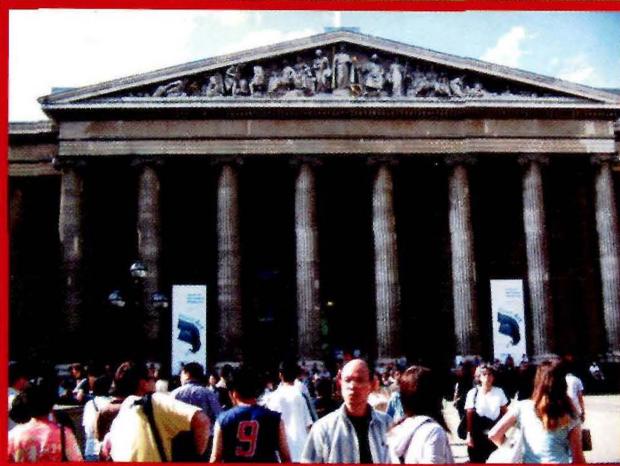




# АНГЛИЙСКИЙ ЯЗЫК 10 КЛАСС

**СБОРНИК ТРЕНИРОВОЧНЫХ И ПРОВЕРОЧНЫХ ЗАДАНИЙ**

**(В ФОРМАТЕ ЕГЭ)**



**Ю.С. Веселова**

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### **Ю.С. Веселова**

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В сборнике представлены различные типы заданий для развития и совершенствования коммуникативных умений учащихся по английскому языку в четырех основных видах деятельности (аудирование, чтение, письмо, говорение), а также для отработки лексических и грамматических навыков с учетом требований для сдачи Единого Государственного экзамена.

Сборник предназначен для учащихся 10 классов школ разного типа, хотя некоторые задания имеют уровень повышенной сложности. Также сборник может быть использован для самостоятельной подготовки к ЕГЭ по английскому языку и для повторения изученного материала, полученного на уроках английского языка, и индивидуальных занятий с учащимися.

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## ВВЕДЕНИЕ

«Сборник тренировочных и проверочных заданий. Английский язык. 10 класс» (Формат ЕГЭ) предназначен для подготовки учащихся 10 класса общеобразовательных школ разного типа, а также для самостоятельной подготовки к Единому Государственному экзамену по английскому языку и индивидуальных занятий.

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

Сборник состоит из 6 разделов:

Раздел 1 – Аудирование

Раздел 2 – Чтение

Раздел 3 – Грамматика и лексика

Раздел 4 – Письмо

Раздел 5 – Дополнительные упражнения по грамматике

Раздел 6 – Рекомендации по выполнению заданий

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

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

В разделе Чтение представлены аутентичные тексты различных жанров, с помощью которых формируются и отрабатываются навыки общего понимания текстов и объявлений, умение понимать логические связи между предложениями и между частями текста, задания на полное понимание прочитанного текста. В раздел включены 4 задания, соответствующие заданиям типа В2 на установление соответствия, 4 заданий типа В3 на понимание структурно-смысловых связей в тексте и 4 заданий уровня А15–21 на понимание логических связей в тексте, а также на умение делать выводы из прочитанного текста. Учащиеся должны ответить на 7 вопросов с множественным выбором ответа.

Раздел Грамматика и лексика полностью отображает типовые задания ЕГЭ по английскому языку. В раздел включены 6 заданий, соответствующие заданиям типа В4–10, в которых проверяется владение видовременными формами глаголов, личными и неличными формами глаголов, формами числительных, формами местоимений и т.д. Также в разделе содержатся 9 заданий, которые соответствуют заданиям группы В11–16, на проверку владения способами словообразования, и 6 заданий на умение употреблять лексические единицы с учетом сочетаемости слов в коммуникативном контексте, которые соотносятся с заданиями А22–28 с множественным выбором варианта ответа.

В разделе Writing представлены различные виды письменных заданий, соответствующие заданиям С1 и С2 ЕГЭ. В сборнике представлены 3 задания на написание писем личного характера, 3 задания на написание сочинений с аргументацией «за» и «против» и 3 задания на написание сочинений с элементами рассуждения. В сборник также включены рекомендации по выполнению соответствующих заданий.

В разделе Дополнительные упражнения включены упражнения на повторение видовременных форм глаголов в активном и пассивном залогах, упражнения на придаточные предложения – то есть на наиболее распространенные ошибки, допускаемые учащимися при ответах

на вопросы заданий группы В4–10 и В3. В сборнике также содержится таблица неправильных глаголов английского языка, которую целесообразно использовать при выполнении заданий.

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

*Автор и составитель Ю.С. Веселов*

# АУДИРОВАНИЕ

## Упражнение 1

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

**You will hear six people talking about how computers have affected our lives.**

- A They have made it possible to get information immediately.
- B They have reduced the amount of leisure time people have.
- C They have provided lots of new kinds of entertainment.
- D They have made it too easy to spend money.
- E They have reduced the amount of privacy people have.
- F They have affected the family life of many people.
- G They have only affected the lives of some people.

говорящий	1	2	3	4	5	6
утверждение						







## Упражнение 5

*Вы услышите интервью с писательницей. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.*

- A8** Alice became a writer because
- 1) she was always writing stories as a child.
  - 2) she wanted to do what her aunt did.
  - 3) she was keen to do any job that did not involve routine.
- A9** What does Alice say about learning to be a writer?
- 1) The writing courses she did were a waste of time.
  - 2) She learnt to write by doing it.
  - 3) She found it harder than she expected.
- A10** What does she say has been a problem for her?
- 1) learning to use a computer
  - 2) finding a reliable editor
  - 3) promoting her books
- A11** What does Alice like most about being a writer?
- 1) the fact that she has become quite famous
  - 2) the unpredictable nature of the work
  - 3) the freedom to choose when she works
- A12** What does she say about the money that she earns?
- 1) She makes sure that she saves some of it.
  - 2) She dislikes the system of payment.
  - 3) She finds it difficult to live on.
- A13** What does she say about travel?
- 1) She wishes she had more time for it.
  - 2) She can't afford to do it very often.
  - 3) She feels it interferes with her work.
- A14** Which of the following best describes Alice's attitude to her job?
- 1) She thinks she isn't capable of doing another job.
  - 2) She regards it as more difficult than just a job.
  - 3) She thinks that her income from it should be higher.

## Упражнение 6

*Вы услышите рассказ молодого человека о посещении костюмированной вечеринки. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды.*

- A8** One of the people invited to the party
- 1) had met Charlie in Australia.
  - 2) was related to Charlie.
  - 3) hadn't seen Charlie for twelve years.
- A9** People were asked
- 1) to keep party a secret from Charlie.
  - 2) to send a written reply to the invitation.
  - 3) to give their invitations to others if they couldn't come.
- A10** The speaker doesn't think Charlie knew about the party because
- 1) he reacted with real surprise.
  - 2) he wasn't wearing a fancy dress costume.
  - 3) he was angry about the way people were dressed.
- A11** The speaker thinks his outfit was a success because
- 1) very few people spoke to him.
  - 2) very few people knew who he was.
  - 3) there were three other people dressed the same way.
- A12** Charlie went to the disco where the party was held because
- 1) he knew they played a lot of seventies music.
  - 2) he expected to meet up with some friends there.
  - 3) his girlfriend had bought him a new outfit.
- A13** One idea the narrator particularly liked was
- 1) encouraging the guests to bring their cameras.
  - 2) getting the guests to have their photos taken.
  - 3) providing cameras for the guests to take photos.
- A14** The speaker says that the girl called Lidia he met at the party
- 1) had just broken up with her boyfriend.
  - 2) is one reason he started to feel better.
  - 3) hasn't been out with him yet.

# ЧТЕНИЕ

## Упражнение 1

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

### WILL THE REAL MONA LISA PLEASE STAND UP?

- |  |   |
|--|---|
| <b>A</b> A dishonest craftsman                               | <b>E</b> Are all the da Vincis by da Vinci? |
| <b>B</b> Would <i>Mona Lisa</i> pass a scientific test?      | <b>F</b> An international conspiracy        |
| <b>C</b> A mysterious theft                                  | <b>G</b> The <i>Mona Lisa</i> comes home    |
| <b>D</b> A successful conspiracy – a fake <i>Mona Lisa</i> ? |   |

- 1 The paintings of renaissance scientist, inventor and musician Leonardo da Vinci have always attracted controversy. Only 14 works have ever been attributed to him and experts have questioned the authenticity of several. Not even such a famous painting as the *Mona Lisa* is above suspicion. It is neither signed nor dated and no record of subsequent payment to Leonardo has been found.
- 2 The painting, believed to be a portrait of the wife of a Florentine merchant, is dated at about 1502. It has been on public display in the Louvre since 1804. Now housed in a bullet-proof glass case, it has always been surrounded by tight security. Even so, on 24 August 1911, it was stolen. Initial leads came to nothing and no clues to the thief's motives or the whereabouts of the picture materialized for fifteen months. At one point Picasso, then relatively unknown, came under suspicion, but there was no evidence to suggest that he did anything more serious than 'borrow' some neglected tribal pieces from the museum.
- 3 In November 1913, Florentine art dealer Alfredo Geri received a letter from someone claiming they had the *Mona Lisa*. The writer of the letter was prepared to sell it back to Italy for 500,000 lire. Geri contacted the director of the Uffizi museum in Florence, who arranged a meeting with the person turned out to be an Italian carpenter, Vincenzo Peruggia, who had been commissioned by the Louvre to make the painting's protective wooden box. He had been able to steal the famous work of art because he knew the museum's routine so well. The *Mona Lisa* he produced was proclaimed genuine by the Uffizi and sent back to Paris. The big question was why did Peruggia wait so long before trying to sell the painting?
- 4 One explanation is that he was an accomplice of the international criminal Marques de Valfierno, who had copies made of the *Mona Lisa* while it was still in the Louvre. Once the theft was announced, Valfierno went to America where he sold 'the original *Mona Lisa*' six times over to wealthy collectors for two million dollars. Peruggia was left with the original painting and realizing that Valfierno was never going to contact him again, attempted to make some money by selling it. As for the American collectors, they couldn't complain for fear of revealing their involvement in the crime. Intriguingly a number of 'original *Mona Lisas*' have since turned up in America.

- 5 But there is another theory. Shortly after the theft, Parisian art dealer Eduard Jonas claimed he was in possession of the original *Mona Lisa*. He subsequently changed his story under threat of being charged with its theft and declared it a fake. Later, however, a British conman, Jack Dean, insisted that he had helped Peruggia steal the painting, but substituted a copy for the original before Peruggia took it to Italy. Dean claimed to have sold the original to a Paris art dealer. If Dean's story is true, and the Jonas incident gives it some support, then the painting now in the Louvre, surrounded by impregnable security systems and seen by thousands of visitors a day, is a forgery.
- 6 So, is there any way of knowing for certain? It would seem that there is. A method known as 'neutron activation analysis' has been used on a number of occasions to establish the authenticity of works of art. It involves bombarding the painting with neutrons so as to identify chemical elements in the paint. It can be used to determine exactly when a painting was produced since chemical elements in even tiny traces of paint vary according to the period of painting. If the directors of the Louvre chose to, they could put the painting's neutrons to the test and perhaps the real *Mona Lisa* would at least stand up.

1	2	3	4	5	6

## Упражнение 2

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

### SOLAR ENERGY: THE MYTHS? THE FACTS!

- A** Current solar devices aren't effective; a breakthrough is needed.
- B** Solar energy is too expensive.
- C** More energy is needed to manufacture solar equipment than is saved in its lifetime.
- D** Solar energy can only heat water.
- E** To collect enough solar energy requires large areas of collectors.
- F** Solar energy can't be used at night.
- G** There isn't enough solar energy to maintain our current lifestyle.
- H** Solar doesn't yet supply much energy on global scale.

Solar and other renewable energy supply options have the capability to supply a large proportion of our energy requirements. The increased use of renewable energy technologies will reduce pollutants and greenhouse-gas emissions as the energy is derived from the natural source of sun, wind, water and biomass.

#### 1 **MYTH:**

**REALITY:** Solar (renewable) energy includes the production of electricity and heat directly from solar radiation for many applications. Designing your house to use solar energy passively can provide 60% - 100% of your heating and cooking requirements. Solar cells, wind generators and hydro can supply electricity for any use. Biomass fuels include wood, alcohol, and methane for heating, electricity generation or transportation.

#### 2 **MYTH:**

**REALITY:** Solar heat can be stored in thermal mass so it is available on demand at any time. In a solar efficient designed house, the building elements themselves store the energy in their thermal mass for nighttime comfort and for cloudy days. Electricity from solar cells can be stored in batteries.

#### 3 **MYTH:**

**REALITY:** Some solar technologies require no additional costs. Some solar equipment costs less than conventional alternatives to buy and install and also has lower running costs. Solar equipment costs more up front, but is cheaper overall due to lower running and environmental costs.

#### 4 **MYTH:**

**REALITY:** While researchers continue to produce further improvement in a wide range of renewable energy technologies, the big breakthrough needed is equality of financing terms with conventional energy. There is a wide range of Australian and New Zealand solar water heaters which are amongst the best in the world.

**5 MYTH:**

**REALITY:** There is sufficient roof space on homes alone to produce the total electricity requirements using existing solar technology. Wind generators occupy only a small space for the tower with the rest of the land area being available for agricultural uses. Solar supply allows the use of small modules which can be accurately matched to the load and which minimise electricity distribution.

**6 MYTH:**

**REALITY:** Even ignoring the bias in the statistics, solar (renewable) energy supplies 28% of the world's energy now, made up of 14,4% biomass and 7,5% hydro. In comparison nuclear supplies 4,4%. Solar supplies all the energy used to grow plants, to evaporate water for rain and to maintain the temperature of the planet, all necessary for human life.

**7 MYTH:**

**REALITY:** A solar water heater will repay its energy 'debt' in only 6 to 18 months, depending on the location, and will last well in excess of fifteen years. Solar cells module will collect over its operating life four times the energy used in its production.

1	2	3	4	5	6

### Упражнение 3

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

#### MOLES HAPPY AS HOMES GO UNDERGROUND

- A Simulating a natural environment**
- B Demands on space and energy are reduced**
- C The plans for future homes**
- D Worldwide examples of underground living accommodation**
- E Some buildings do not require natural light**
- F Developing underground services around the world**
- G Homes sold before completion**
- H An underground home is discovered**

- 1 The first anybody knew about Dutchman Franck Siegmund and his family was when workmen tramping through a field found a narrow steel chimney protruding from the glass. Closer inspection revealed a chink of sky-light window among the thistles, and when amazed investigators moved down the side of the hill they came across a pine door complete with leaded diamond glass and a brass knocker set into an underground building. The Siegmund had managed to live undetected for six years outside the border-town of Breda, in Holland. There are the latest in a clutch of individualistic homemakers who have burrowed underground in search of tranquillity.
- 2 Most have been forced to dismantle their individualistic homes and return to more conventional lifestyles. But a Dutch-style houses are about to become respectable and chic. The foundations had yet to be dug, but customers queued up to buy the unusual part-submerged houses, whose back wall consists of a grassy mound and whose front is a long grass gallery.
- 3 The Dutch are not the only would-be moles. Growing numbers of Europeans are burrowing below ground to create houses, offices, discos and shopping malls. It is already proving a way of life in extreme climates; in winter months in Montreal, Canada, for instance, citizens can escape the cold in an underground complex complete with shops and even health clinics. In Tokyo builders are planning a massive underground city to be begun in the next decade, and underground shopping malls are already common in Japan, where 90 percent of the population is squeezed into 20 percent of the landscape.
- 4 Building big commercial buildings underground can be a way to avoid threatening a beautiful and 'environmentally sensitive' landscape. Indeed many of the buildings which consume most land – such as cinemas, supermarkets, theatres, warehouses or libraries – have no need to be on the surface since they do not need windows.

- 5 There are big advantages too, when it comes to private homes. A development of 194 houses which would take up 14 hectares of land above ground would occupy 2,7 hectares below it, while the number of roads would be halved. Under several metres of earth, noise is minimal and insulation is excellent.
  
- 6 In the US, where energy-efficient homes became popular after oil crisis of 1973, 10,000 underground houses have been built. A terrace of five homes, Britain's first subterranean development, is under way in Nottinghamshire. Italy's outstanding example of subterranean architecture is the Olivetti residential centre in Ivrea. Commissioned by Roberto Olivetti in 1969, it comprises 82 one-bedroomed apartments and 12 maisonettes and forms a house-hotel for Olivetti employees. It is built into a hill and little can be seen from outside except a glass façade. Patricia Vallecchi, a resident since 1992, says it is little different from living in a conventional apartment.
  
- 7 Not everyone adapts so well, and in Japan scientists at the Shimuzu Corporation have developed 'space creation' systems which mix light, sounds, breezes and scents to stimulate people who spend long periods below ground. Underground offices in Japan are being equipped with 'virtual' windows and mirrors, while underground departments in the University of Minnesota have periscopes to reflect views and light.

1	2	3	4	5	6

## Упражнение 4

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

### TRADITIONAL VIETNAMESE MEDICAL THEORY

- A Simple classification of foods**
- B Therapeutic use of foods**
- C Detailed classification of foods**
- D The development of Vietnamese medical theory.**
- E Cooling and heating foods**
- F Theory and practice in food classification**
- G The components of the body life forces**
- H The key definition in Vietnamese medicine**

- 1 The beliefs of Vietnamese folk medicine associate illness with the absence of any of the three souls which maintain life, intelligence, and the senses, or of the nine spirits which collectively sustain the living body.
- 2 A number of rituals performed at childbirth, which are aimed at protecting the mother and the infant from medical and magical dangers, derive from these beliefs, but they play a relatively limited role in medical behavior generally. Chinese medicine plays a major role in the maintenance and restoration of health and is observed by ethnic Vietnamese. Principles from Chinese medicine establish guidelines whereby good health may be maintained.
- 3 According to Vietnamese medical theory, the body has two vital and opposite life forces which capture the essence of yin (breath) and yang (blood) in accordance with the 'five phases' (wood, fire, earth, metal and water). The proper circulation and balance of the yin and yang ensure the healthy circulation of blood and thus good health; disharmony cause ill health. Illness, physical and mental, can be identified by the balance or excess of yin over yang or yang over yin.
- 4 Foods and medicine, also classified according to their reputed intrinsic nature as yin (cold) and yang (hot), may be taken therapeutically to correct the imbalance resulting from ill health, or to correct imbalance due to the overindulgence in a food manifestly excessively 'hot' or 'cold', or due to age or changed physiological status (for example, pregnancy).
- 5 Foodstuffs may also be identified as tonic or antitonic, toxic or poison, or as having wind. A further small group of foods are ascribed magical properties. Other foods may be classified as neutral or remain outside any classification system, and hence have no overt therapeutic use.
- 6 While the classification of foods as hot, cold, tonic, poison, windy, magic and neutral is based on the intrinsic nature of the foods, in practice they are identified predominantly according to their physical effects on the body. Ultimately, the system is both individual and arbitrary, and there appears no firm correlation to the raw and cooked states of the food, the method of cooking, the spiciness, or the calorific value of the food.

7 In general, leafy vegetables and most fruit are classified as cold and are said to cool the body; meat, condiments, alcohol, and fatty foods are classified as hot to heat the body. Tonic foods, believed to increase the volume of blood and to promote health and energy, include 'protein-rich' foods, high fat, sugar, fried food, sweet fruit, honey and rice, and medicines (alcohol and vitamins). Sour foods, and sometimes raw and cold foods, tend to be considered antitonic and are believed to deplete the volume of blood. Wind foods include raw foods, leafy vegetables, and fruit, and often are classified as cold; they reputedly cause wind illness such as rheumatism and arthritis. Beef, mutton, fowl, fish, glutinous rice, and long bananas are considered potentially toxic and may cause convulsions, skin irritation and infection.

1	2	3	4	5	6

Заполните пропуски 8 – 15 словами из текста. Вы можете использовать не более чем ТРИ СЛОВА для каждого пропуска.

#### TABLE OF FOOD CLASSIFICATION

<i>CLASS</i>	<i>FOOD</i>	<i>EFFECT</i>
<i>cold</i>	leafy vegetables, some fruit	cooling
<i>hot</i>	meat, alcohol, fatty foods	heating
8 _____	honey, rice	9 _____
10 _____	11 _____	deplete blood volume
<i>wind</i>	raw foods, fruit	12 _____
13 _____	beef, fowl	14 _____
15 _____	(not described)	(not described)

## Упражнение 5

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

### A FRIGHTENING EXPERIENCE

We had such a fright last summer when we arrived at our holiday destination. We had imagined a country cottage in a picturesque village, where we would be able to spend a quiet fortnight alone. However, when we arrived at the address 1 \_\_\_\_\_ we could not believe our eyes. The house was opened by a thin old lady, who was wearing a dirty old dress. She showed us into the living room, 2 \_\_\_\_\_, and then left us without saying anything. As it was late we went up to the bedroom, 3 \_\_\_\_\_. We tried to open the windows but they were tightly shut, so we got into the bed, and tried to get to sleep. After a short time we heard a noise and we looked up and saw a young man trying desperately to open the window just as we had done. When he saw us, he disappeared through the door, 4 \_\_\_\_\_. Our immediate reaction was to jump out of bed, grab our things and spend the night in the car. The next day we discovered that the man 5 \_\_\_\_\_ we had seen the night before had committed suicide by jumping out of the window in our bedroom forty years before. Every year since then, on the anniversary of his death, he had been seen in the room trying to open this window. Since then, however, his wife, the woman 6 \_\_\_\_\_, had kept the window locked, which is why nobody could open it.

- A     who had opened the door for us
- B     whose eyes seemed to be full of tears
- C     which was so hot we couldn't bear it
- D     which the travel agent had given us
- E     we had seen the night before
- F     which was full of old and dusty furniture and had no TV
- G     which we had shut before going to bed

1	2	3	4	5	6

## Упражнение 6

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

### BOY BREAKS INTO M15 COMPUTER SYSTEM

Max White is only ten years old, but he has the honour of being the youngest person 1 \_\_\_\_\_. Max, who is eleven next month, created havoc with M15's computer system and nearly caused a national emergency. Max just thought he was having fun.

Max was just six years old when his father bought him his first computer, which he used to play children's games on, but he quickly moved on to more exciting activities.

Max, 2 \_\_\_\_\_, had soon infiltrated all his father's confidential files. Max was too young to understand the seriousness of what he was doing.

Early in the morning he would creep into his father's office, closing the door gently behind him, and turn on the computer. He realized that different codes gave him access to certain files, and he soon discovered files 3 \_\_\_\_\_.

Keith Hamilton, 4 \_\_\_\_\_, monitored the progress of this unknown spy. He wondered what sort of super intelligence could break the codes 5 \_\_\_\_\_. But what he couldn't understand was why the spy made no attempts to close all the files behind him, thus making it obvious espionage was taking place.

The reason became apparent when they discover their so-called secret agent. Max didn't know how to close down the files, only how to open them. This incident has been an expensive lesson for M15, 6 \_\_\_\_\_.

Max doesn't really understand why everyone is making such a fuss, but he has promised to stick to Super Mario and Nintendo from now on.

- A whose father is the Chief Inspector of the Metropolitan Police
- B which they thought were indecipherable
- C that even his father was unaware of
- D playing a computer game
- E that has ever fooled the Security Services of M15
- F who is the Government Section Chief of M15
- G who have had to change their whole computer system

1	2	3	4	5	6

## Упражнение 7

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

### A HAPPY FAMILY AND A LONG LIFE

When Japan's Kamato Hongo died at the age of 116, she was the world's oldest woman. But Mrs Hongo seems to have had a perfectly normal life style, and there seems to be no particular reason for her to have lived for so long. She enjoyed things 1 \_\_\_\_\_, such as drinking tea, coffee and even a small amount of alcohol every day, 2 \_\_\_\_\_. So what was her secret?

After getting married, she stayed on Kagoshima, the island 3 \_\_\_\_\_, helping her husband on his farm. During her long life, Mrs Hongo gave birth to seven children, lived through three wars, and survived a volcano eruption on Kagoshima in 1914.

4 \_\_\_\_\_, she was happy and hated being away from her family. She always kept a close relationship with - all seven of her children, and in fact, 5 \_\_\_\_\_, she went to live with one of her daughters, Shizue, and her family.

Then, at the end of her long life Mrs Hongo seemed to think more about her early life than the present, and sometimes failed to recognize close relatives and friends 6 \_\_\_\_\_. She preferred to live in the past, and talk about her very happy childhood. Was happiness the secret of her long life?

- A despite her eventful life
- B who visited her
- C which are sometimes considered to be unhealthy
- D where she was born
- E which she decided to be the best style of life
- F although she did not smoke
- G when she could no longer look after herself

1	2	3	4	5	6

## Упражнение 8

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

### PICTURES AT THE EXHIBITION

There is a tendency to think of each of the arts 1 \_\_\_\_\_. Many artists, however, would testify to the fact that there has always been a warm relationship between the various spheres of human activity. For example, in the late nineteenth century the connection between music and painting were particularly close. Artists were commissioned to design costumes and sets for operas and ballet, but sometimes it was the musicians 2 \_\_\_\_\_. Of the musical compositions 3 \_\_\_\_\_, perhaps the most famous is Mussorgsky's Pictures at an Exhibition. Mussorgsky composed the piece in 1874 after the death, at the age of 39, of the artist Victor Hartmann. 4 \_\_\_\_\_, Mussorgsky was shattered by Hartmann's untimely death. The following year a critic, Vladimir Stasov, decided to hold an exhibition of Hartmann's work. He suggested that Mussorgsky try to soothe his grief by writing something to commemorate Hartmann's life and work. The exhibition served as Mussorgsky's inspiration. The ten pieces that make up Pictures at an Exhibition are intended as symbols 5 \_\_\_\_\_. Between each is a promenade, as the composer walks from one painting to another. The music is sometimes witty and playful, sometimes almost alarming and frightening, but always spellbinding. Through a range of startling contrasts, Mussorgsky managed to convey the spirit of the artist and his work. 6 \_\_\_\_\_, the composer Ravel, who had already managed to carry off successful adaptation of many works for solo instruments, wrote an orchestral version of Pictures at an Exhibition in 1922.

- A rather than representations of the paintings in the exhibition
- B although it was originally intended as a series of pieces for solo piano
- C as a separate area of activity
- D as they were very close to each other in arts
- E though their friendship had not been a particularly long-standing one
- F that were conceived as responses to the visual arts
- G who were inspired by the work of contemporary painters

1	2	3	4	5	6

## Упражнение 9

Прочитайте текст и выполните задания А1 – А6, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.

### GRAFFITI – A DANGEROUS WAY OF LIFE

*Scrawling graffiti is seen as a crime in the UK, yet in the US it has become a recognized art form.*

Just a few weeks ago eight graffiti gang members were convicted of causing £5,000 worth of damage on the London Underground. They are among more than 70 hard-core graffiti artists thought to be operating in London today. Most are aged under 20.

Graffiti artists, or 'graffers', operate in many British towns. They often work at night, covering walls, trains and railway stations with brightly painted murals or scrawls in spray paint and marker pen.

Some people regard graffiti as a form of vandalism and a menace. London Underground says that railusers find it ugly and offensive. It spends £2m a year dealing with graffiti, and has even introduced trains with graffiti-resistant paint. "We don't think it's artistic or creative – it's vandalism. It's a huge nuisance to our customers, and it's ugly and offensive," says Serena Holley, a spokeswoman for the London Underground. "It creates a sense of anarchy and chaos," says Richard Mandel, a barrister who prosecuted the graffiti gang. "Passengers feel as if the whole rail system is out of control."

British Transport Police has a graffiti unit designed to catch graffers in the act. It spent five months tracking down the recently prosecuted gang.

Graffiti art can also be a dangerous pastime. The London Underground says that some teenagers have died in accidents during nocturnal graffiti 'raids'.

However, others say that graffiti at its best is an art form. Art galleries in London and New York have exhibited work by increasingly famous graffiti artists. "Of course graffiti is art. There's no question about that," says David Grob, director of the Grob Gallery in London. Even some of those who think graffiti is wrong admit that graffers are talented. "It's just that their artistic talent is channeled in the wrong direction," says Barry Kogan, a barrister who represented Declan Rooney, one of the gang members.

There is a difference between 'good graffiti' and vandalism, says Dean Colman, a 24-year-old graffiti artist. "I'd never spray private property, like someone's house. Some graffiti are disgusting. There's a big difference between that and graffiti which can brighten up grey walls."

Dean makes a living as a graffiti artist. His days of illegal spraying are behind him, he says. He has worked on a television programme about graffiti, designed a series of government posters, and decorated nightclubs. He has exhibited his work at Battersea Arts Centre in London, and he has taught graffiti-spraying in youth clubs.

Dean sees himself as an artist, and thinks that graffiti art does not get due recognition. "There's no graffiti art in the Tate Gallery and there should be," he says. "Graffiti is as valid as any other art form."

- A1** The graffiti artists arrested recently in London were
- 1) put in prison.
  - 2) fined £5,000.
  - 3) wrongly accused.
  - 4) found guilty.
- A2** The attitude of London Underground is that graffiti
- 1) is a kind of art, but a problem because some passengers don't like it.
  - 2) is something to be stopped at all cost.
  - 3) is irritating but they have more serious problems to worry about.
  - 4) is causing the price of tickets to go up and therefore needs to be stopped.
- A3** The British Transport Police
- 1) have killed some 'graffers' by accident.
  - 2) spent a lot of time trying to catch a group of graffiti artists.
  - 3) have recently criticized the behavior of the London Underground.
  - 4) don't know what to do about the problem.
- A4** Bary Kogan, who defended one of the convicted graffiti artists, thinks they
- 1) should show their work in art galleries.
  - 2) should not have been convicted.
  - 3) should use their abilities in different ways.
  - 4) should be more careful when working in the Underground.
- A5** Dean Colman
- 1) has never broken the law.
  - 2) is concerned about how little he earns from his work with graffiti.
  - 3) would like to see graffiti taken more seriously by the art world.
  - 4) is worried about young people taking up graffiti-spraying.
- A6** The writer
- 1) is for people who draw graffiti.
  - 2) is against people who draw graffiti.
  - 3) points his opinion quite unclearly.
  - 4) supports the attitude of the London Underground towards graffers.

## Упражнение 10

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

### 101 WAYS TO AVOID STUDYING

The Six-o'clock-In-The-Evening-Enthusiastic-Determined-And-Well-Intentioned-Studier-Until-Midnight is a person with whom you are probably already familiar. At 6 o'clock he approaches his desk, and carefully organizes everything in preparation for the study period to follow. Having everything in place he next carefully adjusts each item again, giving himself time to complete the first excuse: he recalls that in the morning he did not have quite enough time to read all items of interest in the newspaper. He also realizes that if he is going to study it is best to have such small items completely out of the way before settling down to the task at hand.

He therefore leaves his desk, browses through the newspaper and notices as he browses that there are more articles of interest than he had originally thought. He also notices, as he leafs through the pages, the entertainment section. At this point it will seem like a good idea to plan for the evening's first break – perhaps an interesting half-hour programme between 8 and 8.30 p.m.

He finds the programme and it inevitably starts at about 7.00 p.m.

At this point, he thinks, "Well, I've had a difficult day and it's not too long before the programme starts, and I need a rest anyway and the relaxation will really help me to get down to studying ...". He returns to his desk at 7.45, because the beginning of the next programme was also a bit more interesting than he thought it would be.

At this stage, he still hovers over his desk tapping his book reassuringly as he remembers that phone call to a friend which, like the articles of interest in the newspapers, is best cleared out of the way before the serious studying begins.

The phone call, of course, is much more interesting and longer than originally planned, but eventually the intrepid student finds himself back at his desk at about 8.30 p.m.

At this point in the proceedings he actually sits down at the desk, opens the book with a display of physical determination and starts to read (usually page one) as he experiences the first pangs of hunger and thirst. This is disastrous because he realizes that the longer he waits to satisfy the pangs, the worse they will get, and the more interrupted his study concentration will be.

The obvious and only solution is a light snack. This, in its preparation, grows as more and more tasty items are piled onto the plate. The snack becomes a feast.

Having removed this final obstacle the desk is returned to with the certain knowledge that this time there is nothing that could possibly interfere with the following period of study. The first couple of sentences on page one are looked at again ... as the student realizes that his stomach is feeling decidedly heavy and a general drowsiness seems to have and a general drowsiness seems to have set in. Far better at this juncture to watch that other interesting half-hour programme at 10 o'clock after which the digestion will be mostly completed and the rest will enable him to *really* get down to the task at hand.

At 12 o'clock we find him asleep in front of the TV. Even at this point, when he has been woken up by whoever comes into the room, he will think that things have not gone too badly, for after all he has had a good rest, a good meal, watched some interesting and relaxing programmes, fulfilled his social commitments to his friends, digested the day's information, and got everything completely out of the way so that tomorrow, at 6 o'clock...

- A1** The student in fact reads the newspaper in order to
- 1) find out what is on TV.
  - 2) avoid beginning work.
  - 3) be able to work continuously without a break later.
  - 4) keep up-to-date with world events.
- A2** The student starts planning his first break
- 1) when he sits down at his desk at 6 o'clock.
  - 2) after working for a very short period.
  - 3) while he is reading the newspaper before starting work.
  - 4) at 7 p.m.
- A3** After he watches television, the student's study period is further delayed because
- 1) he has to make an important phone call.
  - 2) he phones a friend to avoid starting work.
  - 3) he realizes he won't be able to concentrate unless he calls his friend first.
  - 4) he finds what his friend says on the phone very interesting.
- A4** What does 'this final obstacle' refer to?
- 1) the feast he has just eaten
  - 2) the pangs of hunger and thirst he was experiencing earlier
  - 3) the phone call he made earlier
  - 4) feeling tired
- A5** The text suggests that the next day the person
- 1) will be able to study more efficiently.
  - 2) will not attempt to study.
  - 3) will do exactly the same thing.
  - 4) will feel guilty about wasting a whole evening.
- A6** Which best describes the writer's attitude to the student he is describing?
- 1) He is angry with him.
  - 2) He is gently poking fun at him.
  - 3) He feels sorry for him.
  - 4) He doesn't care about him.
- A7** The writer thinks that the reader
- 1) will have had some similar experiences of avoiding studying.
  - 2) will be amazed by the behaviour of this lazy student.
  - 3) will immediately resolve to be a better student.
  - 4) will feel guilty about all the times they have allowed themselves to be distracted.

*Прочитайте текст и выполните задания А1 – А6, обводя цифру 1, 2, 3 или 4, соответствующую номеру выбранного вами варианта ответа.*

### A MAN OF PRINCIPLE OR NEEDLESS MARTYR?

Sir Thomas More was the most brilliant Englishman of his age in an age, the early Renaissance, which is thought to be particularly brilliant. He scaled the heights in law, in philosophy and literature, and attained high political rank as Chancellor. But the most challenging thing about this man is nothing that he achieved in life but the nature of his death. The facts are well known. He was executed by King Henry VIII in 1534 for refusing to accept Henry as head of the church in England. What is unclear is why he chose to refuse, and to die, in this way.

Clouding the issue are the political and religious arguments which were at the root of his refusal and his death. It will be remembered that King Henry VIII was, for the most of his life, an ardent Catholic who was awarded the title of Defender of the Faith for his resistance to the Protestant reformation. But his desperation for a male heir led Henry to divorce his first wife, Catherine of Aragon, in favour of the younger Ann Boleyn who offered the promise of a son. High politics among the crowned heads of Europe meant that this could only be achieved by a break with Rome and the acceptance of Protestantism in England.

Traditional Catholic writers, such as Friar Anthony Foley, have cast More as a martyr who stood up for the cause of Catholicism and perished for the true religion. This interpretation was convenient for the Catholic church, then as now, and resulted in More being made a saint. It ignores, however, the fact that More took every step to stop his ideas being made a political issue. Whatever reason he had it was not support of the Catholic church. It also does not explain why More chose to take a stand, and effectively commit suicide. Even under the teachings of the Catholic church he could have sworn the necessary oath to Henry because he was under duress. The church in his day did not expect or require him to refuse. More's personal beliefs were his own but refusal to take the oath is what condemned him.

A more recent biography, by Paul Hardy, views More as a medieval man and not the renaissance man he is often seen as. As such, Hardy argues, he would have been deeply conservative. The changes which Henry was embracing, with the acceptance of Protestantism, would have been highly offensive. "As a lawyer and Chancellor, More had spent his life defending the status quo and now it was turned round," he writes. This rather ignores the deliberate modernity which imbued every other aspect of More's life from legal reform to the rewriting of school textbooks.

Other writers, such as the psychotherapist Bill Blake, see More's demise as an example of depressive illness. Melancholy was widely known at the time but not seen as an illness. It is not implausible that under the strain of work and the profile of his position as Chancellor, he succumbed to depression and, desperate and indecisive, let death sweep over him. But contemporary reports are odds with this. He made every effort to comfort and cheer up his own relatives and never appeared lost or undecided.

Since More himself left no explanation we will probably never really know what his motivation was. However, Hardy's observations are very true in some respects in that More lived in a very different world and one that is hard for us to understand. Life could be very cheap 500 years ago especially if one held high political office of intellectual views at odds with the establishment. After a lifetime of good fortune, considerable luxury and achievement, the wheel of fortune had turned, and More accepted his fate with good grace in the hope of an even better life in the hereafter.

- A1** Which of the following was More not expert in?
- 1) literature
  - 2) religion
  - 3) philosophy
  - 4) law
- A2** Henry VIII executed More because
- 1) Henry VIII wanted a son.
  - 2) More believed in Protestantism.
  - 3) More was Chancellor.
  - 4) More refused to take an oath.
- A3** Henry VIII broke from Rome because
- 1) he believed Protestantism was the true faith.
  - 2) rome refused him a divorce.
  - 3) he wanted to ensure the succession.
  - 4) he wanted to marry Ann Boleyn.
- A4** The writer disbelieves traditional views of More's death because
- 1) More committed suicide.
  - 2) More didn't follow Catholic teaching in refusing the oath.
  - 3) theories of depression are more persuasive.
  - 4) little is really understood of the time More lived in.
- A5** More's death is a mystery because
- 1) he chose to be executed.
  - 2) he left no written explanation.
  - 3) the facts of his death are not known.
  - 4) it is bound up in religious controversy.
- A6** According to the writer, the life of an intellectual 500 years ago could be dangerous
- 1) because the standard of living was cheap.
  - 2) because they held high political office.
  - 3) if they held dissident views.
  - 4) if they suffered from depression.

## Упражнение 12

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

### POLAR PURPOSE

In 1997, a group of twenty British women made history. Working in five teams with four women in each team, they walked to the North Pole. Apart from one experienced female guide, the other women were all ordinary people who had never done anything like this in their lives before. They managed to survive in an environment which had defeated several very experienced men during the same few spring months of that year. Who were these women and how did they succeed where others failed?

In 1995 an advertisement about a selection for the expedition was put in several British newspapers. Nearly one hundred women took part in the first selection weekend and then, after several training expeditions designed to weed out unsuitable applicants, twenty women were chosen. The youngest of **these** was twenty-one and the oldest fifty-one. In the group there was a mother of triplets, a teacher, a flight attendant and even a film producer.

They were a mixed bunch but they all really wanted to take part in the venture and make it a success. Each of the women agreed to raise the £2500 needed for the expenses and the airfare to Canada, where the expedition began. They also committed themselves to following an intensive physical training programme before leaving the UK so that they were fit enough to take part in the expedition without endangering their own or others' lives.

The women set off as soon as they were ready. Once in the ice, each woman had to ski along while dragging a sledge weighting over 50 kilos. This would not have been too bad on a smooth surface, but for long stretches, the Arctic ice is pushed up into huge mounds two or three metres high and the sledges had to be hauled up one side and carefully let down the other side so that they didn't smash. The temperature was always below freezing point and sometimes strong winds made walking while pulling so much weight almost impossible. It was also very difficult to put up their tents when they stopped each night.

In such conditions the women were making good progress if they covered fourteen of fifteen kilometers a day. But there was another problem. Part of the journey was across a frozen sea with moving water underneath the ice and at some points the team would drift back more than five kilometers during the night. That meant that after walking in these very harsh conditions for ten hours on one day, they had to spend part of the next day covering the same ground again. Furthermore, each day it would take three hours from waking up to setting off and another three hours every evening to set up the camp and prepare the evening meal.

So, how did they manage to succeed? They realised that they were part of a team. If any one of them didn't pull her sledge or get her job done, she would be jeopardizing the success of the whole expedition. Any form of selfishness could result in the efforts of everyone else being completely wasted, so personal feelings had to be put to one side. At the end of their journey, the women agreed that it was mental effort far more than physical fitness that got them to the North Pole.

- A1** What was so extraordinary about the expedition?
- 1) There was no one to lead it.
  - 2) The women did not have any men with them.
  - 3) It was a new experience for most of the women.
  - 4) The women had not met one another before.
- A2** What did the women who answered the advertisement have in common?
- 1) They were about the same age.
  - 2) They had all suffered pain and discomfort.
  - 3) They all had plenty of money.
  - 4) They all wanted to achieve a goal.
- A3** What does underlined 'these' refer to?
- 1) all the applicants
  - 2) the training expeditions
  - 3) the women who went on the trip
  - 4) the unsuitable applicants
- A4** What did each woman have to do before the start of the expedition?
- 1) visit Canada
  - 2) get fit
  - 3) learn to ski
  - 4) meet the other women
- A5** On the expedition, the women had to be careful to avoid
- 1) falling over on the ice.
  - 2) being left behind.
  - 3) damaging the sledges.
  - 4) getting too cold at night.
- A6** It was difficult for the women to cover 15 kilometres a day because
- 1) they got too tired.
  - 2) the ice was moving.
  - 3) they kept getting lost.
  - 4) the temperatures were too low.
- A7** What is the main message of the text?
- 1) Motivation and teamwork achieve goals?
  - 2) Women can do anything they want.
  - 3) It is sometimes good to experience difficult conditions.
  - 4) Arctic conditions are very harsh.

# ГРАММАТИКА И ЛЕКСИКА

## Упражнение 1

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

### SIFTING THROUGH THE SANDS OF TIME

When you are on the beach, you are stepping on ancient mountains, skeletons of marine animals, even tiny diamonds. Sand provides a mineral treasure-trove, a record of geology's earth-changing processes.

Sand: as 1 \_\_\_\_\_ we play on it and as adults we relax on it.

CHILD

It is something we complain about when it gets in our food, and praise when it's moulded into castles. But we don't often look at it. If we did, we would discover an account of a geological past and a history of marine life that 2 \_\_\_\_\_ back thousands and in some cases millions of GO years.

Sand covers not just sea-shores, but also ocean beds, deserts and mountains. It is one of the 3 \_\_\_\_\_ substances on earth. And it is a major element that 4 \_\_\_\_\_ use – concrete is largely sand, while glass 5 \_\_\_\_\_ of little else.

COMMON

MAN

MAKE

What exactly is sand? Well, it is 6 \_\_\_\_\_ than fine dust.

LARGE

Depending on its age and origin, a particular sand can consist of tiny pebbles or porous granules. Its shape may have the shapes of stars or spirals, their edges jagged and smooth.

They 7 \_\_\_\_\_ from the erosion of rocks or from the skeletons

COME

Of marine organisms, which accumulate on the bottom of the oceans, or even from volcanic eruptions.

## Упражнение 2

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

Our planet, the Earth, is the home of 1 \_\_\_\_\_ of thousands of living creatures. Life 2 \_\_\_\_\_ everywhere. It has ascended to the tops of high mountains, where there is hardly any air. Life 3 \_\_\_\_\_ beneath the expanses of the oceans, reconciling itself to the tremendous pressures exerted by the waters. Life has come to the 4 \_\_\_\_\_ deserts and to the eternal ice of the Arctic. 5 \_\_\_\_\_ creatures have adapted themselves to an absence of oxygen, to everlasting gloom, and to unbroken silence. But, wherever living organisms have settled, they 6 \_\_\_\_\_ food which has to be distributed throughout their bodies, and they have to carry out the processes of metabolism. They also need to feel at home in 7 \_\_\_\_\_ environment and start families to ensure the survival of the species.

HUNGRED

EXIST

HIDE

HOT

LIVE

NEED

THEY

## Упражнение 3

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

Nicole Kidman is a true Hollywood star. She is also one of the 1 \_\_\_\_\_ Australian actresses of her time. Nicole was born in Hawaii, where her father 2 \_\_\_\_\_. Five years later her family 3 \_\_\_\_\_ to Sydney. Her 4 \_\_\_\_\_ stage performance was in her school's Christmas show when she was six. Nicole began appearing on Australian television during her teens and at the age of 17 she 5 \_\_\_\_\_ the 'Actress of the Year' by the Australian Film Institute. She was invited to Hollywood to make her first American film in 1989. Tom Cruise was her partner in the next film and during 6 \_\_\_\_\_ the couple fell deeply in love. And they 7 \_\_\_\_\_ on Christmas Eve in 1990.

FAMOUS

STUDY

MOVE

ONE

VOTE

FILM

MARRY

## Упражнение 4

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

There are many theories about the beginning of drama in ancient Greece.

The most widely accepted today 1 \_\_\_\_\_ on the assumption

BASE

that drama evolved from ritual. The argument for this view goes as

follows. In the beginning, human beings 2 \_\_\_\_\_ the natural

VIEW

forces of the world, even the seasonal changes, as unpredictable, and

they sought, through various means, to control these unknown and

feared powers.

3 \_\_\_\_\_ measures that appeared to bring the desired results

THESE

were then retained and repeated until they hardened into fixed rituals.

Eventually stories 4 \_\_\_\_\_ which explained the mysteries of

ARISE

the rites. As time passed, some rituals 5 \_\_\_\_\_, but the stories,

ABANDON

later 6 \_\_\_\_\_ myths, provide material for art and drama.

CALL

Those who believe that drama evolved from ritual also argue that those

rites contained the seed of theatre because music, dance, masks, and

costumes were almost always used in rituals.

The atmosphere 7 \_\_\_\_\_ the performances was more like

SUROUND

that of a religious ceremony than entertainment. There were altars to

the gods, with priests in attendance, and the subjects of the tragedies

were the misfortunes of the heroes of legend, religious myth, and history.

Most of the material was derived from the works of Homer and was

common knowledge in the Greek communities.

## Упражнение 5

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

### FENG SHUI

In Ancient China there was a belief that the natural environment of a particular location can influence the fortune of its inhabitants and descendants. The Chinese 1 \_\_\_\_\_ the notion of feng shui ('wind – water'), which developed from observation of chronic catastrophes wrought in China by winds and floods.

CREATE

Feng Shui 2 \_\_\_\_\_ for centuries to improve the physical surroundings in which 3 \_\_\_\_\_ live and to maintain balance in 4 \_\_\_\_\_ life.

USE

MAN

THEY

The Chinese art of Feng Shui has been adopted by modern designers as a way of creating environments which feel comfortable and harmonious. The principles of Feng Shui 5 \_\_\_\_\_ beneficial in the organization of outdoor environments as well as in the design of areas inside the house such as bedroom, which is considered to be the most important room in the house.

BE

Finding the 6 \_\_\_\_\_ position for the bed is very important. The main rule of bed positioning is never to have the foot of the bed directly facing the door. That is what 7 \_\_\_\_\_ as the 'dead position'. The bedroom should be kept as a relaxing space and should not be used for work or as an office.

GOOD

KNOW

## Упражнение 6

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

Paul McCartney is one of the 1 \_\_\_\_\_ stars of the twentieth century. Paul comes from an ordinary family, but he is now the 2 \_\_\_\_\_ richest man in Europe. His musical career 3 \_\_\_\_\_ for nearly forty years and today he is one of the 4 \_\_\_\_\_ most famous musicians. GREAT  
THREE  
LAST  
WORLD

He was born in Liverpool, England, on 18<sup>th</sup> June 1942. He 5 \_\_\_\_\_ to play the guitar seriously when he was 14. When he was 15 he met and formed a band with another boy from Liverpool, John Lennon. This was perhaps the most important point in his life. Formed around the nucleus of Lennon and McCartney, who first performed together in Liverpool in 1957, the group named the Beatles 6 \_\_\_\_\_ out of a shared enthusiasm for American rock and roll. START  
GROW

Both Lennon, a guitarist and singer, and McCartney, a bassist and singer, were largely self-taught as musicians. Precocious composers, they gathered around 7 \_\_\_\_\_ a changing cast of accompanists. THEY  
The Beatles soon rose to fame in England by producing recordings of original tunes and also by playing classic American rock and roll. After their appearances on British television, British newspapermen coined a new word – Beatlemania. For the next ten years the group was the symbol of youth movement.

## Упражнение 7

Заполните таблицу, а затем заполните пропуски в последующих предложениях словами из таблицы. Одно из слов нужно употребить во множественном числе.

Noun	Noun (person)	Verb	Adjective	Adverb
1 _____	–	enjoy	2 _____	–
3 _____	–	disappoint	disappointing	4 _____
5 _____	–	prepare	prepared	–
6 _____	–	explain	explainable	–
survival	7 _____	8 _____	–	–
9 _____	donor	donate	–	–
finance	financier	finance	10 _____	11 _____

- 1 You could see the audience's 12 \_\_\_\_\_ on their faces as they watched the show.
- 2 The actor Jeff Bridges played the part of a 13 \_\_\_\_\_ of a plane crash.
- 3 She is one of the few stars who makes regular 14 \_\_\_\_\_ to charity.
- 4 As part of the 15 \_\_\_\_\_ for her latest role she had to gain almost five kilos in weight.
- 5 I found his last film a bit 16 \_\_\_\_\_, actually – I expected it to be better.
- 6 The ending of the film was a bit confusing and my friend had to 17 \_\_\_\_\_ it to me afterwards.
- 7 The show was a 18 \_\_\_\_\_ disaster even though the critics loved it.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 19 – 29 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

### AN ACTOR'S LIFE IS NOT A HAPPY ONE

Many people who think they have a **19** \_\_\_\_\_ future in films go to Hollywood only to find **20** \_\_\_\_\_ instead of success. They often have to give up the more **21** \_\_\_\_\_ aspects of their chosen career to play parts in **22** \_\_\_\_\_ because these provide **23** \_\_\_\_\_ security – but they are not satisfying. For many actors, even basic **24** \_\_\_\_\_ can be difficult. Some do not earn enough to pay their rent or **25** \_\_\_\_\_ bills, and the time and money they invest in the **26** \_\_\_\_\_ of a portfolio for interviews is often wasted. Of course there is a possible **27** \_\_\_\_\_ why only 1% of actors are really **28** \_\_\_\_\_. There are just too many people who believe that their next **29** \_\_\_\_\_ will be the one that makes them a star!

PROFESSION  
DISAPPOINT  
ENJOY  
ADVERTISE  
FINANCE  
SURVIVE  
ELECTRIC  
PREPARE  
  
EXPLAIN  
SUCCEED  
PERFORM

## Упражнение 8

Заполните таблицу, используя данные приставки, чтобы образовать противоположные значения данных прилагательных и глаголов. Затем внесите исправления в слова, выделенные курсивом, в данных ниже предложениях.

<b>in-</b>	<b>im-</b>	<b>un-</b>	<b>mis-</b>
<b>dis-</b>			

Adjective/Verb	Opposite
active	1
secure	2
capable	3
experienced	4
possible	5
fortunate	6
conscious	7
healthy	8
understand	9
calculate	10
approve	11
obey	12

- 1 Simon is really **13** *healthy*. He smokes a packet of cigarettes every day and he never does any exercise.
- 2 It's very difficult to get a job without **14** *experienced* and if you've just left school you probably don't have any.
- 3 He had the very good **15** *fortunate* to meet someone who warned him about the current as he was going into the water.
- 4 He was **16** *able* to finish the match because of an ankle injury.
- 5 My flatmate and I had a serious **17** *understanding* about the housework and didn't speak to each other for a couple of days.
- 6 Our seats for the match were so far back that it was **18** *possible* to see what was happening on the court.
- 7 Her feelings of **19** *insecure* stopped her taking part in competitive sport.
- 8 I was **20** *unconscious* of someone watching me but when I looked up round, I couldn't see anybody.
- 9 We **21** *calculated* how long it would take us to get to the airport and we missed our plane.

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 22 – 32 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

### CHILDREN WITHOUT FEAR

Research has shown that when they were children, many 22 \_\_\_\_\_ sportspeople were more 23 \_\_\_\_\_ than their friends. Why? It seems that some children have very little 24 \_\_\_\_\_ of the potential risks of doing 25 \_\_\_\_\_ like climbing trees or jumping from heights. They have such faith in their own 26 \_\_\_\_\_ that even when they do make some kind of 27 \_\_\_\_\_ which result in a fall or an injury, they do not change their behavior. Such children continue to ignore or 28 \_\_\_\_\_ adults who tell them not to do dangerous things and their parents' 29 \_\_\_\_\_ does not seem to make any difference to them. While some 30 \_\_\_\_\_ children may panic when faced with the 31 \_\_\_\_\_ of danger, others seem to ignore it and appear to be 32 \_\_\_\_\_. These may be the ones who go on to be the sportspeople of tomorrow.

SUCCESS  
ADVENTURE  
UNDERSTAND  
ACTIVE  
ABLE  
CALCULATE  
  
OBEY  
APPROVE  
SECURE  
POSSIBLE  
FEAR

## Упражнение 9

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

### MY CAREER

All my family are professional 1 \_\_\_\_\_, but I was different. I wanted to change the world by becoming 2 \_\_\_\_\_ or a 3 \_\_\_\_\_. I persuaded my parents to buy me some laboratory 4 \_\_\_\_\_ so that I could do some experiments at home. This was not such a good idea! 5 \_\_\_\_\_ I wasn't very good at science, and not at all 6 \_\_\_\_\_ when it came to doing experiments. I remember when I made a 7 \_\_\_\_\_ attempt to create a new perfume for my friend. The 8 \_\_\_\_\_ of ingredients I used must have been wrong, because there was a small 9 \_\_\_\_\_, followed by a lot of smoke and a horrible smell. After that I decided to study properly to get the right 10 \_\_\_\_\_ to become a chemist. I had a big 11 \_\_\_\_\_ about it with my family who still wanted me to study music – but I won in the end.

MUSIC  
SCIENCE  
INVENT  
EQUIP  
FORTUNE  
SKILL  
DISASTER  
MIX  
EXPLODE  
QUALITY  
ARGUE

## Упражнение 10

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 11 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

Unlike most of my friends I grew up in a big, 1 \_\_\_\_\_, happy family so 2 \_\_\_\_\_, when I got married, I wanted to have lots of children. The trouble was that my husband and I were not very 3 \_\_\_\_\_. In fact we were quite poor so it came as an 4 \_\_\_\_\_ shock when I had triplets. Everyone in the family was very 5 \_\_\_\_\_ of course and the babies were absolutely 6 \_\_\_\_\_, but it was not easy. Small children are extremely 7 \_\_\_\_\_ and three little girls running around the house made me feel 8 \_\_\_\_\_ because I was afraid they might hurt themselves. There were 9 \_\_\_\_\_ moments of course and we were both extremely 10 \_\_\_\_\_ that our children were happy, 11 \_\_\_\_\_, and such good friends for one another. In the end, the money was not important!

NOISE

NATURE

WEALTH

AWE

SUPPORT

ADORE

ACT

NERVE

FUN

THANK

HEALTH

## Упражнение 11

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 11 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

### A GOOD SHORT STORY

Reading has always been an enormous source of 1 \_\_\_\_\_ ENJOY  
for me. I particularly like short stories, especially those with unusual  
2 \_\_\_\_\_. END  
One of the most 3 \_\_\_\_\_ stories I've ever read is called *Exit*. USUAL  
It was in a 4 \_\_\_\_\_ of short stories we read when I was at COLLECT  
school. It is not exactly a ghost story, but it is very 5 \_\_\_\_\_. MYSTERY  
In the story, a group of people at a country hotel are playing party games.  
A man called Desmond says he can make one of the other guests vanish  
without a trace. At the beginning of the story, there is a brief 6 \_\_\_\_\_ DESCRIBE  
of each of the people so the reader knows that two of the guests are on  
their honeymoon.  
The lights are turned out so that the room is in total 7 \_\_\_\_\_. DARK  
The game starts, but none of the guests is taking it very 8 \_\_\_\_\_. SERIOUS  
Desmond describes the physical sensations that the person who is  
going to vanish will feel. When the game ends, the lights are switched  
back on and everyone laughs and says how 9 \_\_\_\_\_ it was. AMUSE  
They all get ready to go to bed. It is only then that the reader realizes  
that the girl who was on her honeymoon is now single. Neither she nor  
any of the other guests is aware of the 10 \_\_\_\_\_ of her APPEAR  
husband. In fact, they don't have any recollection of his  
11 \_\_\_\_\_. He has, as Desmond promised, vanished EXIST  
without trace.

## Упражнение 12

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 11 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

### A TECHNOLOGICAL NIGHTMARE

I had a really 1 \_\_\_\_\_ weekend last month. DREAD  
In forty-eight hours almost every 2 \_\_\_\_\_ ELECTRIC  
appliance in the house broke down. The computer  
was first. A message appeared saying 'Disk 3 \_\_\_\_\_' FAIL  
and I just had to switch it off and call the 4 \_\_\_\_\_ TECHNICAL  
for help. Next was the washing machine. I heard a terrible  
noise like an 5 \_\_\_\_\_ and when I went to check, EXPLODE  
the laundry was full of smoke. I managed to 6 \_\_\_\_\_ PLUG  
the machine just before it caught fire. 7 \_\_\_\_\_ as BELIEVE  
it may seem, the fridge stopped working the same day. It  
started to 8 \_\_\_\_\_ itself for no reason and there was FROST  
water all over the kitchen floor. By then I was a 9 \_\_\_\_\_ NERVE  
wreck, so I decided to lie down for a while. I was just falling  
10 \_\_\_\_\_ when my electric toothbrush started SLEEP  
buzzing 11 \_\_\_\_\_. Somehow it had switched itself on! LOUD

### Упражнение 13

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 11 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

#### TEACHING CHILDREN AT HOME

It is 1 \_\_\_\_\_ for children to have an education, but you may find it 2 \_\_\_\_\_ that the teaching doesn't always have to take place in the school building. As long as they have the 3 \_\_\_\_\_ paper 4 \_\_\_\_\_, parents themselves can teach their children at home. They may make the 5 \_\_\_\_\_ to do this because they are 6 \_\_\_\_\_ with a particular school, or because they feel that they have more 7 \_\_\_\_\_ of their own child's needs than teachers at school. However, there may be 8 \_\_\_\_\_ of parents who make this 9 \_\_\_\_\_ because some people feel that children who are taught at home find it difficult to mix 10 \_\_\_\_\_ with young people of their own age. However, 11 \_\_\_\_\_ of the idea disagree with this. They think it is a better way of teaching children what is really important.

COMPEL  
SURPRISE  
NECESSITY  
QUALIFY  
DECIDE  
HAPPY  
KNOW  
CRITICIZE  
CHOOSE  
SOCIAL  
SUPPORT

## Упражнение 14

Прочитайте приведенный ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами 1 – 11 так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию.

### JOB INTERVIEWS

Many people feel very 1 \_\_\_\_\_ about job interviews but remember the interviewers must have liked your 2 \_\_\_\_\_, so you only have to live up to their 3 \_\_\_\_\_! Before you go into the interview room, take a deep 4 \_\_\_\_\_. If you think about something nice, that brings you a feeling of 5 \_\_\_\_\_ then you will smile, and give an impression of 6 \_\_\_\_\_. Make sure that you take all the right papers with you – if you forget something, you could look 7 \_\_\_\_\_. If they ask why you left your last job, don't give a long 8 \_\_\_\_\_. You have a right to your 9 \_\_\_\_\_ and so do your previous employers. Any future employer will like it if you show 10 \_\_\_\_\_ to your old boss. Take your time to answer questions, and relax. If you follow this 11 \_\_\_\_\_, you have a good chance of getting the job!

NERVE  
APPLY  
EXPECT  
BREATHE  
HAPPY  
CONFIDENT  
PROFESSION  
EXPLAIN  
PRIVATE  
LOYAL  
ADVISE

## Упражнение 15

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

### TAKING FLU-AWAY

For the relief of the symptoms of colds and flu, take three times

1 \_\_\_\_\_ at mealtimes or as directed by your physician. DAY

In severe cases the dosage may be increased to every three

hours. Some patients experience 2 \_\_\_\_\_ of appetite LOSE

and restlessness but if any of the following side effects occur the

3 \_\_\_\_\_ should be immediately discontinued and TREAT

professional medical 4 \_\_\_\_\_ sought: dizziness, dry ADVISE

mouth, tingling or cramps in lower limbs. *Flu-away* is

5 \_\_\_\_\_ for children under six and should not be SUIT

used by pregnant women. Elderly patients or those with a history

of 6 \_\_\_\_\_ reactions or sensitivity to aspirin should ALLERGY

consult their physician before taking *Flu-away*. It should not be

taken continuously for a period 7 \_\_\_\_\_ than one week. GREAT

If symptoms persist, see your doctor.

## Упражнение 16

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами А – G. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### A SPORTING DISASTER

I never really enjoyed **A** \_\_\_\_\_ at school. I remember when I played football. I was always put in net, but used to get bored and read a book. Then, when the other side scored the rest of my **B** \_\_\_\_\_ would shout at me. Later on I tried tennis, which wasn't much better. I used to have this habit of dropping the racket each time I went to hit the ball. The worst thing was when I actually won a **C** \_\_\_\_\_ - I was so pleased that I ran and tried to jump over the line but caught my foot on it, fell and broke my arm.

My latest attempt to get **D** \_\_\_\_\_ was when I tried boxing at a local gym. I'll never forget my first match. I climbed into the **E** \_\_\_\_\_ and the bell went for the start of the first round. I just shut my eye and swung my fist. Unfortunately, I hit the referee and not my contestant. Needless to say that was the end of my boxing career. Next I decided to take up mountaineering. I **F** \_\_\_\_\_ a holiday in the Himalayas with two old school friends. On our first climb I managed to slip and found myself hanging on the end of a rope half way up a mountain. All my friends could do was to call out to me to **G** \_\_\_\_\_ until the rescue party arrived. I guess I'll never learn. I keep on wanting to try out other sports even though I know I'll never be a champion!

- |   |            |              |           |               |
|---|------------|--------------|-----------|---------------|
| A | 1) plays   | 2) contests  | 3) sports | 4) encounters |
| B | 1) group   | 2) selection | 3) team   | 4) club       |
| C | 1) play    | 2) game      | 3) race   | 4) fight      |
| D | 1) strong  | 2) well      | 3) slim   | 4) fit        |
| E | 1) court   | 2) ring      | 3) pitch  | 4) square     |
| F | 1) booked  | 2) ordered   | 3) paid   | 4) bought     |
| G | 1) keep on | 2) hold on   | 3) go on  | 4) carry on   |

## Упражнение 17

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами А – G. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### A NEWS BROADCAST

Good evening. This is Jana Hingis reporting from Laguana. The **A** \_\_\_\_\_ rains that have affected the north of the country have produced serious flooding. The Minister for Agriculture said that the situation is now **B** \_\_\_\_\_ control. Emergency supplies have been dropped by helicopter to families who were **C** \_\_\_\_\_ to get to distribution centres. Local charities have also provided clothes and temporary shelter for victims of the disaster.

In the south, the drought continues to force thousands of refugees to head north. Many of these people are suffering from **D** \_\_\_\_\_ and are weak from months of famine. International aid organizations are trying to reach them with essential food supplies, but the civil war is making the job of these organizations extremely difficult.

In neighbouring Kwilulia the cholera epidemic is spreading as a **E** \_\_\_\_\_ of lack of medicines and clean water. The Ministry of Health has issued a **F** \_\_\_\_\_ to all people planning to visit Kwilulia to make sure they are inoculated against cholera. The extreme temperatures and the high levels of **G** \_\_\_\_\_ are not helping the situation. A United Nations spokesman said this could turn out to be one of the worst epidemic in the country's history.

- |   |             |                 |              |                  |
|---|-------------|-----------------|--------------|------------------|
| A | 1) thick    | 2) dense        | 3) heavy     | 4) strong        |
| B | 1) under    | 2) below        | 3) out       | 4) away          |
| C | 1) unable   | 2) impossible   | 3) unwilling | 4) uncertain     |
| D | 1) injuries | 2) damages      | 3) diseases  | 4) hurts         |
| E | 1) because  | 2) result       | 3) reason    | 4) cause         |
| F | 1) advice   | 2) announcement | 3) warning   | 4) advertisement |
| G | 1) damp     | 2) humidity     | 3) wet       | 4) drizzle       |

## Упражнение 18

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами **A – G**. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### FASHION HURTS

Wearing fashionable clothes can be bad for you! This may surprise you, but it is said that some clothes can cause a **A** \_\_\_\_\_ of problems. Do you find this difficult to believe? Well, researchers have discovered that following the latest fashion **B** \_\_\_\_\_ can be unhealthy. For example, if you tie a scarf or tie too tightly it increases your blood pressure. Tight jeans and trousers, short skirts and even sensible flat shoes may all cause **C** \_\_\_\_\_.

Experts say that things we wear can also **D** \_\_\_\_\_ to stomach problems, rashes, backache and painful feet. Yet how can we explain this? Very tight clothes can prevent people moving naturally, and this is not good for you. If you wear trousers or skirts that are too tight around the waist, then your stomach does not have **E** \_\_\_\_\_ to expand after you have eaten, and this can cause stomachache. Rashes can be caused by an allergic **F** \_\_\_\_\_ to synthetic material. And last, but not least – wearing shoes with high heels can lead to foot and back problems. Even practical shoes can cause backache if they don't **G** \_\_\_\_\_ you properly.

- |   |               |               |              |               |
|---|---------------|---------------|--------------|---------------|
| A | 1) variety    | 2) group      | 3) bundle    | 4) collection |
| B | 1) directions | 2) trends     | 3) changes   | 4) cultures   |
| C | 1) complaints | 2) conditions | 3) illnesses | 4) sickness   |
| D | 1) move       | 2) lead       | 3) go        | 4) grow       |
| E | 1) extend     | 2) area       | 3) place     | 4) room       |
| F | 1) reply      | 2) response   | 3) reaction  | 4) return     |
| G | 1) shape      | 2) match      | 3) suit      | 4) fit        |

## Упражнение 19

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами А – G. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

No one can be certain who really **A** \_\_\_\_\_ silk but according to legend it was a Chinese princess. One day, this princess watched in amazement as the caterpillars on her father's mulberry tree created beautiful silk thread. Before long, she realised that this thread could be used to **B** \_\_\_\_\_ cloth. Then, in about 1725 BC, the Chinese emperor's wife began to sponsor the cultivation of silk worms and the manufacture of the cloth. The process was kept secret, and the Chinese guarded the secret **C** \_\_\_\_\_ for over 3000 years. They exported the cloth to many countries and attracted the envy of their trading rivals.

But then the secret got **D** \_\_\_\_\_. Another Chinese princess married an Indian prince who **E** \_\_\_\_\_ her to tell him where the silk which her clothes were made from was produced, and how. He then got some silk worms and the Indian silk industry was born. At about the same time, two monks smuggled seeds of the mulberry tree and silkworm eggs out of China by hiding them in their **F** \_\_\_\_\_ sticks. They took the secret to Japan, where the Japanese silk industry boomed – and Japan is still the main producer and manufacturer of silk today.

Why is silk so popular? It keeps people warm in winter while keeping them **G** \_\_\_\_\_ in summer. It is hard-wearing and soft against the skin. Although modern artificial materials are now available, silk remains the most luxurious of all.

- |   |                 |               |               |              |
|---|-----------------|---------------|---------------|--------------|
| A | 1) investigated | 2) invented   | 3) discovered | 4) founded   |
| B | 1) grow         | 2) make       | 3) develop    | 4) do        |
| C | 1) deeply       | 2) enormously | 3) carefully  | 4) tightly   |
| D | 1) away         | 2) through    | 3) out        | 4) over      |
| E | 1) made         | 2) had        | 3) persuaded  | 4) suggested |
| F | 1) walking      | 2) wandering  | 3) climbing   | 4) hiking    |
| G | 1) chilled      | 2) fresh      | 3) cool       | 4) cold      |

## Упражнение 20

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами А – G. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### EATING WELL

People today are probably more **A** \_\_\_\_\_ about food than ever before. We worry about eating foods that contain too much fat or carbohydrates and so we cut **B** \_\_\_\_\_ on things like meat, bread, potatoes and dairy products. The problem with making dramatic changes to our eating **C** \_\_\_\_\_ like these is that we may also be cutting out good **D** \_\_\_\_\_ of iron or other vitamins and minerals. Suddenly we start feeling tired and irritable.

The secret of a **E** \_\_\_\_\_ diet is to reduce foods that are high in cholesterol while, at the same time, eating those are **F** \_\_\_\_\_ in calcium and iron like soy protein, sesame seeds, spinach and broccoli. Eating well does not mean that you should cut out all your favourite foods; it just means eating sensibly and trying to avoid too much **G** \_\_\_\_\_ food!

- |   |               |              |            |            |
|---|---------------|--------------|------------|------------|
| A | 1) interested | 2) concerned | 3) keen    | 4) fed up  |
| B | 1) out        | 2) off       | 3) down    | 4) up      |
| C | 1) customs    | 2) rules     | 3) norms   | 4) habits  |
| D | 1) bases      | 2) origins   | 3) sources | 4) causes  |
| E | 1) balanced   | 2) neutral   | 3) steady  | 4) solid   |
| F | 1) strong     | 2) rich      | 3) full    | 4) wealthy |
| G | 1) rubbish    | 2) junk      | 3) trash   | 4) garbage |

## Упражнение 21

Прочитайте приведенный ниже текст с пропусками, обозначенными буквами А – G. Эти буквы соответствуют заданиям, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### A MISERABLE HOLIDAY

Unfortunately, when we went on holiday last month we had the worst weather you could possibly imagine. The night we arrived there was a really A \_\_\_\_\_ fog and the pilot had to wait until it had cleared before he could land the plane. On the ground, it was absolutely freezing. The temperature couldn't possibly have been higher than two or three degrees. For the first three days there was B \_\_\_\_\_ rain and the first hail C \_\_\_\_\_ for twenty years! To make matters worse there were these terrible gusts of wind and we heard that there had actually been gales in the mountains that had caused quite a lot of damage. People said it had been one of the hardest winters anyone could remember. Suddenly on the fourth day of our holiday the rain changed to drizzle and then there were D \_\_\_\_\_ spells with the occasional shower. It wasn't what you'd call beach weather but at least it wasn't E \_\_\_\_\_ with rain. The last two days were quite F \_\_\_\_\_ though there was still a cool breeze on the coast and it was really rather G \_\_\_\_\_ in the evening. The morning we left, believe it or not, the temperature went up to twenty eight degrees and in the coach on the way to the airport we were all absolutely boiling.

- |   |              |             |            |           |
|---|--------------|-------------|------------|-----------|
| A | 1) strong    | 2) hard     | 3) thick   | 4) firm   |
| B | 1) heavy     | 2) thick    | 3) huge    | 4) strong |
| C | 1) storm     | 2) torment  | 3) shower  | 4) burst  |
| D | 1) sunny     | 2) boiling  | 3) humid   | 4) cool   |
| E | 1) drizzling | 2) freezing | 3) boiling | 4) shower |
| F | 1) bland     | 2) mild     | 3) soft    | 4) suave  |
| G | 1) freezing  | 2) cold     | 3) boiling | 4) frosty |

# ПИСЬМО

## Упражнение 1

Personal Letter.

You have 20 minutes to do this task.

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

*...Last month I went to London with my class-mates. I didn't like the hotel at all. It was too noisy and the food was awful. But all the excursions were very interesting. We saw the British Museum, Buckingham Palace and other sights of London. But in spite of some drawbacks we enjoyed our holiday very much.*

*Have you ever been to England? What other countries have you been to? What can a tourist see in Russia?*

Write a letter to Mary.

In your letter:

- answer her questions;
- ask 3 questions about her English classes.

Write **100–140 words**.

Remember the rules of letter writing.

## Упражнение 2

Personal Letter.

You have 20 minutes to do this task.

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

*... I'm happy to tell you about the performance I saw two days ago at the Globe. It was wonderful! I liked it so much that I have already booked the tickets for the next play.*

*Do you like theatres? Do you have theatres in your town? How often do you go there? What performances do you prefer? What was the last performance you saw about?*

Write a letter to Jane.

In your letter:

- answer her questions;
- Ask 3 questions about her holiday plans.

Write **100–140 words**.

Remember the rules of letter writing.

### Упражнение 3

Personal Letter.

You have 20 minutes to do this task.

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

*... My birthday is on April 19<sup>th</sup>. It is spring time, and we usually go to the countryside to have a picnic. We play different games, make a fire and enjoy our time.*

*On my last birthday we didn't go anywhere. My parents prepared a surprise party to me. When I came home from school, the house was full of guests. There was a lot of music, delicious food and hundreds of presents. It was a special day for me as I had my sixteenth birthday on that day.*

*Do you have special holidays? What was your most memorable holiday celebration like? Do you like birthday parties?*

Write a letter to Nick.

In your letter:

- answer his questions;
- tell him about your most memorable holiday.
- ask 3 questions about his plans after leaving school.

Write **100-140 words**.

Remember the rules of letter writing.

### Упражнение 4

You have 40 minutes to do this task.

Comment on the following statement.

*In Western countries, people spend a lot of money on their pets. They buy special food for their cats and dogs, buy them toys and often pay high fees for medical treatment. Some people think this is a waste of money, and argue that pets are dirty and dangerous.*

***What can you say for and against having a pet? Do people have to spend too much money on pets?***

Write **200-250 words**.

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

## Упражнение 5

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

*Some people like to do only what they already do well. Other people prefer to try new things and take risks.*

***What can you say for and against taking risks in life?***

**Write 200-250 words.**

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

## Упражнение 6

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

*Nowadays we are producing more and more rubbish.*

***Why do you think this is happening? What can people and governments do to help reduce the amount of rubbish produced?***

**Write 200-250 words.**

Use the following plan:

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

## Упражнение 7

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

*There are many different types of music in the world today. Why do we need different music?*

*What is your opinion? Is the traditional music of a country more important than the International music that is heard everywhere nowadays?*

**Write 200-250 words.**

Use the following plan:

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

## Упражнение 8

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

*In many countries the problem of drug-taking is increasing. Governments and the general public are particularly concerned about young people using illegal drugs such as marijuana, ecstasy and heroin.*

*What methods can be used to prevent young people from taking drugs? Is it appropriate to send young drug-users to prison?*

**Write 200-250 words.**

Use the following plan:

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

## Упражнение 9

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

*There have been many technological developments in the past years, for example in transport, telecommunications and health.*

***What technological development do you think has been the most important? How has it changed people's lives? Have all the changes been positive?***

**Write 200-250 words.**

Use the following plan:

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

# ДОПОЛНИТЕЛЬНЫЕ УПРАЖНЕНИЯ ПО ГРАММАТИКЕ

## Упражнение 1

*Put the verbs in brackets in the correct form and solve this detective puzzle.*

Trevor Stern was not a popular man, in spite of his wealth. He lived (live) in a large house about a mile outside the village of Prenton. When he was found (find) dead in his study, no one cried (cry), not even his only daughter. It was soon clear that he 1 \_\_\_\_\_ (murder).

Detective Inspector Blackledge took statements from his widow, Dorothy, his seventeen-year-old daughter, Lucy, his business partner, Gerald Brook, and his doctor.

**Dorothy:** I 2 \_\_\_\_\_ (not/love) my husband, he was a cold and selfish man. But I 3 \_\_\_\_\_ (not/murder) him, either. After dinner last night he said he 4 \_\_\_\_\_ (want) to check some business papers in his study. He 5 \_\_\_\_\_ (have) a meeting with Gerald, his business partner, the next morning. He 6 \_\_\_\_\_ (ask) some tea. That was about 9 o'clock. I 7 \_\_\_\_\_ (watch) rather exciting film on television, so I 8 \_\_\_\_\_ (tell) Lucy to take it to him. At quarter past nine Doctor Emerson 9 \_\_\_\_\_ (call). I 10 \_\_\_\_\_ (notice) the time because we 11 \_\_\_\_\_ (expect) him to come earlier. I 12 \_\_\_\_\_ (answer) the front door bell. Trevor 13 \_\_\_\_\_ (still/shout) in his study. He and Lucy 14 \_\_\_\_\_ (obviously/have) a serious row. So I 15 \_\_\_\_\_ (take) the doctor into the sitting-room for a moment. Then Trevor stopped 16 \_\_\_\_\_ (shout). I guessed Lucy 17 \_\_\_\_\_ (go) out by the back door. Doctor Emerson went to the study. I think he wanted to persuade Trevor 18 \_\_\_\_\_ (go) to the hospital for some tests, but Trevor 19 \_\_\_\_\_ (not/want) to go. I 20 \_\_\_\_\_ (hear) him shouting again several times over the next twenty minutes. He called him an ignorant country doctor, and later he said something like 'There's nothing you can do!' I think Lucy 21 \_\_\_\_\_ (come) into the house while the doctor 22 \_\_\_\_\_ (still/talk) to Trevor. I 23 \_\_\_\_\_ (hear) the front door bang during a quite few seconds when Trevor 24 \_\_\_\_\_ (not/shout). I was tired and fed up and went to my bedroom soon after that. My sister 25 \_\_\_\_\_ (phone) and we 26 \_\_\_\_\_ (talk) for ages. I 27 \_\_\_\_\_ (tell) her I 28 \_\_\_\_\_ (decide) to leave Trevor.

**Lucy:** Mum 29 \_\_\_\_\_ (watch) some stupid film after dinner, so she made me 30 \_\_\_\_\_ (take) Dad's tea into his study. It was about nine o'clock. He was in a really mean mood. He shouted at me because I 31 \_\_\_\_\_ (spill) a few drops of tea on his desk while I 32 \_\_\_\_\_ (pour) it. I 33 \_\_\_\_\_ (not/want) to watch the film so I 34 \_\_\_\_\_ (creep) out by the back door. I 35 \_\_\_\_\_ (decide) to go down to the village and use the public phone to call Alan. He's my boyfriend. I 36 \_\_\_\_\_ (never/like) Mum or Dad to be around when I 37 \_\_\_\_\_ (talk) to him. Especially yesterday, because Dad and I 38 \_\_\_\_\_ (have) a stupid argument about Alan the day before. It 39 \_\_\_\_\_ (normally/take) quarter of an hour to walk to the village. Perhaps it 40 \_\_\_\_\_ (take) less time last night. I can't prove I 41 \_\_\_\_\_ (go) to the village. No one 42 \_\_\_\_\_ (see) me when I 43 \_\_\_\_\_ (walk) into the village. I 44 \_\_\_\_\_ (see) Gerald, that's Dad's business partner. He 45 \_\_\_\_\_ (stand) near the window in his sitting-room. He 46 \_\_\_\_\_ (not/see) me, though, because it was dark outside. He 47 \_\_\_\_\_ (talk) on the phone, I think.

Alan 48 \_\_\_\_\_ (not/answer) the phone. Then I 49 \_\_\_\_\_ (remember) he 50 \_\_\_\_\_ (tell) me he 51 \_\_\_\_\_ (play) in a concert that evening. So I 52 \_\_\_\_\_ (walk) home again. I 53 \_\_\_\_\_ (meet) Gerald just before I 54 \_\_\_\_\_ (reach) our house. He 55 \_\_\_\_\_ (look) for his dog. That was about

twenty to ten. I came in by the back door as quietly as possible and went to bed. I didn't want to see my parents again that evening.

**Doctor:** I 56 \_\_\_\_\_ (call) at the Stern's house at nine-fifteen. I 57 \_\_\_\_\_ (be) rather late than I 58 \_\_\_\_\_ (plan) to be because I 59 \_\_\_\_\_ (visit) another patient. When Mrs Stern 60 \_\_\_\_\_ (let) me into the house she 61 \_\_\_\_\_ (seem) rather embarrassed and 62 \_\_\_\_\_ (show) me into the sitting-room. I could hear Trevor Stern 63 \_\_\_\_\_ (shout) at someone in his study. Mrs Stern said something about teenage girls and that they 64 \_\_\_\_\_ (have) problems with Lucy. Well, the shouting 65 \_\_\_\_\_ (stop) almost immediately, so I 66 \_\_\_\_\_ (go) to his study. Lucy 67 \_\_\_\_\_ (already/leave) the room before I 68 \_\_\_\_\_ (get) there. I tried 69 \_\_\_\_\_ (explain) to Trevor why he needed 70 \_\_\_\_\_ (have) these hospital tests, but he 71 \_\_\_\_\_ (not/let) me. He said I 72 \_\_\_\_\_ (be) an ignorant country doctor who 73 \_\_\_\_\_ (not/know) what he 74 \_\_\_\_\_ (talk) about. I 75 \_\_\_\_\_ (realise) it was no use 76 \_\_\_\_\_ (argue) with him so I 77 \_\_\_\_\_ (leave) after only a few minutes. I was quite angry actually. I let myself out of the house without 78 \_\_\_\_\_ (see) Lucy or Mrs Stern.

**Gerald:** Yes, Trevor was my business partner. We 79 \_\_\_\_\_ (not/be) really friends. Yes, my house 80 \_\_\_\_\_ (be) just round the corner from the Stern's. I 81 \_\_\_\_\_ (live) here for two years now. I 82 \_\_\_\_\_ (have) a little cottage in the village. But I 83 \_\_\_\_\_ (buy) this house when I started 84 \_\_\_\_\_ (earn) a lot of money.

I can't really tell you very much about the night Trevor died. I took my dog for a long walk that evening. I 85 \_\_\_\_\_ (go) up on the hills, away from the village. Then the stupid dog 86 \_\_\_\_\_ (go) after a rabbit or something and I 87 \_\_\_\_\_ (lose) him in the dark. I 88 \_\_\_\_\_ (look) for him when I 89 \_\_\_\_\_ (meet) Lucy, as a matter of fact. She 90 \_\_\_\_\_ (walk) up the road towards their house. She 91 \_\_\_\_\_ (seem) rather upset. I asked her if she 92 \_\_\_\_\_ (see) the dog, but she said 93 \_\_\_\_\_ (not/have). She 94 \_\_\_\_\_ (go) into her house and I 95 \_\_\_\_\_ (find) him a few minutes afterwards. I was back home by just after quarter to ten.

Detective Inspector Blackledge showed the statements to his colleague, Sergeant Ross.

Blackledge: Well, Ross. What do you think? Who killed Stern?

Ross: I don't know. It 96 \_\_\_\_\_ (not/be) his wife. She 97 \_\_\_\_\_ (not/even/go) into the study.

Blackledge: Do you think she's in love with the doctor?

Ross: It's possible. And perhaps Trevor Stern 98 \_\_\_\_\_ (find out). But we know the doctor was at the hospital by ten o'clock that night. And that's at least half an hour from the Stern's house.

Blackledge: But that 99 \_\_\_\_\_ (mean) he 100 \_\_\_\_\_ (leave) the Sterns' house before half past nine.

Ross: Exactly.

Blackledge: Anyway, Dorothy Stern told her sister she 101 \_\_\_\_\_ (leave) her husband. She didn't need 102 \_\_\_\_\_ (murder) him.

Ross: But what about Lucy?

Blackledge: Yes, there's something about Lucy's story which doesn't quite fit. Let's see, what did Gerald Brook say?

Ross: That's it! Lucy 103 \_\_\_\_\_ (not/walk) to the village and back, if he 104 \_\_\_\_\_ (meet) her at twenty to ten. She 105 \_\_\_\_\_ (still/shout at) by her father at nine-fifteen.

Blackledge: But look at all the statements. The times don't fit.

Ross: Neither do the facts. Someone 106 \_\_\_\_\_ (tell) lies.

Blackledge: I think it's time we 107 \_\_\_\_\_ (make) an arrest.

**Who did they arrest?**

## Упражнение 2

### Relative clauses

Use	Example	Notes/Problems
Use <b>defining relative clauses</b> to give <u>essential</u> information about a person, place or thing	<i>She's the woman who/that works with me.</i> <i>It's a shop which/that sells candies.</i> <i>It's a place where you can do sport.</i> <i>He's the boy whose father owns this firm.</i> <i>She's the girl (who) I met last summer.</i>	Use <b>who</b> for people, <b>which</b> for animals/things, and <b>where</b> for places. You can also use <b>that</b> instead of <b>who/which</b> . who and which are often omitted when the verb after a relative pronoun has a different subject.
Use <b>non-defining relative clauses</b> to give <u>extra</u> information about a person, place or thing	<i>My grandmother, who's nearly 80, still cooks every day.</i> <i>This book, which was published last year, has sold 100,000 copies.</i>	Always put commas (or a comma and a full stop) before and after the clause. You can't use <b>that</b> instead of <b>who/which</b> . You can't omit the relative pronoun here.

#### Correct the sentences.

1. Mrs Brown, that has lived next door to me all my life, is a faith-healer.
2. The presenter who his son is a mountaineer retired last year.
3. That's the laboratory where Tom works there.
4. My mother gave me the chest of drawers what is in your bedroom.
5. The story I read it in the newspaper yesterday turned out to be true.
6. Many animals who live in zoos are endangered species.
7. His operation, that lasted four hours, was completely successful.
8. My boss, whose always pulling my leg (=joking), is a really funny person.

### Упражнение 3

Fill the gaps with *who, which, where, whose or that*.

1. I received a letter this morning 1 \_\_\_\_\_ really upset me.
2. Toby, a boy 2 \_\_\_\_\_ I went to school with, is a film star now.
3. He's going to have an operation 3 \_\_\_\_\_ could save his life.
4. Mike, 4 \_\_\_\_\_ parents both died a few years ago, is the same age as me.
5. I recently went back to the town 5 \_\_\_\_\_ I was born.
6. The people 6 \_\_\_\_\_ used to live next door moved a long time ago.
7. I met a girl 7 \_\_\_\_\_ I used to go out with.
8. She told me a story 8 \_\_\_\_\_ I found hard to believe.
9. She said she'd married a man 9 \_\_\_\_\_ had been married ten times before.
10. Apparently, he lost all his money gambling 10 \_\_\_\_\_ really annoyed her.

## Упражнение 4

**Match each situation with one of the sentences follow.**

1. I have three umbrellas. I bought one of them in Paris. That one needs repairing.
  - a) The umbrella, which I bought in Paris, needs repairing.
  - b) The umbrella which I bought in Paris needs repairing.
2. I have one colleague. He works really hard. He has few friends.
  - a) My colleague who works really hard is not very popular.
  - b) My colleague, who works really hard, is not very popular.
3. I have several aunts. One works in New York. She's getting married.
  - a) My aunt who works in New York is getting married.
  - b) My aunt, who works in New York, is getting married.
4. Peter made some sandwiches. They have all been eaten. You made some too. Your sandwiches have not been eaten.
  - a) The sandwiches which Peter made have all been eaten.
  - b) The sandwiches, which Peter made, have all been eaten.
5. There was only one park in the town. Someone has built over it. We used to play in the park when we were kids.
  - a) The local park where we played as kids has been built over.
  - b) The local park, where we played as kids, has been built over.
6. One of my French teachers helps me with my homework. The other lives too far away.
  - a) The French teacher whose house is near mine helps me with my homework.
  - b) The French teacher, whose house is near mine, helps me with my homework.

# РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ ЗАДАНИЙ

## АУДИРОВАНИЕ

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

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

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

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

8. По окончании выполнения заданий обязательно проверьте свои ответы.

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

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

## **ЧТЕНИЕ**

### **Задание на установление соответствия В2 (понимание основного содержания прочитанного)**

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

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

1. Быстро прочитайте текст, чтобы понять, о чем он.
2. Внимательно прочитайте части предложения, которыми Вам следует заполнить пропуски.
3. Старайтесь заполнять пропуски частями предложений последовательно. Для этого внимательно прочитайте предложения до и после пропуска.

4. Выделите слова/словосочетания, в частях предложений, и проанализируйте слова/словосочетания, к которым они могут относиться в тексте.
5. Решите, какими частями предложений Вы заполните пропуск. Если у Вас появится желание вставить какую-то часть предложения еще раз, тогда вернитесь к тексту.
6. Чтобы видеть, какие части предложения Вы еще не использовали, по ходу выполнения задания вычеркивайте использованные буквы.
7. Если Вы затрудняетесь в выборе части предложения, поставьте букву наугад, но не оставляйте в бланке ответов соответствующую клетку незаполненной.
8. По окончании выполнения задания прочитайте текст с заполненными частями предложения и убедитесь, что повествование логично.
9. Обратите внимание на следующие слова-связки:
  1. moreover, also, too, as well – используются для того, чтобы добавить факты, мысли к тем, которые были уже упомянуты.
  2. however, but, though, on the other hand – используются для того, чтобы сообщить информацию, противоположную той, которая уже упоминалась.
  3. compared with, in comparison with – используются для того, чтобы сравнить факты, мысли с уже упомянутыми.
  4. because, because of, as a result, therefore – используются для того, чтобы сравнить факты, мысли с уже упомянутыми.
  5. so, then, in conclusion, in short, after all, as a result – используются для того, чтобы подвести итог сказанному.
  6. so that, in order to – используются для того, чтобы показать цель действия.
  7. for example, for instance – используются для того, чтобы дать пример.
  8. firstly, secondly, finally, first, next, then, after that, at first – используются для того, чтобы установить последовательность фактов, событий.
  9. this means that – используются для того, чтобы сделать вывод, заключение.
  10. if, in that case – используются для того, чтобы объяснить условие действия.
  11. generally – используется для того, чтобы дать обобщение.
  12. by the way – используется для того, чтобы ввести новую информацию или прокомментировать то, о чем уже было сказано.
  13. that is to say, to put it in another way – используются для того, чтобы выразить другими словами то, что уже было сказано.

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

1. Быстро просмотрите текст, чтобы понять, о чем он.
2. Затем прочитайте текст внимательнее, чтобы полностью понять содержание текста.
3. Прочитайте вопросы к тексту, продумайте ответы, не читая предложенные варианты.
4. Найдите отрывок в тексте, который подтвердит ваш ответ.
5. Вернитесь к вопросам и выберите один из четырех предложенных вариантов ответов, который вы считаете правильным.
6. Прочитайте оставшиеся три варианта и проанализируйте, почему они не могут быть правильными.
7. Обратите внимание на то, что во всех предложенных вариантах ответа могут использоваться слова и словосочетания, встречающиеся в тексте, поэтому тщательно прочитайте сам вопрос и проанализируйте соответствующий отрывок текста.
8. Помните, что выбранный вами ответ должен основываться только на тексте. Вариант ответа может быть правильным и логичным, но не отвечать на конкретный вопрос.

9. Никогда не оставляйте ни одного вопроса без ответа. Если вы затрудняетесь в выборе ответа, отклоните те варианты, которые с вашей точки зрения не соответствуют содержанию текста; а из оставшихся вариантов выберите один наугад.
10. По окончании выполнения задания просмотрите все вопросы и ответы еще раз.

## ГРАММАТИКА И ЛЕКСИКА

### Задание на заполнение пропусков (грамматика) В4–В10

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

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

### **Задание на заполнение пропусков (словообразование) B11-B16**

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

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

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

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

## **ПИСЬМО**

### **Задание «Письмо личного характера» C1**

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

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

1. В правом верхнем углу следует написать свой адрес (можно краткий), под адресом указывается дата написания письма. Британский вариант (дата/месяц/год):

28th June 2007, 28/06/07, 28/06/2007; 28.06.07;28.06.2007. Американский вариант (месяц/дата/год): June 28th, 2007; 06/28/07; 06/28/2007; 06.28.07; 06.28.2007;

2. Обращение пишется на отдельной строке, личное письмо начинается словами Dear+имя адресата. После обращения ставится запятая, например, Dear John, Dear Ann,
3. После обращения идет абзац с благодарностью за полученное письмо: Thanks for your letter;
4. После основной части имеется фраза о дальнейших контактах: Hope to hear from you soon, How nice of you to write back so soon, I was awfully glad to get your letter, или I must apologise for not writing, I really should have written sooner...
5. Основная часть письма может составлять один или несколько абзацев в зависимости от содержания, например: один абзац содержит ответы на вопросы друга по переписке, а другой вопросы, которые задает автор письма. Все вопросы, указанные в задании должны быть отражены в письме.
6. Завершающая фраза пишется на отдельной строке, например: Best wishes / All the best / Love
7. подпись ставится на отдельной строке. В личном письме это только имя автора. Например: Alexandra.

#### **Задание «Письменное высказывание с элементами рассуждения» C2**

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

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

# ТЕКСТЫ ДЛЯ АУДИРОВАНИЯ

## Упражнение 1

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

Speaker 1

I think a lot of people forget that the majority of computer owners are in places like the United States, Asia or Europe, and even in those countries there are still plenty of people who have never used a computer at all and certainly don't have one for entertainment at home. After all, they're not cheap to buy! And in some places there are communities who don't have running water, let alone electricity or computers. It's very unjust, if you ask me.

Speaker 2

I think it's a real temptation for some people – it's too easy when you use a computer – you're looking for a birthday present for a friend and then you notice that you can get a cheap digital camera or perhaps some new jeans and before you know it you're typing in your credit card number and buying a couple of hundred euros worth of goods. Of course there are also dangers in giving private information on the Internet – it's all a nightmare really.

Speaker 3

I just don't know how people did school projects and things like that before the age of the computer – it must have taken up all their spare time! Our teachers expect us to do a lot of research and it would take ages if we had to go to a library and look things up in books. Now the answer to almost any question is at your fingertips. I think it's fantastic!

Speaker 4

We've got cable now so we're actually connected to the Internet all the time. We listen to the radio, the children play games. Since we've got one of those new flat screens we also download a lot of movies and watch them on the computer. I actually bought it originally so that I could bring work home from the office not for entertainment – but I don't get much done with all these new possibilities.

Speaker 5

I don't have a computer at home – it's too expensive! – and I try to leave the laptop in the office at the weekend. If I didn't do that, I really don't think I'd get any rest. I know lots of people of my age who work every weekend, answering emails, preparing presentations and doing Internet searches and so on. It can seem like quite good fun but it's still work and I think a lot of people forget that.

Speaker 6

Not many people now mention that using computers causes loss of jobs for many people and also losing the privacy of individuals. Of course these machines can do multi-jobs at the same time without any need for people to help, but losing privacy is the main problem, as I can see. Any professional person using computers well may easily reach the personal information of the individuals due to the lack of security system.

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.

This is the end of the task. You now have 15 seconds to check your answers.

## Упражнение 2

Вы услышите разговор между друзьями. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – **True**), какие не соответствуют (2 – **False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – **Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

**Barbara = B**

**Carl = C**

**B:** What are your styles in hair and clothing in Dublin?

**C:** There are a lot of different styles, there are lots of punks, for example. But one aspect of life in Dublin that I don't like is the fact that some people put you into categories according to the way you dress.

**B:** How about your recreation time? What do you do for fun?

**C:** In my free time I play a lot of soccer. On Saturday nights, I go out with my friends to discos or concerts. The biggest disco in my area is called the 'Grove'. It has been in existence for about twenty years and is still as popular as ever.

**B:** What are the good things about living in Ireland, for a teenager?

**C:** Ireland is a good country to grow up in. It seems to have kept more healthy and positive values than most other countries. Families are close, as are communities.

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.

This is the end of the task. You now have 15 seconds to check your answers.

### Упражнение 3

Вы услышите разговор между друзьями. Определите, какие из приведенных утверждений **A1 – A7** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.

**Daniella = D**

**Loukas: = L**

- D: I think we should definitely take a mobile phone. If we have an accident or get lost, we can always call and tell someone we are in trouble.
- L: Yes, I agree. They're quite light anyway and they're really essential in that kind of situation. I think the camera would be a bit too heavy, don't you?
- D: It depends. A lot of the new digital cameras are tiny. Perhaps we could take one of those mobile phones that is also a camera.
- L: That's a good idea. It would be a pity to go on a trip like that and not be able to take any photos, but I'm a bit worried about the weight – we don't want to carry too much – and if we're going to carry a torch...
- D: Are we going to take a torch?
- L: I wouldn't go on a camping trip without a torch. It can be very dark in the mountains at night, and we could also use it to attract attention if we get lost.
- D: Well, I'm sure you don't think that taking a laptop computer is a good idea then?
- L: Why should we take a laptop computer with us?
- D: Well, it's a long camping trip so we might want to write letters or keep diary or something. The trouble is we wouldn't be able to recharge the battery up there in the mountains. Some binoculars would be good though. We could use them to watch birds and animals.
- L: In my opinion they're not necessary and they are too heavy to carry.
- D: OK we'll leave the binoculars behind, but I want to bring my personal CD player. It hardly weights anything at all and I love music.
- L: I think we should leave room for more important things like sunscreen, but if you really want to take it, then that's up to you.
- D: So we want to take the mobile phone, the torch, the sunscreen and what about the chocolate?
- L: I love chocolate so we definitely have to take that!

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.  
This is the end of the task. You now have 15 seconds to check your answers.

## Упражнение 4

*Вы услышите разговор между друзьями. Определите, какие из приведенных утверждений A1 – A7 соответствуют содержанию текста (1 – True), какие не соответствуют (2 – False) и о чем в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (3 – Not stated). Обведите номер выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 20 секунд, чтобы ознакомиться с заданиями.*

**Max = M**

**Anna = A**

**M:** So what is meditation?

**A:** Hmm... good question... Well, meditation is a huge variety of techniques that are used to move people into the moment ... or as some people say the “here and now” ...

**M:** What kind of techniques? Can you give me an example?

**A:** Well, there are ... There are many different types of Buddhist techniques but some of the main techniques are to do with using your breath so that you are focusing on your breathing and you are bringing your mind... commanding the attention of your mind ... on your thoughts... and focusing on the breath.

**M:** Focusing so like ... controlling your mind and focusing on the breath.

**A:** No, you don't control your mind. That is impossible ... you just have to focus on your senses ... so in a way a big part of meditation is using your senses to go ...

**M:** And how long have you been meditating?

**A:** I started to meditate since I was a teenager. When I was about sixteen I was reading a book which really influenced me. It was by Alan Watts who wrote a lot of books about west meets east ...

You know that a lot of people were looking into the mystical philosophies of the eastern way and I remember reading this and practicing it just sitting ... I remember my first try at meditation when I was choosing various comfortable seats. I had my back straight and I was very relaxed ... and then focusing on parts of my body for example my hands... or on my whole body sometimes ... it is a very transformational thing. So meditation is very transformational.

**M:** Could you do guided meditation with me?

**A:** Ok, that would be great. But let's sit here and talk for a while and then we will do that a little bit later.

**M:** Ok.

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.

This is the end of the task. You now have 15 seconds to check your answers.

## Упражнение 5

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

Alice = A                      Interviewer = I

- I: Today we are talking to novelist, Alice Fenstreet. Alice, you're now a very successful published novelist ... have you always wanted to be a writer?
- A: I can't remember a time when I didn't write. Once I started school, I spent all my time writing and I always knew I wanted to be a professional writer one day. I don't know where it came from because there were no other writers in the family. My aunt is a painter but she's the only one without an ordinary routine kind of job.
- I: Do you feel you always knew how to write or did you have to learn how to do it?
- A: Oh, I definitely had to learn and it was just as tough as everyone said it would be because you have to be your own teacher. I've done courses and they're helpful up to a point especially when you can talk to other writers but in the end it's really up to you. You have to just get on with the writing. You learn as you go along.
- I: Would you say that you enjoy all the aspects of your job?
- A: I don't particularly enjoy talking about my work in public – you know, getting it know. I'm just not very good at it. I do love the actual writing, though, except of course when the computer crashes on you and you lose all your work. I've been using a computer for longer than most people I know and I still have problems. Everyone does. Even my editor and she's fantastic with everything technical.
- I: So you don't enjoy being a celebrity?
- A: Oh I do. It's very flattering and it can be great fun but it's not something I wanted when I started out. What I always loved is that writing isn't a job. I mean you can do it whenever you want to because you do it because you want to. I sometimes stay up all night writing because I'm so involved and interested in what I'm doing. There's no one telling me what to do and when to do it.
- I: But surely there are pressures from the publisher and so on.
- A: Well, yes. They want to see their books sell and so do I. I've been very lucky and my books have done very well so I don't really have to worry about money – I've got more than enough to live on! – but I do try not to spend it all, though. You just never know whenever the next book will sell as well so it makes sense to be a bit careful.

I: You're here in London this week and you're flying to New York on Saturday. How do you feel about travel?

A: I love it but unfortunately even though I always take my laptop, it's really hard for me to get much writing done when I'm on the road. There's too much to see and do. I'd love to be able to do more travel but my writing schedules mean I often have to say 'no' to invitations to talk about my work abroad.

I: What advice would you give to a younger writer starting out?

A: I'd tell them how much fun it is but I'd remind them that not everyone earns enough from their writing to survive. If they really want to make a lot of money, they should think about another career. In my case, I really think I didn't have any choice. I don't think I would have been any good at anything else. Other jobs seem so much more difficult to me.

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.

This is the end of the task. You now have 15 seconds to check your answers.

## Упражнение 6

*Вы услышите рассказ молодого человека о посещении костюмированной вечеринки. В заданиях A8 – A14 обведите цифру 1, 2 или 3, соответствующую номеру выбранного вами варианта ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

I'd never been to a surprise party in my life so it was all rather exciting. My friend Charlie's girlfriend Alba sent out invitations to all of his old friends as well as a cousin from Australia he hadn't seen since his twelfth birthday party ten years before. It said on the invitation in huge letters that it was going to be a surprise and that we should all make sure we didn't say anything to Charlie that might give it away. I don't think anyone did because I'm pretty sure he was genuinely surprised when he walked in. He looked slightly horrified actually so either he's a very good actor or it really was a surprise. Of course part of the reason he looked so shocked was that it was a fancy dress party and we'd all come along in seventies outfits. I got together with three friends and we dressed up like a seventies pop group in afro wigs and dark glasses. We looked really funny and hardly anyone recognized us so it was quite a success. Alba and Charlie's family hired a local disco for the night and she told Charlie that they were meeting a couple of friends there. She'd arranged for someone to bring seventies outfits for herself and Charlie so as soon as they got there they went and got changed. The DJ played lots of seventies music as well, of course. Another good idea Alba had was to put those disposable cameras on all the tables so that we could take our own photos. She had them developed and we could all get copies of the ones we liked. Some of the photos were really fantastic, I've even had one of me and my friends enlarged and framed. I only met Charlie a couple of years ago through basketball, so there were quite a lot of people at the party I hadn't met before, but I made a lot of new friends that night, including a really nice girl called Lidia I've seen quite a lot of since. I'd broken up with my girlfriend a couple of weeks before and I had been feeling a bit depressed but Charlie's party and meeting Lidia really cheered me up.

You have 15 seconds to complete the task. (15 seconds). Now you will hear the text again.  
This is the end of the task. You now have 15 seconds to check your answers.

# ОТВЕТЫ

## АУДИРОВАНИЕ

Упражнение 1	F D A C B E
Упражнение 2	A1 – 1, A2 – 2, A3 – 3, A4 – 3, A5 – 3, A6 – 2, A7 – 2
Упражнение 3	A1 – 2, A2 – 3, A3 – 1, A4 – 1, A5 – 2, A6 – 1, A7 – 3
Упражнение 4	A1 – 2, A2 – 2, A3 – 1, A4 – 3, A5 – 2, A6 – 1, A7 – 3
Упражнение 5	A8 – 1, A9 – 2, A10 – 3, A11 – 3, A12 – 1, A13 – 1, A14 – 1
Упражнение 6	A8 – 2, A9 – 1, A10 – 1, A11 – 2, A12 – 2, A13 – 3, A14 – 2

## ЧТЕНИЕ

Упражнение 1	E C A F D B
Упражнение 2	D F B A E H C
Упражнение 3	H G F E B D A
Упражнение 4	H D G B A F C, 8 tonic, 9 increase blood volume/health and energy, 10 anti- tonic, 11 sour food/raw food/cold food, 12 wind illness/rheumatism, arthritis, 13 toxic, 14 convulsions/skin irritation/infection, 15 magic
Упражнение 5	D F C G E A
Упражнение 6	E A C F B G
Упражнение 7	C F D A G B
Упражнение 8	C G F E A B
Упражнение 9	A1 – 4, A2 – 2, A3 – 2, A4 – 3, A5 – 3, A6 – 3
Упражнение 10	A1 – 2, A2 – 3, A3 – 3, A4 – 2, A5 – 3, A6 – 2, A7 – 4
Упражнение 11	A1 – 2, A2 – 4, A3 – 4, A4 – 2, A5 – 2, A6 – 3
Упражнение 12	A1 – 3, A2 – 4, A3 – 3, A4 – 2, A5 – 3, A6 – 1, A7 – 1

## ГРАММАТИКА И ЛЕКСИКА

Упражнение 1	1 CHILDREN, 2 GOES, 3 MOST COMMON, 4 PEOPLE, 5 IS MADE, 6 LARGER, 7 HAVE COME
Упражнение 2	1 HUNDRED (S), 2 EXISTS, 3 HAS HIDDEN, 4 HOTTEST, 5 LIVING, 6 NEED, 7 THEIR
Упражнение 3	1 MOST FAMOUS, 2 WAS STUDYING, 3 MOVED, 4 FIRST, 5 WAS VOTED, 6 FILMING, 7 MARRIED
Упражнение 4	1 IS BASED, 2 VIEWED, 3 THOSE, 4 AROSE, 5 WERE ABANDONED, 6 CALLED, 7 SURROUNDING
Упражнение 5	1 CREATED, 2 HAS BEEN USED, 3 PEOPLE, 4 THEIR, 5 ARE, 6 BEST, 7 KNOWN
Упражнение 6	1 GREATEST, 2 THIRD, 3 HAS LASTED, 4 WORLD'S, 5 STARTED, 6 GREW, 7 THEMSELVES
Упражнение 7	1 enjoyment, 2 enjoyable, 3 disappointment, 4 disappointingly, 5 preparation, 6 explanation, 7 survivor, 8 survive, 9 donation, 10 financial, 11 financially, 12 enjoyment, 13 survivor, 14 donations, 15 preparation, 16 disappointing, 17 explain, 18 financial, 19 PROFESSIONAL, 20 DISAPPOINTMENT, 21 ENJOYABLE, 22 ADVERTISEMENTS, 23 FINANCIAL, 24 SURVIVAL,

- 25 ELECTRICITY, 26 PREPARATION, 27 EXPLANATION, 28 SUCCESSFUL, 29 PERFORMANCE
- Упражнение 8** 1 inactive, 2 insecure, 3 incapable, 4 inexperienced, 5 impossible, 6 unfortunate, 7 unconscious, 8 unhealthy, 9 misunderstand, 10 miscalculate, 11 disapprove, 12 disobey, 13 unhealthy, 14 experience, 15 fortune, 16 unable, 17 misunderstanding, 18 impossible, 19 insecurity, 20 conscious, 21 miscalculated, 22 SUCCESSFUL, 23 ADVENTUROUS, 24 UNDERSTANDING, 25 ACTIVITIES, 26 ABILITY, 27 MISCALCULATION, 28 DISOBEY, 29 DISAPPROVAL, 30 INSECURE, 31 POSSIBILITY, 32 FEARLESS
- Упражнение 9** 1 MUSICIANS, 2 SCIENTIST, 3 INVENTOR, 4 EQUIPMENT, 5 UNFORTUNATELY, 6 SKILFUL, 7 DISASTROUS, 8 MIXTURE, 9 EXPLOSION, 10 QUALIFICATIONS, 11 ARGUMENT
- Упражнение 10** 1 NOISY, 2 NATURALLY, 3 WEALTHY, 4 AWFUL, 5 SUPPORTIVE, 6 ADORABLE, 7 ACTIVE, 8 NERVOUS, 9 FUNNY, 10 THANKFUL, 11 HEALTHY
- Упражнение 11** 1 ENJOYMENT, 2 ENDINGS, 3 UNUSUAL, 4 COLLECTION, 5 MISTERIOUS, 6 DESCRIPTION, 7 DARKNESS, 8 SERIOUSLY, 9 AMUSING, 10 DISAPPEARANCE, 11 EXISTENCE
- Упражнение 12** 1 DREADFUL, 2 ELECTRICAL, 3 FAILURE, 4 TECHNICIAN, 5 EXPLOSION, 6 UNPLUG, 7 UNBELIEVABLE, 8 DEFROST, 9 NERVOUS, 10 ASLEEP, 11 LOUDLY
- Упражнение 13** 1 COMPULSORY, 2 SURPRISING, 3 NECESSARY, 4 QUALIFICATIONS, 5 DECISION, 6 UNHAPPY, 7 KNOWLEDGE, 8 CRITICS/CRITICISM, 9 CHOICE, 10 SOCIALLY, 11 SUPPORTERS
- Упражнение 14** 1 NERVOUS, 2 APPLICATION, 3 EXPECTATIONS, 4 BREATHS, 5 HAPPINESS, 6 CONFIDENCE, 7 UNPROFESSIONAL, 8 EXPLANATION, 9 PRIVACY, 10 LOYALTY, 11 ADVICE
- Упражнение 15** 1 DAILY, 2 LOSS, 3 TREATMENT, 4 ADVICE, 5 UNSUITABLE, 6 ALLERGIC, 7 GREATER
- Упражнение 16** A - 3, B - 3, C - 2, D - 4, E - 2, F - 1, G - 2
- Упражнение 17** A - 3, B - 2, C - 1, D - 3, E - 2, F - 3, G - 2
- Упражнение 18** A - 1, B - 2, C - 3, D - 2, E - 4, F - 3, G - 4
- Упражнение 19** A - 3, B - 2, C - 3, D - 3, E - 3, F - 1, G - 3
- Упражнение 20** A - 2, B - 3, C - 4, D - 3, E - 1, F - 2, G - 2
- Упражнение 21** A - 3, B - 1, C - 1, D - 1, E - 1, F - 2, G - 2

### ДОПОЛНИТЕЛЬНЫЕ УПРАЖНЕНИЯ ПО ГРАММАТИКЕ

- Упражнение 1** 1 had been murdered, 2 didn't love, 3 didn't murder, 4 wanted, 5 had/was having, 6 asked, 7 was watching, 8 told, 9 called, 10 noticed, 11 had expected/had been expecting, 12 answered, 13 was still shouting, 14 were obviously having, 15 took, 16 shouting, 17 had gone, 18 to go, 19 didn't want, 20 heard, 21 came, 22 was still talking, 23 heard, 24 wasn't shouting, 25 phoned, 26 talked, 27 told, 28 had decided, 29 was watching, 30 take, 31 split, 32 was pouring, 33 didn't want, 34 crept, 35 decided, 36 never like, 37 talk/am talking, 38 had had, 39 normally takes, 40 took, 41 went, 42 saw, 43 was walking, 44 saw, 45 was standing, 46 didn't see, 47 was talking, 48 didn't answer, 49 remembered, 50 had told/told, 51 was playing/was going to play, 52 walked, 53 met,

54 reached, 55 was looking, 56 called, 57 was, 58 had planned, 59 had been visiting, 60 let, 61 seemed, 62 showed, 63 shouting, 64 were having/had been having, 65 stopped, 66 went, 67 had already left, 68 got, 69 to explain, 70 to have, 71 didn't let/wouldn't let, 72 was, 73 didn't know, 74 was talking, 75 realised, 76 arguing, 77 left, 78 seeing, 79 weren't, 80 is, 81 have lived/have been living, 82 used to have/had, 83 bought, 84 to earn/earning, 85 went, 86 went, 87 lost, 88 was looking, 89 met, 90 was walking, 91 seemed, 92 had seen, 93 hadn't, 94 went, 95 found, 96 can't have been/wasn't, 97 didn't even go, 98 had found out, 99 means, 100 left/must have left, 101 was going to leave/was leaving, 102 to murder, 103 didn't walk/can't have walked/couldn't have walked, 104 met, 105 was still being shouted at, 106 is telling/has been telling, 107 made

SOLUTION:

9.05 Lucy left the study. Trevor phoned Gerald.

9.15 Lucy saw Gerald on the phone. Dorothy and Doctor Emerson heard Trevor shouting at Gerald on the phone. When he was checking the accounts he discovered that Gerald had been stealing from the business.

9.25 Doctor Emerson left, banging the front door.

9.30 Gerald entered the house and killed Trevor after a short argument.

9.40 Gerald left the house and met Lucy on her way home.

## Упражнение 2

1. Mrs Brown, **who** has lived next door to me all my life, is a faith-healer.
2. The presenter **whose** son is a mountaineer retired last year.
3. That's the laboratory where Tom works.
4. My mother gave me the chest of drawers **that/which** is in your bedroom.
5. The story I read in the newspaper yesterday turned out to be true.
6. Many animals **which** live in zoos are endangered species.
7. His operation, **which** lasted four hours, was completely successful.
8. My boss, **who is** always pulling my leg (=joking), is a really funny person.

## Упражнение 3

1 that/which, 2 who/-, 3 that, 4 whose, 5 where, 6 who, 7 who/that, 8 that/which, 9 who, 10 which

## Упражнение 4

1 b, 2 b, 3 a, 4 a, 5 b, 6 a

## LIST OF IRREGULAR VERBS

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

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

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

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

### IRREGULAR VERBS – DIFFICULT CASES

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

# КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ РАЗДЕЛА «ПИСЬМО»

(Максимум 20 баллов)

	C1	C2
Баллы	Решение коммуникативной задачи (содержание)	Организация текста
3	<b>Задание выполнено полностью:</b> содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости.	Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка.
2	<b>Задание выполнено:</b> некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости.	Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания.
1	<b>Задание выполнено не полностью:</b> содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости.	Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания.
0	<b>Задание не выполнено:</b> содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему.	Отсутствует логика в построении высказывания; формат высказывания не соблюдается.

Баллы	Лексика	Грамматика	Орфография и пунктуация
3	Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики.	Используются грамматические структуры в соответствии с поставленной задачей.	
2	Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно.	Имеется ряд грамматических ошибок, не затрудняющих понимание текста.	Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением.
1	Использован неоправданно ограниченный словарный запас; часто встреча-	Либо часто встречаются ошибки элементарного уровня, либо ошибки не-	Имеется ряд орфографических и/или пунктуационных ошибок.

<b>Баллы</b>	<b>Лексика</b>	<b>Грамматика</b>	<b>Орфография и пунктуация</b>
	ются нарушения в использовании лексики, некоторые из них могут затруднить понимание текста.	многочисленны, но затрудняют понимание текста.	которые незначительно затрудняют понимание текста.
<b>0</b>	Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу.	Грамматические правила не соблюдаются.	Правила орфографии и пунктуации не соблюдаются.

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

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