition involves the 6 _____ of small paper hot-air balloons, although they are prohibited by law in the cities of the fire hazard. Bonfires mark the beginning of spring rather than summer in Sweden and are lit on the last night of April.

LAUNCH

In the Swedish Midsummer's Eve ceremony, 7 _____ on June 24th, a large pole, decorated with flowers and leaves, is placed in the ground.

HOLD

Упражнение 2

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

THE FAT ONE

On 11th November 1811 the Spanish Parliament 1 _____ **PASS**
a law creating Spain's national lottery, one of the country's oldest.
Today ticket sales bring in close to 200 million euros (about 350
million pounds).

The lottery lays claim to being the 2 _____ in the world **GOOD**
for those who buy tickets, with seventy per cent of the money they
pay finding its way back into their pockets as prize money.

The rest 3 _____ to the government. **GO**

The Christmas Lottery, 4 _____ as 'El Gordo' ('the fat one'), **KNOW**
has the largest jackpot. Spaniards spend as much money as 272
million euros on tickets each year and 5 _____ over 200 **GET**
million of that back in prizes.

Officially lottery shops and bars, restaurants and even small family
stores sell tickets for weeks beforehand. The 3 euro 'decimos',
as the individual tickets 6 _____, may win the bearer **CALL**
as much as about 4,200,000 euros (2,000,000 million pounds)
tax-free and are frequently split between friends and family
members, with people 7 _____ only less than a euro **SPEND**
for a share of a number.

Упражнение 3

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 - 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

WHO IS FATHER CHRISTMAS?

Although it is not very clear how contemporary Father Christmas's 'look' 1 _____ about, it is certain that it is the result of a continuous amalgamation of many old folk customs and beliefs from varied sources.

COME

First and foremost, there 2 _____ the image of the three kings bringing gifts to the baby Jesus. A 3 _____ source is the Roman custom of giving children presents for good luck during the pagan festival celebrating the winter solstice. Last but not least, there is Saint Nicholas, a 4th-century bishop and the patron saint of children, sailors and the poor whose saint's day is December 6.

**BE
TWO**

Traditionally, Saint Nicholas 4 _____ as a tall figure riding a white horse, giving sweets to children and helping the poor. The familiar image of a good-humoured round-bellied Santa Claus, complete with reindeers and sack of toys, seems to be a 19th-century American invention.

DEPICT

5 _____ up on the Dutch figure of Saint Nicholas which settlers brought with them to New York, contemporary Santa Claus is the result of the 6 _____ of religious and pagan traditions from many European countries with 7 _____ American customs.

BUILD

**BLEND
NEW**

Thus, nowadays Joulupukki of Finland, Papa Noel of French-speaking countries, English Father Christmas and American Santa Claus are very much alike.

Упражнение 4

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

HOW TO RESEACH YOUR FAMILY TREE

Creating a family tree can be an absorbing and rewarding pastime, and who 1 _____ where it might lead? You might discover you have royal ancestry, a hereditary title and a coat of arms, a 2 _____ legacy or even an infamous mass murderer in the family. You'll be creating a unique and valuable resource to share and a fascinating insight into your own life and times for future generations.

KNOW

FORGET

Before you begin, ask around to see if any of the research 3 _____ . Most families have at least one amateur historian 4 _____ records may be able to get you off to a good start. 5 _____ family members can give you a first-hand account of recent family history, though remember to exercise some tact and always be sensitive to any skeletons and scandals that you may uncover.

DO

WHO

OLD

Official documents such as old birth, marriage and death certificates 6 _____ an invaluable source and family photo albums can provide a wealth of information. Postcards and letters also often contain useful historical snippets and even obscure photographs of places and buildings can provide additional avenues of exploration.

BE

Start with an Internet search of your family name. You may come across a family home page 7 _____ a link to long-lost relations or overseas branches of the family.

PROVIDE

Упражнение 5

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

THE PROMISES WE MAKE OURSELVES

As the clock strikes midnight on 31th December many of us make
New Year's resolutions. Recent surveys 1 _____

SHOW

that only 20 per cent of the people who make them really stick
to them. So why do we resolve to continue to resolve?

It seems that almost all cultures have a special day in which people have
the opportunity to change themselves.

These festivals 2 _____ all times in which people
look back at the past and resolve to be healthier, wealthier and
wiser in the year ahead.

BE

Western society's tradition of making resolutions 3 _____
back to ancient Rome, when people pledged to improve 4 _____
as part of paying homage to the two-faced god Janus who had the ability
to look in two directions at the same time.

DATE

THEY

Two of the 5 _____ New Year's resolutions are
to lose weight and to give up smoking. Next in popularity come doing
more exercise and 'psychological resolutions' such as

POPULAR

6 _____ more confident and ambitious.

BE

So how can you make sure you don't break your resolutions? Experts say
the key is to keep the list short and to identify the specific steps you

7 _____ to take to reach your goals.

NEED

Упражнение 6

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 7 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

SLEEPING IS GOOD FOR YOU

One thing anyone in the medical sciences will tell you is that if human beings and most other mammals don't get enough sleep, they 1 _____ ill and can even die. It doesn't take long at all for the effects of a lack of sleep to be felt.

BECOME

If you 2 _____ from one side of the world to the other or stayed up all night studying, you will know just how badly even a minor disruption to our sleep patterns can affect us. Haven't we all gone along the exams or job interviews after a sleepless night and said to

FLY

3 _____ 'If I had had a decent night's sleep, I would have performed so much better.'? If you keep a person awake for more than 72 hours they begin to have hallucinations and beyond that their physical and mental health deteriorates 4 _____.

WE

FAR

But it is not just a problem of physical exhaustion. Even if we 4 _____ able to lie down in a comfortable bed and rest, if we can't sleep, we feel tired the next day. What is less certain is why this should be so. Clearly if we 5 _____ a third

BE

SPEND

of our lives sleeping, we could accomplish much more. Sleep scientists study those fortunate people, who, for whatever reason, need substantially 6 _____ amounts of sleep than others. If they

SMALL

were able to unlock the secret of 7 _____ who can get by on a couple of hours sleep a night, the rest of us would benefit greatly, not least because we would not feel so anxious, if, for some reason, we were unable to sleep from time to time.

THAT

Упражнение 7

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

BREAKTHROUGHS OR DISASTERS?

Of all the 1 _____ breakthroughs of the late twentieth century, undoubtedly the one that proved most controversial was the cloning of Dolly the sheep in Scotland in 1997. Twenty years had gone by since the first successful 'in vitro' fertilization and transfer at the embryonic stage that led to the birth of 'Baby Louise'.

SCIENCE

Despite the benefits that genetic engineering might offer, many people had doubts about the 2 _____ of humans by other than natural means and potential dangers of unethical individuals learning techniques and applying them for profit or the other ends.

REPRODUCE

Physicists had received similar 3 _____ when they first succeeded in splitting the atom.

REACT

People feared that this 4 _____ would lead to the creation of nuclear weapons that would 5 _____ humanity. They were not wrong.

DEVELOP
THREAT

The Second World War ended with the use of these terrible weapons of mass 6 _____.

DESTROY

Упражнение 8

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

LEARNING TO SURF

Anyone who has ever 1 _____ stood up on a surfboard
and carved through the water will not deny that it is an
2 _____ experience.

SUCCESS

FORGET

Gaining mastery of the technique is not easy though.
It is certainly worth paying for some qualified coaching
before you venture into the waves. You should also get advice
on what kind of board to buy.

The 3 _____ of board is a particularly crucial decision.

LONG

Inevitably, you will be a bit shaky at first but after you've caught your
first wave, your confidence will improve. A few waves, plus the
necessary practice to improve your padding 4 _____,
and you will be beginning to derive the kind of 5 _____
from this ancient sport that causes otherwise normal people to
organise their lives around it.

ABLE

ENJOY

Of course, the perfect wave can be elusive but weather should never
be a deterrent. The enormous 6 _____ of modern
wetsuits available will keep you warm and dry whatever the weather.

VARY

Упражнение 9

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

THE MYSTERY OF MIRRORS

Mirrors, those 1 _____ surfaces which produce an image of objects placed in front of them, are a recurring image in Western art.

MAGIC

Painters seem to have been fascinated by the 2 _____ between the virtual reality which spontaneously appears in a mirror and the one which they artificially create by painting or plaster, paper or canvas. In both cases, the 3 _____ sees something which is not where it seems to be.

RELATE

OBSERVE

But in contrast to a 4 _____ image, which presupposes that the painted surface can be seen, what we see in a mirror requires that the reflective surface is 5 _____.

PAINT

VISIBLE

When mirrors are represented in paintings, the situation becomes complicated in a particularly intriguing way: the virtual reality of the picture includes a second virtual reality in the form of a painted 6 _____.

REFLECT

Упражнение 10

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

WHY DO ZEBRAS HAVE STRIPES?

Zebras are 1 _____ very attractive to us and they doubtless find each other very appealing too, but it is believed their stripes evolved because they help the zebra foil its predators.

CERTAIN

Zebras have what is termed 'disruptive coloration'. The stripes break up the smooth contours of the animal's body and result in the concealing of the zebra's true shape. When the zebra moves, the pattern may be even more 2 _____, so a threatening lion may not be sure if this is dinner after all!

CONFUSE

The ancestors of the zebra were monochrome dark-coloured animals. Through the 3 _____ birth of some foals with lighter coloured stripes the process of 4 _____ was set in motion.

ACCIDENT

EVOLVE

Since stripes were a 5 _____ colouring, they were an advantage. Stripped animals had a better chance of 6 _____ and went on to have more striped foals.

PROTECT

SURVIVE

Упражнение 11

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

DRESS DISTRESS

Does getting dressed in the morning present you with choices that are almost 1 _____ to make? If it does, you're not alone.

POSSIBLE

One in five women have difficulty deciding what to put on each day, according to a recent survey.

The results showed that 28 per cent of women were more indecisive about their clothes than any other aspect of their lives. This tremendous sense of insecurity about clothes even causes some 22 per cent of women to arrive late at work. They waste 2 _____ time trying on outfits only to take them off again a few minutes later because of a profound lack of confidence about what looks good on them and what doesn't.

VALUE

But do men worry about their 3 _____, too? It would appear that they do.

APPEAR

A heightened 4 _____ of the role image plays means that many men today also buy fashion magazines, and spend hours shopping and going to the hairdressers. This is not because they find these activities 5 _____, however. It is because they realise the way they look has an influence on professional 6 _____. Of course it isn't the only factor, but it does play a role, and this can be a cause of anxiety for many men as well as women.

AWARE

ENJOY

SUCCEED

Упражнение 12

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 6 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

THE IMPORTANCE OF PETS

Having friends is 1 _____ important, and most people spend a lot of time with them. But is there another important type of friendship that they may be missing out on? Would having a pet be just as good? There is some evidence to support this interesting suggestion.

EXTREME

It is well-known that dogs can form strong bonds with people, and can show signs of 2 _____ if their owner suddenly leaves 3 _____.

**HAPPY
EXPECT**

In the same way, some people feel as close to their pets as their human friends, gaining 4 _____ and comfort from their animals. It seems that the connection between animals and people goes deeper than might be expected. Studies into the 5 _____ of gorillas show that these creatures have 6 _____ relationships that are not so different from our own. So although a pet may never completely replace a friend, there is clearly a place for both.

STRONG

**BEHAVE
EMOTION**

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

WHAT MAKES SOMEONE INTELLIGENT?

Some people claim that only humans are truly intelligent. But what about animals – are they intelligent too? They can certainly learn and 1 _____. However, many of their actions are instinctive, even though they may look intentional. Generally, animals cannot pass one crucial test of self awareness – they are unable to identify themselves in a mirror.

In fact, we're not really sure exactly what intelligence is and how to measure it. In the competitive 2 _____ market, IQ scores and formal qualifications are used in the selection of employees, although many successful people did not actually do very well at school.

So how are education, intelligence and success 3 _____? It is generally agreed that intelligence is all about the ability to learn, solve problems and be successful in life. But is there more 4 _____ it than that? What about the role of emotions?

Successful people often show a high level of 'emotional intelligence'. This is described as self awareness – they can understand their feelings, organize and 5 _____ them. And above 6 _____, this understanding means they can motivate themselves, which seems to be the key to success.

So is there any 7 _____ in teaching emotional intelligence in schools? It would seem that there is – if only we knew how.

- | | | | | | | | | |
|---|---|------------|---|--------|---|------------|---|-----------|
| 1 | A | remember | B | remind | C | memorise | D | recognise |
| 2 | A | occupation | B | work | C | job | D | business |
| 3 | A | connected | B | joined | C | united | D | tied |
| 4 | A | for | B | to | C | at | D | with |
| 5 | A | manage | B | deal | C | administer | D | command |
| 6 | A | all | B | each | C | every | D | whole |
| 7 | A | reason | B | worth | C | use | D | point |

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

AN ANCIENT CURSE EXPLAINED

The archaeologist Howard Carter died in Egypt only five months after uncovering the tomb of King Tutankhamen in the Upper Valley of the Nile. Twenty-five others 1 _____ in the project also died within a year of the excavation of the tomb. Newspapers at the time attributed the deaths to the 'Mummy's Curse' after a journalist claimed to have found a hieroglyphic inscription at the entrance to the tomb. The writer Sir Arthur Conan Doyle, creator of the famous fictional detective Sherlock Holmes, also advanced the story, insisting that 'pharaoh's curse' was 2 _____ for the deaths. Doctors have long speculated that they 3 _____ victim to some sort of bacteria, but now Dr. Nicola Di Paolo, a kidney disease expert and amateur archaeologist, has obtained the first clinical proof of the rapid growth of a 4 _____ toxic microscopic fungus. "In tombs which have been closed for centuries, air and damp may penetrate minute cracks in the walls, permitting the growth of poisonous moulds," Di Paolo said recently. He speculated that an explorer who entered a tomb that had been closed for centuries without using a mask must have inhaled dust full of toxins from the mould. 5 _____, he said, researchers handling the mummy and other objects found in Tutankhamen's tomb could have breathed in the toxic mould. While small quantities are thought to be 6 _____, Di Paolo said, long-term exposure be fatal, causing 7 _____ degeneration of the kidneys and liver.

- | | | | | |
|---|-------------|---------------|--------------|-----------------|
| 1 | A involved | B hired | C concerned | D employed |
| 2 | A guilty | B responsible | C capable | D reprehensible |
| 3 | A fell | B felt | C became | D came |
| 4 | A highly | B rarely | C absolutely | D rather |
| 5 | A Similarly | B Likely | C Exactly | D Identically |
| 6 | A innocent | B inoffensive | C pardoned | D harmless |
| 7 | A severe | B grave | C dangerous | D perilous |

Упражнение 15

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

AN UNHAPPY HOLIDAY

Julia and James had a church wedding in the early spring. For their honeymoon they went on a cruise in the Greek islands. It was a very modern 1 _____ and there was even a swimming pool on one of the decks. They had an enormous cabin with a bathroom and a bedroom. Julia was a bit 2 _____ about travelling by ship because she'd seen the film Titanic a few weeks before. She wanted to check that there were enough lifejackets and lifeboats before they left the port just in case anything 3 _____ wrong.

For some reason James found this very 4 _____ and they started to 5 _____ the most terrible rows on the very first day. Julia could hardly believe that this was the same man she had 6 _____ in love with a year before. He had never shown any sign of being so impatient when they were just going out together. She began to regret ever having married him.

To make matters even worse, James started to flirt with some of the young women on board. He danced with one of these women all evening on the last night and that made Julia decide that the only solution was to split 7 _____ with James and start her life all over again.

- | | | | | |
|---|--------------|-------------|--------------|------------|
| 1 | A ferry | B tanker | C liner | D yacht |
| 2 | A sensitive | B nervous | C fed up | D overcome |
| 3 | A did | B made | C had | D went |
| 4 | A irritation | B irritated | C irritating | D irritate |
| 5 | A fight | B do | C make | D have |
| 6 | A felt | B fallen | C found | D fault |
| 7 | A away | B out | C up | D apart |

Упражнение 16

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

AN INTEREST IN THE ARTS

When I was a child my parents were very keen to take me to lots of classical 1 _____. I must have heard all the great composers like Beethoven and Bach. I used to hate them. My parents always got tickets in the front 2 _____ and to stay awake I would mentally choose one member of the orchestra and stare at him until he went red with embarrassment. The best time was when this crazy 3 _____ got so excited that his wig slipped off.

Nowadays I much prefer going to the cinema. I like to sit towards the back because I don't like to be too near the screen. One thing that really gets on my nerves is that sometimes people in the 4 _____ talk during the film. Of course you can never trust the reviews you read in the papers. I often wonder if the critics and I have actually seen the same film! We can't even seem to agree about the 5 _____ of the film.

One of my friends is an actor and he has managed to get a 6 _____ in a new play they're putting on at our local theatre. They had their first night last Friday and everyone applauded for at least ten minutes. When my friend went for his trial he really didn't think he had much of a chance, so when they told him to come along to the first 7 _____ the following week, he could hardly believe his luck.

- | | | | | |
|---|-------------|-------------|------------|--------------|
| 1 | A musicals | B concerts | C shows | D acts |
| 2 | A line | B aisle | C row | D queue |
| 3 | A conductor | B inspector | C director | D leader |
| 4 | A public | B community | C audience | D spectators |
| 5 | A plot | B argument | C history | D matter |
| 6 | A spot | B act | C part | D character |
| 7 | A training | B rehearsal | C practice | D essay |

Упражнение 17

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

BURIED TREASURE

We know a good deal about the history of coins. The first coins were issued in the ancient kingdom of Lydia, probably by King Croesus, in the 1 _____ seventh century BC. The first Greek drachmas were not far behind and before early coins were being used throughout the Mediterranean. Soon they had caught up all over the developed world.

We know so much about the history of coins because there are still a lot of them around. Before the 2 _____ of banks people often buried coins for 3 _____ keeping, sometimes so thoroughly that centuries passed before they were found again.

Coins often have a tale to tell. They provide us with what are sometimes the only 4 _____ we have of the rulers of the past, giving us what amounts at a gallery in miniature of the great and powerful. By tracing the distribution of buried coins we can 5 _____ at a record of the territories these people controlled or influenced and the trade links they made with other nations. For example, Roman coins have come up as far away as India and ancient Greek silver coins have been found in Italy, North Africa and 6 _____.

As the fortunes of these city states varied so did the purity of the metals they used in their coins. Gold, silver, copper and brass have, in times of hardship, been mixed with other less

valuable metals or have been replaced altogether by nickel, iron and even cardboard and leather. Though these materials are not so durable, it seems that coins themselves are here to 7 _____.

- | | | | | |
|---|-----------|-----------|-------------|------------|
| 1 | A late | B end | C final | D finish |
| 2 | A days | B weeks | C years | D times |
| 3 | A secure | B safe | C certain | D guarded |
| 4 | A views | B visions | C portraits | D profiles |
| 5 | A reach | B arrive | C get | D come |
| 6 | A far | B away | C beyond | D distant |
| 7 | A remains | B stop | C last | D stay |

Упражнение 18

Прочитайте приведенный ниже текст с пропусками, обозначенными номерами 1 – 7. Эти номера соответствуют заданиям 1 – 7, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

THE CRIMINAL THEY CAN'T LOCK UP

Burglar, 14, walks free for 33rd time

Britain's most persistent young burglar walked free for the 33rd time yesterday.

Two hours later the politicians promised to take action against tearaways who the law says are too young to be locked up.

Youngsters aged between twelve and fifteen who repeatedly 1 _____ crimes will be held in ten new "secure training centres" for up to two years.

The 14-year-old, in 2 _____ yesterday, was responsible for a mini crimewave near his home totalling £58,000. As he was releasing his worried mother said: "I really thought he would have been locked away. I'm worried that he'll be out 3 _____ it again before the week's out."

Her son had stolen clothes worth £28,000 and dropped into the same branch of one particular shop three times in one week. He played with the laces of his £100 trainers as the court heard he had also 4 _____ his local chemist's at least six times.

Before one raid a shop assistant was even handed his 'calling card' marked with his initials and advising: "Ring the police".

The boy, who cannot be identified for law reasons, 5 _____ seven charges of burglary and asked for another 24 to be taken into 6 _____.

The court heard he was too young to be remanded in custody and that there was no place for him in secure accommodation.

The boy's mother added after the trial: "I just find it astonishing that nowhere can be found for him. I've warned him he's living on borrowed time. I've tried – but I can't 7 _____ him."

- | | | | | |
|---|-----------------|------------|-------------|-----------------|
| 1 | A commit | B do | C make | D practice |
| 2 | A trial | B court | C dock | D cell |
| 3 | A making | B taking | C burgling | D doing |
| 4 | A taken | B stolen | C burgled | D shoplifted |
| 5 | A denied | B admitted | C confessed | D accused |
| 6 | A consideration | B thought | C mind | D understanding |
| 7 | A check | B control | C limit | D prevent |

ПИСЬМО

Упражнение 1

Personal Letter.

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Mike who writes:

... Now I have different kinds of entertainment. Our vacation will finish at the end of the summer. Could you tell me what kind of entertainment do you prefer? How does your family usually spend free time?

Next weekend we will go by car to the ocean...

Write a letter to Mike.

In your letter:

- Tell him about your vacation;
- Ask 3 questions about his future trip.

Write 100–140 words.

Remember the rules of letter writing.

Упражнение 2

Personal Letter.

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Jane who writes:

... I've just passed my school-leaving exams and now I'm getting ready for the entrance exams for the University. Still, I'm doubtful if I've chosen the right profession. I want to be a musician, but it is difficult now to earn much money being an unknown pianist.

Have you chosen your future profession yet? Do you think it is a right profession nowadays?

Write a letter to Jane.

In your letter:

- Tell her about your future profession;
- Ask 3 questions about her future plans.

Write 100–140 words.

Remember the rules of letter writing.

Упражнение 3

Personal Letter.

You have 20 minutes to do this task.

You have received a letter from your English-speaking pen friend Pete who writes:

... Last weekend I went to a concert of my favourite band. It was magnificent! I admire the voice of the singers. They made a fire show and I was able to stay very close to the stage! And yesterday I wrote a letter to their fan club...

Which famous people do you admire and why? Have you ever belonged to a fan club? Have you ever written a fan letter to anyone who you admire?

Write a letter to Jane.

In your letter:

- answer her questions;
- ask 3 questions about her studying.

Write 100–140 words.

Remember the rules of letter writing.

Упражнение 4

You have 40 minutes to do this task.

Comment on the following statement.

Schools and parents often require their pupils to wear school uniforms. The pupils, however, usually dislike this.

What can you say for and against the wearing of school uniforms?

Write 200–250 words.

- Use the following plan:
- give a general statement of the problem
- outline the points FOR
- outline the points AGAINST
- draw a conclusion weighting up the points outlined

Упражнение 5

You have 40 minutes to do this task.
Comment on the following statement.

According to those in the travel business, the nature of the average 'holiday' is changing. Rather than seeking a relaxing break in a far-away place, people now want excitement on their holidays and are keen to participate in unusual and challenging activities.

What can you say for and against spending holidays in unusual way?

Write 200–250 words.

- Use the following plan:
- give a general statement of the problem
- outline the points FOR
- outline the points AGAINST
- draw a conclusion weighting up the points outlined

Упражнение 6

You have 40 minutes to do this task.
Comment on the following statement.

Coins and paper money will soon be replaced by credit and bank cards. Eventually we will have a cashless society which will be safer and more convenient for everyone.

What can you say for and against the way of life with electronic money?

Write 200–250 words.

- Use the following plan:
- give a general statement of the problem
- outline the points FOR
- outline the points AGAINST
- draw a conclusion weighting up the points outlined

Упражнение 7

You have 40 minutes to do this task.
Comment on the following statement.

Humans are the most intelligent beings, so nature should be fully exploited for our betterment.

Do you share this point of view?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

Упражнение 8

You have 40 minutes to do this task.
Comment on the following statement.

Some people believe that children are given too much free time. They feel that this time should be used to do more school work.

What is your opinion? How do you think children should spend their free time?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

Упражнение 9

You have 40 minutes to do this task.
Comment on the following statement.

Last year many famous pop and sports stars earned millions of dollars each. Many other entertainment and sports personalities also have high incomes. On the other hand, most people in 'ordinary' professions like nurses, doctors and teachers earn only a small fraction of the incomes of these 'stars'.

What is your opinion? What do you think about stars receiving very high salaries? Is it fair that people with jobs that directly help people are paid much less?

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and reasons for it
- give arguments for the other point of view and explain why you don't agree with it
- draw a conclusion

НАИБОЛЕЕ РАСПРОСТРАНЕННЫЕ ВВОДНЫЕ СЛОВА И СЛОВА-СВЯЗКИ

Положительные прибавления

And (и), **both ... and** (как ... так и), **not only ... but also** (не только ... но), **also/as well** (также), **too** (также, тоже), **moreover** (более того), **in addition to** (в дополнение к), **furthermore** (к тому же, кроме того), **not to mention the fact that** (не упоминая того факта, что), **besides** (кроме того)

Противопоставление

But (но), **not ... but** (не ... но), **although** (хотя), **while** (в то же время как), **whereas** (тогда как, поскольку), **despite** (вопреки, несмотря на), **even if** (даже если), **even though** (хотя), **on the one hand – on the other hand** (с одной стороны – с другой стороны), **in contrast to** (в противоположность), **however** (однако), **yet** (тем не менее), **at the same time** (в то же время)

Подобие

Similarly (подобным образом), **likewise** (так же), **in the same way** (таким же образом), **equally** (так же, одинаково, равноценно)

Уступка

But (но), **even so** (все равно, даже в таком случае), **however** (однако), **still** (все же, однако), **yet** (тем не менее), **nevertheless** (тем не менее, несмотря на это), **even though** (хотя), **despite/in spite of** (несмотря на), **regardless of** (не считаясь с, не обращая внимание на), **admittedly** (как принято считать), **considering** (учитывая, принимая во внимание), **whereas** (тогда как, поскольку), **while** (в то время как), **nonetheless** (тем не менее)

Альтернатива

Or (или), **alternatively** (поочередно), **either ... or** (либо ... либо)

Акцент (подчеркивание)

Besides (помимо), **not only this but ... also** (не только это, но ... также), **as well** (также), **what is more** (к тому же), **in fact** (в действительности), **as a matter of fact** (фактически), **to tell you the truth** (по правде сказать), **actually** (на самом деле), **indeed** (на самом деле), **let alone** (не говоря уже о)

Приведение примеров

As (как), **such as** (такой как), **like** (как), **for example** (например), **for instance** (например), **particularly** (в частности), **especially** (особенно), **in particular** (в частности)

Разъяснение

That is to say (то есть), **specifically** (особенно), **in other words** (другими словами), **to put it another way** (другими словами), **I mean** (я имею в виду)

Причина

As (так как), **because of** (из-за), **since** (поскольку), **on the grounds that** (на основании того, что), **seeing that** (видя, что), **due to** (вследствие), **in view of** (в виду того, что), **owing to** (вследствие), **for** (поскольку), **now that** (после того, как), **so** (поэтому)

Образ действия

As (как), **in the way** (таким образом), **how** (как), **the way in which** (как), **in the same way as** (таким образом), **as if** (как будто), **as though** (как будто бы, словно)

Условие

If (если), **in case** (в случае, если), **assuming that** (предполагая, что), **on condition that** (при условии, что), **unless** (если только не), **in the event that/of** (в случае, что), **as/so long as** (если),

granted/granting that (допуская, что), **whether** (ли), **only if** (только если), **even if** (даже если), **otherwise** (иначе), **or** (или, иначе), **in case of** (в случае, если)

Последствие условия

Consequently (следовательно), **under those circumstances** (при данных обстоятельствах), **if so** (если так), **if not** (если не), **so** (поэтому, итак), **therefore** (поэтому), **in that case** (в этом случае), **otherwise** (иначе), **thus** (таким образом)

Цель

So that (так, чтобы), **so as (not) to** (так, чтобы (не)), **in order (not) to** (для того, чтобы (не)), **in order that** (для того, чтобы), **for fear that** (опасаясь того, что), **in case** (в случае), **lest** (чтобы не)

Результат

Such/so ... that (так, чтобы), **consequently** (следовательно), **for this reason** (по этой причине), **as a consequence** (как следствие), **thus** (таким образом), **therefore** (поэтому), **so** (таким образом, следовательно, поэтому)

Сравнение

As ... as (так как и), **than** (чем), **half as ... as** (наполовину не), **nothing like** (совсем не похоже на), **the ... the** (чем ... тем), **twice as ... as** (в два раза ... чем), **less ... than** (меньше чем)

Время

When (когда), **whenever** (когда бы ни), **as** (в то время как), **while** (в то время), **now (that)** (после того как), **before until** (до тех пор пока), **till** (пока), **after** (после), **since** (с тех пор как)

Исключение

But (for) (если бы не), **except (for)** (за исключением), **apart from** (кроме)

Хронология

Beginning(with) (начиная): **initially**(изначально, сначала, во-первых), **first** (во-первых), **at first** (сначала), **to start/begin with** (для начала), **first of all** (прежде всего)

Continuing (продолжая): **secondly**(во-вторых), **after this/that** (после того/этого), **afterwards** (после), **then** (затем), **next** (следующий), **before this** (до, ранее этого)

Concluding (завершая): **finally** (наконец), **as last** (наконец), **in the end** (в конце), **eventually** (в конце концов), **lastly** (наконец), **last but not least** (последний по очередности, но не по значению)

Ссылка

Considering (рассматривая), **concerning** (касающийся), **regarding** (относительно), **with respect/regard/reference to** (с уважением, приветом, ссылкой), **in respect/regard/reference to this/to the fact that** (в отношении/со ссылкой на это/на тот факт, что)

Подведение итогов

In conclusion (в заключение), **in summary** (в заключение), **to sum up** (суммируя), **as I have said** (как уже было сказано), **as it was previously stated** (как отмечалось ранее), **on the whole** (в целом),

in all (всего), **all in all** (в конце), **altogether** (вместе), **in short** (вкратце), **briefly** (кратко), **to put it briefly** (говоря вкратце)

ДОПОЛНИТЕЛЬНЫЕ УПРАЖНЕНИЯ К РАЗДЕЛУ «ПИСЬМО»

Упражнение 1

Read the following sample extracts. Using the prompts improve the way the main idea is introduced.

1. We just accept mobile phones and don't think about their bad effects.
have a tendency / regardless of
2. It's not right that parents can choose if they have a boy or girl baby.
my view / is unethical for
3. A lot of steps have been taken to help old people but it's still not enough.
Despite the fact / we still
4. I think a lot of people don't know the effect of antibiotics.
doubtful whether many
5. People say that hamburgers make you fat but it isn't true.
little evidence to
6. Some people say they want to work at home which I find surprising.
always surprised when

Упражнение 2

Decide the best way of expressing the following ideas.

1. Most young children play too many computer games these days.
2. One day we will realise that it's no good to cut down so many trees.
3. It's true that some children's stories are scary but they still like to read them.
4. I don't think teams are as good in business as just one person.
5. I describe someone as 'fit' if they do regular exercise.

Упражнение 3

LIST OF EXPRESSIONS

I would argue that
People argue that

I tend to think
It is generally accepted that

Write a sentence expressing your opinion on the following:

- a) teenage drivers are unsafe
- b) air travel should cost less
- c) school uniforms should be compulsory
- d) books will soon be old-fashioned

Упражнение 4

LIST OF EXPRESSIONS

As far as I can see,
It is hard to accept that
It is unjustifiable to say that

I am (un)convinced that
There is little evidence to support the... that
I don't believe that

Rewrite the following sentences, by rejecting the first argument (a) and then asserting the second argument (b), e.g.

- a) politicians should be paid high salaries b) a job like anybody else

I don't believe that politicians should be paid high salaries. They are simply employed to do a job like anybody else.

- a) Internet a useful resource for children b) too much uncensored material

- a) Running is good for you b) many physical injuries

- a) Gambling should be banned b) useful revenue in tax

Упражнение 5

Rewrite sentences to express the following ideas using structures from the table.

It is not	unusual uncommon impossible	For (+ object infinitive)	= <i>It is quite usual</i> = <i>It is quite common</i> = <i>It is quite possible</i>
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1. Tourists may be able to take a holiday on the moon in the next decade.
2. Children can often do simple arithmetic by the age of five.
3. Women can do a full-time job, look after children and run a home.

Упражнение 6

LIST OF EXPRESSIONS

For example
For instance
Indeed

In fact
Naturally
If this is/were the case

In my experience
Let me illustrate

Link the following arguments using an appropriate expression from the list above.

It is impossible to predict what type of holidays people will be taking in 100 years' time. We don't know, 1 _____, whether space travel will be a realistic option in the future. 2 _____, it is likely to completely transform our traditional view of a holiday.

I would contend that supermarkets are here to stay. 3 _____ in some countries they can offer so many products that it's hardly necessary to shop anywhere else. 4 _____ there are sometimes instances of local opposition, but this is usually overcome.

Statistics show that the worst drivers in the world are young men. 5 _____ as a driver, if you look closely at any car that is going too fast, overtaking at the wrong place or driving too close to the car in front, it will invariably have a teenager or young man in the driver's seat.

I strongly approve of the preservation of historical buildings. Too many have already been destroyed; 6 _____ in my home town, whole streets of beautiful regency houses were knocked down in order to build high-rise flats.

ДОПОЛНИТЕЛЬНЫЕ УПРАЖНЕНИЯ ПО ГРАММАТИКЕ

Упражнение 1

Fill in the gaps in these sentences with a relative pronoun.

- 1 The dog, 1 _____ owner was nowhere to be seen, was running back and forth outside the entrance of the hotel.
- 2 The person to 2 _____ I spoke told me to call back on Monday.
- 3 Tim Markham, 3 _____ first travel guide was published earlier this month, will be speaking in the Great Hall on Tuesday at 7 p.m.
- 4 Bus 243, 4 _____ takes you to the quaint village of Saint George, leaves the bus station at 7 a.m.
- 5 The road 5 _____ winds its way through the foothill is definitely the more scenic of the two routes.
- 6 The cathedral, 6 _____ foundations were laid in 1156, is still a magnificent sight.
- 7 Passengers 7 _____ have booked accommodation should wait outside.
- 8 The staff, many of 8 _____ are also students of hotel management, are all extremely competent and friendly.
- 9 My husband, for 9 _____ the trip was an anniversary present, was delighted by the charming street market.
- 10 I don't know 10 _____ I should do with our cat Felix while I'm away.
- 11 We visited all the places 11 _____ the guide book mentioned.
- 12 The receptionist listened patiently to 12 _____ the guest was saying.
- 13 You can't always rely on 13 _____ the holiday brochures tell you about a resort.
- 14 The photographs 14 _____ appeared on page 3 of your brochure are utterly unlike the villa we were unfortunate enough to stay in.
- 15 There was so much choice we always had trouble deciding 15 _____ to do.
- 16 Something 16 _____ always attracts holiday-makers is good weather.
- 17 The interpreter translated 17 _____ the man was saying into faultless English.

Упражнение 2

Put the verbs in brackets into the correct active or passive forms.

War of the Worlds?

A few minutes after eight o'clock on the night of Sunday, October 30, 1938, a somber voice interrupted a radio broadcast to warn Americans, "Ladies and gentlemen, I have an important announcement to make..."

The words that followed, beamed out in a programme networked across the USA, caused remarkable scenes of panic. For the announcement was that the Martians 1 _____ (land) in North America and 2 _____ (move) across the country at great speed. Nothing seemed able to stop them. All resistance was useless. The USA 3 _____ (take) over by alien force from outer space.

This announcement was in fact part of the radio play, but one so realistic that most people who heard it took it for the real thing.

The programme had started undramatically enough. At 8 pm an announcer 4 _____ (say), "The Columbia Broadcasting System presents Orson Welles and his Mercury Theatre of the Air in *War of the Worlds* by H.G. Wells". But by chance, at the same time on the main rival network a music programme 5 _____ (begin) featuring a completely unknown singer. By ten past eight bored listeners were turning their dials to see if there was anything better on CBS. This is what they 6 _____ (hear).

"Ladies and gentlemen, I have an important announcement to make. A strange object which fell in New Jersey earlier this evening was not a meteorite. Incredible as it may seem, it 7 _____ (contain) strange beings who are believed to be part of an army from the planet Mars."

Soft music 8 _____ (follow). A subtle touch to get people anxious. What 9 _____ (go on)?

The announcer 10 _____ (come) on again. There was a nervous, panicky tone to his voice. He said the situation 11 _____ (change) rapidly. The Martians, hideous, leathery-skinned creatures, 12 _____ (take over) most of New Jersey already and 13 _____ (move) quickly into neighbouring states. Army and police units 14 _____ (race) to stop them.

There was more music, more urgent announcements, chilling silences. People were glued to their sets. One of Welles' actors 15 _____ (pretend) to be the President of the United States and warned the American people against the dangers of panic. Despite this there 16 _____ (be) terrible scenes of panic in New Jersey that evening. Everyone 17 _____ (try) to leave and the roads 18 _____ (fill) with cars racing for the hills. Families 19 _____ (flee) from their homes with wet towels over their heads believing this 20 _____ (save) them from the noxious space gases the radio 21 _____ (tell) them about. The panic had started. After it was all over, Welles, already a well-known actor at the age of 24, 22 _____ (criticize) for throwing half of the USA into terror. Dozens of people took legal actions against CBS, but in the end the complaints were all withdrawn and, instead of 23 _____ (take) Welles' show off the air, CBS bosses congratulated themselves for having hired the most talked-about actor in America.

Упражнение 3

Put the verbs in brackets into the correct active or passive forms.

CHAIRMAN OF THE SNOW BOARD

The sport of snowboarding is booming and the person responsible for this is Jake Burton. Burton, the antithesis of a hard-nosed businessman, is the president and founder of what is now a multimillion-dollar corporation. "I have the best job in the world," says Burton. "I ride my board several days a week, the company is making money, the sport is blossoming."

Though Burton 1 _____ (often call) the inventor of the snowboard, he 2 _____ (refuse) to take credit for anything more than improving on somebody else's idea. He 3 _____ (settle), instead, for the label 'snowboard pioneer'. The first snowboard-like object 4 _____ (produce) by Sherman Poppen who, in 1965, 5 _____ (bolt) two skis together for his children to slide on.

Poppen 6 _____ his invention the Snurfer. Jake Burton 7 _____ (give) a Snurfer when he was 14 years old. "I 8 _____ (always feel) there was an opportunity for it to 9 _____ (market) better," he says, "for serious technology to 10 _____ (apply) to it, so Snurfing could 11 _____ (become) a legitimate sport instead of a cheap toy." According to Jake's father, although Jake 12 _____ (not possess) any innate entrepreneurial spirit, once he had the idea for this board in his head, he 13 _____ (put) every bit of his energy into it.

Jake Burton's teenage years 14 _____ (mar) by tragedy: his older brother 15 _____ (kill) in Vietnam when Burton was 12, and their mother 16 _____ (die) of leukemia five years later. "The loss made for two things," says Burton, "real independence and an ability to 17 _____ (persevere)." Both 18 _____ (bring) into play in December 1977, when, shortly after he 19 _____ (earn) a degree in economics and 20 _____ (leave) a small sum in his grandmother's will, he 21 _____ (found) Burton Snowboards. He was 23.

In the beginning Burton 22 _____ (employ) as a barman by night and 23 _____ (make) snowboard prototypes by day. After constructing more than 100 models, he finally had a board he was pleased with. That hurdle overcome, he had to 24 _____ (convince) people to buy the things. One major stumbling block was the fact that snowboards 25 _____ (ban) at virtually all ski areas. Finally, after 1983, when restrictions at many ski resorts 26 _____ (loosen), snowboard sales 27 _____ (climb). Now 95% of the ski areas in the US 28 _____ (allow) boarding, as do all ski areas in Europe. An international circuit of snowboard racing and free-style events 29 _____ (start) in 1986, and the sport 30 _____ (make) its Olympic debut at the 1998 Winter Games in Nagano, Japan.

Упражнение 4

Put the adjectives in brackets into the correct form, adding any other words needed.

- 1 – Why have you bought a new car?
– We needed one with a 1 _____ (big) boot, to take our sports gear.
- 2 – Are you still trying to get that stain out of the rug?
– Yes. I don't know what it is. I've tried all sorts of soaps and things but it's still 2 _____ (clean) when I started.
- 3 – Do you happen to know which is 3 _____ (small/planet) in our solar system?
– Pluto, isn't it? I know it's 4 _____ (far) away from the sun.
- 4 – How was your driving test?
– Oh, not so bad really. It was 5 _____ (much/easy) I'd expected.
– So, you've passed?
– Yes, I have.
– Congratulations! That's 6 _____ (good) news I've heard for ages!
- 5 – Which is 7 _____ (high/mountain) in Africa?
– I'm not sure. Kilimanjaro, perhaps?
– Where's that? In Zambia?
– No, it's 8 _____ (far/north) that. Kenya I think.
- 6 – Shall we go for a swim? It's lovely and sunny.
– I'm not sure. There's quite a strong wind. I think you'll find it's 9 _____ (not/warm) it looks, when you get outside.
- 7 – We'd better go to the bank this morning.
– Can't we go 10 _____ (late)?
– No. They shut 11 _____ (early/here) they do at home.
- 8 – Hurry up! We'll miss the train. Can't you run 12 _____ (fast)?
– Sorry, I'm going 13 _____ (fast) as I can already.
– OK. I guess you're quite a bit 14 _____ (short/I) after all.
- 9 – I hear you were having problems with your business last year. It is 15 _____ (good) this year?
– No. I'm afraid it's 16 _____ (bad) if anything.
– I suppose people just aren't spending 17 _____ (much/money) they used to.

РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ

АУДИРОВАНИЕ

Задание на понимание основного содержания текста В1 (на установление соответствия)

1. Помните! Прежде, чем Вы прослушаете текст, Вам необходимо внимательно прочитать и понять суть каждого утверждения.
2. Постарайтесь запомнить их, определив ключевые слова.
3. Постарайтесь запомнить расположение каждого утверждения (А–G), чтобы не тратить время на поиск ответа при прослушивании аудиотекстов.
4. Подумайте о синонимах к ключевым словам утверждений. Помните! В аудиотекстах используются синонимичные выражения.
5. При первичном прослушивании аудиотекстов постарайтесь уловить их основную мысль, соотнося ее с ключевыми словами утверждений.
6. При первом прослушивании может оказаться, что вы не уверены в выбранном Вами утверждении. Отметьте его и проверьте при повторном прослушивании.
7. В конце задания обязательно проверьте, не использована ли какая-нибудь буква дважды.
8. Не стоит паниковать, если встречаются незнакомые слова, так как основная задача – понять основное содержание услышанного.
9. Помните, что одно утверждение лишнее.

Задание на понимание в прослушанном тексте запрашиваемой информации А1–А7 (задания на выбор ответа из трех вариантов: «верно», «неверно», «не сказано»)

1. Прочитайте утверждения, они помогут сориентироваться в тематике аудиотекста и порядке поступления информации.
2. Постарайтесь запомнить основную информацию утверждений, определяя ключевые слова в каждом утверждении.
3. Подумайте, какими синонимами можно заменить ключевые слова.
4. Помните! Лексика, используемая в аудиотексте, не совпадает с ключевыми словами утверждений, так как в аудиотексте используются синонимичные выражения, поэтому при прослушивании аудиотекста необходимо сконцентрировать внимание на синонимичных выражениях или словах близких по смыслу с лексикой, используемой в задании.
5. Выбор ответа делайте с учетом той информации, которая звучит в аудиотексте, а не на основе того, что Вы знаете по предложенному вопросу.
6. Если информация в утверждении полностью совпадает с информацией в аудиотексте, то выбирайте вариант ответа «верно» – True, если утверждение хотя бы частично не совпадает с информацией в аудиотексте, то выбирайте вариант ответа «неверно» – False, если в аудиотексте эта информация /конкретный факт не упоминается, то выбирайте ответ «не сказано» – Not stated.
7. Утверждения расположены по мере поступления информации в аудиотексте. Постарайтесь ответить на часть вопросов при первичном предъявлении аудиотекста. Если Вы затрудняетесь при выборе ответа при первичном прослушивании, оставьте его и продолжайте выполнять последующие задания. При повторном прослушивании, сконцентрируйте свое внимание на тех утверждениях, на которые Вы затруднились дать ответ.
8. По окончании выполнения заданий обязательно проверьте свои ответы.

Задания на полное понимание текста А8–А14 (задание множественного выбора)

1. Прочитайте утверждения в задании, они помогут сориентироваться в теме аудиотекста и порядке поступления информации. Задания расположены по мере поступления информации

2. Определите ключевые слова утверждений. Подумайте, какими синонимами их можно заменить.
3. Не выбирайте варианты ответов только потому, что формулировка задания и лексика, звучащая в аудиотексте, совпадают. Как правило, такой ответ будет неверным
4. Помните! В аудиотексте используются синонимичные выражения, поэтому при прослушивании аудиотекста необходимо сконцентрировать внимание на синонимичных выражениях или словах близких по смыслу лексики, которая используется в формулировке заданий.
5. Если при первичном предъявлении аудиотекста, Вы затрудняетесь ответить на какой-нибудь вопрос, оставьте его и продолжайте выполнять следующие задания. При повторном прослушивании аудиотекста, сконцентрируйте внимание на пропущенном задании.
6. Выбор ответа должен быть сделан с учетом той информации, которая звучит в аудиотексте, а не на основе того, что Вы знаете или думаете по предложенному вопросу.
7. Обращайте внимание на союзы: 'but', 'however', 'although', 'though', 'because', 'so that', 'so', 'as if', 'as though', на слова: 'the worst', 'the best', 'the most', 'the least', 'one could think', 'what's more' и т.д.
8. Помните, что в данных заданиях Ваш ответ должен строиться на основе анализа, сопоставления полученной информации и вывода. Не путайте причину и следствие, так как от этого также может зависеть правильность ответа.

ЧТЕНИЕ

Задание на установление соответствия В2 (понимание основного содержания прочитанного)

1. Быстро прочитайте (микро)тексты или абзацы текста, чтобы понять, о чем они.
2. Внимательно прочитайте заголовки и выделите в них ключевые слова.
3. Выделите в тексте ключевые слова или фразы, выражающие тему/ основную мысль и соотнести их с ключевыми словами в заголовке.
4. Подберите заголовок, соответствующий, с Вашей точки зрения, тому или иному тексту.
5. Не обращайте внимания на незнакомые слова, если они не мешают понимать основную мысль.
6. Помните, что лишний заголовок не соотносится ни с одним из текстов.

Задания на понимание логической структуры текста В3 (на заполнение пропусков)

1. Быстро прочитайте текст, чтобы понять, о чем он.
2. Внимательно прочитайте части предложения, которыми Вам следует заполнить пропуски.
3. Старайтесь заполнять пропуски частями предложений последовательно. Для этого внимательно прочитайте предложения до и после пропуска.
4. Выделите слова/словосочетания, в частях предложений, и проанализируйте слова/словосочетания, к которым они могут относиться в тексте.
5. Решите, какими частями предложений Вы заполните пропуск. Если у Вас появится желание вставить какую-то часть предложения еще раз, тогда вернитесь к тексту.
6. Чтобы видеть, какие части предложения Вы еще не использовали, по ходу выполнения задания вычеркивайте использованные буквы.
7. Если Вы затрудняетесь в выборе части предложения, поставьте букву наугад, но не оставляйте в бланке ответов соответствующую клетку незаполненной.
8. По окончании выполнения задания прочитайте текст с заполненными частями предложения и убедитесь, что повествование логично.
9. Обратите внимание на следующие слова-связки:
1. moreover, also, too, as well – используются для того, чтобы добавить факты, мысли к тем, которые были уже упомянуты.

2. however, but, though, on the other hand – используются для того, чтобы сообщить информацию, противоположную той, которая уже упоминалась.
3. compared with, in comparison with – используются для того, чтобы сравнить факты, мысли с уже упомянутыми.
4. because, because of, as a result, therefore – используются для того, чтобы сравнить факты, мысли с уже упомянутыми.
5. so, then, in conclusion, in short, after all, as a result – используются для того, чтобы подвести итог сказанному.
6. so that, in order to – используются для того, чтобы показать цель действия.
7. for example, for instance – используются для того, чтобы дать пример.
8. firstly, secondly, finally, first, next, then, after that, at first – используются для того, чтобы установить последовательность фактов, событий.
9. this means that – используются для того, чтобы сделать вывод, заключение.
10. if, in that case – используются для того, чтобы объяснить условие действия.
11. generally – используется для того, чтобы дать обобщение.
12. by the way – используется для того, чтобы ввести новую информацию или прокомментировать то, о чем уже было сказано.
13. that is to say, to put it in another way – используются для того, чтобы выразить другими словами то, что уже было сказано.

Задания на проверку полного понимания текста A15–A21 (на множественный выбор)

1. Быстро просмотрите текст, чтобы понять, о чем он.
2. Затем прочитайте текст внимательнее, чтобы полностью понять содержание текста.
3. Прочитайте вопросы к тексту, продумайте ответы, не читая предложенные варианты.
4. Найдите отрывок в тексте, который подтвердит ваш ответ.
5. Вернитесь к вопросам и выберите один из четырех предложенных вариантов ответов, который вы считаете правильным.
6. Прочитайте оставшиеся три варианта и проанализируйте, почему они не могут быть правильными.
7. Обратите внимание на то, что во всех предложенных вариантах ответа могут использоваться слова и словосочетания, встречающиеся в тексте, поэтому тщательно прочитайте сам вопрос и проанализируйте соответствующий отрывок текста.
8. Помните, что выбранный вами ответ должен основываться только на тексте. Вариант ответа может быть правильным и логичным, но не отвечать на конкретный вопрос.
9. Никогда не оставляйте ни одного вопроса без ответа. Если вы затрудняетесь в выборе ответа, отклоните те варианты, которые с вашей точки зрения не соответствуют содержанию текста; а из оставшихся вариантов выберите один наугад.
10. По окончании выполнения задания просмотрите все вопросы и ответы еще раз.

ГРАММАТИКА И ЛЕКСИКА

Задание на заполнение пропусков (грамматика) B4–B10

Для того чтобы Вы могли набрать максимальный балл в этом задании, Вы должны уметь образовывать от опорного слова его грамматическую форму, то есть слово той же части речи, заполняя пропуски в связном тексте. Например, если опорное слово – глагол, то нужно употребить или его неличную форму (инфинитив, герундий, причастие I или II), или личную форму (нужное по смыслу время глагола). Если опорное слово – прилагательное или наречие, то соответствующую степень сравнения (например, beautiful – more beautiful, или quick – quicker) и т.д.

1. Помните! Начать выполнение задания нужно с прочтения заголовка и всего текста, чтобы понять его общее содержание, так как это поможет правильно употребить пропущенные грамматические формы.

2. Читая текст по предложениям, старайтесь понять его смысл, для того, чтобы определить какую именно грамматическую форму нужно образовать от опорного слова.
3. Если Вы не уверены в заполнении какого-либо пропуска, все равно впишите слова, которые кажутся Вам наиболее приемлемыми.
4. Помните! Когда возможны разные варианты правильных ответов, они предусмотрены в ключах, и Вам достаточно написать один ответ, который Вы считаете верным.
5. Все слова в ответе должны быть написаны правильно, иначе при наличии даже одной орфографической ошибки в ответе весь ответ оценивается в 0 баллов. Это особенность оценивания заданий в разделе «Грамматика и лексика».
6. Многих орфографических ошибок можно избежать, если внимательно переписывать корень приведенного опорного слова, а также заполнять пропуски четко и разборчиво.
7. Для того чтобы не ошибиться в написании форм неправильных глаголов, нужно запомнить их написание при заучивании форм.
8. Глагольные формы могут быть записаны или в полной, или в краткой форме. Например, *is not* или *isn't*.
9. Перечитайте текст со вставленными словами и убедитесь, что они соответствуют тексту грамматически и правильно написаны.
10. Полезно прочитать следующие рекомендации:
 1. Если повествование всего текста ведется в прошедшем времени, то следовательно для описания следует использовать глагол в форме Past Simple.
 2. Для того чтобы правильно написать глагольную форму, образованную с помощью окончания *-ing*, нужно помнить, что при добавлении *-ing* происходят следующие изменения: конечная согласная буква удваивается в глаголах, оканчивающихся на ударный слог с кратким гласным между двумя согласными: *swim – m-ing*; *run n-ing*; конечная согласная – *l* удваивается: *travel – travel-l-ing*; конечная гласная – *e* опускается: *write – writing*; конечные буквы – *ie* заменяются на – *y*: *lie – lying*.

Задание на заполнение пропусков (словообразование) B11–B16

Для того чтобы Вы могли набрать максимальный балл в этом задании, Вы должны уметь образовывать от однокоренных опорных слов с помощью приставок и суффиксов новые части речи, заполняя пропуски в связном тексте.

1. Прежде всего прочитайте весь текст и поймите его основное содержание для того, чтобы определить какая часть речи необходима для заполнения пропуска.
2. Прочитав предложение, определите какая приставка или суффикс данной части речи придает образованному слову нужное по смыслу текста значение.
3. Для того чтобы не допустить орфографических ошибок в словах, образованных с помощью приставок и суффиксов, проверьте написание всех вписанных в пропуски слов и убедитесь, что они написаны четко и разборчиво. Обратите особое внимание на суффиксы, в которых могут быть допущены орфографические ошибки, например, *apce-*, *ence-*, и т.п.
4. Все слова в ответе должны быть написаны правильно, иначе при наличии даже одной орфографической ошибки в ответе весь ответ оценивается в 0 баллов.
5. Помните! Когда возможны разные варианты правильных ответов, они предусмотрены в ключах, и Вам достаточно написать один ответ, который Вы считаете верным.
6. Если Вы не уверены в заполнении какого-либо пропуска, все равно впишите слова, которые кажутся Вам наиболее приемлемым.
7. Значительную трудность при выполнении задания B11–B16 представляет употребление отрицательных приставок. Для правильного употребления слова с отрицательной приставкой необходимо: внимательно вчитаться в смысл всего текста и предложения с пропуском, чтобы увидеть заложенный в нем отрицательный смысл; вспомнить, какая именно отрицательная приставка употреблялась с данным корнем. Помните о том, что

для обозначения противоположного состояния, процесса или противопоставления в английском языке существуют разные отрицательные приставки: un-, dis-, im-, in-, il-, ir-, mis-... Добавление к слову приставки не меняет часть речи.

Задание на употребление лексических единиц с учетом сочетаемости слов в коммуникативном контексте (задание на заполнение пропусков из множественного выбора) A22–A28

1. Прежде всего, прочитайте заголовок и весь текст, чтобы понять его общее содержание.
2. Поняв смысл предложения, в котором пропущено слово, мысленно подставьте каждый из представленных вариантов ответа в пропуск, чтобы определить, значение какого слова точно соответствует содержанию текста.
3. Убедитесь в том, что выбранное Вами слово сочетается со словами, стоящими до и после пропуска.

ПИСЬМО

Задание «Письмо личного характера» C1

Для того чтобы Вы могли набрать максимальный балл в этом задании, Вы должны уметь написать и правильно оформить письмо личного характера, точно и полно ответив на вопросы, поставленные в задании

Для того чтобы правильно оформить письмо личного характера необходимо соблюдать следующие правила оформления:

1. В правом верхнем углу следует написать свой адрес (можно краткий), под адресом указывается дата написания письма. Британский вариант (дата/месяц/год): 28th June 2007, 28/06/07, 28/06/2007; 28.06.07; 28.06.2007. Американский вариант (месяц/дата/год): June 28th, 2007; 06/28/07; 06/28/2007; 06.28.07; 06.28.2007;
2. Обращение пишется на отдельной строке, личное письмо начинается словами Dear+имя адресата. После обращения ставится запятая, например, Dear John, Dear Ann,
3. После обращения идет абзац с благодарностью за полученное письмо: Thanks for your letter;
4. После основной части имеется фраза о дальнейших контактах: Hope to hear from you soon, How nice of you to write back so soon, I was awfully glad to get your letter, или I must apologise for not writing, I really should have written sooner...
5. Основная часть письма может составлять один или несколько абзацев в зависимости от содержания, например: один абзац содержит ответы на вопросы друга по переписке, а другой вопросы, которые задает автор письма. Все вопросы, указанные в задании должны быть отражены в письме.
6. Завершающая фраза пишется на отдельной строке, например: Best wishes / All the best / Love
7. подпись ставится на отдельной строке. В личном письме это только имя автора. Например: Alexandra.

Задание «Письменное высказывание с элементами рассуждения» C2

Для того чтобы Вы могли набрать максимальный балл в этом задании, Вы должны уметь написать сочинение с элементами рассуждения по проблеме поставленной в задании, продемонстрировав хороший запас лексики, соблюдая нормы орфографии и пунктуации и правильно строя свое высказывание в соответствии с изученными грамматическими правилами.

1. В первом абзаце очень важно правильно поставить проблему, которая будет обсуждаться в работе. Нельзя переписывать само задание, нужно его перефразировать.
2. В основной части необходимо привести соответствующие аргументы и доказательства, иллюстрируя их примерами.

3. Если это сочинение, в котором требуется привести доказательства “за” и “против”, то основная часть может логично делиться на два абзаца, в одном из которых приводятся аргументы “за”, а в другом аргументы “против”.
4. Если это сочинение, в котором требуется выразить свою точку зрения, то в первом абзаце основной части следует выразить свою точку зрения и обосновать ее, подтверждая ее правильность соответствующими аргументами, а во втором абзаце объяснить, почему автор не согласен с противоположной точкой зрения.
5. В последней части необходимо сделать вывод, основанный на приведенных ранее аргументах.
6. Очень важно последовательно излагать свои мысли, не перескакивая с одной мысли на другую и правильно использовать союзы, союзные слова и вводные слова для передачи логической связи между частями предложения (and, but, which и др.), а также между предложениями и абзацами (to begin with, what is more, besides, moreover, on the one hand, on the other hand, in conclusion, to sum up и др.).
7. В экзаменационном задании C2 обычно предлагается план, следуя которому вы правильно постройте свое высказывание.

ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

Упражнение 1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего 1 – 6 и утверждениями, данными в списке А – G. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Speaker 1

As far as I'm concerned, the perspective you have on a city as a tourist is always unreal. You see galleries and monuments, you follow a guidebook, but there are all sorts of things you miss that the people who live in the city experience. That's why I really enjoyed my last visit to Barcelona. I went to do a course there and so I had to get up in the morning and go to the university on the metro just like everyone else. We ate lunch in places full of office workers and students. I think you really get to know a city when you do something like that because you see how it is for the people who live there.

Speaker 2

When I was young, everyone was doing it. We left home and either hitchhiked or bought an old van and drove... often as far as India or even to Australia. Most of us didn't really have enough money and a lot of the time it was terribly uncomfortable or even dangerous, but we really experienced the places we visited. There were no Lonely Planet or Rough Guides in those days, so information about where to stay and what to eat passed by word of mouth. As far as I'm concerned, those really were the good old days. Nowadays even young people are often on package holidays where so much is organised for you: flight, accommodation, visits. It's just not travelling if you ask me.

Speaker 3

I did a lot of travelling when I was younger, much of it because of my job. I've visited every continent and most of the major capital cities. I loved it of course but now I really can't be bothered. Let's face it, travelling involves enormous expense, anxiety and physical effort. No matter how carefully you plan, you end up carrying your luggage up and down stairs in airports and railway stations and at my age it's just too much. And then there are the hours and hours you spend in the airport. The last time I went away we were delayed and it took me 18 hours to get to where I was going. From now on, I've decided I'm staying put.

Speaker 4

We had a copy of a guidebook called *Rough and Ready Travel* and it was a bit too rough for us. In the entry for one of the places we visited they recommended two guesthouses and said they were both cheap and clean although a bit basic. Honestly, we couldn't have possibly stayed in either of them. Maybe we're getting soft in our old age but I really don't enjoy travelling unless I can stay somewhere quite with a decent bathroom and, in hot countries

like Thailand, air conditioning. If I can't sleep at night, I'm tired the next day and that can really ruin a holiday for me. Anyway we stayed in a four-star hotel and it really wasn't very expensive.

Speaker 5

A lot of my friends spent half their time in Internet cafes downloading information about where to stay in the next place they were visiting or trying to find out about the cheapest places to eat. But we spent our time actually seeing the cities we were visiting and we had all sorts of historical and cultural information at our fingertips as well. It was a bit heavy to carry around so we would tear out the sections that referred to the places we'd already visited and post them home. By the end of the trip, it was only about fifty pages long! It really was invaluable though. I'd always make sure I had one with me whereas I was.

Speaker 6

I packed a rucksack with water, chocolate, a plastic jacket and so on. Someone had given us a whistle because that could be used to attract attention if we were in trouble – and luckily we had that with us as well. When one guy fell and hurt his ankle, I tried to use the mobile phone but it wouldn't work in the mountains. It was cold and damp but we kept warm and dry with jackets. Strangely enough, I didn't give up hope – I wasn't even afraid of animals. I knew someone would find us. We waited and I kept blowing on the whistle and eventually the rescue people came. Despite this, I still think that this quite extreme kind of travelling is the best way to find some new experience.

Упражнение 2

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

Speaker 1

We did it at school but I didn't like it much, in fact it would be fair to say I hated it. I now think that had more to do with my attitude to things like that than anything else. You know how it is when you're a teenager – you don't want people to see that you're too keen on things. When we went away on holiday to Italy last year I decided I'd give it another try and I really love it now. I have private lessons twice a week and I'm really improving. My serve and backhand are still a bit weak but at least I can hit the ball. My girlfriend and I play most weekends and my coach says I could even enter a tournament next year if I feel like it.

Speaker 2

At the beginning, everyone I knew did a course of some kind. We went to classes for three hours a day every day for two weeks. The instructor was really good. He always gave us some homework and then at the beginning of the next class we'd check it through. That way we could all discuss whatever problems we'd had at home. I can remember him saying that the speed of the computer was an important thing to think about when choosing one to buy – and now I've learned how to use it properly I'm often frustrated because the one I have at home is just too slow – even though I don't use it for work.

Speaker 3

It was a distance training programme so I only had a week of classes right at the beginning of the course. The rest of the time we followed the course manual. It was really excellent. It was divided into twenty units with lots of practice tasks and exercises you could correct yourself. It provided lots of information but it also told you where to look for more both in libraries and on the Internet. We had six assignments which we sent by email and the various subject tutors replied with really helpful comments. They obviously spent a long time reading and thinking about our work. Even so, at the end when they asked us for our opinions about the course, I'm pretty sure everyone mentioned the manual. It really was first class.

Speaker 4

It was in the second year of my law degree, right at the beginning, because we were having a party to welcome new students. I was talking to a group of friends and someone had just said something funny so I was laughing. Suddenly someone tapped me on the shoulder and it was her. I couldn't believe it. She explained she had decided to go back to studying and was going to study law as well – a real change from languages for her! Some people I went to school with used to be terrified of her but I really admired her. She treated us like adults

and she was almost the only one who did. I suppose that's why I learnt so much in her classes.

Speaker 5

It was a compulsory course in reading in the second year and then you could continue if you wanted and do more specialized courses on writing and speaking. A lot of people didn't bother with the optional courses because they were more interested in subjects that were more closely connected with psychology – but I wanted to go on and do research and I knew that it would be essential. They say that 90% of the world's scientific publications – books and articles – are in English and for conferences it's vital – even if you memorise your presentation, you still have to talk to people about it afterwards. And you can talk to people socially! I've never regretted studying it.

Speaker 6

A typical class in the US is 1.5 hours, but in Russia, almost all classes are only one hour. I thought it would be impossible to build my stamina with such short classes, but I soon learned that the Russian system is completely different. In America the teachers demonstrate exercises slowly and frequently stop to answer students' questions. In Russia the teacher shouts out a few words and suddenly everyone knows the new exercise; no one ever asks questions. I found myself sweating and panting more after a one hour class here than after a 1.5 hour American class.

Упражнение 3

Вы услышите выпуск новостей. Отметьте четыре темы из списка тем А – I, о которых говорится в анонсе выпуска новостей. Заполните пропуски 1 – 8 в приведенных ниже текстах. Вы можете использовать не более чем три слова для каждого пропуска. Вы услышите запись дважды. У вас есть 30 секунд, чтобы ознакомиться с заданиями.

Newsreader:

This is the 6 o'clock news for Tuesday 25 November. And first the headlines:

The Prime Minister has promised to help the drought stricken farmers in the northern part of the country who haven't seen rain for nearly two years. And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take-off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there's to be a new look for the staff of QANTAS, Australia's national airline.

The Prime Minister has pledged today that he will make two hundred and fifty million dollars available to help the drought stricken farmers who have not seen rain for years, get through the next five years. Money that was to have been spent on the re-structuring of Sydney's road system has been re-allocated to what the Prime Minister described as 'a more worthy cause'. Farmers are to receive financial assistance to help see them through the worst drought in over 50 years.

Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner.

A group of school children who were travelling in a privately chartered aeroplane from Sydney to Queensland to take part in a musical concert found themselves swimming for the shore when their aeroplane had to land in the sea just three minutes after taking off from Sydney airport. The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Botany Bay where boats and pleasurecraft were able to come to the rescue of the boys. The fact that it was a weekend meant that there were hundreds of boats in the bay enjoying the good weather and this undoubtedly helped the rescue operation. 'We owe our lives to the skill of the pilot,' said one of the boys, but the pilot replied modestly that it was 'all part of a day's work'. However, all their musical instruments were lost and they never got to play at their concert.

Упражнение 4

Вы услышите интервью о здоровом сбалансированном питании. В заданиях A1 – A3 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. В заданиях 4 – 9 заполните пропуски. Вы можете использовать не более чем три слова для каждого пропуска. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданием.

I = Interviewer

D = Diane Greenbaum

I: Good morning everyone, and welcome to our regular lecture on health issues. This series of lectures is part of the union's attempt to help you to stay healthy. So it's a great pleasure for me to welcome Ms Diane Greenbaum who is a professional dietician.

D: Thank you. Now, stresses at school, looking after yourselves and learning your way all contribute to making it quite hard sometimes to ensure that your diet is adequate. So today I'm going to talk about ways of making sure that you eat well while at the same time staying at your budget.

If you have a well balanced diet, then you should be getting all the vitamins that you need for normal daily living. However, sometimes we think we're eating the right foods but the vitamins are escaping, perhaps as a result of cooking and anyway we're not getting the full benefit of them. Now, if you lack vitamins in any way the solution isn't to rush off and take vitamin pills, though they can sometimes help. No it's far better to look at your diet and how you prepare your food.

So what are vitamins? Well, the dictionary tells us they are 'food factors essential in small quantities to maintain life'. Now, there are fat soluble vitamins which can be stored for quite some time by the body and there are water soluble vitamins which are removed more rapidly from the body and so a regular daily intake of these ones is needed.

Ok, so how can you ensure that your diet contains enough of the vitamins you need? Well, first of all, you may have to establish some new eating habits! No more chips, I am afraid! Now firstly, you must eat a variety of foods. Then you need to ensure that you eat at least four servings of fruit and vegetables daily. Now you'll need to make sure that they're fresh, and store your vegetables in the fridge or in a cool dark place.

Now let's look at the Healthy Diet Pyramid. Well, as you see we've got three levels to our pyramid. At the top in the smallest area are the things which we should really be trying to avoid as much as possible. Things like sugar, salt, butter ... all that sort of things. Next, on the middle of our pyramid we find the things that we can eat in moderation. Not too much though! And that's where we find milk, lean meat, fish, nuts, eggs. And then at the bottom of the pyramid are the things that you can eat lots of! These are the things that really good for you. And here we have bread, vegetables and fruit. So don't lose sight of your healthy diet pyramid when you are ready to eat and do your shopping.

Упражнение 5

Вы услышите интервью с экспертом по различным запахам и их влиянию на людей. В заданиях

A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Interviewer = I

Expert = E

- I: So we're here for the third programme in our series 'It Makes Sense' – when we investigate the five senses of hearing, seeing, touching, tasting and smelling – this week the sense we are going to be talking about is smell. I have with me Jane Stone, who has just published a series of articles on how our senses affect our daily lives -- Jane, welcome to the programme.
- E: Thanks – nice to be here.
- I: Jane, how did you become an expert on smell?
- E: Well – I didn't intend to specialise in it, and of course I do write about all the senses, but when I was at university studying them – there was a module on the course – the other senses seem to be more concrete somehow, easier to be precise about, but smell is so personal. I found it fascinating.
- I: You said in one of your articles that smell is actually the sense we rarely use now – at least for anything important. Is that right?
- E: It certainly is – it used to be rather more vital to us than it is now. You see, smell is linked to survival and it's actually quite useful in that way – more than you might think. After all – if food smells bad than that tells you that food has gone off – or is dangerous – we can instantly recognise a poisonous food. And of course it tells us when it's nice to eat too! That's a really vital use of the sense in the animal world, but not so much for people in the modern world. We can trust our food manufacturers, I hope!
- I: Let's hope so! But it's more complicated than that, surely.
- E: Of course it is. Our sense of smell is still actually very important – but not so much for identifying danger as for social reasons. You see, we respond to smells sensitively – with our feelings, not with logic or even with common sense – but we don't all respond to the same smell in the same way. How we respond depends on the emotional associations we have with that particular scent.
- I: What do you mean by that?

- E:** For instance, the smells of autumn may create happy memories for one person, but the same smell could make another person unhappy. This could be if it makes them think of cold, dark winter days, or something bad that happened to them in winter once.
- I:** They're natural smells – what about artificial ones?
- E:** It's not really very different. Perfumes can bring back both good and bad memories – and they can be very emotional memories, too. The perfume manufacturers are well aware of this – they have very good marketing techniques which they use all the time. They know all about associations people have with smells – we've all got a favourite perfume, because it reminds us of something nice, or just because it makes us feel good – and they use that. Of course they are selling an image as well – one that's tied up with the lifestyle the particular brand of perfume suggests.
- I:** And they are expensive too! Maybe that's part of the marketing. But do you have any other interesting information to give us about smells? Or anything different about the sense of smell?
- E:** Well – let's see – did you know that it's harder to forget smell than to forget facts? Or, putting it another way, we remember smells longer? There have been experiments where people could pick out a particular smell thirty days after smelling it for the first time.
- I:** That's interesting! So smells bring back more memories than – say – music?
- E:** That seems to be the case.
- I:** But then what happens if you lose your sense of smell – when you have a cold, for instance?
- E:** Well, smell is actually linked to taste – we smell the food at the same time as we taste it and this is how we get the flavour of food. When we eat, our mouths and noses work together – and that's why when you have a cold, you lose your sense of taste as well. People who lose their sense of smell permanently as a result of an injury or illness feel that life doesn't have many pleasures – after all, we all enjoy eating!
- I:** So, what's your favourite smell?
- E:** Oh, I have lots of different ones – the smell of the sea reminds me of happy family holidays, and the smell of roses makes me think of my friends' house. Strangely enough, I like the smell of aircraft fuel at airports – then I know I'm going to fly somewhere exciting! But it's the general smell of my garden in the rain that I really like the most – that means I'm at home where I should be. I enjoy smelling different things and I think I'd be very unhappy without my sense of smell.
- I:** Jane, thank you for talking to us. Next week we'll talk about sight. But now we move to...

Упражнение 6

Вы услышите интервью с молодым человеком, который работает в рекламном агентстве. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.

Interviewer = I

Tim = T

- I:** In today's edition of 'Working Lunch' we're talking to Tim Whitemore, advertising executive for one of London's top agencies: Bradley and Finch. Was it always your ambition to work in an advertising agency, Tim, or did you have other plans when you finished university?
- T:** Actually, I started writing poetry when I was a little boy and I even had some of my work published when I was a student. So poetry was my first love, but you can't expect to survive as a poet – I needed some money! – so I started looking around for something else to do. One of my cousins was working for an agency and he suggested I apply for a job there.
- I:** It must be very different from the life of a poet.
- T:** Yes and no. I mean a lot of the writing is actually very like writing poetry but the work environment is completely different. When you are trying to come up with a catchy slogan, everyone shouts out ideas. It's absolute chaos. Some people like working in a group like that but I'm much better off on my own. The best slogans I've written are all things I've thought of after work when I'm by myself.
- I:** What makes a good slogan?
- T:** It's hard to say. They need to be short and to have rhythm. Humor is sometimes important too though that depends a lot on the product. But the most important thing is that they need to sound natural. That's why they sometimes go out of date quite quickly. People change the way they speak and then the slogan sounds old-fashioned.
- I:** What do you like and dislike most about your work?
- T:** As I said, writing slogans is similar to writing poetry and that's the best thing for me. I really like using words in an original way. Unfortunately, it's a very competitive environment and sometimes there's quite a lot of jealousy and resentment, especially if you're successful.
- I:** Do you compare your work with the advertisements that come out of other agencies?
- T:** I try not to. In fact while I'm working on a campaign I rarely turn on TV in my house just in case I see a commercial and start to think it's better than mine. When I go on holiday though I really like to see TV advertising in the country I'm visiting. I find it really fascinating.

- I:** So do you see yourself working in the advertising industry for the foreseeable future?
- T:** I'm getting a bit tired of working for someone else so I'd like to have more independence. I'm thinking of getting together with someone at work and setting up our own business. We would probably still do campaigns but we'd also like to get into other things like helping companies prepare all their publications.
- I:** Don't you want to get away from the pressure of the advertising industry?
- T:** A lot of people say that it's a very stressful job and that you need to get out of it before you turn thirty-five. I disagree. I think being interested in what you do keeps you young even if you do sometimes feel tired or hurt by other people's criticism. I keep fit by going to a gym two days...

ОТВЕТЫ

Аудирование

- Упражнение 1** 1 F, 2 A, 3 B, 4 C, 5 D, 6 G
- Упражнение 2** 1 A, 2 C, 3 F, 4 E, 5 B, 6 G
- Упражнение 3** BEFH, 1 – 250 million, 2 – roads/road system, 3 – too late, 4 – school children/boys,
5 – 3/threc, 6 – boats/pleasure craft, 7 – pilot, 8 – (musical) instruments
- Упражнение 4** 1B, 2 C, 3 B, 4 cooking, 5 (regular) daily intake, 6 (a) variety, 7 a dark place/a cool place/ the fridge, 8 eat in moderation/not too much, 9 eat lots/eat most
- Упражнение 5** A1 – 2, A2 – 1, A3 – 3, A4 – 2, A5 – 1, A6 – 1, A7 – 3
- Упражнение 6** 1 C, 2 A, 3 B, 4 C, 5 A, 6 A, 7 B

Чтение

- Упражнение 1** 1 E, 2 C, 3 F 4 H, 5 B, 6 G, 7 D
- Упражнение 2** 1 C, 2 F, 3 A, 4 E, 5 B, 6 G
- Упражнение 3** 1 F, 2 C, 3 E, 4 D, 5 H, 6 G, 7 B, 8 C, 9 A, 10 D
- Упражнение 4** 1 G, 2 E, 3 A, 4 F, 5 B, 6 D
- Упражнение 5** 1 D, 2 A, 3 H, 4 G, 5 E, 6 B, 7 F
- Упражнение 6** 1 E, 2 F, 3 B, 4 G, 5 C, 6 D, 7 H
- Упражнение 7** 1 E, 2 F, 3 A, 4 C, 5 G, 6 B
- Упражнение 8** 1 A, 2 D, 3 B, 4 F, 5 E, 6 G
- Упражнение 9** 1 G, 2 E, 3 A, 4 F, 5 B, 6 D
- Упражнение 10** 1 C, 2 B, 3 E, 4 G, 5 A, 6 D
- Упражнение 11** 1 G, 2 C, 3 F, 4 A, 5 B, 6 D
- Упражнение 12** 1 E, 2 G, 3 B, 4 F, 5 C, 6 A
- Упражнение 13** A1 – 1, A2 – 3, A3 – 3, A4 – 4, A5 – 2, A6 – 2, A7 - 2
- Упражнение 14** A1 – 4, A2 – 2, A3 – 4, A4 – 2, A5 – 2, A6 – 4, A7 - 3
- Упражнение 15** A1 – 2, A2 – 3, A3 – 2, A4 – 1, A5 – 2, A6 – 3, A7 - 4
- Упражнение 16** A1 – 1, A2 – 3, A3 – 4, A4 – 2, A5 – 1, A6 – 3, A7 - 4
- Упражнение 17** A1 – 1, A2 – 2, A3 – 2, A4 – 4, A5 – 1, A6 – 2, A7 - 3
- Упражнение 18** A1 – 1, A2 – 1, A3 – 4, A4 – 2, A5 – 2, A6 – 3, A7 - 1

Грамматика и лексика

- Упражнение 1** ORIGINATES, SHORTEST, WAS TAKING, HAD, HAD GONE OUT, LAUNCHING, HELD
- Упражнение 2** PASSED, BEST, GOES, KNOWN, GET, ARE CALLED, SPENDING
- Упражнение 3** CAME, IS, SECOND, WAS DEPICTED, BUILT, BLENDING, NEWER

Упражнение 4	KNOWS, FORGOTTEN, HAS BEEN DONE, WHOSE, OLDER, ARE, PROVIDING
Упражнение 5	HAVE SHOWN, ARE, DATES, MOST POPULAR, BEING, WILL NEED
Упражнение 6	BECOME, HAVE FLOWN, OURSELVES, FURTHER, ARE, DID NOT SPEND, THOSE, SMALLER
Упражнение 7	SCIENTIFIC, REPRODUCTION, REACTIONS, DEVELOPMENT, THREATEN, DESTRUCTION
Упражнение 8	SUCCESSFULLY, UNFORGETTABLE, LENGTH, ABILITY, ENJOYMENT, VARIETY
Упражнение 9	MAGICAL, RELATIONSHIP, OBSERVER, PAINTED, INVISIBLE, REFLECTION
Упражнение 10	CERTAINLY, CONFUSING, ACCIDENTAL, EVOLUTION, PROTECTIVE, SURVIVAL
Упражнение 11	IMPOSSIBLE, VALUABLE, APPEARANCE, AWARENESS, ENJOYABLE, SUCCESS
Упражнение 12	EXTREMELY, UNHAPPINESS, UNEXPECTEDLY, STRENGTH, CONNECTION, BEHAVIOUR, EMOTIONAL, COMPLETELY
Упражнение 13	1A, 2C, 3A, 4B, 5A, 6A, 7D
Упражнение 14	1 A, 2 B, 3 A, 4 A, 5 A, 6 D, 7 A
Упражнение 15	1-C, 2 – B, 3 – D, 4 – C, 5 – D, 6 – B, 7 – C
Упражнение 16	1 – B, 2 – C, 3 – A, 4 – C, 5 – A, 6 – C, 7 – B
Упражнение 17	1 – A, 2 – D, 3 – B, 4 – C, 5 – B, 6 – A, 7 – D
Упражнение 18	1 – A, 2 – B, 3 – D, 4 – D, 5 – B, 6 – A, 7 – B

Письмо (дополнительные упражнения)

Упражнение 1

People have a tendency to accept mobile phones regardless of the long-term effect they may have on our health.

In my view it is unethical for parents to choose the sex of their baby.

Despite the fact that a lot of steps have been taken to help old people, we still don't do enough.

I am doubtful whether many people really understand the impact of antibiotics.

There is little evidence to prove that hamburgers are unhealthy.

I am always surprised when people say they prefer to work at home.

Упражнение 2

Possible answers

1. Nowadays, young children tend to spend too much time playing computer games.
2. Then we will realise that cutting down so many trees causes permanent damage to the environment.
3. Although some children's stories seem very frightening, children still enjoy reading them.
4. I am unconvinced that teams work as effectively as individuals.
5. By 'fit' I mean to do regular exercise.

Упражнение 5

1. It is not impossible for tourists to be able to take a holiday on the moon in the next decade.
2. It is not unusual for children to be able to do simple arithmetic by the age of five.
3. It is not uncommon for women to be able to do a full-time job, look after children and run a home.

Упражнение 6

1 For instance, 2 if this is the case, 3 indeed, 4 of course, 5 in my experience, 6 in fact

Дополнительные упражнения по грамматике

Упражнение 1 1 whose, 2 whom, 3 whose, 4 which, 5 which/that, 6 whose, 7 who/that, 8 whom, 9 whom, 10 what, 11 that, 12 what, 13 what, 14 that, 15 what, 16 that, 17 what

Упражнение 2 1 had landed, 2 were moving, 3 was being taken, 4 said, 5 began, 6 heard, 7 contains, 8 followed, 9 was going on, 10 came, 11 was changing, 12 had taken over, 13 were moving, 14 were racing, 15 pretended, 16 were, 17 was trying, 18 were filled, 19 fled, 20 would save, 21 was telling, 22 was criticized, 23 taking

Упражнение 3 1 is often called, 2 refuses, 3 settles, 4 was produced, 5 bolted, 6 called, 7 was given, 8 always felt, 9 be marketed, 10 be applied, 11 become, 12 did not possess, 13 put, 14 were marred, 15 was killed, 16 died, 17 persevere, 18 were brought, 19 earned, 20 was left, 21 founded, 22 was employed, 23 made, 24 convince, 25 were banned, 26 were loosened, 27 climbed, 28 allow, 29 was started, 30 made

Упражнение 4 1 bigger, 2 no cleaner than, 3 the smallest planet, 4 the furthest, 5 much easier than, 6 the best, 7 the highest mountain, 8 farther/further north than, 9 not as/so warm as, 10 later, 11 earlier here than, 12 any faster, 13 as fast as, 14 shorter than I am/me, 15 better, 16 worse, 17 as/so much money as

LIST OF IRREGULAR VERBS

№	Infinitive	Past Indefinite	Past Participle	Translation
1	arise	arose	arisen	возникать
2	awake	awoke awaked	awoke awaked	будить; просыпаться
3	be	was were	been	быть
4	bear	bore	born	рождать
5	beat	beat	beaten	бить
6	become	became	become	становиться
7	begin	began	begun	начинать, -ся
8	bend	bent	bent	гнуть, -ся, сгибать, -ся
9	bind	bound	bound	связывать
10	bite	bit	bit(ten)	кусать
11	bleed	bled	bled	истекать кровью
12	blow	blew	blown	дуть
13	break	broke	broken	ломать
14	breed	bred	bred	выводить, разводить
15	bring	brought	brought	приносить
16	broadcast	broadcast broadcasted	broadcast broadcasted	передавать по радио
17	build	built	built	строить
18	burn	burnt	burnt	гореть, жечь
19	burst	burst	burst	разрываться
20	buy	bought	bought	покупать
21	cast	cast	cast	бросать, кидать
22	catch	caught	caught	ловить; схватывать
23	choose	chose	chosen	выбирать
24	cling	clung	clung	прилипать, цепляться
25	come	came	come	приходить
26	cost	cost	cost	стоять
27	creep	crept	crept	ползать
28	cut	cut	cut	резать
29	dig	dug	dug	копать
30	do	did	done	делать
31	dream	dreamt	dreamt	видеть сны; мечтать
32	drink	drank	drunk	пить
33	drive	drove	driven	гнать; везти; ухать
34	eat	ate	eaten	есть (принимать пищу)
35	fall	fell	fallen	падать
36	feed	fed	fed	кормить, -ся
37	feel	felt	felt	чувствовать
38	fight	fought	fought	бороться, сражаться
39	find	found	found	находить
40	flee	fled	fled	бежать, спастись бегством
41	fly	flew	flown	летать
42	forget	forgot	forgotten	забывать

№	Infinitive	Past Indefinite	Past Participle	Translation
43	get	got	got	получать; становиться
44	give	gave	given	давать
45	go	went	gone	идти; ехать
46	grind	ground	ground	точить; молоть
47	grow	grew	grown	расти; выращивать
48	hang	hung/hanged	hung/hanged	висеть; вешать
49	have	had	had	иметь
50	hear	heard	heard	слышать
51	hide	hid	hid / hidden	прятать
52	hit	hit	hit	ударять; поражать
53	hold	held	held	держать
54	hurt	hurt	hurt	повредить; ушибать; обидеть
55	keep	kept	kept	держать; хранить
56	kneel	knelt	knelt	становиться на колени
57	know	knew	known	знать
58	lay	laid	laid	класть
59	lead	led	led	вести
60	lean	leant	leant	приклоняться
		leaned	leaned	
61	leap	leapt	leapt	прыгать
		leaped	leaped	
62	learn	learnt	learnt	учиться
		learned	learned	
63	leave	left	left	оставлять; уезжать
64	lend	lent	lent	давать взаймы; одалживать
65	let	let	let	позволять; сдавать в наем
66	lie	lay	lain	лежать
67	light	lit	lit	зажигать; освещать
		lighted	lighted	
68	lose	lost	lost	терять
69	make	made	made	делать; заставлять
70	mean	meant	meant	значить; подразумевать
71	meet	met	met	встречать
72	pay	paid	paid	платить
73	put	put	put	класть
74	read	read	read	читать
75	ride	rode	ridden	ездить верхом
76	ring	rang	rung	звонить; звенеть
77	rise	rose	risen	подниматься
78	run	ran	run	бежать
79	saw	sawed	sawn	пилить
80	say	said	said	говорить; сказать
81	see	saw	seen	видеть
82	seek	sought	sought	искать
83	sell	sold	sold	продавать
84	send	sent	sent	посылать
85	set	set	set	помещать, ставить; заходить (о солнце)
86	shake	shook	shaken	трясти

№	Infinitive	Past Indefinite	Past Participle	Translation
87	shave	shaved	shaven/shaved	брить, -ся
88	shed	shed	shed	проливать (слезы, кровь)
89	shine	shone	shone	сиять, светить
90	shoot	shot	shot	стрелять
91	show	showed	shown	показывать
92	shrink	shrank	shrunk	сморщиваться; сокращаться
93	shut	shut	shut	закрывать
94	sing	sang	sung	петь
95	sink	sank	sunk	погружаться, тонуть
96	sit	sat	sat	сидеть
97	sleep	slept	slept	спать
98	slide	slid	slid	скользить
99	smell	smelt smelled	smelt smelled	нахнууть; нюхать
100	speak	spoke	spoken	говорить
101	speed	sped	sped	снестить; ускорить
102	spell	spelt spelled	spelt spelled	писать или произносить слово по буквам
103	spend	spent	spent	тратить
104	spill	spilt	spilt	проливать
105	spit	spat	spat	плевать
106	split	split	split	раскалывать, -ся
107	spoil	spoilt spoiled	spoilt spoiled	портить
108	spread	spread	spread	распространять, -ся
109	spring	sprang	sprung	прыгать
110	stand	stood	stood	стоять
111	steal	stole	stolen	красть
112	stick	stuck	stuck	приклеивать, -ся
113	sting	stung	stung	жалить
114	strike	struck	struck	ударять; бастовать
115	strive	strove	striven	стремиться
116	swear	swore	sworn	клясться; браниться
117	sweep	swept	swept	мести
118	swell	swelled	swollen	пухнуть, раздуться
119	swim	swam	swum	плавать
120	swing	swung	swung	качать, -ся; размахивать
121	take	took	taken	брать
122	teach	taught	taught	обучать, учить
123	tear	tore	torn	рвать
124	tell	told	told	рассказывать
125	think	thought	thought	думать
126	throw	threw	thrown	бросать
127	tread	trod	trodden	ступать
128	understand	understood	understood	понимать
129	wake	woke	woken	будить; просыпаться
130	wear	wore	worn	носить
131	weep	wept	wept	плакать

№	Infinitive	Past Indefinite	Past Participle	Translation
132	win	won	won	выигрывать
133	wind	wound	wound	заводить (часы); виться
134	write	wrote	written	писать

IRREGULAR VERBS - DIFFICULT CASES

	Infinitive	Past Indefinite	Past Participle	Translation
1	to fall	fell	fallen	падать
2	to feel	felt	felt	чувствовать
3	to fill	filled	filled	наполнять
4	to flow	flowed	flowed	течь, литься
5	to fly	flew	flown	летать
6	to lay	laid	laid	класть, положить
7	to lie	lay	lain	лежать
8	to lie	lied	lied	лгать
9	to leave	left	left	уезжать
10	to live	lived	lived	жить
11	to raise	raised	raised	поднимать
12	to rise	rose	risen	подниматься
13	to strike	struck	struck	бить, ударять
14	to stroke	stroked	stroked	гладить

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ РАЗДЕЛА «ПИСЬМО»

(Максимум 20 баллов)

C1

C2

Баллы	Решение коммуникативной задачи (содержание)	Организация текста
3	Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.
2	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.
1	Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.
0	Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.

Баллы	Лексика	Грамматика	Орфография и пунктуация
3	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей.	
2	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста.	Либо часто встречаются ошибки элементарного уровня, либо ошибки многочисленны, но затрудняют понимание текста.	Имеется ряд орфографических и/или пунктуационных ошибок, которые незначительно затрудняют понимание текста.
0	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

Примечание: Выполнение задания «Письмо» оценивается по критериям **Содержание** и **Организация текста**. Задание «Эссе» оценивается по всем пяти критериям: **Содержание**, **Организация текста**, **Лексика**, **Грамматика** и **Орфография**. Критерий **Орфография и пунктуация** оценивается максимум в 2 балла. При получении экзаменуемым 0 баллов по критерию **Содержание** все задание оценивается в 0 баллов.

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