



Центр тестирования Министерства образования РФ

ВАРИАНТЫ И ОТВЕТЫ ЦЕНТРАЛИЗОВАННОГО ТЕСТИРОВАНИЯ

ИНОСТРАННЫЕ ЯЗЫКИ

ПОСОБИЕ ДЛЯ ПОДГОТОВКИ К
ТЕСТИРОВАНИЮ



Москва, 2003.

Центр тестирования Министерства образования
Российской Федерации

Т Е С Т Ы

ИНОСТРАННЫЕ ЯЗЫКИ

11 класс

ВАРИАНТЫ И ОТВЕТЫ
централизованного
тестирования

Пособие для подготовки
к тестированию

Москва
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**Тесты. Иностранные языки 11 класс. Варианты и ответы
централизованного тестирования – М.: Центр тестирования МО РФ, 2003.**

Сборник «Тесты» (варианты и ответы централизованного тестирования 2003 года) – в книге представлены образцы тестов, использованных при проведении централизованного тестирования в 2003 году по английскому, немецкому, французскому языкам. Тесты составлены в соответствии с требованиями минимума содержания проекта образовательного стандарта. Даны ответы для всех представленных тестов. Приведена структура тестов.

Сборник предназначен для самостоятельной подготовки выпускников общеобразовательных учреждений к итоговой аттестации и к вступительным экзаменам в вузы, а также в помощь преподавателям и методистам, использующим в своей работе тестовый способ контроля знаний.

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ВВЕДЕНИЕ

Важнейшей чертой, характеризующей российское образование последних лет, является попытка использовать современные технологии для оценки учебных достижений учащихся. Для этого используются механизмы централизованного тестирования и единого государственного экзамена.

Объективная оценка учебных достижений осуществляется, как правило, стандартизированными процедурами, при проведении которых все учащиеся находятся в одинаковых (стандартных) условиях и используют примерно одинаковые по свойствам измерительные материалы (тесты). Такую стандартизированную процедуру оценки учебных достижений называют тестированием.

Правильно составленный тест представляет собой совокупность сбалансированных тестовых заданий. Количество заданий в тесте по различным разделам должно быть таким, чтобы пропорционально отражать основное содержание предмета. Использование тестовых заданий различных трудностей должно обеспечить равносложность различных вариантов тестов.

Разработка современных педагогических тестов возможна только при наличии большого количества тестовых заданий, свойства которых определены до момента выставления оценок (шкалирования результатов).

Централизованное тестирование оценивает уровень подготовленности учащихся по стобалльной шкале с учетом трудности и дифференцирующей силы верно и неверно выполненных заданий.

При оценке учебных достижений Центром тестирования используются достаточно сложные математические модели. Ознакомиться с ними можно в специальной литературе Центра тестирования.

Тестируемый учащийся должен знать, что число верно выполненных им заданий неоднозначно определяет его тестовый балл. Трудности верно и неверно выполненных заданий могут значительно повлиять на оценку результатов тестирования.

Соответствие между количеством верно выполненных заданий и тестовым баллом представлено на диаграмме в конце сборника, которая получена в результате статистической обработки результатов централизованного тестирования в 2003 г. Средний балл по России принят равным 50.

Приводимые в сборнике тестовые материалы и результаты могут быть использованы как некоторые ориентиры для подготовки к централизованному тестированию 2004 г.

Практическое использование современных тестов учебных достижений дает учащимся возможность объективно оценить уровень своих знаний, а также определить свое место (рейтинг) среди множества российских учащихся, проходивших централизованное тестирование. Эта услуга пользуется возрастающим спросом. В 2003 г. около полутора миллионов выпускников участвовали в централизованном тестировании. Свыше половины государственных вузов России принимают результаты централизованного тестирования в качестве оценок вступительных испытаний. Десятки тысяч абитуриентов, представивших в приемные комиссии сертификаты централизованного тестирования, ежегодно зачисляются в государственные вузы России.

Технология и методики централизованного тестирования широко используются при проведении единого государственного экзамена в России.

Структура теста по английскому языку
Разработчики: Симкин В.Н., Никулина Е.Г., Цябук О.А.

Раздел первый – понимание прослушанных текстов.

- A1-A10.** Общее понимание прослушиваемого текста.
- A11-A15.** Понимание общего смысла прослушиваемого текста, отдельных деталей, нахождение и понимание запрашиваемой информации.

Раздел второй – лексико-грамматические задания.

- A16-A25.** Умение применять адекватные глагольно-временные формы, предлоги, местоимения, модальные глаголы, обороты с наречиями, герундиальные и причастные обороты.
- A26-A30.** Знание и умение адекватно применять активную лексику по темам программ.
- B1-B10.** Интегративные языковые умения.

Раздел третий – понимание прочитанных текстов.

- A31-A38.** Общее понимание прочитанного текста, а также понимание отдельных деталей.
- A39-A50.** Общее понимание прочитанного текста.

АНГЛИЙСКИЙ ЯЗЫК
Тексты к разделу «Аудирование»

Задания A1-A10.

♪

Understanding British meals is one of the great mysteries to the foreign visitor. Over the centuries, the British have shown a tendency to name and re-name their meals, and to move them about the day in an apparently random fashion. Further to confuse outsiders, we give different names to each meal depending on our social class and part of the country we live in.

Breakfast, which was once taken at 5 o'clock in the morning, can now be at any time before 11.30. It has thus overtaken dinner. In Norman times – the 12th century – dinner was at 9am; by the 15th century it had moved to 11am; and today it can be eaten at any time between noon and 2.30 in the afternoon and is called lunch by a large proportion of the population, especially the middle and upper classes and people from southern Britain. Many farm labourers, however, who start work at sun-rise and have their breakfast before they go to work, still stop for a lunch break at about 9 o'clock.

In the 14th century, supper was at 4 o'clock – which is now called tea-time. But outside the south-east of England, working families have tea or high tea at about 6 in the evening while the rest of their fellow-countrymen have dinner, which is often also called supper, at about 7.30pm.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валийском городке.

Задание A11

♪

I have, yes. Irene, she comes from South Wales, near Cardiff, and we met when she was on holiday here about 20 years ago.

Задание A12

♪

It is, actually. And it's a long day, too. I'm up at about five thirty, then I have to sort out all the newspapers to give to the delivery boys and girls who deliver them to the houses – they're off on their rounds by six thirty, and by that time things are beginning to warm up...

Задания A13, A14 и A15 относятся к интервью английского учителя.

Задание A13

Я

Well, I'm 44 years old, unmarried and I teach English in a local secondary modern school. I own my own house – a smallish terrace house just outside the center of the city, with three bedrooms and a small garden. I've got two younger brothers. One of them, Julian, also lives in Salisbury. He's a teacher too, but he works in a private language school teaching English to foreign students.

Задание A14

Я

It varies from year to year. We've done an adaptation of *Treasure Island*, by Robert Louis Stevenson, and we've done Shakespeare – *A Midsummer Night's Dream*. Last year the boys produced their own play.

Задание A15

Я

As well as running, I love walking. The countryside around Salisbury is magnificent, and there are some wonderful walks. My idea of a perfect day is to walk out of town and stop for lunch and a drink at a small village pub – in the summer you can sit outside, or in the winter by a log fire. Then there's my garden...



Тест по английскому языку № 1

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удаётся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания А1-А10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. The British don't give names to their meals.
- A2. The names of British meals are meant to confuse foreign visitors.
- A3. The British once took their breakfast at 5am.
- A4. In some parts of the country the names of meals never changed.
- A5. The big part of the British call the meal taken between midday and half past two in the afternoon lunch.
- A6. Dinner in the 14th century was taken at the time now called tea-time.
- A7. Workers who start work at sun-rise miss their lunch break.
- A8. Families of workers outside south-east of England have tea at about 6pm.
- A9. The majority of the British people have dinner (sometimes called supper) at 7.30 in the evening.
- A10. Supper is favourite meal of the British people.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Текст будут звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валлийском городке.

- 1) Вы живете здесь всю жизнь?
- 2) Откуда родом ваша жена?
- 3) Как рано начинается ваш рабочий день?
- 4) У вас всегда такая рабочая суета?

Задания A13, A14 и A15 относятся к интервью английского учителя.

- 1) Какие литературные произведения нравятся вашим ученикам?
- 2) Расскажите немного о себе.
- 3) Как вы проводите свой день?
- 4) Какие пьесы ставят ваши ученики?
- 5) Кроме занятий бегом, чем вы еще увлекаетесь?

Раздел 2. Лексика и грамматика

Задания A16 – A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. You look ... in this frock.

- | | |
|----------------|---------------------|
| 1) much nicer | 2) much more nicer |
| 3) much nicely | 4) much more nicely |

A17. Only when the guests ... he managed to speak to his daughter.

- | | |
|--------------|------------------|
| 1) have left | 2) had left |
| 3) were left | 4) had been left |

A18. You learnt about it only yesterday, ...?

- | | | | |
|--------------|---------------|-----------|------------|
| 1) wasn't it | 2) didn't you | 3) was it | 4) did you |
|--------------|---------------|-----------|------------|

A19. There's only one person left ... address we haven't found out yet.

- | | | | |
|---------|----------|----------|---------|
| 1) whom | 2) which | 3) whose | 4) what |
|---------|----------|----------|---------|

A20. ...children like to stay indoors in such good weather!

- | | | | |
|-------|--------|-----------|---------|
| 1) No | 2) Not | 3) No one | 4) None |
|-------|--------|-----------|---------|

A21. Are you ... very Mr. Smith, the author of the bestseller «Falling in love»?

- | | | | |
|--------|------|-------|------|
| 1) the | 2) a | 3) an | 4) – |
|--------|------|-------|------|

A22. I'll tell... about it, I promise to keep it a secret.

- | | | | |
|------------|-------------|-----------|--------------|
| 1) anybody | 2) somebody | 3) nobody | 4) everybody |
|------------|-------------|-----------|--------------|

A23. She couldn't help ... to see this scene.

- | | |
|--------------------|--------------------|
| 1) to surprise | 2) surprising |
| 3) to be surprised | 4) being surprised |

A24. If it hadn't been for you I ... this university.

- | | |
|----------------------|-----------------------------|
| 1) had never entered | 2) would never enter |
| 3) never entered | 4) would never have entered |

A25. I have ... this ballad already and I am in no mood to do it again.

- | | | | |
|---------|---------|---------|---------|
| 1) sing | 2) song | 3) sang | 4) sung |
|---------|---------|---------|---------|

A26. It is typical ... any woman. They all behave the same way in this situation.

- | | | | |
|-------|---------|--------|---------|
| 1) of | 2) from | 3) for | 4) with |
|-------|---------|--------|---------|

A27. This room has such a nice ... over the sea!

- | | | | |
|---------|---------|----------|---------------|
| 1) look | 2) view | 3) sight | 4) appearance |
|---------|---------|----------|---------------|

A28. This book is not ... very well, I suppose it's not popular with the young.

- | | | | |
|----------|------------|-----------|-----------|
| 1) going | 2) selling | 3) buying | 4) taking |
|----------|------------|-----------|-----------|

A29. My dream to be famous never ... true.

- | | | | |
|-----------|---------|-----------|---------|
| 1) became | 2) came | 3) turned | 4) went |
|-----------|---------|-----------|---------|

A30. This law has been adopted by the Parliament and will soon come into

- | | | | |
|----------|-------------|----------|-----------|
| 1) power | 2) strength | 3) force | 4) system |
|----------|-------------|----------|-----------|

Раздел 3. Чтение

Задания A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Parents told to get tough on crying babies

By Nigel Hawkes, Health Editor

PARENTS whose babies will not sleep through the night should try taking a tougher (A31___), a trial in Australia has suggested.

«Controlled crying» – in (A32___) parents gradually take longer and longer to respond to a crying baby – soon persuades the baby to go (A33___) to sleep of its own accord, two doctors at the Royal Children's Hospital in Melbourne found.

The strategy worked much better than getting up (A34___) every time the baby cried. Many parents (A35___) this out for themselves, but judging by the number of mothers who complain that their lives have been ruined by crying babies, many have not.

The doctors divided 156 mothers of babies with sleep problems (A36___) two groups.

Half the mothers (A37___) to use the controlled crying technique, and the other half – the control group – were simply mailed a single sheet of paper detailing the normal sleep patterns in babies of this age.

After two months the sleep problems had been resolved in 53 out of 76 babies whose mothers used the controlled crying technique, (A38___) with 36 out of 76 who did not – a significant difference.

A31.

- | | | | |
|-------------|-------------|---------|-------------|
| 1) position | 2) attitude | 3) hold | 4) response |
|-------------|-------------|---------|-------------|

A32.

- | | | | |
|---------|---------|----------|---------|
| 1) what | 2) such | 3) which | 4) when |
|---------|---------|----------|---------|

A33.

- | | | | |
|---------|-------|---------|-------|
| 1) back | 2) on | 3) down | 4) up |
|---------|-------|---------|-------|

A34.

- | | | | |
|---------|----------|------------|----------------|
| 1) soon | 2) often | 3) quickly | 4) immediately |
|---------|----------|------------|----------------|

A35.

- | | | | |
|----------|---------------|------------|---------|
| 1) found | 2) have found | 3) finding | 4) find |
|----------|---------------|------------|---------|

A36.

- | | | | |
|---------|-------|---------|--------|
| 1) with | 2) to | 3) into | 4) for |
|---------|-------|---------|--------|

A37.

- | | | | |
|----------|------------------|----------------|----------------|
| 1) teach | 2) were teaching | 3) been taught | 4) were taught |
|----------|------------------|----------------|----------------|

A38.

- | | | | |
|-------------|-----------|------------|-------------|
| 1) compared | 2) unlike | 3) opposed | 4) together |
|-------------|-----------|------------|-------------|

Задания A39 – A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1

One thing leads to another, as Hercule Poirot likes to say without much originality. He adds that this was never more clearly evidenced than in the case of the stolen Rubens.

He was never much interested in the Rubens. For one thing Rubens is not a painter he admires, and then the circumstances of the theft were quite ordinary. He took this case only because of the owner of a picture gallery, his friend Alexander Simpson. After the theft, Alexander Simpson sent for Poirot and told him the whole story. The Rubens, an unknown masterpiece, had been placed on display at Simpson's Galleries and it had been stolen in broad daylight. It was at the time when a group of the unemployed had penetrated into Simpson's

Galleries with the slogan «Art is a Luxury. Feed the Hungry». The police had been sent for, everyone had crowded round in curiosity, and it was not till the demonstrators had been forcibly removed that it was noticed that the Rubens had been carefully cut out of its frame and removed also!

The demonstrators had been paid for their innocent part in the robbery. But they had known nothing of the reason until afterwards.

Hercule Poirot thought that it was an amusing trick but did not see what he could do about it.

Alexander Simpson said:

«Listen to me, Poirot. I know who stole the picture and where it is going.»

According to the owner of Simpson's Galleries, it had been stolen by a gang of international thieves for a certain millionaire. The Rubens, said Simpson, would be smuggled over to France where it would pass into the millionaire's possession. The English and French police were on the alert, but Simpson was sure that they would fail. And once it had passed into the millionaire's dirty hands, it was going to be more difficult to get it back. The situation was very delicate. «You are the only man who can manage it», said Simpson.

Finally, without enthusiasm, Hercule Poirot agreed to accept the task. He had to leave to France immediately. He was not very interested in this case, but because of it, he was introduced to the case of the missing schoolgirl which interested him very much indeed. He first heard of it from Chief Inspector Japp who dropped in to see him just before his departure.

«Going to France, – said Japp. – aren't you?»

Poirot said: «You are surprisingly well informed at Scotland Yard.»

Japp laughed. «We have our spies! Simpson's got you on to this Rubens business. Doesn't trust us, it seems. Well, let him do as he like, but what I want you to do is quite different. As you're going to Paris, I thought you might as well kill two birds with one stone. I'd like you to help us in a certain matter.»

«What's the matter of which you speak?»

«A child's disappeared. Looks as though she's been kidnapped. Her name is Winnie King.»

He told Poirot the whole story.

A39. Poirot agreed to take the Rubens case, because...

- 1) he liked Rubens as a painter.
- 2) the theft was unusual.
- 3) he wanted to do his friend a favor.
- 4) it was an unknown masterpiece.

A40. What did the demonstrators demand?

- 1) To return the stolen Rubens to the gallery.
- 2) To make art available to common people.
- 3) To let them enter the gallery.
- 4) To help the poor.

A41. Why did Simpson want Poirot to take the Rubens case?

- 1) Poirot was able to handle delicate situations.
- 2) The police had failed to investigate the case.
- 3) The gang who had stolen the picture were afraid of Poirot.
- 4) Poirot knew the millionaire who had ordered to steal the picture.

A42. Why was Poirot going to leave to France?

- 1) To meet Inspector Japp.
- 2) He was sent there by Scotland Yard.
- 3) To investigate the theft of the Rubens.
- 4) To look for the disappeared schoolgirl.

A43. Japp asked Poirot to...

- 1) give up Simpson's case.
- 2) not to trust the police.
- 3) investigate two cases at the same time.
- 4) not to go to Paris.

Текст № 2

On not knowing English.

When I first came to England in 1938 I thought I knew English fairly well. In Europe my English proved quite sufficient.

In England I found two difficulties. First: I did not understand people, and secondly: they did not understand me. It was a problem for me to get words from their songs; but it was easier with written texts. Whenever I read a leading article in *The Times*, I understood everything perfectly well, except that I could never make out whether *The Times* was for or against something. In those days I put this down to my lack of knowledge of English.

The first step in my progress was when people started understanding me while I still could not understand them. This was not the most talkative period of my life, however. I reached the stage of intelligibility fairly quickly, thanks to a friend of mine who discovered an important linguistic secret, namely that the English mutter and mumble. Once we noticed a sausagelike thing in a shop window marked pork brawn. We mistook it for a Continental kind of sausage and decided to buy some for our supper.

We entered the shop and I said: «A quarter of pork brawn, please.» «What was that?» asked the shopkeeper looking scared. «A quarter of pork brawn, please», I repeated, still rather casually. I repeated it again. I repeated it a dozen times with no success. I talked slowly and softly. I talked as one talks to the deaf and finally I tried baby-talk.

The shopkeeper still had no idea whether we wanted to buy or sell something. Then a brilliant idea occurred to my friend. «Leave it to me», he said and started mumbling under his nose in a hardly audible manner. The

shopkeeper's eyes lit up: « I see,» he said happily, «you want a quarter of pork brawn. Why didn't you say so?»

But the time passed and my knowledge and understanding of English grew slowly. Until the time came when I began to be very proud of my knowledge of English. Luckily, every now and then one goes through a sobering experience which teaches one to be more humble.

Some years ago my mother came here on a visit. She expressed her wish to take English lessons at London County Council class. I accompanied her to the school and we were received by a clerk. I said that we were interested in the class for beginners. I received all the necessary information and conducted a lengthy conversation with the man, in the belief that my English sounded idiomatic. Finally, I paid the fees for my mother. He looked at me with astonishment and asked: «Only for one? And what about you?»

After George Mikes

A44. What was the only thing that the author could understand easily when first came to England?

- 1) Englishmen's speech.
- 2) Songs in English.
- 3) Written texts in English.
- 4) What the leading article in The Times was for.

A45. What progress did the author make with time?

- 1) People began to understand him better.
- 2) He began to understand people better.
- 3) He began to speak English a lot.
- 4) He discovered an important linguistic secret

A46. Why couldn't the shopkeeper understand the author?

- 1) The author spoke too distinctly.
- 2) The shopkeeper was deaf.
- 3) The shopkeeper didn't know English.
- 4) The author mumbled under his nose.

A47. What helped the shopkeeper to finally understand the author and his friend?

- 1) Signs and gestures.
- 2) Baby-talk.
- 3) Slow pronunciation of every word.
- 4) Muttering of the friend.

A48. When did the author feel proud of his knowledge of English?

- 1) After his conversation with the shopkeeper.
- 2) After living in England for some time.
- 3) After he took a course of English for beginners.
- 4) After his mother came to him with a visit.

A49. Why did the author and his mother go to the London County Class?

- 1) The author wanted to show his mother how good his English was.
- 2) The author wanted to learn how much the classes were.
- 3) The author's mother wanted to learn English.
- 4) The author knew the clerk there well.

A50. What did the author learn from the conversation with the clerk?

- 1) That his English was quite idiomatic.
- 2) That both the author and his mother needed to take English beginners course.
- 3) That his mother didn't need lessons of English.
- 4) That the courses cost more than he had expected.

Часть В

Задания В1-В10. В следующем тексте, каждая строка которого соответствует заданию, найдите те строчки, в которых нет ошибок и те, в которых есть лишнее (только одно!) слово. В специальной части бланка ответов, отметьте строки без ошибок буквой V, из строчек, содержащих ошибку, выпишите лишнее слово в бланк ответов.

B0. In fact, people are still going to the theatre. What really

B00. frightens critics is the thought about that the West End might

B1. be following the path of Broadway towards a theatre dominated by musicals

B2. and star-studded revivals. When Death and the Maiden was opened on

B3. Broadway, the production was been attacked by British critics for being

B4. a watered-down version of the original. What they had seen in London as

B5. a painful political exposé had apparently become an emotional and

B6. psychological vehicle for its three Hollywood stars. The message like seemed

B7. to be that if there was no room on Broadway for plays with intellectual

B8. substance or uncomfortable ideas. How long was before the West End

B9. would be end up in a similar plight? Certainly, it is musicals that seem

B10. to draw the crowds on both sides of the Atlantic.

Образец:

B0: V

B00: about



Тест по английскому языку № 2

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания А1-А10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. The British don't give names to their meals.
- A2. The names of British meals are meant to confuse foreign visitors.
- A3. The British once took their breakfast at 5am.
- A4. In some parts of the country the names of meals never changed.
- A5. The big part of the British call the meal taken between midday and half past two in the afternoon lunch.
- A6. Dinner in the 14th century was taken at the time now called tea-time.
- A7. Workers who start work at sun-rise miss their lunch break.
- A8. Families of workers outside south-east of England have tea at about 6pm.
- A9. The majority of the British people have dinner (sometimes called supper) at 7.30 in the evening.
- A10. Supper is favourite meal of the British people.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Текст будет звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валлийском городке.

- 1) Вы живете здесь всю жизнь?
- 2) Откуда родом ваша жена?
- 3) Как рано начинается ваш рабочий день?
- 4) У вас всегда такая рабочая суета?

Задания A13, A14 и A15 относятся к интервью английского учителя.

- 1) Какие литературные произведения нравятся вашим ученикам?
- 2) Расскажите немного о себе.
- 3) Как вы проводите свой день?
- 4) Какие пьесы ставят ваши ученики?
- 5) Кроме занятий бегом, чем вы еще увлекаетесь?

Раздел 2. Лексика и грамматика

Задания A16 – A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. Only when the guests ... he managed to speak to his daughter.

- 1) have left
- 2) had left
- 3) were left
- 4) had been left

A17. I have ... this ballad already and I am in no mood to do it again.

- 1) sing
- 2) song
- 3) sang
- 4) sung

A18. Are you ... very Mr. Smith, the author of the bestseller «Falling in love»?

- 1) the
- 2) a
- 3) an
- 4) –

A19. You look much ... in this frock.

- 1) nicer
- 2) more nicer
- 3) nicely
- 4) more nicely

A20. You learnt about it only yesterday, ...?

- 1) wasn't it
- 2) didn't you
- 3) was it
- 4) did you

A21. There's only one person left ... address we haven't found out yet.

- 1) whom
- 2) which
- 3) whose
- 4) what

A22. ...children like to stay indoors in such good weather!

- 1) No
- 2) Not
- 3) No one
- 4) None

A23. She couldn't help ... to see this scene.

- | | |
|--------------------|--------------------|
| 1) to surprise | 2) surprising |
| 3) to be surprised | 4) being surprised |

A24. I'll tell ... about it, I promise to keep it a secret.

- | | | | |
|------------|-------------|-----------|--------------|
| 1) anybody | 2) somebody | 3) nobody | 4) everybody |
|------------|-------------|-----------|--------------|

A25. If it hadn't been for you I ... this university.

- | | |
|----------------------|-----------------------------|
| 1) had never entered | 2) would never enter |
| 3) never entered | 4) would never have entered |

A26. It is typical ... any woman. They all behave the same way in this situation.

- | | | | |
|-------|---------|--------|---------|
| 1) of | 2) from | 3) for | 4) with |
|-------|---------|--------|---------|

A27. This room has such a nice ... over the sea!

- | | | | |
|---------|---------|----------|---------------|
| 1) look | 2) view | 3) sight | 4) appearance |
|---------|---------|----------|---------------|

A28. This book is not ... very well, I suppose it's not popular with the young.

- | | | | |
|----------|------------|-----------|-----------|
| 1) going | 2) selling | 3) buying | 4) taking |
|----------|------------|-----------|-----------|

A29. My dream to be famous never ... true.

- | | | | |
|-----------|---------|-----------|---------|
| 1) became | 2) came | 3) turned | 4) went |
|-----------|---------|-----------|---------|

A30. This law has been adopted by the Parliament and will soon come into ...

- | | | | |
|----------|-------------|----------|-----------|
| 1) power | 2) strength | 3) force | 4) system |
|----------|-------------|----------|-----------|

Раздел 3. Чтение

Задания A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

CHINA SEIZES ACTRESS IN TAX SWOOP

By Damien McElroy in Beijing

China's most famous actress has been arrested in a crackdown on tax evasion and taken to a high-security prison.

The sudden (A31__) of Liu Xiaoqing, a popular star of costume dramas who emerged as a leading businesswoman in the Nineties, has enthralled the nation. She was reported to have cracked under stress (A32__) being held in an overcrowded detention centre after her formal arrest on three counts of tax evasion last week.

State newspapers said yesterday that Liu, 51, was delusional and had received (A33__) treatment for injuries sustained by banging her head against the walls of her cell. She was taken at the weekend to Qingcheng prison, a notorious institution where China's most dangerous criminals (A34__) under close supervision.

When Zhu Rongji, the Chinese prime minister, launched a populist campaign last month to coerce China's millionaires (A35__) income tax, Liu became its most prominent victim. Her (A36__) profile made her the perfect candidate to start a drive

against China's wealthiest citizens. Mr Zhu said that (A37___) of the 100 wealthiest Chinese identified by Forbes magazine paid income tax and they used company funds to (A38___) personal expenses. «Why is it that the super-rich pay the least taxes?» he asked.

A31.

- | | | | |
|---------------|------------|---------|------------|
| 1) appearance | 2) success | 3) fall | 4) arrival |
|---------------|------------|---------|------------|

A32.

- | | | | |
|-----------|----------|----------|----------|
| 1) before | 2) until | 3) since | 4) while |
|-----------|----------|----------|----------|

A33.

- | | | | |
|----------|------------|--------------|----------|
| 1) minor | 2) medical | 3) extensive | 4) usual |
|----------|------------|--------------|----------|

A34.

- | | |
|----------------|------------------|
| 1) are treated | 2) were received |
| 3) are kept | 4) were gathered |

A35.

- | | |
|---------------|----------------|
| 1) to agree | 2) to pay |
| 3) for taking | 4) for sending |

A36.

- | | | | |
|----------|----------|--------|---------|
| 1) small | 2) large | 3) low | 4) high |
|----------|----------|--------|---------|

A37.

- | | | | |
|---------|---------|---------|----------|
| 1) most | 2) very | 3) none | 4) least |
|---------|---------|---------|----------|

A38.

- | | | | |
|----------|----------|---------|---------|
| 1) spend | 2) enjoy | 3) find | 4) meet |
|----------|----------|---------|---------|

Задания A39 – A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1

It was early in April that I woke up one morning to find Sherlock Holmes standing, fully dressed, by the side of my bed. He was a late riser as a rule, and, as the clock on the mantelpiece showed me that it was a quarter past seven, I blinked up at him in some surprise, and perhaps just a little resentment, for I was myself regular in my habits.

«Very sorry to knock you up, Watson,» said he, «but it's the common lot this morning. Mrs. Hudson has been knocked up, she retorted upon me, and I upon you.»

«What is it, then? A fire?»

«It's a client. It seems that a young lady has arrived in a considerable state of excitement, and insists upon seeing me. She is waiting now in the sitting-room. Now, when young ladies wander about the metropolis at this hour of the morning, and knock sleepy people up out of their beds, I presume that it is something very pressing which they have to communicate. Should it prove to be an interesting case, you would, I am

sure, wish to follow it from the outset. I thought at any rate that I should call you, and give you the chance.»

«My dear fellow, I would not miss it for anything».

I rapidly threw on my clothes, and was ready to accompany my friend down to the sitting-room. A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered.

«Good morning, madam», said Holmes cheerily. «My name is Sherlock Holmes. This is my intimate friend and associate, Dr. Watson, before whom you can speak as freely as before myself. Ha, I am glad to see that Mrs. Hudson has had the good sense to light the fire. Please draw up to it, and I shall order you a cup of hot coffee, for I observe that you are shivering.»

«It's not cold that makes me shiver,» said the woman in a low voice. It's fear, Mr. Holmes. It's terror.» She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless eyes. Her features and figure were those of a woman of thirty, but her hair was shot with premature grey, and her expression was weary and haggard. Sherlock Holmes ran her over with one of his quick, all-comprehensive glances.

«The very horror of my situation», our visitor continued, «lies in the fact that my fears are so vague, and my suspicions depend so entirely upon small points, which might seem trivial to another, that even he, the man to whom of all others I have a right to look for help and advice looks upon all that I tell him about *it* as the fancies of a nervous woman. He does not say so, but I can read it from his soothing answers and averted eyes. But I have heard, Mr. Holmes, that you can see deeply into the manifold wickedness of the human heart. You may advise me how to walk amid the dangers which encompass me.»

A39. One morning Dr. Watson was surprised, because...

- 1) It was already a quarter past seven.
- 2) Holmes woke up Mrs. Hudson.
- 3) Holmes was up earlier than usual.
- 4) Mrs. Hudson said there was a fire in the house.

A40. Why did Holmes decide to wake Dr. Watson?

- 1) A young lady insisted on seeing Watson.
- 2) Holmes urgently needed Watson's help.
- 3) Holmes wanted to give Watson an opportunity to participate in his investigation.
- 4) It was Watson's habit to communicate with Holmes's clients.

A41. On seeing the young lady, Holmes asked her to...

- 1) sit closer to the fire.
- 2) stop shivering.
- 3) speak to Dr. Watson about her case.
- 4) order a cup of coffee.

A42. When the woman raised her veil, Holmes and Watson saw, that...

- 1) she looked young for her age.
- 2) she was calm and indifferent.
- 3) she was frightened to death.
- 4) she had a quick, all-comprehensive glance.

A43. The biggest problem in the client's situation was that...

- 1) she was a very nervous woman.
- 2) others didn't understand her worries.
- 3) she realized that the man she loved didn't love her.
- 4) she didn't believe Holmes could help her.

A44. The pronoun *it* in the first sentence of the last paragraph refers to ...

- 1) advice
- 2) fancies
- 3) fears
- 4) situation

Текст № 2

WOMEN IN MANAGEMENT

Though women make up over 40% of the western workforce, the firms they work for promote very few of them far. In America and Britain alike, women hold about 2% of big-company board seats. Where women do get to run big companies, it is not by climbing the ordinary corporate ladder. The lone female chief executive of a Fortune 500 company, Marion Sandler, of Golden West Financial, a Californian savings bank, shares the post with her husband. They bought the bank together. Katharine Graham, chief executive of The Washington Post Company until taking the chairmanship last year, inherited the firm from her father.

A 1990 survey of women quitting large companies, carried out by Wick, a Delaware consultancy, found that only 7% wanted to stop working altogether. The rest planned to join other firms, to work as freelance consultants, or to start with their own businesses. When BP carried out a similar exercise among graduate trainees recently, the leading reason women gave for going was not marriage or motherhood, but dissatisfaction with their career prospects. At one Johnson and Johnson unit, departing female managers complained that they had felt isolated from their male colleagues.

People who work in large organisations have an innate tendency to hire and promote those who resemble themselves. «Our managers are all white, middle-aged men, and they promote in their own image,» says one woman.

If looking odd in positions of power is women's first big barrier to top jobs, feeling odd in them is the second. «People come up to you at a party, and say «Aren't you bright?» It isn't a compliment», says a female director at a London investment bank. Men are expected to be assertive. Women are not, and often do not feel happy being so. Made to choose between being thought pushy and being actually self-effacing*, women tend to choose the latter. Within mixed groups, even highly qualified women put their views less forcefully than men, and listen much more than they talk. Strident counter-examples – Margaret Thatcher is an obvious one – leap to mind just because they are so rare.

If a firm does genuinely want to use the talents of women more effectively, how should it go about it? The watershed dividing different employers' approaches is positive discrimination. Some use quota schemes. At Pitney Bowes, an American office-equipment manufacturer, 35% of all promotions must go to women, 15% to non-whites. Some companies even tie managers' pay to their fulfilment of such schemes.

Positive discrimination can hurt the women it is designed to help. Bosses compelled to hire women to fulfil some quota are unlikely to take them seriously. «If you feel people are just there because you had to have them, then you work around them, not with them. Then they feel under-utilised, because they probably are», says Nancy Gheen, a personnel manager at Monsanto.

The real change in the way companies think about women managers will come when they change the way they think about jobs.

Most women want to have children. Raising a family requires time off, and shorter working hours, for somebody, either husband or wife. To keep good women, firms need to find ways of giving them those things, yet using them efficiently. That normally involves letting women with small children work flexible hours, not requiring them to relocate or travel at a moment's notice, or even letting them share their jobs with someone else. In exchange, women may have to accept lower pay, or slower promotion, until they return to full-time work. Such programmes have been dubbed «mommy-tracks».

Companies exist to make their shareholders money, not to engineer social change. Though mommy-tracks are to firms' ultimate advantage, since they help keep good staff, in the short term they will sometimes prove to be inconvenient and expensive. In the irritation of having to change their ways, employers should not forget to take into account the costs of turnover among employees. Part of the money spent training those who leave has gone down the drain. And back-of-the-envelope calculation of the costs of replacing a manager of ten years' standing, earning \$70,000, suggests that the time it takes the new manager to get fully on top of the job is worth \$25,000. If a replacement has been thought from outside, headhunters' fees, advertising and interviewing could double that.

*Self-effacing – держащаяся в тени

A45. The article says that in the western workforce...

- 1) 40% of women hold senior posts.
- 2) most women are not promoted to senior posts.
- 3) women share high positions with men.
- 4) 2% of women have a chance to work in big companies.

A46. According to the BP survey, what were reasons why women quit their work?

- 1) They planned to get married.
- 2) They were going to have children.
- 3) They felt isolated from their colleagues.
- 4) They were displeased with their career prospects.

A47. Employers in large organisations usually hire and promote ...

- | | |
|---------------------|-----------------------|
| 1) bright people | 2) white people |
| 3) people like them | 4) middle-aged people |

A48. It's a rare case when women in business ...

- | | |
|----------------------------|---------------------------------|
| 1) are highly qualified. | 2) are assertive. |
| 3) stay in the background. | 4) get compliments on the work. |

A49. Why does quota scheme employment do women harm?

- 1) Bosses refuse to fulfil quota schemes.
- 2) Bosses do not take seriously the women they have to hire.
- 3) Women employed according to these schemes are underpaid.
- 4) Women employed according to these schemes feel discriminated.

A50. Why do many companies mind using «mommy-tracks» programmes?

- 1) The employers do not understand the advantages of these programmes.
- 2) The employers do not know how to use women employees efficiently.
- 3) A new employee is more profitable than having a «mommy-track».
- 4) «Mommy-tracks» are inconvenient for a company in the long term.

Часть В

Задания В1-В10. В следующем тексте, каждая строка которого соответствует заданию, найдите те строчки, в которых нет ошибок и те, в которых есть лишнее (только одно!) слово. В специальной части бланка ответов, отметьте строки без ошибок буквой V, из строчек, содержащих ошибку, выпишите лишнее слово в бланк ответов.

B0. Imagine the scene: you and your family are relaxing after a hard B00. day's work. You've just watched the news on a TV. What are you

- B1. going to watch next? Or, perhaps more importantly, who decides what are you
- B2. going to watch next? Whose finger is going on the button?
- B3. Deciding what to watch on TV is a battle of wills that is fought in homes all
- B4. over the world. According that to psychologists, it is much more serious than
- B5. simply deciding from between a soap opera and a sports programme.
- B6. This television conflict is part of a bigger power game which goes on in
- B7. homes, even though most of the players are unaware in that they are playing
- B8. a game at all. The game is almost called *Who's Boss?*
- B9. Unconsciously, people begin to play the game as soon as they meet
- B10. their future husband or wife.

Образец:

B0: V

B00: a



Тест по английскому языку № 3

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

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- A2. The names of British meals are meant to confuse foreign visitors.
- A3. The British once took their breakfast at 5am.
- A4. In some parts of the country the names of meals never changed.
- A5. The big part of the British call the meal taken between midday and half past two in the afternoon lunch.
- A6. Dinner in the 14th century was taken at the time now called tea-time.
- A7. Workers who start work at sun-rise miss their lunch break.
- A8. Families of workers outside south-east of England have tea at about 6pm.
- A9. The majority of the British people have dinner (sometimes called supper) at 7.30 in the evening.
- A10. Supper is favourite meal of the British people.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Текст будет звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валлийском городке.

- 1) Вы живете здесь всю жизнь?
- 2) Откуда родом ваша жена?
- 3) Как рано начинается ваш рабочий день?
- 4) У вас всегда такая рабочая суета?

Задания A13, A14 и A15 относятся к интервью английского учителя.

- 1) Какие литературные произведения нравятся вашим ученикам?
- 2) Расскажите немного о себе.
- 3) Как вы проводите свой день?
- 4) Какие пьесы ставят ваши ученики?
- 5) Кроме занятий бегом, чем вы еще увлекаетесь?

Раздел 2. Лексика и грамматика

Задания A16 – A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. You mentioned your appointment with Mr. Brown. – Yes, I ... him tomorrow at 5.

- 1) see
- 2) is seeing
- 3) am seeing
- 4) will be seen

A17. I ... her. I am glad she has agreed to marry me.

- 1) always loved
- 2) had always loved
- 3) have always loved
- 4) was always loving

A18. You ... have fallen ill. I don't even doubt it as your voice is hoarse and the temperature is high.

- 1) must
- 2) can
- 3) may
- 4) shall

A19. The Canaries are ... good place to have a rest for those who enjoy the sun.

- 1) the
- 2) –
- 3) a
- 4) an

A20. The situation is pretty much the same on ...side of the river.

- 1) other
- 2) another
- 3) either
- 4) neither

A21. He is known ... this poem in the 16th century.

- 1) to have written
- 2) to write
- 3) to have been written
- 4) to be writing

A22. ...of the two brothers did you like more?

- 1) Who
- 2) What
- 3) Which
- 4) Whose

A23. This question ... right now.

- | | |
|-----------------------|------------------------|
| 1) is being discussed | 2) is discussing |
| 3) is discussed | 4) is being discussing |

A24. He arrived ... the noon train and came to my place immediately.

- | | | | |
|-------|-------|-------|---------|
| 1) at | 2) on | 3) in | 4) with |
|-------|-------|-------|---------|

A25. The guests came and I needed to treat them ... dinner.

- | | | | |
|--------|-------|---------|-------|
| 1) for | 2) to | 3) with | 4) by |
|--------|-------|---------|-------|

A26. The yellow tie caught my ... immediately.

- | | | | |
|--------|-----------|----------|------------|
| 1) eye | 2) glance | 3) sight | 4) glimpse |
|--------|-----------|----------|------------|

A27. The bank was ... two days ago.

- | | | | |
|-----------|------------|-----------|------------|
| 1) stolen | 2) thieved | 3) robbed | 4) burgled |
|-----------|------------|-----------|------------|

A28. People who are afraid of black cats crossing their way are called ...

- | | |
|-----------------|------------------|
| 1) supernatural | 2) superficial |
| 3) superlative | 4) superstitious |

A29. The sound of the clock striking 7 was a... for us that we were late.

- | | |
|--------------|----------------|
| 1) remainder | 2) remnant |
| 3) reminder | 4) remembrance |

A30. That is of course is a ... of taste which as you know is different for everyone.

- | | | | |
|-----------|------------|-----------|-------------|
| 1) matter | 2) concern | 3) affair | 4) business |
|-----------|------------|-----------|-------------|

Раздел 3. Чтение

Задания A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

DINING, NOT WINING, IS HEALTHY

By Nicole Martin

Researchers say that the way wine lovers live, rather than the drink itself, is responsible for the reported health benefits of regular moderate drinking.

A study of 4,500 Americans (A31__) that wine drinkers lived longer, healthier lives because they also followed a diet richer in fruit and vegetables and higher in fibre than that of teetotallers.

Surprisingly, they also smoked (A32__) and exercised more than their non-drinking counterparts.

The findings, to be published in the forthcoming issue of the American Journal of Clinical Nutrition, suggests that wine lovers could be deluding themselves (A33__) the advantages of imbibing.

Studies have in the past shown that drinking wine, especially red wine, reduces the (A34__) of heart disease.

The health benefits (A35___) to come from the presence in the wine of antioxidants, the protective chemicals that mop up other destructive chemicals (A36___) free radicals.

The (A37___) of the latest survey, published by researchers at Duke University, North Carolina, and the Institute of Preventative Medicine, Copenhagen, were (A38___) on a study of 4,500 graduates.

«Subjects who preferred wine had healthier diets than those who preferred beer or spirits or had no preference,» said the report.

A31.

- | | | | |
|----------|-----------|-----------|-------------|
| 1) found | 2) denied | 3) opened | 4) produced |
|----------|-----------|-----------|-------------|

A32.

- | | | | |
|---------|-----------|---------|------------|
| 1) much | 2) enough | 3) less | 4) heavier |
|---------|-----------|---------|------------|

A33.

- | | | | |
|-------|---------|---------|----------|
| 1) to | 2) over | 3) from | 4) about |
|-------|---------|---------|----------|

A34.

- | | | | |
|---------|----------------|---------|----------|
| 1) role | 2) opportunity | 3) risk | 4) death |
|---------|----------------|---------|----------|

A35.

- | | |
|------------------|------------------|
| 1) are found | 2) were said |
| 3) are developed | 4) were believed |

A36.

- | | | | |
|---------|-----------|-------|----------|
| 1) like | 2) called | 3) as | 4) known |
|---------|-----------|-------|----------|

A37.

- | | | | |
|------------|------------|-----------|------------|
| 1) numbers | 2) figures | 3) papers | 4) results |
|------------|------------|-----------|------------|

A38.

- | | | | |
|--------------|------------|----------|-----------|
| 1) dependent | 2) founded | 3) based | 4) relied |
|--------------|------------|----------|-----------|

Задания A39 – A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1

On not knowing English.

When I first came to England in 1938 I thought I knew English fairly well. In Europe my English proved quite sufficient.

In England I found two difficulties. First: I did not understand people, and secondly: they did not understand me. It was a problem for me to get words from their songs; but it was easier with written texts. Whenever I read a leading article in *The Times*, I understood everything perfectly well, except that I could never make out whether *The Times* was for or against something. In those days I put this down to my lack of knowledge of English.

The first step in my progress was when people started understanding me while I still could not understand them. This was not the most talkative period of my life, however. I reached the stage of intelligibility fairly quickly, thanks to a friend of mine who discovered an important linguistic secret, namely that the English mutter and

mumble. Once we noticed a sausagelike thing in a shop window marked pork brawn. We mistook it for a Continental kind of sausage and decided to buy some for our supper. We entered the shop and I said: «A quarter of pork brawn, please.» «What was that?» asked the shopkeeper looking scared. «A quarter of pork brawn, please», I repeated, still rather casually. I repeated it again. I repeated it a dozen times with no success. I talked slowly and softly. I talked as one talks to the deaf and finally I tried baby-talk. The shopkeeper still had no idea whether we wanted to buy or sell something. Then a brilliant idea occurred to my friend. «Leave it to me», he said and started mumbling under his nose in a hardly audible manner. The shopkeeper's eyes lit up: «I see», he said happily, «you want a quarter of pork brawn. Why didn't you say so?»

But the time passed and my knowledge and understanding of English grew slowly. Until the time came when I began to be very proud of my knowledge of English. Luckily, every now and then one goes through a sobering experience which teaches one to be more humble. Some years ago my mother came here on a visit. She expressed her wish to take English lessons at London County Council class. I accompanied her to the school and we were received by a clerk. I said that we were interested in the class for beginners. I received all the necessary information and conducted a lengthy conversation with the man, in the belief that my English sounded idiomatic. Finally, I paid the fees for my mother. He looked at me with astonishment and asked: «Only for one? And what about you?»

After George Mikes

A39. What was the only thing that the author could understand easily?

- | | |
|------------------------------|--------------------------------------|
| 1) Englishmen's speech. | 2) Songs in English. |
| 3) Written texts in English. | 4) What <i>The Times</i> called for. |

A40. What progress did the author make with time?

- 1) People began to understand him better.
- 2) He began to understand people better.
- 3) He began to speak English a lot.
- 4) He discovered an important linguistic secret

A41. Why didn't the shopkeeper understand the author?

- 1) The author spoke too distinctly.
- 2) The shopkeeper was deaf.
- 3) The shopkeeper didn't know English.
- 4) The author mumbled under his nose.

A42. What helped the author and the shopkeeper to finally understand each other?

- | | |
|--------------------------------------|---------------|
| 1) Signs and gestures. | 2) Baby-talk. |
| 3) Slow pronunciation of every word. | 4) Muttering. |

A43. When did the author feel proud of his knowledge of English?

- 1) After his conversation with the shopkeeper.
- 2) After living in England for some time.
- 3) After he took a course of English for beginners.
- 4) After his mother came to him with a visit.

A44. What did the author learn from the conversation with the clerk?

- 1) That the author's English was quite idiomatic.
- 2) That both the author and his mother needed to take English courses.
- 3) That the author's mother didn't need lessons of English.
- 4) That the courses cost more than he had expected.

Текст № 2

PITFALLS OF INTERNATIONAL MEETINGS

More than six years ago the US futurist John Naisbitt wrote: «...the more technology in this society, the more people want to get together.» But even he could not have envisaged the dramatic growth in the number of international meetings over the past few years. Unique with all these meetings, which range in size from a few to more than a thousand, is that many of the participants leave their culture to meet in another. Unfortunately, what is not unique is that many of the meetings fail to accomplish their objectives to a very high degree.

The purposes of these meetings are varied, ranging from exchanging information to rewarding performance and creating opportunities for professional development. Often, as in the case of IBM Europe and other companies, the meetings are staged to introduce new products and make a sales pitch to top customers. IBM tries to get its top customers away from their normal business environment and gather them in a location that creates an atmosphere that «puts them in the right frame of mind and then allows us to do some high level selling».

During the past year, I have attended a number of international meetings and witnessed first-hand serious administrative and planning problems, all of which undermined the chances of success.

A classic bungle was the arrival of participants' material three days after one meeting ended. In another case, the audio visual equipment required by a presenter was delivered as the meeting was ending. At yet another meeting, the audio visual equipment was the wrong format, and the presenter was unable to show his video tapes.

International meeting organizers are sometimes guilty of even the most fundamental blunders. For example, at one meeting, pork was the only meat served to the many Moslems attending. At a three-day seminar, staged by an American company, the absence of any scheduled social activities drew complaints from the many European participants.

International meetings can be costly to stage, especially if they are poorly organized and fail to achieve the desired results. To have any chance of success, the foremost issue to consider is the purpose of the meeting. Only when that has been clearly articulated can organizers begin to plan the meeting and determine whether it has been a success.

At international meetings with participants from many different cultures, unique issues are bound to arise. For example, the timing of meals and the selection of the menu, the listing of names and titles, the use and language of business cards, the necessity of interpreters or translators and getting materials through customs are all factors that must be taken into account by the organizers.

It's especially important to allow participants who travel long distances sufficient time to rest, physically and mentally, before the meeting begins. A mini-checklist for any international meeting should begin with efforts to identify the nationalities of potential participants and make provisions that cater to their specific cultural needs.

Warnings to avoid national stereotypes, condescending attitudes and above all jokes, which are easily misunderstood, are among the tips given to organizers and speakers at international meetings by Dr Ernest Dichter, a motivational psychologist. He suggests that honoured attendees should be welcomed and that, when appropriate, deference should be shown to participants because of their high-ranking positions.

Speakers making presentations in English at an international meeting in a country where it is not the national language, should tailor their presentation so that it will be understood by the entire audience. There are important considerations for persons responsible for the introduction of speakers. For example, personal information or the sharing of insights about one's family life, which is common in North America, is not appropriate in Europe or Asia.

A45. According to the author, what is unique with the international meetings?

- 1) They are all of different size.
- 2) They achieve their aims.
- 3) Their number grows year by year.
- 4) They make many of their participants come to another country.

A46. What is the aim of the meetings that IBM Europe and other companies hold?

- 1) To get away from normal business environment.
- 2) To discuss opportunities for professional growth.
- 3) To exchange information.
- 4) To sell goods to top customers.

A47. The author believes that in case of an international meeting more attention should be paid to ...

- 1) its planning and organizing.
- 2) the choice of its location
- 3) the materials of the presentation.
- 4) the expenses for the meeting.

A48. According to the author, in a checklist for international participants there should be indicated ...

- 1) a list of the names of the participants.
- 2) what food the participants will be catered with.
- 3) how much time is allowed for the participants' rest.
- 4) what cultural peculiarities of the participants should be taken into account.

A49. Why should jokes be avoided at international meetings?

- 1) Participants have high-ranking positions.
- 2) Jokes are inappropriate in business environment.
- 3) Participants may misunderstand jokes.
- 4) Jokes do not motivate participants to work.

A50. People introducing speakers at European or Asian presentations should ...

- 1) provide some personal details of the speakers' life.
- 2) refrain from referring to the speakers' personal information.
- 3) not allow speakers to use their personal information.
- 4) ask the speakers for their personal information.

Часть В

Задания В1-В10. В следующем тексте, каждая строка которого соответствует заданию, найдите те строчки, в которых нет ошибок и те, в которых есть лишнее (только одно!) слово. В специальной части бланка ответов, отметьте строки без ошибок буквой V, из строчек, содержащих ошибку, выпишите лишнее слово в бланк ответов.

B0. When I was 21, I came to live in London. I shared a damp basement

B00. flat with a beautiful ex-art student from a Brighton.

B1. Her name was Sam. She had the long brown hair and a slim figure

B2. that I was madly jealous of. She ate three chocolate bars for breakfast

B3. like every morning. I used to lie in bed looking at her eating and getting dressed,

B4. wondering about how she could possibly consume so much sugar without losing

B5. her teeth, her figure or her complexion. She'd put her on make-up in under a minute,

B6. throw on whatever clothes happened to be on lying around the room, and rush off

B7. to work looking like a model on the cover of a fashion magazine. Like me,

B8. she was just of an art teacher in a secondary school. I, on the other hand,

B9. used to put on myself weight if I even smiled at a bar of chocolate and I looked like

B10. a heavyweight boxer with whatever I wore.

Образец:

B0: V

B00: a



Тест по английскому языку № 4

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания А1-А10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. The British don't give names to their meals.
- A2. The names of British meals are meant to confuse foreign visitors.
- A3. The British once took their breakfast at 5am.
- A4. In some parts of the country the names of meals never changed.
- A5. The big part of the British call the meal taken between midday and half past two in the afternoon lunch.
- A6. Dinner in the 14th century was taken at the time now called tea-time.
- A7. Workers who start work at sun-rise miss their lunch break.
- A8. Families of workers outside south-east of England have tea at about 6pm.
- A9. The majority of the British people have dinner (sometimes called supper) at 7.30 in the evening.
- A10. Supper is favourite meal of the British people.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Текст будет звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валлийском городке.

- 1) Вы живете здесь всю жизнь?
- 2) Откуда родом ваша жена?
- 3) Как рано начинается ваш рабочий день?
- 4) У вас всегда такая рабочая суета?

Задания A13, A14 и A15 относятся к интервью английского учителя.

- 1) Какие литературные произведения нравятся вашим ученикам?
- 2) Расскажите немного о себе.
- 3) Как вы проводите свой день?
- 4) Какие пьесы ставят ваши ученики?
- 5) Кроме занятий бегом, чем вы еще увлекаетесь?

Раздел 2. Лексика и грамматика

Задания A16 – A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. Let's go to the country together, ...

- 1) will you
- 2) shall we
- 3) shall you
- 4) will us

A17. I hear ... already. How is your new apartment?

- 1) you to move in
- 2) you move in
- 3) you moving in
- 4) you have moved in

A18. I can't help being angry! You ... at the lessons all the time!

- 1) chats
- 2) chat
- 3) have been chatting
- 4) are chatting

A19. Why not ... on him ourselves? He must be at home.

- 1) calling
- 2) be calling
- 3) call
- 4) to call

A20. Surely there ... be someone in the house as the lights are on!

- 1) must
- 2) need
- 3) may
- 4) can

A21. ... do it, he's too little.

- 1) Not to let him
- 2) Let him not to
- 3) Do not let him to
- 4) Do not let him

A22. These gloves are ..., please, give me some other ones.

- 1) two sizes large
- 2) two size large
- 3) two sizes too large
- 4) two size too large

A23. Whenever we ..., we'll be welcomed heartily as everyone knows us.

- 1) came
- 2) will come
- 3) would come
- 4) come

- A24. You ...have lied when you said it, how can I be sure?
 1) can 2) should 3) may 4) need
- A25. I need a house ... windows face the ocean.
 1) which 2) whose 3) that 4) what
- A26. Space trips are becoming ... with rich people now.
 1) common 2) regular 3) useful 4) popular
- A27. He was a very ... worker. He always completed any work he took up.
 1) conscience 2) conscienceless 3) conscientious 4) conscious
- A28. What is your ... address?
 1) constant 2) permanent 3) regular 4) steady
- A29. You have put too much lemon juice in here. It tastes too ...
 1) sweet 2) bitter 3) salty 4) sour
- A30. Here is what has ... of our house.
 1) remained 2) stayed 3) left 4) abandoned

Раздел 3. Чтение

Задания A31 – A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

FILM PROJECT ATONES FOR BOOKER PRIZE FAILURE

Angelique Chrisafis, arts correspondent

Missing out on the Booker and Whitbread prizes has not stopped Ian McEwan's novel, *Atonement*, lingering on the bestseller lists. Now it is to be (A31___) into a film by the team who created the Oscar-winning film *Iris*.

Sir Richard Eyre, former artistic director of the National Theatre, will (A32___) *Atonement* – his second film venture since adapting and directing the story of the novelist Iris Murdoch, based on the best-selling memoirs of her husband, John Bayley.

The London stage impresario Robert Fox, who co-produced *Iris*, will (A33___) the production. The playwright Christopher Hampton, who won an Oscar for his 1988 screenplay adaptation of *Les Liaisons Dangereuses*, will start work on the script (A34___) he finishes directing his latest film, *Imagining Argentina* – a story of Argentina's «disappeared», starring Emma Thompson.

Atonement will not be cast until (A35___) next year. After *Iris*'s three Oscar nominations and Jim Broadbent's best supporting actor award, the project (A36___) to attract young British talent.

The team (A37___) plans to Americanise the story. Mr Fox said: «We are (A38___) the very early stages of finalising arrangements, but I can say it will be a very different film to *Iris*, in terms of subject matter and tone. It is a very English story and we will be sticking to that.»

- A31.
 1) brought 2) translated 3) made 4) sent
- A32.
 1) complete 2) direct 3) take 4) produce

A33.

- | | | | |
|-----------|--------|----------|---------|
| 1) finish | 2) see | 3) fight | 4) head |
|-----------|--------|----------|---------|

A34.

- | | | | |
|---------|-----------|----------|---------|
| 1) once | 2) before | 3) while | 4) till |
|---------|-----------|----------|---------|

A35.

- | | | | |
|------------|-------------|------------|------------|
| 1) exactly | 2) at least | 3) earlier | 4) anytime |
|------------|-------------|------------|------------|

A36.

- | | | | |
|--------|---------------|-----------|----------------|
| 1) has | 2) is certain | 3) should | 4) is expected |
|--------|---------------|-----------|----------------|

A37.

- | | | | |
|----------|-----------|------------|--------------|
| 1) makes | 2) denies | 3) reveals | 4) considers |
|----------|-----------|------------|--------------|

A38.

- | | | | |
|-------|----------|--------|---------|
| 1) in | 2) under | 3) off | 4) over |
|-------|----------|--------|---------|

Задания A39 – A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1

THE FINAL INTERVIEW

Rena got up and paced the room for the third time, staring at bright enamel paintings that broke up the monotony of the white walls. Why was it taking so long? She looked around her. The room was crowded with people, mostly women, waiting for the same interview she was waiting for. Rena reached for her makeup kit at the bottom of her purse and looked into its mirror. It was important to look healthy, she thought. She tossed the kit back into her purse. How much longer would they make her wait? She'd already been waiting six months for an answer.

A tall, slender woman came into the room and marched straight to the outer doors. Her face told everything. She had been denied a license. Rena watched her as the tinted glass doors slid open and she disappeared through the doorway. «What's she so upset about?» Rena wondered. «In six months she can try again. She's just a girl. She's got plenty of time to try for a license.» Rena looked down at her own hands. She was thirty-four and her hands had lost their girlish prettiness. If she didn't get a license this time, she would not be allowed to apply again.

A man in a smartly tailored suit pushed the door open.

«Mrs. Rena Reddick?»

The man smiled at her. «This way, Mrs. Reddick.» They walked down long, narrow corridors. As they passed doorway after doorway, Rena could hear the murmuring of voices inside. Question and answer, query and explanation. Rena did not look forward to this interview. She and her husband Brandon had passed the physical and psychiatric examinations with ease. But the final interview was the determining factor and she knew they would ask questions that might be painful to answer.

They stepped into a room whose broad, tinted windows opened out to the city panorama and gave the room a soft, comfortable glow. She was given a chair facing a long table. Two men and a woman sat at the table, sifting through piles of paper. Rena

saw the woman press a button and knew that, as always, the conversation would be recorded.

«Mrs Reddick, I am Glen Taylor. This is Jon Culbertson and this is Linda Timms. Congratulations! Not many couples make it even this far. Your previous examinations seem to be in good order. However, there are a few questions we need to ask before the final determination can be made.»

Rena swallowed hard. «I can understand that.»

«Good. Then let's get started. This is your first application for a license, isn't it?»

«No, my second.»

«Oh, your second ...» Rena saw Ms. Timms lean across the table and point to a slip of paper. Mr. Taylor read it quickly. «Yes, I see. You applied for one six years ago and were denied. Is that right?»

Rena looked at her hands again. «Yes.»

The interviewers murmured among themselves for some time. Then the woman spoke.

«Mrs. Reddick, it says here that your husband is presently piloting mission transports to Gamma III. Is that correct?»

Rena nodded.

«That must keep him away from home for long periods of time. How long is he usually gone?»

«Ten months, but he's been offered a moon shuttle position at the port. If we get the license, he plans to accept the job».

«And how long would he be gone then?»

«Three days at a time»

The woman nodded and made a note on the paper she held in her hand. Then she smiled at her. «I take it you wouldn't mind seeing more of him?»

Rena chuckled and began to relax a bit. «Not at all,» she said emphatically. Again, the interviewers conversed quietly among themselves. Rena watched their faces anxiously. The first man, Mr. Taylor, turned to her with a broad smile.

«Congratulations again, Mrs. Reddick. Your application has been approved. You can pick up your license at the computer station before you leave today. The computer will also give you the name of your attending physician for the term of your pregnancy. You understand, of course, that you will only be allowed to have one natural child because of your age, don't you?»

Rena fought back tears of relief. «Y-yes», she stammered.

«You should know, then, that having one natural child improves your chances of adopting another, if you are interested.»

«Yes. Yes, thank you».

Rena found her handkerchief and blotted her eyes before her makeup ran. The young man appeared silently at the door and Rena followed him out into the corridor. He showed her to the waiting room and then called out the name of another woman and disappeared through the inner doors again. Rena went to the computer station and punched her number into the machine. The machine did not respond for a minute, then rapidly began to print out her maternity license on the terminal.

«Congratulations. You are very lucky.» A woman sitting near the terminal spoke to her.

«Thank you very much,» she responded. Then, with her license carefully tucked in her wallet, she turned to the others in the room. «Good luck,» she said happily. And then the silent doors slid open and she was gone.

A39. It was clear for Rena than the woman who entered the room ...

- 1) had been denied the right to apply for a license again
- 2) had been offered a license.
- 3) was to wait for half a year before applying for a license again.
- 4) was to wait for half a year to get an answer.

A40. Why would it be impossible for Rena to apply for a license again in future?

- 1) She had been given only two chances.
- 2) She wasn't pretty any longer.
- 3) She would be too busy to try for a license again.
- 4) She would not be allowed to do it because of her age.

A41. Why did Rena dislike the idea of having the final interview?

- 1) She didn't like to give answers and explanations.
- 2) The questions she was asked were painful to answer.
- 3) She was sure she had few chances to get the license.
- 4) She had been made to wait for the interview too long.

A42. According to Rena, if she got this license, her husband ...

- 1) would not be kept away from home by his work.
- 2) would be gone for long periods of time.
- 3) would be away for not more than three days.
- 4) would take a leave from his work.

A43. What kind of license did Rena and her husband apply for?

- 1) A maternity license.
- 2) An adoption license.
- 3) A piloting license.
- 4) A driving license.

A44. Why did Rena start crying?

- 1) She had been refused a license.
- 2) She had been hurt by the words of the interviewers.
- 3) She was upset that she could have only one child.
- 4) She was happy to get her license.

Text № 2

PARENTS ARE TOO PERMISSIVE WITH THEIR CHILDREN NOWADAYS

Few people would defend the Victorian attitude to children, but if you were a parent in those days, at least you knew where you stood: children were to be seen and not to be heard. Freud and company did away with all that and parents have been bewildered ever since.

... The child's happiness is all-important, the psychologists say, but what about the parents' happiness? Parents suffer constantly from fear and guilt while their children gaily romp about pulling the place apart. A good old-fashioned spanking is out of the question: no modern child-rearing manual would permit such barbarity. The trouble is you are not allowed even to shout... Certainly a child needs love ... and a lot of it. But the excessive permissiveness of modern parents is surely doing more harm than good.

Psychologists have succeeded in undermining parents' confidence in their own authority. And it hasn't taken children long to get wind of the fact. In addition to the great modern classics on child care, there are countless articles in magazines and newspapers. With so much unsolicited advice flying about, mum and dad just don't know what to do any more. In the end they do nothing at all. So, from early childhood, the kids are in charge and parents' lives are regulated according to the needs of their offspring. If the young people are going to have a party, for instance, parents are asked to leave the house. Their presence merely spoils the fun. What else the poor parents can do but obey?

Children are hardy creatures (far harder than the psychologists would have us believe) and most of them survive the harmful influence of extreme permissiveness which is the normal condition in the modern household. But a great many do not. The spread of juvenile delinquency in our own age is largely due to parental laxity. Mother, believing that little Johnny can look after himself, is not at home when he returns from school, so little Johnny roams the streets. The dividing line between permissiveness and sheer negligence is very fine indeed.

The psychologists have much to answer. They should keep their mouths shut and let parents get on with the job. And if children are knocked about a little bit in the process, it may not really matter too much... Perhaps, there's some truth in the idea that children who've had a surfeit of happiness in their childhood emerge like stodgy puddings and fail to make a success of life.

A45. What was the attitude to children in Victorian times? Children should ...

- 1) be heard and within reach.
- 2) be quiet and within reach.
- 3) Be permitted to do what they want.
- 4) Get a lot of love from their parents.

A46. What are the modern psychological ideas about upbringing?

- 1) Parents should spank children for their misbehaviour.
- 2) The children should be shouted at when it's needed.
- 3) Excessive permissiveness is out of the question.
- 4) The lives of the parents should be regulated according to the needs of the children.

A47. Modern children have felt already that the parents are...

- 1) confident of their authority.
- 2) more interested in their own lives.
- 3) eager to fulfil all the wishes of their kids.
- 4) in need of advice from magazines on upbringing.

A48. The author believes that some children become criminals as ...

- 1) they are neglected by their parents.
- 2) they can look after themselves.
- 3) they can't stand the atmosphere of permissiveness.
- 4) they get under a harmful influence at school.

A49. According to the author, when it comes to the problem of upbringing psychologists should...

- 1) answer all the questions parents have.
- 2) avoid giving advice on upbringing.
- 3) help children to make a success of their lives.
- 4) draw a line between permissiveness and negligence.

A50. According to the author, why do some children fail to make a success of life?

- 1) They were too happy in childhood.
- 2) Their parents were too strict with them.
- 3) The parents didn't care about them.
- 4) Their parents ignored the advice of psychologists.

Часть В

Задания В1 – В10. В следующем тексте, каждая строка которого соответствует заданию, найдите те строки, в которых нет ошибок и те, в которых есть лишнее (только одно!) слово. В специальной части бланка ответов, отметьте строки без ошибок буквой V, из строчек, содержащих ошибку, выпишите лишнее слово в бланк ответов.

- B0. There's a joke going round at the moment: «War's about to break out
B00. in Britain. «How do you know?» «Because of Kate Adie flew into Heathrow
B1. this morning.» No one's suggesting she's a trouble-maker. But it seems that when
B2. no disaster, in any part of the world, is complete without the distinctive voice of the
B3. BBC's star reporter who bringing the news to us from the middle of a danger zone.
B4. Beirut, Libya – wherever the bombs fall over and the bullets fly is 'where you'll find
B5. Kate Adie. And nearer home too, covering national tragedies such as the Zeebrugge and
B6. Hillsborough disasters. But it's her own cool, objective reporting that people most praise.
B7. She's received many honours for her work, but replies, 'It wasn't just me. Don't forget
B8. the camera crew.' It's unusual to find this attitude all these days, but typical of Kate Adie.
B9. The reporter, whose sensible haircut and a pearl ear-rings make her look like a school
B10. perfect, admits that her job rules her life.

Образец:

B0: V

B00: af



Тест по английскому языку № 5

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания А1-А10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. The British don't give names to their meals.
- A2. The names of British meals are meant to confuse foreign visitors.
- A3. The British once took their breakfast at 5 am.
- A4. In some parts of the country the names of meals never changed.
- A5. The big part of the British call the meal taken between midday and half past two in the afternoon lunch.
- A6. Dinner in the 14th century was taken at the time now called tea-time.
- A7. Workers who start work at sun-rise miss their lunch break.
- A8. Families of workers outside south-east of England have tea at about 6pm.
- A9. The majority of the British people have dinner (sometimes called supper) at 7.30 in the evening.
- A10. Supper is favourite meal of the British people.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Текст будут звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11 и A12 относятся к интервью владельца магазина в небольшом Валлийском городке.

- 1) Вы живете здесь всю жизнь?
- 2) Откуда родом ваша жена?
- 3) Как рано начинается ваш рабочий день?
- 4) У вас всегда такая рабочая суета?

Задания A13, A14 и A15 относятся к интервью английского учителя.

- 1) Какие литературные произведения нравятся вашим ученикам?
- 2) Расскажите немного о себе.
- 3) Как вы проводите свой день?
- 4) Какие пьесы ставят ваши ученики?
- 5) Кроме занятий бегом, чем вы еще увлекаетесь?

Раздел 2. Лексика и грамматика

Задания A16 – A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. Where have you ... the money?

- | | | | |
|--------|-----------|----------|-----------|
| 1) hid | 2) hidden | 3) hided | 4) hiding |
|--------|-----------|----------|-----------|

A17. By that moment everyone ... their seats and was listening attentively.

- | | |
|---------------|-------------------|
| 1) took | 2) had taken |
| 3) was taking | 4) had been taken |

A18. I ... this position for years and I am not going to give it up!

- | | |
|---------------|----------------------|
| 1) am holding | 2) hold |
| 3) held | 4) have been holding |

A19. We have done it properly, ...?

- | | | | |
|-----------|--------------|------------|---------------|
| 1) has it | 2) hasn't it | 3) have we | 4) haven't we |
|-----------|--------------|------------|---------------|

A20. Why ... about such things? It's not your problem, anyway.

- | | | | |
|-------------------|--------------|------------------|-----------|
| 1) being bothered | 2) to bother | 3) have bothered | 4) bother |
|-------------------|--------------|------------------|-----------|

A21. Why do you suggest that we ... it? Do it yourself.

- | | | | |
|-------|------------|----------|--------|
| 1) do | 2) will do | 3) doing | 4) did |
|-------|------------|----------|--------|

A22. It was ... late evening when we finally reached that place.

- | | | | |
|------|--------|-------|------|
| 1) a | 2) the | 3) an | 4) – |
|------|--------|-------|------|

A23. I wonder if he ...this work in time, he is always late with everything.

- | | |
|-------------|------------------|
| 1) will do | 2) does |
| 3) is doing | 4) will be doing |

A24. The parting was painful as both knew they .. meet again.

- | | |
|----------------|--------------------|
| 1) were not to | 2) should not |
| 3) need not | 4) did not have to |

A25. She felt somebody touch ... her shoulder.

- | | | | |
|-------|-------|--------|------|
| 1) on | 2) at | 3) for | 4) – |
|-------|-------|--------|------|

A26. The building of a new plant in this district created a lot of ... and helped to reduce unemployment.

- | | | | |
|----------------|---------|----------|------------|
| 1) occupations | 2) jobs | 3) works | 4) careers |
|----------------|---------|----------|------------|

A27. It's not hard to ... a monthly rent for an apartment in this town, it will be about 300 dollars.

- | | | | |
|-------------|----------|-------------|---------------|
| 1) estimate | 2) value | 3) appraise | 4) appreciate |
|-------------|----------|-------------|---------------|

A28. Let's ... into two groups and start looking for them.

- | | | | |
|-----------|-------------|------------|----------|
| 1) divide | 2) separate | 3) isolate | 4) share |
|-----------|-------------|------------|----------|

A29. A good speaker always ... eye contact with the audience.

- | | | | |
|--------------|----------|--------------|------------|
| 1) preserves | 2) holds | 3) maintains | 4) retains |
|--------------|----------|--------------|------------|

A30. The light in the room suddenly ... and we found ourselves in complete darkness.

- | | | | |
|-----------------|---------------|------------|-------------|
| 1) switched off | 2) turned off | 3) put out | 4) went out |
|-----------------|---------------|------------|-------------|

Раздел 3. Чтение

Задачи A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выберите один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

CAFFEINE MAY BE USED TO FIGHT CANCER

Tim Radford, science editor

Natural compounds in tea, coffee, chocolate and cola could one day be dispensed as drugs to fight heart disease and cancer.

Peter Shepherd and colleagues at the University College London (A31__) in the Journal of Biological Chemistry today that because caffeine and theophylline block the function of a key enzyme in the body they might also block cell growth and blood clotting.

The (A32__) could help explain why theophylline, already used in asthma treatment, is an effective anti-inflammatory.

The researchers homed in on an enzyme called PI-3, (A33__) to have a role in the signalling machinery which determines cell growth and death. One particular form of the enzyme, targeted by caffeine, also plays a role in the body's response to infection and could be linked to the development of irritable bowel (A34__).

The team tested the effect of caffeine and other compounds on the enzyme in genetically engineered insect tissue. They confirmed that caffeine and theophylline played an unexpected role in blocking enzymes which in turn were critical to a range of cell functions.

«Alongside possible advances in cancer treatment, this research suggests that caffeine type drugs could be (A35___) to treat heart disease and inflammatory illnesses,» said Prof Shepherd.

«But the (A36___) to the public is not to overdose on chocolate or coffee. The study relied on using high concentrations of caffeine that would be unhealthy for human use. Caffeine has well known side effects that make it inappropriate for drug use.»

The research is the latest discovery of potential pharmacy from the dinner table. In separate (A37___) studies tea has been linked with protection against certain cancers, and chocolate has repeatedly been shown – in moderation – to have valuable anti-oxidant properties.

The UCL team has been able to watch caffeine and theophylline (A38___) deep in the heart of the cell. «The next stage of our research will be to develop compounds which mimic the structure of caffeine but without its negative effects,» said Prof Shepherd.

A31.

- | | | | |
|---------|-------------|-----------|--------------|
| 1) find | 2) clear up | 3) report | 4) pronounce |
|---------|-------------|-----------|--------------|

A32.

- | | | | |
|--------------|------------|------------|------------|
| 1) discovery | 2) article | 3) doctors | 4) science |
|--------------|------------|------------|------------|

A33.

- | | | | |
|---------|------------|-------------|----------|
| 1) felt | 2) thought | 3) expected | 4) hoped |
|---------|------------|-------------|----------|

A34.

- | | | | |
|---------|-------------|--------------|------------|
| 1) pain | 2) disorder | 3) suffering | 4) disease |
|---------|-------------|--------------|------------|

A35.

- | | | | |
|----------|---------|----------|---------|
| 1) tried | 2) used | 3) eaten | 4) sent |
|----------|---------|----------|---------|

A36.

- | | | | |
|----------------|---------------|------------|-----------|
| 1) explanation | 2) suggestion | 3) message | 4) report |
|----------------|---------------|------------|-----------|

A37.

- | | | | |
|--------------|---------|-----------|------------|
| 1) different | 2) many | 3) former | 4) earlier |
|--------------|---------|-----------|------------|

A38.

- | | | | |
|-------|------------|----------|---------|
| 1) go | 2) at work | 3) stand | 4) cure |
|-------|------------|----------|---------|

Задания A39 – A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1

SORRY, MY FAULT

There are some people, who just cannot admit – or even see – that they may possibly be at fault. In England, however, most people have moral courage and they have learnt the formula: «I am sorry, my fault». They insist upon it. You must not argue and say that it was your fault because they get very angry. Once in North

London I saw two cars collide and smash up each other's wings. Both drivers jumped out of their seats, shouting «Sorry, it's my fault!» Neither of them even looked at the smashed wings and broken lamps or inquired about the cause of the accident, but a sharp quarrel ensued as to whose fault it was, each claiming the absolute and exclusive responsibility for himself.

These magic words, «Sorry, my fault», are really abused. The idea is this: what can people do to a such decent, straightforward, open-hearted chap who always declares that everything is his fault? He arrives at his office half an hour late. He does not tell tales about traffic jams and trains being late, even if one of these was in fact the sole reason for his delay. He says: «Sorry, it's my fault. I overslept.»

Of course it's manly, decent and right to take the blame if you have committed a mistake. But many people seem to think that it is even more manly and decent if you are as innocent as a newly born lamb. It shows that you are not only human – well, you commit mistakes – but also courageous and honest. Criticism is silenced. One cannot quarrel with a man who says it is his fault, insists upon it and proclaims with pride.

I think religion is to a great extent to blame for this. Many types of religion teach us that we may do as we like and get away with it provided that on certain days or occasions we duly and sincerely *repent. I believe that a man can improve; but no one can become better retrospectively. You may be a more decent chap now that you were in the past; but you can't be a more decent man in the past than you really were. Nothing that was said can be unsaid, nothing that has been done can be undone. You may call your wife a silly cow on Tuesday and the only treasure in your lonely life on Wednesday. But you cannot explain to her on Wednesday that, when you called her a silly cow the day before, your only treasure in your lonely life. You may try, of course, but only eighty percent of women will believe you!

In saying this, I do not wish to hurt anybody's religious feelings. If I have, I am very sorry. My fault.

**Repent – раскаяться, покаяться*

A39. In England people who make mistakes ...

- | | |
|--------------------|--------------------------------|
| 1) never admit it. | 2) insist that they are wrong. |
| 3) get very angry. | 4) lose their moral courage. |

A40. A scandal broke out as each driver started...

- 1) accusing the other one of the accident.
- 2) demanding money to pay the damages.
- 3) claiming his own responsibility for the accident.
- 4) finding out the reason for the accident

A41. According to the author, what's the idea of using the words "Sorry, my fault"?

- 1) To show how deeply a person regrets his mistakes.
- 2) To tell the truth no matter how hard it is.
- 3) To become a decent and open-hearted person.
- 4) To avoid punishment for some wrongdoing.

A42. The author believes that the words of apology ...

- 1) are used too often with their real meaning lost.
- 2) help to make up for a committed mistake.
- 3) are pronounced only by courageous and honest people.
- 4) cause quarrels and criticism.

A43. In the author's opinion the religion is to blame that people ...

- 1) commit mistakes.
- 2) feel sorry for their mistakes.
- 3) misuse the words of apology.
- 4) can not become better.

A44. The author believes that people should...

- 1) be responsible for what they say.
- 2) explain to others what they mean to say.
- 3) be careful with others' religious feelings.
- 4) repent after saying bad things.

Текст № 2

A TEACHER'S LOT IS CERTAINLY A DIFFERENT ONE

Say «teacher» and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. They would refer to teachers they know and proceed to generalisations, most frequently concerning their quarrelsome emotional way of discussing things, their dictatorial or pedantic tendencies and, above all, their boring inability to talk about anything other than their jobs.

Teachers themselves have a particularly self-conscious view of their role. Outside their working milieu, they tend to feel isolated and to grow away from friends who work a standard office day. The teachers' job imposes emotional stresses and conflicts, and these have the power to isolate teachers from everybody else, to alter their outlook and even their characters.

Monday morning is a good example of the differences between school and office. In many offices you can arrive a little late, whatever is not important can be put off, and with luck you can have an extended lunch-hour. A teacher's Monday is more likely to begin on Sunday night, when the first uneasiness creeps up behind. There are preparations to be made for the morning, and even if they have been made it is difficult to shake off a sense of guilt about the quantity and quality of the preparations, or vague resentment over the erosion of free time.

You can't afford to be late, you have to be at work early in the morning. From the moment of arrival at school there's no place for lethargy; children are all around, full of questions and bounce.

The same worry can spill over into evening and weekends. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary, and then refusing to let it encroach further on their life. If a teacher falls ill he can't afford to stay in bed till

he gets well. Knowing the difficulties that absence creates in school, with the class being split up and loaded on to colleagues, teachers don't stay home when they should, and often totter back to school before they are fully recovered, propelled by anxiety.

It is that kind intensity of feeling that makes teaching so extraordinary. Extremes of behaviour are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, and apply them generally. The experiences they have at school have a great influence on their attitudes to jobs and people. Most of the generalisations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

A45. According to the text, what is the standard image of a teacher? This is ...

- 1) a person who thinks clearly and knows everything.
- 2) a pedant concentrated on the work.
- 3) a strange creature fond of generalisations.
- 4) a shy person who sticks to his working milieu.

A46. What influences teachers' lifestyle and views?

- | | |
|------------|---------------|
| 1) Shyness | 2) Isolation |
| 3) Stress | 4) Loneliness |

A47. Why do teachers feel uneasy Sunday night?

- 1) They want to have more free time.
- 2) They don't feel well prepared for Monday.
- 3) They think about meeting noisy children.
- 4) They hate the idea of coming early on Monday.

A48. Who are the best teachers from the author's point of view? Those who...

- 1) think much about undisciplined children.
- 2) understand that they should do more for school
- 3) refuse to deal with undisciplined children
- 4) do not let work occupy all their thoughts.

A49. What does the author find extraordinary about teaching?

- 1) Teachers can seldom switch off and forget their work.
- 2) Teachers come to work even when they are ill.
- 3) Teachers get very special rewards for their work.
- 4) Teachers can reveal emotions they never suspected of.

A50. Many people try ...

- 1) not to think why teachers are different.
- 2) not to bother teachers with questions about work.
- 3) to understand what influences teachers' behaviour.
- 4) to find out what are the rewards of teachers' work

Часть В

Задания B1-B10. В следующем тексте, каждая строка которого соответствует заданию, найдите те строчки, в которых нет ошибок и те, в которых есть лишнее (только одно!) слово. В специальной части бланка ответов, отметьте строки без ошибок буквой V, из строчек, содержащих ошибку, выпишите лишнее слово в бланк ответов.

- B0.** Being the first woman to make it as a front-line TV reporter has its own
- B00.** problems. When Kate Adie had got her first foreign assignment she was
- B1.** terrified that the camera crew would think about she was a 'silly, frilly girl'. That's the
- B2.** reason why she crammed to everything she needed into a tiny bag which would fit
- B3.** underneath her plane seat. She was then amazed to see the cameraman stagger into the
- B4.** airport with a trunk. Now she knows that it's her appearance as well as just her words that
- B5.** matter. She used to get letters from viewers saying, 'you look a real mess. Haven't you
- B6.** got a hair-dresser?' So she decided to include a pair of some curling tongs in a holdall
- B7.** that she takes everywhere. But as she said, 'Can you to imagine getting out a hairbrush
- B8.** when someone's pointing a rifle at you? She often worked in dangerous situations but she
- B9.** says she's not a heroin. 'I don't get a buzz or wonderful feeling when I go into kind
- B10.** danger,» she says. «You are not there to fight. You're there to report.»

Образец:

B0: V

B00: had

Структура теста по немецкому языку
Разработчики: Симикин В.Н., Гетель Е.И.

Раздел первый – понимание прослушанных текстов.

A1-A10. Общее понимание прослушиваемого текста.

A11-A15. Понимание общего смысла прослушиваемого текста, отдельных деталей, нахождение и понимание запрашиваемой информации.

Раздел второй – лексико-грамматические задания.

A16-A30. Умение правильно применять глагольно-временные формы, глаголы с отделяемыми и неотделяемыми приставками, модальные глаголы; применение предлогов, требующих *Dativ*, *Akkusativ*, *Genitiv*. Склонение существительных и прилагательных, применение местоимений. Синтаксические умения (порядок слов в простом и сложно-подчиненном предложении, рамочная конструкция).

Знание и умение адекватно применять активную лексику по темам программ.

B1-B10. Интегративные языковые умения.

Раздел третий – понимание прочитанных текстов.

A31-A38. Общее понимание прочитанного текста.

A39-A50. Общее понимание прочитанного текста, а также понимание отдельных деталей.

НЕМЕЦКИЙ ЯЗЫК
Тексты к разделу «Аудирование»

Текст № 1.

Задания А1-А10

Interview mit Frau Nitzsche

Unser Reporterteam hat mit unserer Biologielehrerin Frau Nitzsche gesprochen, die die Aktionswoche „Rauchen Pfui“ an unserer Schule initiiert hatte.

Reporterteam:

Wie finden Sie es, dass schon Kinder rauchen ?

Antwort:

Ich will es schaffen, dass unsere Sportschule eine rauchfreie Schule wird. Ich finde es auch überhaupt nicht gut, dass Sportler rauchen. Man sollte erst gar nicht rauchen, es ist einfach gesundheitsschädlich und für Sportler erst recht.

Reporterteam:

Wie sind Sie eigentlich auf die Idee gekommen unsere Schule zur „rauchfreien Schule“ zu erklären ?

Antwort:

Ich fand es ausschlaggebend, dass unsere Schule eine Sportschule ist und Sportler nicht rauchen dürfen, da es erstens zu Lungenkrebs führen kann. Und zweitens sind da noch die armen Nichtraucher, sie müssen den Anblick über sich ergehen lassen und werden selbst noch mit reingezogen, da sie ja die verqualmte Luft einatmen müssen. Um unser Ziel nicht aus den Augen zu verlieren, hatten wir die Idee, eine Aktionswoche durchzuführen.

Reporterteam:

Die Zustände an unserer Schule waren wirklich extrem. Lag es da auf der Hand, dass etwas getan werden musste?

Antwort:

Ja! Klar war auch, dass ich das nicht alleine schaffen konnte. Alle Lehrer machten zwar mit, aber das reichte noch lange nicht. Die Hilfe von den Schülern, die nicht rauchten, hatte ich erwartet, aber die weigerten sich zuerst. Die meisten der Nichtraucher sagten: „Wir können eh nichts tun.“ Oder: „Wir kriegen nur was auf die Nase, wenn wir den Mund aufmachen.“

Reporterteam:

Dann haben sie sich aber für die Sache begeistern können?

Antwort:

Nicht gerade begeistern, aber ein paar Schüler haben mitgeholfen bei der Vorbereitung der Konferenz und bei anderen Arbeiten. Ich hoffe, dass sie bei einer neuen Aktionswoche auch ihre Mitschüler mit einbeziehen werden.

Reporterteam :

Ist diese Aktionswoche die erste, in der so intensiv gegen das Rauchen protestiert wurde?

Antwort :

Ja, aber es wird noch eine weitere geben. Wir sind schon beim Planen.

Reporterteam :

Was fanden Sie besonders gelungen?

Antwort :

Ich fand es besonders gut, als sich bei unserer Konferenz die Schüler - Raucher und Nichtraucher, gegenüberstanden und über Pro und Kontra diskutierten.

Задания № А11-А15**Текст № 2.**

Der Deutschunterricht gehört nicht zu den Lieblingsfächern der meisten Schüler. Mancher Teenager liest kaum mehr als Harry Potter. Deshalb hat sich die Redaktion von unserem Internet-Portal die Literaturwoche ausgedacht. In verschiedenen Rubriken werden Bücher vorgestellt und besprochen. Jugendliche haben die Möglichkeit, ihre Lieblingslektüre vorzustellen. Es wird eine Reportage über die Entstehung eines Buches geben. Als Höhepunkt wollen wir ein Kurzgeschichten-Wettbewerb organisieren und als Preis einige interessante Bücher verlosen.

Текст № 3.

Schüler, die neugierig sind auf das Alltagsleben der Menschen in Japan, Malaysia oder Thailand, können sich noch bis zum 10. Mai bei der Stiftung Mercator GmbH um ein Stipendium bewerben. Die Schüler leben für elf Monate in einer Gastfamilie und besuchen eine weiterführende Schule. Insgesamt stehen Mittel für 15 Teilstipendien zur Verfügung. Bewerber sollten zwischen Juli 1985 und Juli 1987 geboren sein. Für Info und Unterlagen Tel.: 040/3992220, Fax 040/39922299.

Текст № 4.

Hallo, ich heiße Martin und komme aus Augsburg. Ich war in den Sommerferien in Südfrankreich und habe dort die Tour de France mitbekommen. Das eigentlich Schöne fand aber vor dem Radfahren statt. Dort war es so ähnlich wie beim Karneval in Düsseldorf, Köln oder Mainz. Große Wagen fuhren da vorbei, man warf den Leuten Süßigkeiten und andere Sachen zu. Jan Ulrich habe ich auch gesehen, doch wurde er bei dieser Etappe nicht Erster.

Текст № 5.

Jeder elfte Bürger in Deutschland ist arm. Das hat eine Untersuchung herausgefunden. Die Forscher haben zusammengetragen, wer in Deutschland wieviel Geld zum Leben zur Verfügung hat. Dabei hat sich herausgestellt, dass jeder elfte weniger als 500 Euro im Monat verdient. Wer in Deutschland arm ist, muss deshalb jedoch nicht hungern, auf der Straße leben oder an Krankheiten sterben, die man leicht behandeln könnte. Wer hier arm ist, kann einfach nicht an allem teilhaben, was als "normal" gilt.

Текст № 6.

Erst ab heute ist eine leichte Wetterbesserung für die nächste Woche in Sicht. Doch häufig ziehen immer wieder Wolken über die Region hinweg. Die Sonne zeigt sich nur kurz. Allerdings bleibt es trocken. Nur gelegentlich fallen einige Tropfen.



Тест по немецкому языку № 1

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания A1-A10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. Frau Nitzsche ist Biologielehrerin.
- A2. Frau Nitzsche arbeitet in einer Sportschule.
- A3. Frau Nitzsche arbeitet schon zehn Jahre in dieser Schule.
- A4. Die Schüler in der Sportschule rauchen nicht, weil Sportler nicht rauchen dürfen.
- A5. Die Nichtraucher hatten am Anfang Angst bei der Aktionswoche mitzuhelfen.
- A6. Die Lehrer haben bei der Organisation der Aktionswoche mitgeholfen.
- A7. Die Aktionswoche war schon die zweite zu diesem Thema.
- A8. Eine neue Aktionswoche wird schon geplant.
- A9. Frau Nitzsche findet die Konferenz von Rauchern und Nichtrauchern besonders gelungen.
- A10. Den Schülern hat die Konferenz auch sehr gut gefallen.

Задания A11-A15. Прослушайте короткие тексты и выполните приведенные ниже задания, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

A11. Что задумано как главное событие литературной недели?

- 1) Представление любимых книг молодежи
- 2) Встреча с автором романа «Гарри Поттер»
- 3) Репортаж о том, как делают книги
- 4) Соревнование на лучший короткий рассказ

A12. Дети, которые выиграют стипендию, проведут в Японии, Малайзии или Таиланде ...

- 1) 10 месяцев 2) 11 месяцев 3) 14 месяцев 4) 15 месяцев

A13. Где был Мартин летом?

- 1) В Дюссельдорфе 2) Во Франции
- 3) В Саксонии 4) В Аугсбурге

A14. Исследование показало, сколько в Германии...

- 1) голодающих 2) бедных
- 3) бездомных 4) больных

A15. Какая погода ожидается на следующей неделе?

- 1) Дождь и сильная облачность 2) Редкое солнце, но сухо
- 3) Солнечно и холодно 4) Ветер и сильный дождь

Раздел 2. Лексика и грамматика

Задания A16-A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. Der Tisch steht am besten in ... Ecke.

- 1) der 2) die 3) dem 4) den

A17. Der Garten ... Großeltern ist geräumig und gepflegt.

- 1) der 2) den 3) die 4) dem

A18. Kinder, zieht ... Jacken aus und schnell zum Tisch, die Suppe wird kalt.

- 1) ihre 2) meine 3) eure 4) unsere

A19. Was ... Marianne?

- 1) lest 2) list 3) liest 4) lesen

A20. Wir haben ... Auto.

- 1) nicht 2) nein 3) nichts 4) kein

A21. Unser Chef ... in seiner Jugend bei Mathematikolympiaden

- 1) hat gewinnen 2) ist gewinn
- 3) hat gewonnen 4) hat gewann

- A22. Meine Kinder wollen unbedingt einen Computer. – Dann ... ihnen doch einen!
 1) kauft 2) kaufen 3) kauf 4) kaufst
- A23. Kommst du mit mir in die Disco? – Nein, ich ... heute für die Englischarbeit lernen.
 1) kann 2) darf 3) habe 4) muss
- A24. Hast du überhaupt gewußt, dass sein Onkel ...?
 1) im Krieg ist gefallen 2) ist im Krieg gefallen
 3) gefallen ist im Krieg 4) im Krieg gefallen ist
- A25. Der Fussboden ist nicht gewaschen, ... ich dich mehrmals darum gebeten habe.
 1) obwohl 2) weil
 3) darum 4) deswegen
- A26. Anton hat die Aufgabe gut und schnell zu lösen.
 1) uns bemüht 2) sich bemüht
 3) bemüht sich 4) es bemüht
- A27. Wohin fahren Sie? - ... Italien.
 1) in 2) nach 3) aus 4) von
- A28. Die schwarze Tasche ist 5 Mark ... als die graue.
 1) teuer 2) teuerst
 3) am teuersten 4) teurer
- A29. Unsere Schülerzeitung soll ein Mal in zwei Monaten
 1) auskommen 2) publizieren
 3) scheinen 4) erscheinen
- A30. Letztendlich ... er sich die dritte Variante zu wählen.
 1) beschloß 2) entschied
 3) dachte 4) wollte

Раздел 3. Чтение

Задания A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Workcamps werden während der Sommerferien in 17 Ländern Europas organisiert.

Teilnehmen kann jeder im A31_____ von 16 bis 25 Jahren, der freiwillig zwei bis drei Wochen A32_____ bei der Pflege und Instandsetzung von Kriegsgräber- oder Gedenkstätten helfen will – etwa 20 Stunden A33_____ Woche. Eine sinnvolle Arbeit, bei der genügend Zeit bleibt, A34_____ und Leute kennenzulernen. Schulklassen, Jugendgruppen und Zeitzeugen aus der Region besuchen die Camps. Sie A35_____ ihren Gästen die

Attraktionen des Ortes und der Umgebung und lassen sie an ihrem Alltag teilhaben. In den Workcamps und Jugendbegegnungsstätten des Volksbundes A36_____ Jugendliche Geschichte vor Ort. Gemeinsam arbeiten sie daran, dass die Opfer von Krieg und Gewalt nicht vergessen werden. Diese Begegnungen von jungen Menschen aus vielen Ländern bringen uns Europäer A37_____ näher: wir nennen das «Lernen aus der Geschichte». Viele, die sich bisher an einem solchen Workcamp A38_____, kamen mit dem guten Gefühl nach Hause: Hier habe ich etwas wirklich Vernünftiges gemacht – und dabei viel Spaß gehabt.

A31.

- | | | | |
|---------|---------------|----------|-----------|
| 1) Jahr | 2) Generation | 3) Alter | 4) Jugend |
|---------|---------------|----------|-----------|

A32.

- | | | | |
|---------|----------|---------|---------|
| 1) lang | 2) breit | 3) kurz | 4) weit |
|---------|----------|---------|---------|

A33.

- | | | | |
|-------|--------|--------------|------------|
| 1) in | 2) pro | 3) innerhalb | 4) während |
|-------|--------|--------------|------------|

A34.

- | | | | |
|---------|----------|---------|----------|
| 1) Land | 2) Stadt | 3) Dorf | 4) Staat |
|---------|----------|---------|----------|

A35.

- | | | | |
|-------------|-----------|-------------|-----------|
| 1) bereiten | 2) führen | 3) erzählen | 4) zeigen |
|-------------|-----------|-------------|-----------|

A36.

- | | | | |
|-------------|------------|-----------|-----------|
| 1) bekommen | 2) erleben | 3) wissen | 4) merken |
|-------------|------------|-----------|-----------|

A37.

- | | | | |
|----------------|-------------|-----------|-------------|
| 1) miteinander | 2) einander | 3) andere | 4) zusammen |
|----------------|-------------|-----------|-------------|

A38.

- | | | | |
|---------------|-----------------|--------------|----------------|
| 1) teilnahmen | 2) organisieren | 3) beitragen | 4) beteiligten |
|---------------|-----------------|--------------|----------------|

Задания A39–A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1.

Repair-Kur für Drahtesel und Menschen

«Was ist das für Musik, Fatih? Ich kenne mich mit türkischer Musik nicht aus.» Fatih holt einen Zettel und schreibt mir den Namen auf: Ibrahim Tatlis. Es klingt gut. Doch in die wohlklingenden Töne mischt sich ein ratterndes Geräusch. An einem verregneten Mittwochnachmittag sitze ich mit Mustafa (17) und Fatih (16) in einer Fahrradwerkstatt für Jugendliche in Berlin-

Kreuzberg, wo es sonst nicht viel für Jugendliche gibt: verkehrsreiche Straßen, schlecht ausgestattete Wohnungen, wenig Freiflächen, Spielplätze, Treffpunkte. Mustafa setzt sich neben mich und beginnt damit, die einzelnen Zahnräder von einem Hinterrad abzumontieren. Er nimmt eine Metallbürste, schrubbt leise über die Zahnräder und erzählt. «Weißt du, es ist besser, hierher in die Werkstatt zu kommen, als den ganzen Tag auf der Straße rumzuhängen und nur Scheiße zu bauen oder so.»

Als Kind hat Mustafa schon einmal in Deutschland gelebt, doch weil sein Vater für die türkische Regierung arbeitet, musste seine Familie für zwei Jahre zurück in die Türkei. Dort war die Schule vollkommen anders. Als er sich gerade daran gewöhnt hatte, zogen sie wieder nach Deutschland. Er ist jetzt in der neunten Klasse einer Gesamtschule und strengt sich sehr an, um gut genug fürs Gymnasium zu werden. Englisch und Mathe mag er nicht, trotzdem lernt er dafür. Denn wenn er in Deutschland keine gute Ausbildung findet, wird er wieder zurückgeschickt. Sagt zumindest sein Vater. «Und weil meine Mutter sagt, ich soll so viel lernen, wie ich kann, gehe ich oft hierher. Weil man hier was lernt.»

Der Werkstattladen «Velofit statt Veloklau» ist ein Projekt, das sich ausschließlich durch Spenden finanziert. Kinder und Jugendliche können hier für ein Taschengeld kaputte Fahrräder reparieren, die dann verliehen oder verkauft werden. Oft kommen auch einfach Menschen aus der näheren Umgebung vorbei, um die Acht aus dem neuen Rennrad verschwinden oder die verrostete Klingel wieder ertönen zu lassen. Die Verantwortlichen der Werkstatt, Heiko und Bettina, handeln dann einen Zeitpunkt und Preise aus, die unter denen normaler Fahrradläden liegen: Meistens brauchen die Kids fast viermal so lange wie ein Profi. Und selbst die ältesten Fahrräder, die von einem Fachgeschäft nur zu unverträglichen Preisen repariert werden können, nehmen die Jugendlichen gern an.

Heiko und Bettina wollen mit ihrem Projekt den umliegenden Fahrradläden keine Konkurrenz bieten, denn bei «Velofit statt Veloklau» geht es darum, den etwa 15 Kindern und Jugendlichen eine gute Alternative zum alltäglichen Fernsehen oder Nichtstun zu bieten.

Heiko, ihr lustiger Kumpel aus der Werkstatt, wird trotz seines wirren Aussehens von den türkischen Jungs nicht nur fahrradtechnisch respektiert; sie mögen ihn, weil sie von ihm ernst genommen werden. Er betreut die Jugendlichen nun schon seit anderthalb Jahren fast ganz allein. Das zum Fahrradreparieren nötige Wissen hat er sich neben seinem Grundschullehrer-Studium selbst beigebracht. Außerhalb der Öffnungszeiten geht er zur Freude der Jungs auch mal mit ihnen Schwimmen, Kegeln oder Billard spielen, was ihnen aber zu selten vorkommt.

A39. Wo trifft sich der Autor der Artikel mit Mustafa und Fatih?

1) Auf der Strasse

2) Auf dem Spielplatz

3) In einer Wohnung

4) In einer Werkstatt

A40. Mustafa und Fatih ...

- | | |
|----------------------------|-------------------------------|
| 1) Reparieren Fahrräder | 2) Hängen auf der Strasse rum |
| 3) Singen türkische Lieder | 4) Bauen Eisenbahnmodelle |

A41. Warum muss Mustafa sich in der deutschen Schule anstrengen?

- 1) Er hat früher die Schule in der Türkei besucht, die ganz anders ist
- 2) Er hat keine Lust sowohl Englisch als auch Mathematik zu lernen
- 3) Er denkt nicht, dass Ausbildung in Deutschland eine Rolle spielt
- 4) Er möchte nach der Schule für die türkische Regierung arbeiten

A42. Mustafa kommt hierher, weil ...

- | | |
|------------------------------|--------------------------------|
| 1) er hier etwas lernen kann | 2) er sehr viel freie Zeit hat |
| 3) Seine Mutter es so will | 4) Seine Freunde hier sind |

A43. Wie hoch sind die Preise im Fahrradladen?

- 1) Unter den normalen Preisen in Fahrradläden
- 2) Genauso wie die Preise in anderen Fahrradläden
- 3) Über den normalen Preisen im Fahrradladen
- 4) Die Jugendlichen arbeiten immer kostenlos

A44. Was ist das Ziel von Heiko und Bettina?

- 1) Den umliegenden Läden Konkurrenz zu machen
- 2) Jugendlichen sinnvolle Beschäftigung zu bieten
- 3) Den Menschen günstig Fahrräder zu reparieren
- 4) Die Jugendlichen finanziell zu unterstützen

A45. Die Jugendlichen mögen Heiko, weil er ...

- 1) ein guter Grundschullehrer ist
- 2) die Jugendlichen ernst nimmt
- 3) ein sehr lustiger Mensch ist
- 4) Fahrräder gut reparieren kann

Текст № 2.

Emsige Blumenkinder

Jüngst beschäftigten sich die Kinder der «Blumengruppe» des Kindergartens in der Heinrich-Völkel-Strasse mit dem Thema «Muss so viel Müll sein?» Nach vielen Gesprächen wurde den Kindern auch die Praxis vor Augen geführt: Erstaunt darüber, wieviel Müll die Leute achtlos wegwerfen, sammelten sie am Mittwoch voller Eifer vier grosse Tüten Müll am Kinderspielfeld und im Wald am Festplatz. Schliesslich besuchten die Kinder die Abfallsammelstelle, wo sie und ihre Kindergärtnerin Frau Lemmer von Jörg Flügel vom Öko-Verband empfangen wurden. Herr Flügel zeigte den Kindern die verschiedenen Müllcontainer. Begeistert hörten die Kinder zu, wie Jörg Flügel ihnen einiges über Müll erzählte, und jedes Kind stieg die Leiter hinauf, um einen Blick in das

Innere der Container zu werfen. Alle Kinder bekamen an diesem Vormittag von Herrn Flügel eine Baseballmütze und ein Malbuch.

Herr Flügel bot den Kindern ausserdem an, in den Kindergarten zu kommen und dort mit ihnen selbst Papier herzustellen. Im Kindergarten fällt viel Papiermüll an, der noch einmal verwertet werden kann. Herr Flügel besuchte den Kindergarten und so wurden an diesem sehr interessanten Vormittag Zeitungen in kleine Schnipsel zerrissen, im Wasser mit dem Mixer verrührt und in eine grosse Wanne mit Wasser gegeben. Jedes Kind konnte nun mit einem Sieb den Brei heraussieben, auf ein Filz legen, mit einem Schwamm abtupfen und schliesslich mit dem Nudelholz platt rollen, bis fast kein Wasser mehr enthalten war. Jedes Kind war stolz auf sein eigenes Blatt Papier, das nach dem Trocknen noch zum weiteren Basteln verwendet wurde.

Die Basteleien aus selbstgemachtem Papier – Sterne, geklebte Bilder und Papierpuppen, die die Eltern und Geschwister bekommen haben, schmückten jetzt das Spielzimmer. Einen grossen bunten Papiervogel, den die Kinder zusammen mit Frau Lemmer gebastelt und bemalt hatten, schenkten sie Herrn Flügel als Dankeschön für seine Mühe.

A46. Was machten die Kinder am Mittwoch?

- 1) Sie sammelten Müll in grosse Tüten
- 2) Sie pflückten Blumen auf der Wiese
- 3) Sie spielten Ball auf dem Spielplatz
- 4) Sie hatten ein schönes Fest im Wald

A47. An der Abfallsammelstelle wurden die Kinder ... empfangen.

- | | |
|--------------------|------------------------|
| 1) vom Öko-Verband | 2) von Frau Lemmer |
| 3) von Jörg Flügel | 4) vom Baseballtrainer |

A48. Was bot Her Flügel den Kindern an?

- 1) Papiermüll im Kindergarten zu sammeln
- 2) Im Kindergarten über Müll vorzutragen
- 3) Mit Kindern Papier aus Papierresten zu machen
- 4) Einen Artikel über sie in eine Zeitung zu setzen

A49. Warum waren die Kinder stolz?

Sie haben ...

- | | |
|------------------------------|---------------------------|
| 1) selbst einen Brei gekocht | 2) eigenes Papier gemacht |
| 3) selber Nudeln gekocht | 4) mit Papier gebastelt |

A50. Was hat Herr Flügel als Geschenk bekommen?

- | | | | |
|---------------|----------------|----------------|-------------|
| 1) Eine Puppe | 2) Einen Stern | 3) Einen Vogel | 4) Ein Bild |
|---------------|----------------|----------------|-------------|

Часть В

Задания В1-В10. Прочтите следующий текст и заполните пропуски в строчках, преобразовав слово, имеющее соответствующий номер в правой колонке. Свой вариант решения впишите в соответствующем разделе бланка ответов.

Каждую букву пишите в отдельном окошке по приведённым образцам:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Harry Potter	
Die englische Kinderbuchautorin Joanne K. Rowling hat geschafft, was kaum einem anderen Schriftsteller in den letzten Jahren gelungen ist. Sie hat aus der Not eine Tugend gemacht und eine Kinder-Geschichte entwickelt, die (B1) ist als die neuesten Nachrichten. Harry Potter (B2) der Star der bisher drei Teile umfassenden Reihe. Seit dem 14. Oktober gibt es endlich den (B3) Harry Potter Band. «Harry Potter und der Feuerkelch» heißt er und (B4) erneut ein Bestseller zu werden. Alle großen (B5) in Deutschland öffnen extra eine Stunde eher und haben Vorbestelllisten, die alles bisher Dagewesene sprengen.	(B1) spannend (B2) sein (B3) vier (B4) versprechen (B5) Buchhandlung (B6) normal (B7) verlieren
Aber wer ist Harry Potter eigentlich? Harry denkt, er sei ein ganz (B6) Junge. Er hat durch mysteriöse Umstände seine Eltern (B7) und muss bei seinen Verwandten leben. Doch dann bekommt er (B8) Brief mit der Aufforderung, nach Hogwarts, die Schule für Hexerei und Zauberei, zu fahren. Dort (B9) er lernen, dass er selbst eine Berühmtheit ist und seine Eltern in (B10) Welt der Zauberer und Hexen geradezu eine Legende sind.	(B8) ein (B9) müssen (B10) die



Тест по немецкому языку № 2

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удается выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А дано несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел 1. Аудирование

Задания A1-A10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После первого раза у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте вариант 1, если высказывание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. Frau Nitzsche ist Biologielehrerin.
- A2. Frau Nitzsche arbeitet in einer Sportschule.
- A3. Frau Nitzsche arbeitet schon zehn Jahre in dieser Schule.
- A4. Die Schüler in der Sportschule rauchen nicht, weil Sportler nicht rauchen dürfen.
- A5. Die Nichtraucher hatten am Anfang Angst bei der Aktionswoche mitzuhelfen.
- A6. Die Lehrer haben bei der Organisation der Aktionswoche mitgeholfen.
- A7. Die Aktionswoche war schon die zweite zu diesem Thema.
- A8. Eine neue Aktionswoche wird schon geplant.
- A9. Frau Nitzsche findet die Konferenz von Rauchern und Nichtrauchern besonders gelungen.
- A10. Den Schülern hat die Konferenz auch sehr gut gefallen.

Задания A11-A15. Прослушайте короткие тексты и выполните приведенные ниже задания, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

A11. Что задумано как главное событие литературной недели?

- 1) Представление любимых книг молодежи
- 2) Встреча с автором романа «Гарри Поттер»
- 3) Репортаж о том, как делают книги
- 4) Соревнование на лучший короткий рассказ

A12. Дети, которые выиграют стипендию, проведут в Японии, Малайзии или Таиланде ...

- 1) 10 месяцев 2) 11 месяцев 3) 14 месяцев 4) 15 месяцев

A13. Где был Мартин летом?

- 1) В Дюссельдорфе 2) Во Франции
- 3) В Саксонии 4) В Аугсбурге

A14. Исследование показало, сколько в Германии...

- 1) голодающих 2) бедных 3) бездомных 4) больных

A15. Какая погода ожидается на следующей неделе?

- 1) Дождь и сильная облачность 2) Редкое солнце, но сухо
- 3) Солнечно и холодно 4) Ветер и сильный дождь

Раздел 2. Лексика и грамматика

Задания A16-A30. Дополните следующие ниже предложения, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

A16. Ich schlage vor, wir gehen heute in ... Freizeitpark.

- 1) der 2) die 3) das 4) den

A17. Die Spielzeuge ... Kinder waren über das ganze Zimmer verteilt.

- 1) die 2) den 3) des 4) der

A18. In ... Briefwechsel kommt die Achtung zum Ausdruck, die sie füreinander empfinden.

- 1) euren 2) ihrer 3) ihrem 4) unsere

A19. «Hilfe, Hilfe!» - ... er.

- 1) ruf 2) rufte 3) rief 4) gerufen

- A20. Anna, interessierst du ... für moderne Kunst?
 1) sich 2) dich 3) mich 4) uns
- A21. Sie ... heute länger in der Schule geblieben.
 1) ist 2) hat 3) wird 4) -
- A22. ... mal, Robert! Dein Bruder auf einem Motorrad!
 1) Sah 2) Sieh 3) Sieht 4) Siehst
- A23. Meine Kinder ... nicht nach 22.00 Uhr draußen bleiben. Ich erlaube es nicht.
 1) können 2) müssen 3) wollen 4) dürfen
- A24. Schade, dass wir dich dort nicht ...
 1) getroffen haben 2) haben getroffen)
 3) getroffen 4) traf
- A25. ... wir den Schrei gehört hatten, stürzten wir gleich hin.
 1) Deshalb 2) Wann 3) Wenn 4) Als
- A26. Er hat in der frühen Kindheit seine Eltern
 1) vergessen 2) vergeben 3) versprechen 4) verloren
- A27. Wir haben diesen Aspekt nicht
 1) begegnet 2) beachtet 3) betroffen 4) bekommen
- A28. In Berlin es viel zu sehen.
 1) sind 2) gibt 3) hat 4) -
- A29. Wir konnten die frische Meeresluft und das gute Essen
 1) genießen 2) gewissen
 3) gelassen 4) genehmigen
- A30. Vielen Dank! - ...!
 1) Entschuldigung! 2) Nichts zu danken!
 3) Aber natürlich 4) Tut mir leid!

Раздел 3. Чтение

Задания A31-A38. Прочтите текст, заполните пропуски словом или словосочетанием, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Kalorienzählen: So fängt die Magersucht an

Wenn ich dünn wäre, dann wäre ich auch schön, begehrt und beliebt. So denken viele von uns Mädchen. Gegen Ende der Kindheit A31_____ wir damit an, uns zu dick zu fühlen. Schließlich sehen wir sie in den Zeitschriften und natürlich auf allen Kanälen im A32_____: Die super-schlanken Models.

Mittlerweile findet sich in der westlichen Welt fast jede Zehn- oder Elfjährige zu dick und jede Dritte hat schon mal A33_____, eine Diät zu machen. Der Körper verbrennt am Tag 1500 bis 2000 Kalorien. Bei einer Diät ebenfalls. Am Anfang nimmt man tatsächlich ab. Aber dann A34_____ sich der Körper daran, weniger Kalorien zur A35_____ zu haben. Die Fettreserven werden nicht mehr angegriffen. A36_____ weniger Kalorien verbrannt werden, hat man einfach weniger Energie.

Das große Entsetzen kommt nach der Diät. Sobald man wieder anfängt, normal zu essen, bekommt der Körper mehr Energie, als er momentan verbrennt. Der Nachteil: Jedes Kilo, das man abgenommen hat, nimmt man wieder A37_____, und dazu noch ein bisschen mehr: Der berühmte Jo-Jo-Effekt!

Nur wenn wir A38_____, uns mit Diäten zu quälen und wenn wir anfangen, uns nicht mehr von den Medien beeinflussen zu lassen, dann werden wir auch von ganz allein dünner - das sagen auch Ernährungsexperten.

A31.

- | | | | |
|-----------|-----------|-----------|-------------|
| 1) fangen | 2) finden | 3) füllen | 4) fertigen |
|-----------|-----------|-----------|-------------|

A32.

- | | | | |
|----------|--------------|-------------|----------|
| 1) Radio | 2) Fernsehen | 3) Computer | 4) Video |
|----------|--------------|-------------|----------|

A33.

- | | | | |
|-------------|--------------|-------------|-----------|
| 1) verstand | 2) verbrannt | 3) versucht | 4) verlor |
|-------------|--------------|-------------|-----------|

A34.

- | | | | |
|------------|------------|------------|------------|
| 1) gewöhnt | 2) gewohnt | 3) geweint | 4) gewählt |
|------------|------------|------------|------------|

A35.

- | | | | |
|------------|-------------|--------------|--------------|
| 1) Angebot | 2) Arbeiten | 3) Verteilen | 4) Verfügung |
|------------|-------------|--------------|--------------|

A36.

- | | | | |
|---------|--------|----------|------------|
| 1) Weil | 2) Als | 3) Warum | 4) Deshalb |
|---------|--------|----------|------------|

A37.

- 1) auf 2) ein 3) zu 4) ab

A38.

- 1) aufhören 2) hören 3) starten 4) brechen

Задания A39-A50. Прочтите следующие тексты (№1, №2) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст № 1.

Großauftritt für Clever & Smart

Jedes Jahr werden unterschiedliche Wettbewerbe für junge Leute organisiert. Von den berühmten bundesweiten «Jugend forscht» und «Jugend musiziert» bis zu regionalen Wettbewerben und Olympiaden in Mathematik, Physik und anderen Fächern.

Alexander, Tristan und Inna haben auch an einem Wettbewerb teilgenommen. Vielleicht fragt ihr euch auch manchmal, wie etwas Neues entsteht? Alexander Kadow ist sich nach drei Monaten harter Arbeit ziemlich sicher: «Durch Streit.» - «Durch Geistesblitze», widerspricht Tristan Kleeb. «Durch Teamarbeit», sagt Inna Karsten. Die drei Schüler aus Münster und Wuppertal sollten es wissen. Gemeinsam mit ihren Teams zerbrachen sie sich wochenlang die Köpfe über die Frage, wie man etwas Neues auf die Beine stellt: Produkte, Dienstleistungen, Geschäftsideen. Herausgekommen sind Unternehmenskonzepte, deren Qualität den Wuppertaler Banker Holger Hammes überrascht haben: «Die sind besser als das, was echte Existenzgründer bei uns abliefern.»

Hammes arbeitet bei der Sparkasse Wuppertal und ist Spielbetreuer der «StartUp- Gründungswerkstatt». Der Existenzgründerwettbewerb für Schüler wird von der Zeitschrift «Stern» gemeinsam mit den Sparkassen und der Firma McKinsey organisiert. Fast 400 Teams aus ganz Deutschland gingen in diesem Jahr ins Rennen, um ein virtuelles Unternehmen zu gründen. In drei Monaten mussten sie ihre virtuelle Firma komplett für deren Tätigkeit vorbereiten: von der Namensgebung über den Web-Auftritt bis zum kompletten Finanzplan. «Da lernt man mehr als in 20 Jahren Schule», sagt Alexander Kadow. Er und seine fünf Freunde aus Münster landeten mit der E-Commerce-Firma «Interprise» auf Platz eins. Ihre Idee: Tickets für sämtliche TV-Shows im Internet zu verkaufen und parallel dazu eine Casting-Agentur einzurichten. Eine einmalige Kombination, wie Alexander und sein Team in einer Marktanalyse herausfanden. «Unser Angebot richtet sich an junge Leute, die Teil der Fernschwelt werden möchten», beschreibt der 18-Jährige die Zielgruppe. Sei es als Zuschauer in einer der TV-Shows oder als Kandidat.

Dass ihre Idee Hand und Fuß hat, bestätigte ihnen die Produktionsfirma Endemol («Big Brother»), der sie das Konzept präsentierten. Bis die Schüler aus Münster ihre Idee so scharf umrissen hatten, stritten sie heftig über das Konzept. Die Visionäre wollten online auch Karten für Theater, Oper und Konzerte verkaufen. Die Realisten dagegen strebten eine kleine, feine Marktlücke an: TV pur. Genau das gefiel der Jury.

Das Team aus Wuppertal um Tristan Kleeb (Platz zwei) fand die überzeugende Idee erst kurz vor Anmeldeschluss. Nach einem «Geistesblitz» entschieden sich die vier Jungs und zwei Mädchen für die Vermarktung bunter Autoreifen (Originalton Geschäftsplan: «Simply - der einheitlich bunte Reifen; Crazy - der knallbunte Reifen; und Fan - unser Reifen für Fußballfans»). «Wir wollten etwas Witziges und Junges machen», sagt Tristan. Tatsächlich sind Firmen wie Pirelli in der Lage, Reifen herzustellen, deren Farbe trotz Abnutzung hält. Nur an die Vermarktung hat sich noch keiner rangewagt.

Zwölf Aufgaben wurden den Teams vom Spielbetreuer gestellt. «Richtig gemein war die Sache mit der Homepage», erinnert sich Inna Karsten, deren Team einen Patientenratgeber im Internet aufbauen möchte (Platz sieben). Am Tag vor den Osterferien erhielten die Nachwuchsunternehmer den Auftrag, eine Homepage zu erstellen. Abgabetermin: erster Schultag nach den Ferien. «Die gingen natürlich dafür drauf», sagt Inna. Der Einsatz hat sich gelohnt. Für die Sieger gab es Preisgelder in Höhe von insgesamt 5800 Euro. Und eine Einladung ins Future Camp von Stern, Sparkassen und McKinsey.

A39. An welchem Wettbewerb haben Alexander, Tristan und Karsten teilgenommen?

- | | |
|------------------------------|------------------------|
| 1) Jugend forscht | 2) Jugend musiziert |
| 3) Existenzgründerwettbewerb | 4) Mathematikolympiade |

A40. Wer ist Holger Hammes?

- | | |
|-------------------------|--------------------------|
| 1) Banker aus Wuppertal | 2) Schüler aus Wuppertal |
| 3) Banker aus Münster | 4) Schüler aus Münster |

A41. Wieviel Leute waren in Alexanders Team?

- | | | | |
|------------|-------------|----------|---------|
| 1) zwanzig | 2) achtzehn | 3) sechs | 4) fünf |
|------------|-------------|----------|---------|

A42. Wie heisst Alexander Kadows Firma?

- | | | | |
|-------------|---------------|------------|----------|
| 1) McKinsey | 2) Interprise | 3) StartUp | 4) Stern |
|-------------|---------------|------------|----------|

A43. Der Jury gefiel an Alexanders Konzept, dass es ...

- | | |
|------------------------|---------------------|
| 1) realistisch war | 2) einzigartig war |
| 3) für junge Leute war | 4) ungewöhnlich war |

A44. Was war die Idee von Tristan KleeB?

- | | |
|-----------------------------------|-------------------------------|
| 1) Bunte Autoreifen zu vermarkten | 2) Konzertkarten zu verkaufen |
| 3) Web-Seiten zu erstellen | 4) TV-Shows zu organisieren |

A45. Was erhielten die Teilnehmer einen Tag vor den Osterferien?

- 1) Die Aufgabe eine Homepage zu erstellen
- 2) Eine Einladung ins Future Camp
- 3) Die Preisgelder in Höhe von 5800 Euro
- 4) Die Ergebnisse des Wettbewerbs

Текст № 2.

In der Musikschule Hof

Zum Abschluss eines arbeitsreichen und für viele auch sehr erfolgreichen Schuljahres trafen sich Schüler der Gitarrenklassen von Eva Margarita Ceran und Dietmar Ungerank mit ihren Lehrern in der Musikschule der Hofer Symphoniker zu einem Workshop unter der Leitung des Gitarristen Robert Brightmore.

Der englische Professor für Gitarre an der Guildhall School of Music in London hat sich durch Konzert-Tourneen in Europa, Skandinavien, den USA und im Fernen Osten sowie durch regelmäßige Auftritte in Londons größten Konzerthallen und mit führenden Orchestern einen internationalen Ruf erworben. In Hof war der sympathische Engländer Dozent bei internationalen Seminaren für Gitarre in den Jahren 1982 bis 1988, auch konzertierte er wiederholt im Klostercafe bei einer Veranstaltungsreihe für Gitarre.

Während der dreistündigen intensiven Arbeit im Workshop bekamen 13 junge Gitarrenschüler im Alter von neun bis achtzehn Jahren nach dem Vorspielen von Solo- und Duostücken von dem erfahrenen Künstler wertvolle Hinweise und Anregungen. Brightmore lobte aber auch das hohe Niveau, das Rythmusgefühl, die Musikalität und Technik der einzelnen Spielerinnen und Spieler.

Dass es immer noch besser, noch schöner geht, zeigte sich, als die individuellen Verbesserungsvorschläge und Tipps von den Gitarrenschülern umgesetzt wurden. «Das Wichtigste ist, dass das Spielen Spaß macht. Doch damit es in den folgenden Jahren auch noch so ist, ist es nötig, täglich ein Minimum an Zeit der Technik zu widmen», motivierte Brightmore zum Üben. So konnten die Schüler in einer konzentrierten aber dabei durchaus lockeren Atmosphäre viel lernen. Der Fortschritt wird bereits heute um 19.30 im Haus der Musik beim Abschlusskonzert der Gitarrenklasse von Dietmar Ungerank zu hören sein. Am morgigen Freitag, ebenfalls im Haus der Musik, beginnt dann um 18 Uhr das Abschlusskonzert der Gitarrenklasse von Eva Margarita Cyran.

A46. Welche Veranstaltung hatten die Kinder am Ende des Schuljahres?

- | | | | |
|-------------|---------------|------------|----------|
| 1) Workshop | 2) Wettbewerb | 3) Ausflug | 4) Keine |
|-------------|---------------|------------|----------|

A47. Robert Brightmore kommt aus ...

- 1) den USA
- 2) England
- 3) Skandinavien
- 4) dem Fernen Osten

A48. Brightmore hat das Niveau der Schüler als ... eingeschätzt.

- 1) hoch
- 2) wertvoll
- 3) niedrig
- 4) mittel

A49. Was empfiehlt Robert Brightmore den Spielerinnen und Spielern?

- 1) Jeden Tag zu üben
- 2) Konzentriert zu lernen
- 3) An Konzerten teilzunehmen
- 4) Rythmusgefühl zu entwickeln

A50. Wo werden die Spielerinnen und Spieler die Ergebnisse ihrer Arbeit zeigen?

- 1) In der Gitarrenklasse von Eva Margarita Cyran
- 2) Beim Workshop in der Musikschule
- 3) Zu Hause in einer lockeren Atmosphäre
- 4) Beim Abschlusskonzert im Haus der Musik

Часть В

Задания В1-В10. Прочтите следующий текст и заполните пропуски в строчках, преобразовав слово, имеющее соответствующий номер в правой колонке. Свой вариант решения впишите в соответствующем разделе бланка ответов.

Каждую букву пишите в отдельном окошке по приведённым образцам:

A Ä B C D E F G H I J K L M N O Ö P Q R S T U Ü V W X Y Z

An einem Sonntag im Mai wurde es in der Hamburger Jugendherberge richtig lebendig. Delegationen aus (B1) Bundesländern reisten zur Bundesrunde der Mathematik-Olympiade an. Hamburger Schülerinnen und Schüler nahmen die (B2) in Empfang und sorgten für (B3) reibungslosen Ablauf bei der Aufteilung in die Quartiere. Nach (B4) Begrüßung durch das Schulamt, der Übergabe (B5) Gastgeschenke sowie dem obligatorischen Gruppenfoto, (B6) die Gastgeber 250 Schülerinnen und Schüler zum Begrüßungsbuffet. Ja nach Dauer der Anreise (B7) der Hunger groß.

Die Olympiade selbst fand am Montag und am Dienstag vormittag statt. Während die Schülerarbeiten nachmittags (B8) und bewertet wurden, gab es für die Teilnehmerinnen und Teilnehmer viel zu sehen und zu erleben.

Alle Teilnehmer (B9) eine Urkunde überreicht. Für die ersten Preisträger gab es Geld. Drei Schülern wurde für besonders (B10) Leistungen der Sonderpreis der Deutschen Mathematiker-Vereinigung verliehen.

- (B1) alle
- (B2) Gast
- (B3) ein
- (B4) die
- (B5) die
- (B6) laden
- (B7) sein
- (B8) korrigieren
- (B9) erhalten
- (B10) hervorragend

Раздел первый – понимание прослушанных текстов

A1-A10. Общее понимание прослушиваемого текста

A11-A15. Понимание общего смысла прослушиваемого текста, отдельных деталей, нахождение и понимание запрашиваемой информации.

Раздел второй – лексико-грамматические задания

A16-A25. Артикль, личные местоимения в функции дополнения, местоимения en, y, временные формы глагола в изъявительном наклонении в активном залоге, временные формы глагола в условном наклонении (настоящее время), относительные местоимения, согласование времен, грамматическая сочетаемость

A26-A30. Знание и умение адекватно применять активную лексику по темам программы. Знание значения лексической единицы, знание лексической сочетаемости, догадка о значении слова на основе контекста, определение значения слова на основе антонимии, определение значения слова на основе синонимии.

B1-B10. Интегративные языковые умения.

Раздел третий – понимание прочитанных текстов

A31-A38. Объект понимания прочитанного текста, а также понимание отдельных деталей.

A39-A50. Общее понимание прочитанного текста.

ФРАНЦУЗСКИЙ ЯЗЫК
Тексты к разделу «Аудирование».

Задания A1-A10.

Le journaliste : Jean-Pierre Laffont est actuellement à Granges-les-Valence pour le dernier

adieu du public à Sophie Star. Et tous ces gens, Jean-Pierre, sont-ils vos collègues ?

Jean-Pierre : Et bien oui, ils sont tous venus pour rendre un dernier hommage à celle qui a su en quelques années, symboliser le rêve et l'espoir pour des milliers de personnes en France. Sophie Star s'est éteinte mardi soir dans sa petite maison de Granges-les-Valence laissant ainsi orphelins des milliers d'admirateurs. Actrice à ses débuts, on se souviendra d'elle pour sa croisade acharnée contre l'injustice sociale. Fondatrice d'une *Maison pour Tous*, ses prises de position pour les sans-abris sont désormais dans les annales. Bien qu'elle soit restée dans l'ombre les dernières années, sa jeunesse tumultueuse et ses rôles ont marqué des générations entières des cinéphiles avertis.

De nombreuses personnalités du monde du spectacle et de la politique ont assisté aux obsèques ce matin. Ni la pluie ni la grêle ne les ont arrêtées. La tombe de Sophie est ornée de milliers de gerbes de fleurs et des derniers messages de ses incondtionnels, qui n'ont pas hésité à faire des kilomètres pour saluer une dernière fois leur idôle. Le maire de Grange-les-Valence a déclaré qu'une place serait inaugurée en son honneur l'année prochaine.

Задания A11-A15.

Задания A11, A12, A13.

A11. - Le meilleur groupe rap revient aujourd'hui avec un 2

Votre succès a été fulgurant ! Comment vivez-vous votre succès aujourd'hui ?

C'est vrai que tout est arrivée d'un coup. Trop vite pour qu'on s'en rende vraiment compte. La seule chose qui a changé, c'est le budget qu'on a eu ! Tu sais, même *Les Victoires*, notre premier album, n'ont pas trop fait bouger les choses. C'est parce qu'on fait du rap et qu'on est assimilé à la banlieue et la délinquance. Malheureusement les gens pensent encore que les jeunes qui font et écoutent du rap sont des casseurs et des drogués.

A12. - Comment travaillez-vous ?

On essaie toujours d'être créatifs parce qu'aujourd'hui, il y en a beaucoup qui tournent en rond dans le hip hop. C'est souvent la même chose. Sur cet album, il n'y a que 12 titres, mais on a écouté au moins 200 instrumentaux avant de faire notre choix. On se prend la tête sur les musiques mais aussi sur les textes car dans le rap, il y a un message.

A13. - Quel est le vôtre ?

"Même si tu viens d'une cité, fais quelque chose dans ta vie". Pour nous, tout le monde est militant : un étudiant parce qu'il se bat pour obtenir ses examens, un SDF, parce que tous les jours, il se bat pour vivre, pour manger; être militant, c'est aller au bout des choses pour réaliser ce que tu as envie de faire.

Задания A14, A15.

A14. - Alors ... voici ce que nous vous proposons comme programme pour notre petit voyage ! Au cours de ces quatre jours nous allons partir à la découverte du sud-est du pays.

Demain lundi nous passerons la journée dans un magnifique parc forestier, le parc du château de Saint-Jean. Vous pourrez y découvrir 150 espèces d'arbres différentes.

Mardi, nous visiterons les vignobles du Ventoux et nous pourrons déguster les bons vins de cette région.

A15. - Pour la journée de mercredi, ce sera plus calme : elle est consacrée à la pêche à la truite dans les torrents et les lacs de la région.

Jeudi, nous découvrirons la rivière du Verdon, qui coule dans de magnifiques gorges très profondes, des gorges qui font parfois 700 mètres de profondeur. C'est une véritable merveille, vous verrez !

Et pour terminer, vendredi, ce sera une surprise ... mais je vous laisse deviner laquelle !



Тест по французскому языку № 1

Инструкция для учащихся

Тест состоит из частей А и В. На его выполнение отводится 150 минут. Задания рекомендуется выполнять по порядку. Если задание не удастся выполнить сразу, перейдите к следующему. Если останется время, вернитесь к пропущенным заданиям.

Часть А

К каждому заданию части А даны несколько ответов, из которых только один верный. Выполните задание, сравните полученный ответ с предложенными. В бланке ответов под номером задания поставьте крестик (X) в клеточке, номер которой равен номеру выбранного Вами ответа.

Раздел I. Понимание прослушанных текстов.

Задания А1-А10.

Прослушайте текст и определите, соответствуют ли его содержанию высказывания, приведенные в листе заданий.

Текст прозвучит два раза. После прослушивания у вас будет 45 секунд для ознакомления с заданиями, после второго прослушивания две минуты для внесения решений в бланк ответов.

Если высказывание соответствует прозвучавшему тексту, отметьте крестиком вариант 1, если задание не соответствует тексту, отметьте вариант 2, если по поводу высказывания в тексте ничего не было сказано, отметьте вариант 3.

- A1. Dans cet extrait, le journaliste Jean-Pierre Laffont commente la vie d'une actrice.
- A2. Il décrit les obsèques d'une personne connue.
- A3. Il parle du théâtre.
- A4. Il accuse l'injustice sociale.
- A5. Dans un futur proche, la ville de Granges-les-Valence va organiser un festival.
- A6. On va dédier une place à Sophie Star.
- A7. Le maire a décidé de fonder *Une maison pour tous*.
- A8. On va fonder un musée.
- A9. La personne dont il est question a fondé une maison de production.
- A10. Bientôt dans la région on va créer une association pour ceux qui n'ont pas de maison.

Задания A11-A15.

Вам предстоит прослушать фрагменты интервью. Каждый фрагмент соответствует заданию. Вам необходимо определить, на какой вопрос отвечает интервьюируемый, выбрав один из вариантов в бланке заданий и отметить свой выбор в бланке ответов. Тексты будут звучать один раз. Для внесения решения в бланк ответов вам отводится 45 секунд.

Задания A11, A12 и A13 относятся к интервью с певцом рок-группы.

- 1) Сразу ли пришел успех к группе?
- 2) Как называется их новый альбом?
- 3) Сколько песен в их новом альбоме?
- 4) В каких городах они дали концерты?
- 5) Что музыканты вкладывают в понятие рок-музыки?

Задания A14 и A15 относятся к интервью с представителем турфирмы.

- 1) Какой регион Франции посетят туристы?
- 2) Какие города они посетят?
- 3) В каком отеле они поселятся?
- 4) Будет ли у них свободное время?
- 5) Смогут ли они спокойно порыбачить?

Раздел II. Лексико-грамматические задания.

Задания A16-A20.

Дополните предложения, выбрав необходимые по смыслу слово из четырех предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

A16. Elle fait toujours d'excellentes tartes ... pommes.

- | | | | |
|------|--------|----------|---------|
| 1) à | 2) aux | 3) à des | 4) à la |
|------|--------|----------|---------|

A17. La valise mystérieuse trouvée par la police était bourrée ... billets de banque.

- | | | | |
|--------|--------|-------|------|
| 1) aux | 2) des | 3) de | 4) à |
|--------|--------|-------|------|

A18. Elle a acheté des rideaux ...

- | | | | |
|-----------|------------|----------|------------|
| 1) orange | 2) oranges | 3) orang | 4) oranges |
|-----------|------------|----------|------------|

A19. Nicolas s'est fait de nombreux amis et il ... tient.

- | | | | |
|--------|---------|-------|------|
| 1) les | 2) leur | 3) en | 4) y |
|--------|---------|-------|------|

A20. Ce sont des héros ... l'on raconte l'histoire depuis des siècles.

- | | | | |
|-------|--------|--------|---------|
| 1) où | 2) qui | 3) que | 4) dont |
|-------|--------|--------|---------|

A21. Elle ... insupportable.

- 1) a devenu 2) a devenue 3) est devenu 4) est devenue

A22. La route que nous avons ... était tranquille.

- 1) prit 2) prite 3) pris 4) prise

A23. Au cours de la réunion électorale, le candidat expliqua à ses auditeurs qu'il ne leur cacherait pas que la situation ... complexe.

- 1) est 2) sera 3) était 4) soit

A24. Nous réussirions sans doute si nous ... avec zèle.

- 1) étudions 2) étudiiions 3) étudierons 4) étudirions

A25. Je n'aime pas qu'on me ... pour un imbécile!

- 1) prends 2) prenne 3) prendra 4) prendrait

Дополните следующий ниже текст, выбрав один из предложенных вариантов решения. Отметьте свой выбор в бланке ответов.

Dans la vie de maître Corniche il y avait quelque chose (A26) ... n'était pas clair. Depuis longtemps personne, au village, ne (A27) ... portait plus de blé, et pourtant (A28) ... ailes de son moulin allaient toujours leur train comme avant... Le soir, on (A29) ... par les chemins le vieux meunier poussant devant lui son âne (A30) ... de gros sacs de farine.

A.Daudet, *Le secret de maître Corniche*

A26.

- 1) qui 2) que 3) dont 4) où

A27.

- 1) le 2) lui 3) les 4) à lui

A28.

- 1) le 2) la 3) les 4) des

A29.

- 1) rencontrait 2) racontait 3) rentrait 4) revenait

A30.

- 1) chargeant 2) en chargeant 3) chargé 4) rempli

Раздел III. Понимание прочитанных текстов.

Задания A31-A50.

Прочтите следующие тексты (№1, №2, №3) и ответьте на вопросы, следующие за текстами, выбрав один из предложенных вариантов ответа. Отметьте свой выбор в бланке ответов.

Текст №1.

Lettre à un voisin malheureux.

Cher voisin,

J'ai bien reçu votre mot. Je reconnais que cette soirée était quelque peu bruyante et que j'aurais dû vous inviter, et je vous prie de m'en excuser, mais j'avais cru comprendre que vous n'aimiez pas le rock'n roll. Quant à vos autres remarques, permettez-moi de vous trouver quelque peu, disons, pointilleux. Je reconnais bien volontiers qu'il est pénible d'être tiré de son premier sommeil par des bruits de pas. Néanmoins, comment pouvez-vous croire une seconde que je cherche délibérément à perturber votre repos? A la suite de vos remarques précédentes, j'ai fait remplacer tous les fers de mes semelles par des coussinets de caoutchouc. Vous me reprochez de ne pas utiliser de patins ou de charentaises, mais il faut quand même que je sois rentré dans mon appartement et que j'aie eu le temps de retirer mes chaussures. Ces temps-ci, les exigences de mon emploi du temps me conduisent à regagner le domicile vers 21h30-22h, ce qui ne me semble pas une heure excessivement avancée, même si je conçois qu'elle corresponde au début de votre premier sommeil. Mais encore une fois, ne voyez aucune intention malveillante dans mon attitude. J'ai étudié votre suggestion concernant la pose d'une moquette, bien que je sois allergique aux synthétiques. Malheureusement, le devis que j'ai fait établir dépasse mes moyens actuels, sauf à utiliser des matériaux bon marché qui risquent de redéclencher ma toux chronique. Je me permets de vous rappeler que cette toux vous avait également incommodé par le passé, et que la moquette nous ramènerait donc à un problème ancien... Pourriez-vous admettre que la perfection n'est pas de ce monde? Avec mes meilleurs sentiments, votre voisin du dessus.

M. de Pracontal, *Le Nouvel Observateur*

A31. Quelle sorte de lettre avez-vous lue?

- | | |
|----------------------------|-----------------------------|
| 1) une lettre d'invitation | 2) une lettre de motivation |
| 3) une lettre d'excuse | 4) un faire-part |

A32. Quel est le ton du texte?

- | | | | |
|-------------|---------------|-------------|------------|
| 1) ironique | 2) pathétique | 3) tragique | 4) lyrique |
|-------------|---------------|-------------|------------|

A33. Quels termes sont employés dans le texte?

- | | |
|-----------------------------|-----------------------|
| 1) les termes scientifiques | 2) le langage soutenu |
| 3) les mots régionaux | 4) l'argot |

A34. Qu'est-ce que l'expéditeur envisage de faire avec sa lettre?

- 1) Il s'excuse sincèrement auprès de son voisin.
- 2) Il se moque de son voisin.
- 3) Il demande des renseignements à son voisin.
- 4) Il demande un conseil à son voisin.

A35. Qu'est-ce qui a précédé cette lettre?

- 1) une visite à l'opéra
- 2) une visite au théâtre
- 3) un concert de rock'n roll
- 4) une soirée dans l'appartement de l'expéditeur

A36. L'expéditeur de la lettre comment a-t-il réagi aux remarques de son voisin?

- 1) Il s'est acheté des patins et des charentaises.
- 2) Il s'est acheté de nouvelles chaussures.
- 3) Il a fait faire de nouvelles semelles pour ses chaussures.
- 4) Il prend l'habitude de rentrer plus tôt dans sa demeure.

A37. Le destinataire qu'est-ce qu'il avait encore proposé à son voisin?

- 1) poser une moquette
- 2) mettre un tapis au mur
- 3) déménager
- 4) aller faire une soirée ailleurs

A38. Pourquoi l'expéditeur ne l'a pas accepté?

- 1) Il manque d'argent.
- 2) Il manque de temps.
- 3) Il ne sait rien faire.
- 4) Il veut bientôt déménager.

Текст № 2.

Un volcanologue.

Pour moi la vulgarisation fait parti du métier du chercheur. Je me rappelle que j'étais un véritable gamin. J'avais dix-huit ans. Je venais de découvrir un sport nouveau pour moi, que j'ai pratiqué avec passion pendant des dizaines d'années et qui était l'escalade rocheuse de la haute montagne ; et, évidemment, comme c'était du roc, ça faisait de la géologie donc j'approfondissais de la géologie. En grim pant, j'essayais d'expliquer à mes copains de cordée quand nous nous retrouvions à une plate-forme et qu'on avait quelques minutes à attendre la suivante, j'essayais d'expliquer les pourquoi géologiques de la falaise dans laquelle nous étions, des cassures qu'il y avait etc., etc. Je venais de l'apprendre moi-même, je venais de le découvrir, j'essayais de le faire partager par les copains. J'ai toujours eu ce désir-là. Et quand j'ai découvert dix-huit ans, seize ans plus tard le phénomène éruptif, le premier mars mil neuf cent quarante-huit à Goma, j'étais tellement stupéfait par la splendeur fabuleuse du phénomène mais aussi par sa puissance colossale incroyable et par les questions d'ordre scientifique que ce phénomène me posait que je me suis dit : il faut que je raconte ça, que j'explique ça aux gens.

Jacqueline Remy, *Express*, 2002.

A39. Quel âge donnez-vous à ce personnage?

- | | |
|-----------|-------------------|
| 1) 18 ans | 2) 20 ans |
| 3) 40 ans | 4) plus de 60 ans |

A40. Quelle est la nature de ce document?

- | | |
|--------------------------------|-------------------------------|
| 1) Il s'agit d'une conférence. | 2) Il s'agit d'une interview. |
| 3) Il s'agit d'un débat. | 4) Il s'agit d'un rapport. |

A41. Quel est le ton utilisé?

- | | |
|---------------|-----------------|
| 1) neutre | 2) humoristique |
| 3) didactique | 4) passionné |

A42. Quand a-t-il commencé à expliquer aux autres les phénomènes qu'il observe?

- 1) Quand il a lu un ouvrage qui l'a bouleversé.
- 2) Quand il a fait sa première escalade.
- 3) Quand il a découvert le phénomène éruptif à Goma.
- 4) Quand il a commencé à travailler.

A43. Quel sport a-t-il pratiqué avec passion?

- | | |
|----------------|--------------------|
| 1) la natation | 2) l'athlétisme |
| 3) l'alpinisme | 4) le parachutisme |

Texte N° 3.

Mimosa, clown matheux.

Quand on est premier de sa classe en terminale C, la voie est toute tracée : maths sup, maths spé, grande école, et une place au soleil. Seulement cette carrière, Hervé Le Marchand n'en a pas voulu. Après avoir décroché son diplôme de centralien, et travaillé pendant quatre ans comme ingénieur informaticien, il a décidé de changer radicalement de cap. Pour devenir Mimosa, clown et magicien professionnel. «Ce fut une vocation tardive, explique-t-il. Paradoxalement, c'est grâce à Centrale que j'ai eu la révélation. Un peu par hasard, je me suis inscrit au club de magie proposé par l'école, et j'ai tout de suite senti que ça marchait bien». Hervé persévère. Tandis qu'il intègre sa première entreprise, il apprend, pendant des heures de liberté, le jonglage, l'équilibrisme, l'acrobatie sur monocycle. Il commence à monter quelques spectacles, deux ou trois par mois en plus des numéros de rue. «ça ne suffisait pas pour vivre, bien sûr, mais ça me prenait beaucoup de temps. J'ai donc dû me mettre à temps partiel, ce qui était très mal vu, à l'époque». Petit à petit Mimosa se fait un nom dans la profession de clown, et, en 1999 ; c'est sa consécration : il remporte le prix spécial lors du prestigieux Festival mondial du cirque de demain. Il comprend alors qu'il ne peut plus continuer à mener cette insolite double vie. Il fait donc le choix d'assumer sa passion à plein temps, quitte à recommencer à zéro financièrement. «Ma mère, surtout, a été très déçue. A ses

yeux, je gâchais ma vie. Le reste de ma famille était plus compréhensif, mais personne ne m'a vraiment pris au sérieux. Pourtant c'est ma vie et je ne pourrais plus faire marche arrière». Mimosa, 36 ans, n' a pas totalement tiré un trait sur son passé. Ses connaissances en informatique lui ont permis de réaliser un programme sur Mac, sorte de répertoire des événements du spectacle. Mais ce même passé suscite méfiance et jalousie de ses confrères. «On m'a parfois appelé *clown bourgeois*», soupire-t-il. Son oeil s'allume : »J'ai toujours été en décalage avec mon milieu».

Angéline Vautier, *L'Express*

A44. En quelle matière Hervé était-il premier dans la classe terminale?

- | | |
|---------------------|-----------------------|
| 1) en latin | 2) en EPS |
| 3) en mathématiques | 4) en arts plastiques |

A45. Pendant combien d'années a-t-il travaillé comme informaticien?

- | | | | |
|---------|----------|----------|-----------|
| 1) 2ans | 2) 4 ans | 3) 6 ans | 4) 10 ans |
|---------|----------|----------|-----------|

A46. Qui est-il devenu après avoir changé de métier?

- | | | | |
|-------------|--------------|--------------|-------------|
| 1) musicien | 2) physicien | 3) boulanger | 4) magicien |
|-------------|--------------|--------------|-------------|

A47. Qu'est-ce que le nouveau métier a remporté à Hervé Le Marchand?

- | | |
|------------------|---------------|
| 1) la victoire | 2) le prix |
| 3) les suffrages | 4) la fortune |

A48. Quelle était la réaction de sa mère quand elle a appris que son fils avait changé de métier?

- 1) Elle était contente de son choix.
- 2) Elle était chagrinée de son choix.
- 3) Elle était ravie de son choix.
- 4) Elle était étonnée de son choix.

A49. Qu'est-ce que sa formation d'informaticien lui a permis de réaliser?

- | | |
|------------------|-----------------|
| 1) un film vidéo | 2) un festival |
| 3) un logiciel | 4) un spectacle |

A50. Quelle est l'attitude des nouveaux collègues d'Hervé Le Marchand envers son succès?

- | | |
|---------------------------|-----------------------|
| 1) Ils sont indifférents. | 2) Ils sont jaloux. |
| 3) Ils sont mécontents. | 4) Ils sont indignés. |

Часть В

Прочтите текст. Скобками обозначено пропущенное слово. Выберите подходящее слово из предложенных в правой колонке слов, при необходимости изменяя его. Слово из правой колонки может быть использовано только один раз. Внимание! В правой колонке два слова лишние. Свой вариант ответа запишите в бланк ответа рядом с номером пропуска (B1-B10), начиная с первого окошка.

Каждую букву пишите в отдельном окошке по приведенным образцам:

A Â Ã B C Ç D E Ê Ë Ò F G H I J K L M N O Ô P Q R S T U Û Ü V W X Y Z

Rêves de vélo.

J'ai longtemps rêvé de posséder une bicyclette... Toutes les (B1) ... , c'était le même rêve : mon père m'avait enfin acheté le vélo. Et le vélo était là, dans ma (B2) ... , devant mon lit, soigneusement accoté. Je le (B3) ... , sous la fenêtre, ne touchant que par la selle et une poignée de guidon. Il était là. C'était (B4) ... précis que je me disais : « Cette fois, c'est vrai, tu ne (B5) ... pas ». j'allumais. Le vélo n'étais pas là... J'ai fait ce songe, régulièrement, deux ou trois (B6) ... et puis, mon père m'en a acheté un. Mon vélo flambant (B7) ... , qui sentait bon l'huile fine, je l'ai monté dans ma chambre. Je l'ai mis (B8) ... la fenêtre, en face de mon lit. A partir de ce moment-là, je me suis mis à rêver que je n'avais pas le vélo dans ma chambre. Toutes les nuits , je me disais: « Ce n'est pas vrai, tu (B9) ... le rêve. Ton vélo n'est pas là », et j'allumais pour vérifier que le vélo était bien là. Il est même arrivé que je me lève pour aller le toucher, pour faire tourner le (B10) ... et je me rendormais souriant, l'oreille comblée par le cliquetis si doux de la chaîne.

allumer
an
chambre
continuer
neuf
nuit
pédalier
rêver
sous
tellement
toucher
voir

J.P. Chabrol, *Contes d'Outre-temps.*

ПРАВИЛЬНЫЕ ОТВЕТЫ К ТЕСТАМ ПО АНГЛИЙСКОМУ ЯЗЫКУ

№ вар.	Номера заданий																						
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23
1	2	2	1	3	1	2	2	1	1	3	2	4	2	4	5	1	2	2	3	1	1	3	4
2	2	2	1	3	1	2	2	1	1	3	2	4	2	4	5	2	4	1	1	2	3	1	4
3	2	2	1	3	1	2	2	1	1	3	2	4	2	4	5	3	3	1	3	3	1	3	1
4	2	2	1	3	1	2	2	1	1	3	2	4	2	4	5	2	4	4	3	1	4	1	4
5	2	2	1	3	1	2	2	1	1	3	2	4	2	4	5	2	2	4	4	4	1	4	2

№ вар.	Номера заданий																						
	A24	A25	A26	A27	A28	A29	A30	A31	A32	A33	A34	A35	A36	A37	A38	A39	A40	A41	A42	A43	A44	A45	A46
1	4	4	1	2	2	2	3	1	3	1	4	2	3	4	1	3	4	1	3	3	3	1	1
2	3	4	1	2	2	2	3	3	4	2	3	2	4	3	4	3	3	1	3	2	3	2	4
3	2	2	1	3	4	3	1	1	3	4	3	2	2	4	3	3	1	1	4	2	2	4	4
4	3	2	4	3	2	4	1	3	2	4	1	2	4	2	1	3	4	2	3	1	4	2	4
5	1	4	2	1	1	3	4	3	1	2	4	2	3	4	2	2	3	4	1	3	1	2	3

- Вариант № 1. B1 - V; B2 - V; B3 - been; B4 - V; B5 - V; B6 - like; B7 - if; B8 - was;
B9 - be; B10 - V
- Вариант № 2. B1 - V; B2 - going; B3 - V; B4 - that; B5 - from; B6 - V; B7 - in; B8 - almost;
B9 - V; B10 - V
- Вариант № 3. B1 - the; B2 - V; B3 - like; B4 - about; B5 - her; B6 - on; B7 - V; B8 - of;
B9 - myself; B10 - with
- Вариант № 4. B1 - when; B2 - V; B3 - who; B4 - over; B5 - V; B6 - own; B7 - V; B8 - all;
B9 - a; B10 - V
- Вариант № 5. B1 - about; B2 - to; B3 - V; B4 - just; B5 - V; B6 - some; B7 - to; B8 - V;
B9 - kind; B10 - V

ПРАВИЛЬНЫЕ ОТВЕТЫ К ТЕСТАМ ПО НЕМЕЦКОМУ ЯЗЫКУ

№	Номера заданий																						
вар.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23
1	1	1	3	2	1	1	2	1	1	3	4	2	2	2	2	1	1	3	3	4	3	3	4
2	1	1	3	2	1	1	2	1	1	3	4	2	2	2	2	4	4	3	3	2	1	2	4
№	Номера заданий																						
вар.	A24	A25	A26	A27	A28	A29	A30	A31	A32	A33	A34	A35	A36	A37	A38	A39	A40	A41	A42	A43	A44	A45	A46
1	4	1	2	2	4	4	2	3	1	2	1	4	2	2	4	4	1	1	1	1	2	2	1
2	1	4	4	2	2	1	2	1	2	3	1	4	1	3	1	3	1	3	2	1	1	1	1
№	Номера заданий				Вариант № 1. B1 - spannender; B2 - ist; B3 - vierten; B4 - verspricht; B5 - Buchhandlungen; B6 - normaler; B7 - verloren; B8 - einen; B9 - muss; B10 - der																		
вар.	A47	A48	A49	A50																			
1	3	3	2	3																			
2	2	1	1	4																			

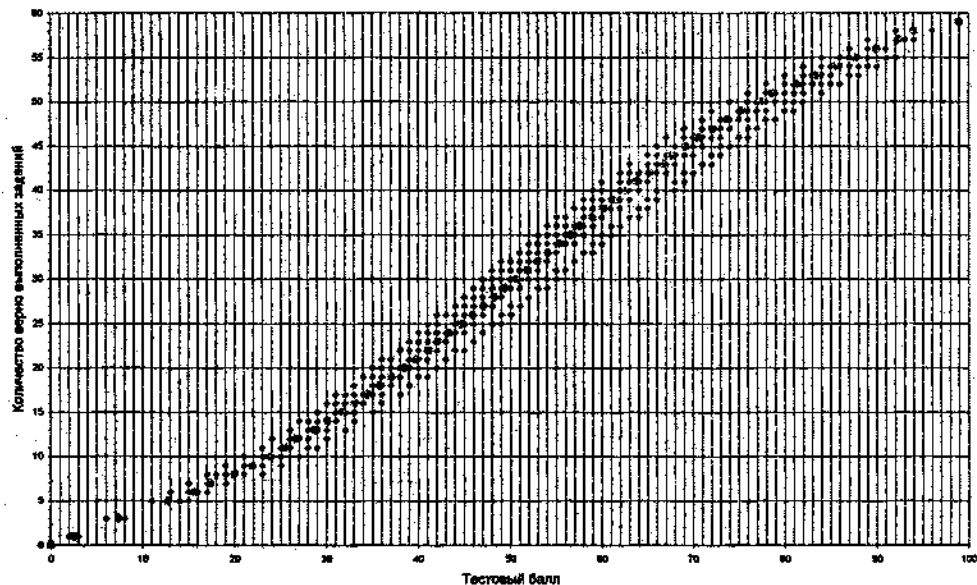
Bspaar Nr 2. B1 - allen; B2 - Gäste; B3 - einen; B4 - der; B5 - der; B6 - luden; B7 - war;
B8 - korrigiert; B9 - erhielten; B10 - hervorragende

ПРАВИЛЬНЫЕ ОТВЕТЫ К ТЕСТАМ ПО ФРАНЦУЗСКОМУ ЯЗЫКУ

N°	Numéros des épreuves																						
var.	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23
1	1	1	3	2	3	1	2	3	3	2	1	3	5	1	5	2	3	1	4	4	4	4	3
N°	Numéros des épreuves																						
var.	A24	A25	A26	A27	A28	A29	A30	A31	A32	A33	A34	A35	A36	A37	A38	A39	A40	A41	A42	A43	A44	A45	A46
1	2	2	1	2	3	1	3	3	1	2	2	4	3	1	1	4	2	4	2	3	3	2	4
N°	Numéros des épreuves				Variantes des épreuves																		
var.	A47	A48	A49	A50	Variantes des épreuves																		
1	2	2	3	2	Variantes des épreuves																		

Variant № 1. B1 - Nuits; B2 - Chambre; B3 - Voyais; B4 - Tellement; B5 - Rêves;
B6 - Ans; B7 - Neuf; B8 - Sous; B9 - Continues/Vois; B10 - pédalier

Соответствие количества верных ответов на задания теста величине тестового балла.



(величина конкретного тестового балла определяется с учетом трудности и дифференцирующей силы верно выполненных тестовых заданий)

а - зависимость среднего тестового балла от количества верно выполненных тестовых заданий

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ**

ЦЕНТР ТЕСТИРОВАНИЯ

Почтовый адрес: 119991, Москва,
Ленинский проспект, д. 6, стр. 7
Телефон: (095) 363-60-55, Факс (095) 237-60-02
E-mail: test@rustest.ru

02.05.2003 № 111

Рекомендации
по переводу тестового балла централизованного тестирования (вузовского)
в пятибалльную шкалу оценок в 2003 году

Предмет	Пятибалльная шкала				Средний балл
	2	3	4	5	
	Интервал тестовых баллов/процент учащихся, набравших соответствующий тестовый балл				
1. Русский язык	0-41	42-52	53-70	71-100	50
	26,0%	36,7%	33,9%	5,3%	
2. Математика	0-37	38-52	53-79	80-100	50
	23,9%	36,4%	34,5%	5,1%	
3. Физика	0-40	41-51	52-77	78-100	50
	26,9%	35,4%	32,3%	5,3%	
4. Химия	0-36	37-53	54-82	83-100	50
	25,5%	35,8%	33,5%	5,2%	
5. Информатика	0-40	41-51	52-77	78-100	50
	25,5%	35,6%	33,7%	5,2%	
6. Биология	0-42	43-51	52-71	72-100	50
	24,7%	36,1%	32,2%	5,0%	
7. История России	0-41	42-51	52-73	74-100	50
	24,3%	37,4%	33,3%	5,0%	
8. География	0-42	43-51	52-72	73-100	50
	27,6%	34,2%	33,0%	5,2%	
9. Английский язык	0-41	42-53	54-70	71-100	50
	26,2%	37,0%	31,2%	5,6%	
10. Немецкий язык	0-38	39-53	54-78	77-100	50
	25,3%	37,2%	32,1%	5,4%	
11. Французский язык	0-38	37-54	55-78	78-100	50
	25,6%	35,5%	33,5%	5,4%	
12. Обществознание	0-42	43-53	54-69	70-100	50
	26,8%	35,6%	32,3%	5,2%	
14. Математика II	0-42	43-51	52-71	72-100	50
	25,6%	35,1%	33,8%	5,5%	
15. Физика II	0-40	41-51	52-72	73-100	50
	25,1%	35,8%	33,7%	5,5%	
16. Русский язык II	0-40	41-53	54-72	73-100	50
	25,7%	34,4%	34,3%	5,5%	
17. Химия II	0-41	42-52	53-73	74-100	50
	27,1%	35,2%	32,1%	5,6%	
19. Биология II	0-39	40-53	54-78	79-100	50
	25,5%	37,2%	32,1%	5,1%	

Директор
Центра тестирования
Минобразования России



В. А. Хлебников