

# ЕГЭ



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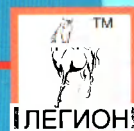
# АНГЛИЙСКИЙ ЯЗЫК

ПОДГОТОВКА  
к **ЕГЭ-2014**

Пособие  
с аудиоприложением



(CD-диск)



УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС  
«АНГЛИЙСКИЙ ЯЗЫК. ПОДГОТОВКА К ЕГЭ»

ББК 81.2англ  
А64

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Учебно-методическое пособие предназначено для подготовки к единому государственному экзамену по английскому языку. Книга содержит следующие материалы:

— 14 вариантов учебно-тренировочных тестов по новому плану ЕГЭ;

— эталоны ответов ко всем вариантам;

— аудиоприложение (CD-диск, предназначенный для работы на компьютере), содержание которого соответствует разделу «Аудирование» всех вариантов пособия и приложению «Тексты для аудирования»;

— краткий теоретический справочник с изложением основного грамматического материала;

— полностью обновленный сборник тренировочных заданий для подготовки к письменной части экзамена.

Пособие адресовано выпускникам средних общеобразовательных учреждений, абитуриентам, учителям и методистам.

Издание является основной книгой учебно-методического комплекса «Английский язык. Подготовка к ЕГЭ», включающего также пособия «Английский язык. 10 – 11 классы. Тренировочная тетрадь для подготовка к выполнению части С на ЕГЭ (личное письмо, эссе)», «Английский язык. 9 – 11 классы. Карманный справочник» и др.

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Обсудить пособие, оставить замечания и предложения, задать вопросы можно на официальном форуме издательства <http://legionr.rossite.org>.

## Глава I

# Краткий теоретический справочник

В данной главе предложено обобщенное изложение основного грамматического материала, уже освоенного учащимися. Главной задачей справочника является сведение воедино наиболее важных грамматических правил английского языка, использование которых поможет успешно справиться с практическими заданиями из второй части пособия.

При изучении английского языка учащийся должен четко понимать, что основным отличием его является строгий порядок слов в предложении. Приведенные в справочнике таблицы помогут освежить в памяти базовые структуры английского языка.

### Глагол

Любое из предложений может быть высказано как в активном (действительном) залоге, так и пассивном (страдательном). В первом случае действие выполняет подлежащее, а во втором — дополнение, которое может быть указано в предложении или нет. Конечно же, активный залог встречается гораздо чаще, и поэтому он взят за основу в системе времен. Под основные правила не подпадают глагол *to be* и модальные глаголы.

В таблице использованы следующие сокращения:

— **Пед.ч.** — подлежащее в единственном числе (существительное или местоимения *he, she, it*),

— **Пмн.ч.** — подлежащее во множественном числе (существительное или местоимения *you, we, they*)

— **V<sub>2</sub>** — правильный глагол с окончанием *-ed*, неправильный во второй форме в таблице неправильных глаголов

— **V<sub>3</sub>** — правильный глагол с окончанием *-ed*, неправильный в третьей форме в таблице неправильных глаголов

— **V<sub>ing</sub>** — глагол с окончанием *-ing*

### Active voice

	Present	Past	Future
<b>Simple</b> (когда?)	Действие регулярное, обычное, повторяющееся <i>Always/never, often/seldom, today, usually/sometimes, every day, ...</i> + I/ Пмн.ч V Пед.ч V+s - I/ Пмн.ч don't V Пед.ч doesn't V ? Do I/ Пмн.ч V Does Пед.ч V	Действие, которое произошло в прошлом <i>Yesterday, last, ago</i> + П V <sub>2</sub> - П didn't V ? Did П V	Действие, которое произойдет в будущем <i>Tomorrow, next, soon, in 2 days</i> + П will V - П won't V ? Shall I/We V Will П V
<b>Progressive</b> (Continuous) Длительность действия = несоев.виду	- действие, происходящее в момент речи, - запланированное действие в будущем. <i>Now, at the moment</i> + I am Пед.ч is V <sub>ing</sub> Пмн.ч are - I am not Пед.ч isn't V <sub>ing</sub> Пмн.ч aren't ? Is Пед.ч V <sub>ing</sub> Are Пмн.ч V <sub>ing</sub> Искл. Не употр. с глаголами чувственного восприятия	- действие, происходящее в определенный момент времени в прошлом <i>At 5 o'clock yesterday, from 3 to 5, while, when</i> + Пед.ч was V <sub>ing</sub> Пмн.ч were V <sub>ing</sub> - Пед.ч wasn't V <sub>ing</sub> Пмн.ч weren't V <sub>ing</sub> ? Was Пед.ч V <sub>ing</sub> Were Пмн.ч V <sub>ing</sub>	- действие, которое будет длиться в определенный момент времени в будущем <i>At 5 o'clock tomorrow</i> + П will be V <sub>ing</sub> - П won't be V <sub>ing</sub> ? Will П be V <sub>ing</sub>

	Present	Past	Future
<b>Perfect</b> (результат действия)	- действие выполнено или не выполнено к настоящему моменту, результат важен сейчас - действие началось в прошлом и не закончено к моменту речи <i>Ever/never, just, already, yet, recently, lately, for, since</i> + I/ ПМН.ч have V <sub>3</sub> Пед.ч has V <sub>3</sub> - I/ ПМН.ч haven't V <sub>3</sub> Пед.ч hasn't V <sub>3</sub> ? Have I/ ПМН.ч V <sub>3</sub> Has Пед.ч V <sub>3</sub>	- действие завершено к определенному моменту времени - действие в прошлом, которое предшествует другому прошедшему действию + П had V <sub>3</sub> - П hadn't V <sub>3</sub> ? Had П V <sub>3</sub>	- действие завершится к определенному моменту времени в будущем <i>By 5 o'clock tomorrow</i> + П will have V <sub>3</sub> - П won't have V <sub>3</sub> ? Will П have V <sub>3</sub>
<b>Perfect Progressive</b> (как долго длится действие)	- действие длилось до момента речи - действие длилось в прошлом и завершилось к моменту речи + I/ ПМН.ч have been V <sub>ing</sub> Пед.ч has been V <sub>ing</sub> - I/ П haven't been V <sub>ing</sub> П hasn't been V <sub>ing</sub> ? Have I/ ПМН.ч been V <sub>ing</sub> Has Пед.ч been V <sub>ing</sub>	- длительное прошедшее действие, которое завершилось раньше определённого момента в прошлом. + П had been V <sub>ing</sub> - П hadn't been V <sub>ing</sub> ? Had П been V <sub>ing</sub>	

Употребление времен в активном и пассивном залоге полностью совпадает. Форма пассивного залога образуется при помощи вспомогательного глагола to be в нужной форме и participle II (третья форма) смыслового глагола.

**Passive voice**

	Present	Past	Future
<b>Simple</b>	+ I am Пед.ч is V <sub>3</sub> ПМН.ч are - I am not Пед.ч isn't V <sub>3</sub> ПМН.ч aren't ? Is Пед.ч V <sub>3</sub> Are ПМН.ч V <sub>3</sub>	+ Пед.ч was V <sub>3</sub> ПМН.ч were V <sub>3</sub> - Пед.ч wasn't V <sub>3</sub> ПМН.ч weren't V <sub>3</sub> ? Was Пед.ч V <sub>3</sub> Were ПМН.ч V <sub>3</sub>	+ П will be V <sub>3</sub> - П won't be V <sub>3</sub> ? Will П be V <sub>3</sub> Shall I/We be V <sub>3</sub>
<b>Progressive</b>	+ I am Пед.ч is being V <sub>3</sub> ПМН.ч are - I am not Пед.ч isn't being V <sub>3</sub> ПМН.ч aren't ? Is Пед.ч being V <sub>3</sub> Are ПМН.ч being V <sub>3</sub>	+ Пед.ч was being V <sub>3</sub> ПМН.ч were being V <sub>3</sub> - Пед.ч wasn't being V <sub>3</sub> ПМН.ч weren't being V <sub>3</sub> ? Was Пед.ч being V <sub>3</sub> Were ПМН.ч being V <sub>3</sub>	
<b>Perfect</b>	+ I/ ПМН.ч have been V <sub>3</sub> Пед.ч has been V <sub>3</sub> - I/ П haven't been V <sub>3</sub> П hasn't been V <sub>3</sub> ? Have I/ ПМН.ч been V <sub>3</sub> Has Пед.ч been V <sub>3</sub>	+ П had been V <sub>3</sub> - П hadn't been V <sub>3</sub> ? Had П been V <sub>3</sub>	

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### Модальные глаголы и их эквиваленты

Модальные глаголы по своим свойствам отличаются от остальных глаголов тем, что сами не обозначают действие. Они выражают отношение к нему говорящего. Они не могут употребляться самостоятельно, после них обязательно должен стоять смысловой глагол в начальной форме. Они могут сами образовывать отрицательные и вопросительные предложения, им не требуются вспомогательные глаголы, но это правило не распространяется на их эквиваленты.

Модальные глаголы в настоящем времени и их значения	Форма в прошедшем времени	Форма в будущем времени
<b>Can</b> Возможность, способность, умение выполнить действие	<b>Could</b>	<b>Will be able to</b>
<b>May</b> — разрешение — предположение с оттенком сомнения	<b>Might</b>	<b>Will be allowed to</b>
<b>Must</b> Обязанность, приказание, необходимость	Эквивалент <b>Had to</b>	<b>Will have to</b>
<b>Should/ Ought to</b> Следует выполнить действие (совет, рекомендация)	<b>Should have V<sub>3</sub></b>	—
<b>Need/ needn't</b> Нужно/не нужно выполнять действие	<b>Need have V<sub>3</sub></b>	—

### Неличные формы глагола

В английском языке есть три неличные формы глагола: инфинитив, герундий и причастие. Рассмотрим особенности их употребления. **Инфинитив** может выполнять функции подлежащего, части сказуемого, прямого дополнения, обстоятельства цели и сложного дополнения (Complex Object and Subject). Инфинитив в английском языке имеет формы активного и пассивного залогов, также может быть перфектным и неперфектным, и это единственная неличная форма глагола, имеющая форму *Progressive*.

	Non-Perfect		Perfect	
	Simple	Progressive	Perfect	Perfect Progr.
<b>Active</b>	to V	to be V <sub>ing</sub>	to have V <sub>3</sub>	to have been V <sub>ing</sub> (употребляется редко)
<b>Passive</b>	to be V <sub>3</sub>	—	to have been V <sub>3</sub> (употребляется редко)	—

**Герундий** имеет, кроме глагольных свойств, свойства имени существительного. Соответствующей формы в русском языке не существует; по значению к герундию близки отглагольные существительные, также его значение может передаваться инфинитивом, деепричастием, глаголом в личной форме.

	Active	Passive
<b>Simple</b>	V <sub>ing</sub>	being V <sub>3</sub>
<b>Perfect</b>	having V <sub>3</sub>	having been V <sub>3</sub>

Перед герундием может стоять притяжательное местоимение или существительное в притяжательном падеже, предлог. Лучше просто выучить, в каких случаях употребляется герундий:

— как прямое дополнение после глаголов **like, need, prefer, remember, enjoy, mind, excuse, be busy, be worth**

— как предложное дополнение может употребляться после любого глагола или прилагательного, требующего предлога: **to depend on, to rely on, to object to, to blame ... for, to thank ... for, to be responsible for, to be fond of, to be tired of, to be afraid of, to look forward to, to feel like.**

**Причастие** в английском языке может быть в предложении определением или входить в состав причастного оборота (в русском языке это причастный и деепричастный обороты). В качестве определения выступают Participle I Simple (несовершенного вида) и Participle II (совершенного вида). Причастие, употреблённое в качестве обстоятельства времени и причины, может выражать относительное время. Так, причастие I простое показывает, что выражаемое им действие происходит одновременно с действием глагола-сказуемого, а причастие I перфектное показывает, что действие произошло ранее действия сказуемого. Нужно помнить, что перед причастием не употребляется предлог.

	Active	Passive
Participle I Simple (Ppresent)	<i>V<sub>ing</sub></i> определе- ние/обстоятель- ство	being <i>V<sub>3</sub></i> обстоя- тельство
Participle I Perfect	having <i>V<sub>3</sub></i> обстоя- тельство	having been <i>V<sub>3</sub></i> об- стоятельство
Participle II	—	<i>V<sub>3</sub></i> определение

**Закон согласования времен** используется в английском языке при изменении предложения из прямой речи в косвенную. Основное его положение: если главная часть стоит в прошедшем времени, то и в зависимой части необходимо употреблять только одно из прошедших времен.

**Время предложения в прямой речи** → **Время в придаточном предложении косвенной речи**

Present Simple	Past Simple
Present Progressive	Past Progressive
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Progressive	Past Perfect Progressive
Present Perfect Progressive	Past Perfect Progressive
Future	Future in the Past

Также нужно обращать внимание на то, какой тип предложения был в прямой речи.

**Повествовательное** предложение имеет следующую структуру: Подл. + said / told + that + подл. + сказуемое в нужном прошедшем времени.

**Вопросительное** предложение:

Подл. + asked + if (whether)/ вопрос.слово + подл. + сказуемое в нужном прошедшем времени.

**Повелительное** предложение:

Подл. + asked/ ordered + to + инфинитив.

Необходимо согласовать и обстоятельства времени.

<b>This</b>	→	<b>that</b>
<b>(these)</b>		<b>(those)</b>
<b>Today</b>		<b>that day</b>
<b>Now</b>		<b>then</b>
<b>Here</b>		<b>there</b>
<b>Tomorrow</b>		<b>the next (the following) day</b>
<b>Ago</b>		<b>before</b>
<b>Yesterday</b>		<b>the day before/the previous day</b>
<b>Last week</b>		<b>the week before</b>

В английском языке, как и в русском, существуют **три наклонения**:

- повелительное наклонение, которое выражает побуждение к действию, просьбу или приказание. Go at once! Don't be late!
- изъявительное наклонение, которое выражает реальное действие в настоящем, прошедшем или будущем времени
- сослагательное наклонение, которое выражает возможность, предположение или нереальность действия

Рассмотрим более подробно сослагательное наклонение.

**The Subjunctive Mood.** Выделяют две формы сослагательного наклонения: Subjunctive I (совпадает с формой Future in the Past), которое употребляется в простом предложении и в главной части сложноподчиненного предложения, и Subjunctive II (совпадает с формой Past Simple/ Past Perfect), которое употребляется в придаточном предложении. Сослагательное наклонение часто используется в сложных предложениях с придаточным условием.

**Условные предложения:**

- 1-й тип — реальное действие, которое может произойти в будущем при каком-то условии.
  - 2-й тип — нереальное на данный момент действие, которое невозможно в настоящем или будущем.
  - 3-й тип — нереальное действие, которое не произошло в прошлом.
- Второй и третий тип переводятся с частицей **бы**.

	Главная часть	Условная часть
1-й тип	<i>Future Simple</i> Подл. will V	If (When...) <i>Present Simple</i> Подл. V/ <i>V<sub>s</sub></i>
2-й тип	<i>Future in the Past</i> Подл. would V	If <i>Past Simple</i> Подл. <i>V<sub>2</sub></i>
3-й тип	<i>Future in the Past</i> Подл. would have <i>V<sub>3</sub></i>	If <i>Past Perfect</i> Подл. had <i>V<sub>3</sub></i>

## Существительное

**Множественное число имен существительных**

- Традиционным способом образования множественного числа является прибавление **-S/-ES**
- К существительным, оканчивающимся в единственном числе на s, ss, sh, ch, x прибавляется окончание **-es** (Хероx-хероxес)

3. Некоторые имена существительные, оканчивающиеся на *f/fe*, меняют окончания на *-ve+s* (wife-wives)

4. Существительные, оканчивающиеся на букву *-y* с предшествующей согласной, меняют ее на *-i+es*

5. Существительные на *-o* — возможно *-s* или *-es* (нужно запоминать каждый конкретный случай)

#### 6. Нетрадиционный способ:

man — men  
 woman — women  
 foot — feet  
 tooth — teeth  
 goose — geese  
 mouse — mice  
 child — children  
 ox — oxen

#### 7. Единств.число = множ.числу

sheep  
 fish  
 deer

8. Неисчисляемые существительные, употребляющиеся только в единственном числе: *sand* (песок), *food*, *meat*, *water*, *air*, *politics*, *economics*, *physics*, *mathematics*, *spaghetti*, *advice*, *information*, *knowledge*, *progress*, *news*, *money*, *hair*.

9. Существительные, употребляющиеся только во множественном числе: *jeans*, *tongs* (щипцы), *glasses*, *trousers*, *tights*, *scissors*, *goods*, *clothes*, *contents*, *wages* (зарплата).

### ARTICLE

#### The definite article

А) перед нарицательными существительными.

1. Перед существительным, обозначающим конкретный предмет, о котором даются или выясняются дополнительные сведения.

*The flat is quite large and comfortable.*

2. Перед существительным, являющимся единственным в своём роде или в данной обстановке.

*When we went out, the moon was shining.*

3. Перед существительным в функции обстоятельства места, если не подчёркивается значение *один из*.

*They went into the restaurant and sat down at the table by the window.*

4. Перед существительным, обозначающим вещество в определённом количестве или определённом месте в данной обстановке.

*Pass me the salt, please.*

5. Перед приложением, характеризующим известное историческое лицо.

*Dreiser, the famous American writer, joined the Communist Party at the age of 74.*

6. После слов *one of*, *some of*, *many of*, *each of*, *most of*; обычно после слов *all*, *both*.

*Give me one of the books.*

7. Перед существительным, имеющим определение, выраженное прилагательным в превосходной степени, перед словами *same*, *following* и порядковыми числительными, а также словами *next* в значении следующий по порядку и *last* в значении последний.

*This is the most responsible task of all.*

8. Перед прилагательными и причастиями в значении существительного и перед словом *people* в значении народ.

*The old don't always understand the young.*

9. Перед существительными, обозначающими социальные классы людей.

*The workers*

*The bourgeoisie*

10. Перед существительными в единственном числе, обозначающими целый класс предметов.

*The dog is a friend of man.*

Б) перед именами собственными

1. Перед именем собственным, обозначающим целиком всю семью.

*I haven't met the Browns since they returned from London.*

2. Перед именами собственными, имеющими ограничивающие определение.

*He was again the Charles she used to know years ago.*

3. Перед названиями некоторых стран и местностей.

*He travelled widely throughout the United States.*

4. Перед названиями океанов, морей, рек и горных цепей.

*He travelled twice across the Pacific Ocean.*

5. Перед названиями четырёх сторон света.  
*Have you ever been to the South?*

6. Перед названиями судов, гостиниц и английских газет.  
*He reads the Morning Star regularly.*

### THE INDEFINITE ARTICLE

1. Для обозначения принадлежности предмета к какому-либо классу предметов (с глаголами to have, to see и др., с оборотом there is, в именной части составного сказуемого) при наличии описательного определения и без него.

*A man's waiting for you.*

2. Перед абстрактным существительным при наличии описательного определения.

*They lived a quiet life.*

3. Перед существительным в приложении, если не подчеркивается известность лица, к которому оно относится.

*Mr. Petrov, an engineer at our factory, spoke at the meeting yesterday.*

4. В значении *один* перед исчисляемыми существительными, обозначающими время.

*Will you be back in an hour?*

5. В восклицательных предложениях после *what* и перед исчисляемыми существительными в единственном числе.

*What a lonely day!*

6. Перед исчисляемыми существительными в единственном числе, определяемым словами *such, quite, rather, most* (в значении *очень*).

*It is such a difficult sentence that I can't translate it.*

7. Перед существительным, определяемым порядковым числительным в значении *другой, ещё один*.

*Suddenly we heard a shot, then a second and a third.*

8. В сочетаниях *a little* и *a few*  
*If I have a little free time today, I'll drop in.*

### NO ARTICLE

1. Перед абстрактными существительными; перед названием вещества, если речь не идёт о каком-либо конкретном количестве; перед существительными во множественном числе в случаях, перечисленных выше (пункт 1, 5, 6 — The indefinite article).

*The work gives him satisfaction.*

2. Перед именами собственными.  
*London is the capital of England.*

3. Перед существительным, определяемым словами *next* в значении *будущий* и *last* в значении *прошлый*.  
*I went to the Ukraine for my holiday last year, and I am going there next year too.*

4. Перед названием наук.  
*I like Literature and History, but I don't like Mathematics.*

5. Перед существительными *Mother, Father, Uncle, Aunt* и др. в речи членов одной и той же семьи.  
*Has Mother come back yet?*

6. В некоторых сочетаниях существительного с предлогом, когда все сочетание носит наречный характер: *in time, at home, at night, by train, by heart, by day, from year to year, from head to foot* и др.  
*You can get there in time if you go by train.*

### Степени сравнения прилагательных

Существуют три степени сравнения прилагательных: положительная, сравнительная и превосходная. В зависимости от способов образования степеней сравнения выделяют три группы прилагательных.

#### 1-я группа:

1. односложные прилагательные (low, nice, hot)
2. двусложные прилагательные на **-y, -ow, -le, -er** (pretty, clever)
3. двусложные с ударением на втором слове (severe)
4. трёхсложные прилагательные с приставкой **un-** (unhappy)

Все эти прилагательные образуют степени сравнения с помощью суффиксов.

low - lower - the lowest  
clever - cleverer - the cleverest

2-я группа: все остальные двусложные и многосложные прилагательные образуют степени сравнения с помощью слов *more* и *the most*.

modern - **more** modern - the most modern  
terrible - **more** terrible - **the most** terrible

3-я группа: особые случаи, когда прилагательные имеют разные слова для выражения степеней сравнения.

good - better - the best  
bad - worse - the worst  
far - farther - the farthest



far - further - the furthest  
 many/much - more - the most  
 little - less - the least

### Степени сравнения наречий

1. Односложные — так же, как и прилагательные 1-й группы (без артикля)

late - later - latest

2. Многосложные — так же, как и прилагательные 2-й группы (без артикля)

seldom - more seldom - most seldom

3. Особые случаи

badly - worse - worst  
 little - less - least  
 much - more - most  
 well - better - best

### Местоимения

1. Личные — I, you, he, she, it, we, they
  2. Притяжательные — my, your, his, her, its, our, your, their
- Абсолютная форма — mine, yours, his, hers, its, ours, theirs
3. Объектные (косв. падежи) — me, you, him, her, it, us, them
  4. Вопросительные/ Относительные/ Союзные в зависимости от типа предложения — who (whom), whose, which, what
  5. Возвратные — myself, yourself, herself, himself, itself, yourselves, ourselves, themselves
  6. Взаимные — each other, one another
  7. Отрицательные — no, nobody, no one, none, nothing, nowhere
  8. Неопределенные — some(+), any(-, ?), every и их производные, all, both, each, other, another, one.

### Числительные

1. Количественные обозначают количество предметов, №№ комнат, домов, автобусов и т.д., хронологические даты  
 1,201 books (one thousand two hundred and one books)  
 on page 305 (three hundred and five)  
 in 1900 (nineteen hundred)  
 in 1905 (nineteen ou five)  
 in 1956 (nineteen fifty six)  
 in 2008 (two thousand and eight)

### Дробные (простые и десятичные)

1/5 ton (one fifth of a ton)  
 1/2 kilometre (half a kilometre)  
 1/4 mile (quarter of a mile)  
 0.5 (point five)  
 3.215 (three point two one five)

2. **Порядковые** служат для обозначения дат, порядка предмета по счёту

The 35<sup>th</sup> day (thirty-fifth) day  
 16<sup>th</sup> January (the sixteenth of January)

### Словообразование

Суффиксы существительных:

(-acy, -age, -an, -ance, -ancy, -ant, -ar, -ard, -ate, -cy, -dom, -ee, -er, -ence, -ency, -ent, -er, -ery, -ess, -ette, -hood, -ice, -ie, -ier, -ite, -ism, -ist, -ity, -ive, -kin, -let, -ment, -mony, -ness, -or, -ory, -ship, -ster, -teen, -tion, -tude, -ty, -ure, -y, -yer)

Суффиксы глаголов:

(-ate, -en, -fy, -ify, -ize)

Суффиксы прилагательных:

(-able, -ac, -aceous, -al, -am, -ar, -ary, -ate, -ble, -ent, -er, -arn, -ascent, -ful, -ible, -ic, -ical, -id, -ile, -ine, -ish, -less, -like, -ly, -ory, -ous, -some, -ty, -ulent, -wise, -y)

Суффиксы наречий:

(-ally, -fold, -like, -ly, -ward, -ways, -wise)

**Отрицательные префиксы:** Слова с отрицательным значением могут быть образованы путем присоединения префиксов in-, dis-, in-, non-, префиксы il-, im-, ir- могут быть добавлены к прилагательным, начинающихся с букв l, r, g.

### SUFFIXES

Suffix	Examples
NOUNS/существительные	
ment (verb + suffix = noun)	improvement, disagreement
ion (verb + suffix = noun)	election, translation
tion (sion) (verb + suffix = noun)	information, revision
ing (verb + suffix = noun)	spelling, reading
ness (adjective + suffix = noun)	happiness, whiteness, weakness
(i)ty (adjective + suffix = noun)	similarity, popularity

ee, er, or, ist (noun/verb + suffix = noun); new nouns describe people and their jobs	employee, employer, dancer, actor, artist
eer (noun + suffix = noun)	engineer, mountaineer
ism (noun + suffix = noun)	materialism
ance/ence (verb + suffix = noun)	acceptance, absence
hood (noun + suffix = noun)	childhood, neighbourhood
ship (noun + suffix = noun)	friendship, relationship
ADJECTIVES / прилагательные	
ous (noun/verb + suffix = adjective)	famous, glamorous
al (noun/verb + suffix = adjective)	political, practical
y (noun/verb + suffix = adjective)	foggy, sunny, rainy
ive (noun/verb + suffix = adjective)	attractive
able (ible) (noun/verb + suffix = adjective)	drinkable, comprehensible
<i>fill</i> often means 'full of + the meaning of the adjective	helpful, thoughtful
<i>less</i> means 'without' + the meaning of the adjective	homeless, jobless
ic (noun + suffix = adjective)	historic, realistic
ADVERBS / наречия	
ly (adjective + suffix = adverb)	fully, slowly, beautifully

## Предлоги

### 1. Предлоги, обозначающие движение (куда? откуда?)

<b>to-</b> движение к предмету, лицу (в, на, к)	I go <b>to</b> college. Come <b>to</b> me.
<b>from-</b> движение от предмета, лица (от, из, с, у)	I'm going <b>from</b> the door.
<b>into-</b> движение внутрь чего-либо (в)	Come <b>into</b> the room.
<b>out of-</b> движение изнутри чего-то (из)	Take the pen <b>out of</b> the bag.
<b>towards-</b> к, по направлению к	They went <b>towards</b> the park.

### 2. Предлоги времени (когда?)

<b>in-</b> внутри временного отрезка (в), через некоторое время	<b>in</b> April, <b>in</b> 1990
<b>at-</b> в точке времени	<b>in</b> three days
<b>on-</b> в (с названием дней недели, датами)	<b>at</b> 12 o'clock, <b>at</b> night
<b>by-</b> к определенному времени	<b>on</b> Sunday, <b>on</b> the 1st of May
<b>from... till (to)...</b> - от...до...	<b>by</b> tomorrow, <b>by</b> 7 o'clock
<b>before-</b> перед чем-либо	<b>from</b> 5 <b>till (to)</b> 6
<b>between-</b> между	<b>before</b> classes
	<b>between</b> 1 and 2 o'clock

**during-** в течение, во времени  
**since-** с, с тех пор  
**for-** в течение какого-то отрезка времени  
**after-** после чего-либо

**during** the week  
**since** Monday  
**for** an hour  
**after** breakfast

### 3. Предлоги, обозначающие место (где?)

**at-** местонахождение у предмета, у лица или там, где происходит какой-то процесс (в, на, у, за)  
**in-** местонахождение внутри чего-либо  
**on-** местонахождение на чем-либо  
**under-** местонахождение под чем-либо  
**over/ above-** местонахождение над чем-либо  
**in front of-** местонахождение перед чем-либо  
**behind-** местонахождение за чем-либо

We are **at** college.  
I am sitting **at** the table.  
She is **at** her brother.  
The driver is **in** the car.  
The clock is **on** the wall.  
The box is **under** the table.  
Birds are **over** our heads.

I sit **in front of** the table.

The garden is **behind** the house.

**through-** через (сквозь)

They marched **through** the town.

**across-** через (поперёк)

The bridge is **across** the river.  
We were sitting **around** the table.

**around-** вокруг чего-либо

**among-** среди, между

At last I was **among** my friends.

В английском языке существуют идиоматические сочетания глаголов с предлогами, которые меняют значение глагола. Это одна из сложных тем, требующая заучивания целого фразеологического оборота.

## READING

## TEST 1 (B2)

Analyze your language abilities important for part B2 of State Exam.  
Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я понимаю основное содержание сообщений, несложных публикаций научно-познавательного характера, отрывков из произведений художественной литературы.					Задания типа B2
Я умею отделять главную информацию от второстепенной, выявлять наиболее значимые факты.					Задания типа B2

## Useful tips

При выполнении этого задания проверяется умение понимать основное содержание сообщений, несложных фрагментов научно-познавательной и художественной литературы. Соотнесение фрагментов и заголовков требует так называемого быстрого чтения, в ходе которого важно общее понимание темы текста на основе ключевых слов.

Особую трудность в данном задании представляют тексты, связанные одной тематикой, но раскрывающие разные ее аспекты. Для того чтобы справиться с данным заданием на высоком уровне, важно найти в тексте фразы, предложения, которые соответствуют выбранному заголовку.

При затруднениях в выполнении данного задания мы рекомендуем включать в подготовку к ЕГЭ тексты различной жанровой направленности с заданиями типа true/false и т.п.

Do the test below, compare the results of your self-examination with your test points. Identify if you need more help.

Read 7 fragments. Choose the most suitable heading from the list 1–8 for each fragment (A–G). There is one extra heading which you do not need to use.

1. Units of Energy
2. Order in Nature
3. Distance to the Sun
4. Ice Ages

## Глава II

## Тренировочные задания для подготовки к письменной части экзамена

В тренировочной части пособия мы предлагаем проанализировать уровень сформированности иноязычных умений и навыков, которые становятся объектом контроля в ходе ЕГЭ. Элементы содержания, проверяемые на экзамене, представлены в кодификаторе<sup>1</sup>: они являются основой при разработке тестовых материалов.

Тренировочные задания подготовлены в формате языкового портфеля. При их выполнении используйте следующий алгоритм:

— проанализируйте сформированность иноязычной речевой деятельности на основе представленных дескрипторов в соответствии с элементами содержания, знаниями, умениями и навыками, проверяемыми на ЕГЭ<sup>2</sup>. Заполните графы таблиц, которые обозначают:

- 1 — могу это выполнить без затруднений,
- 2 — возникают некоторые затруднения при выполнении данного задания,
- 3 — допускаю многочисленные ошибки при выполнении данного задания,
- 4 — не могу выполнить данное задание;

— выполните предлагаемые ниже задания, которые соотносятся с контролируемыми элементами, установите верность самооценки, определите необходимость дальнейшей работы над представленными элементами содержания.

<sup>1</sup>Кодификатор элементов содержания и требований к уровню подготовки выпускников общеобразовательных учреждений для проведения единого государственного экзамена по АНГЛИЙСКОМУ ЯЗЫКУ. — [Электронный ресурс] URL : <http://www.fipi.ru/view/sections/226/docs/627.html>

<sup>2</sup>В тренировочных заданиях представлены некоторые элементы содержания, проверяемые на ЕГЭ

5. Vaccinations
6. Miniature Kingdom
7. Conservation of Matter
8. Universal Gravitation

A. Lavoisier was the first chemist to believe in measurement during and after experiments. All chemists before had focused on observation and description of the reactions during an experiment. By carefully measuring the weight of each substance, Lavoisier discovered that matter is neither created nor destroyed during a chemical reaction. It may change from one form to another, but it can always be found or accounted for. Scientists still use this principle every day.

B. Have you had small pox? Polio? Typhoid? Probably not. However, such infectious diseases used to plague human kind. The word plague comes from one of these killer diseases — the bubonic plague. For example, throughout the fourteenth and fifteenth centuries, the plague killed nearly half of the population of Europe. But one simple discovery not only stopped the spread of each of these diseases, it virtually eradicated them.

C. Until the eighteenth century, nature was viewed as a wild profusion of life. Carl Linnaeus discovered order and organization in that seeming randomness. His system for naming, grouping and conceptually organizing plants and animals provided insights into botany, biology, ecosystems and biological structure that scientists still rely on almost 300 years later.

D. Just as Galileo used his telescope to open the human horizon to the planets and stars of space, so Van Leeuwenhoek used his microscope to open human awareness to the microscopic world that was invisibly small and that no one had even dreamed existed. His work founded the science of microbiology and completed human understanding of the circulatory system.

E. Our understanding of the universe depends on two foundations — our ability to measure the distances to far away stars and our ability to measure the chemical composition of stars. The discovery that allowed scientists to determine the composition of stars was described in the 1859 entry on spectrographs. Cassini's 1672 measurement, however, was the first to accurately estimate that distance.

F. We now know that mechanical work, electricity, momentum, heat, magnetic force, etc., can be converted from one to another. There is always a loss in the process but it can be done. That knowledge has been a tremendous help for the development of our industries and technologies. Only 200 years ago, the thought had not occurred to anyone. James Joule was the first scientist to come to grips with the general concept of energy and of how

different forms of energy are equivalent to each other.

G. It was a revolutionary idea: Earth's climate had not always been the same. Every scientist for thousands of years had assumed that Earth's climate had remained unchanging for all time. Then Louis Agassiz discovered proof that all Europe had once been covered by crushing glaciers. Earth's climate had not always been as it was now.

A	B	C	D	E	F	G

## READING

## TEST 2 (B3)

Analyze your language abilities important for part B3 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я понимаю структурно-смысловые связи текста.					Задания типа В3

## Useful tips

При выполнении данного задания необходимо обращать внимание как на логику текста, основанную на смысловых вехах и содержании, так и на синтаксические и грамматические связи, определяющие соответствие фраз при дополнении текста.

Правила согласования времен, соотнесения плана прошедшего и настоящего в рамках предложения и текста, использования союзов, союзных слов, вводных слов и т.п. должны стать одними из ориентиров при дополнении текста.

Одной из стратегий выполнения данного задания является точный перевод на русский язык: это позволяет проверить соответствие фрагментов содержанию текста.

Do the test below, compare the results of your self-examination with your test points. Identify if you need more help.

Read the text. Six phrases (parts of sentences) have been removed from the text. Choose from the phrases (1-7) the one which fits each gap. There is one extra sentence which you do not need to use.

The theatre often seems to make the 'top ten' list of places to visit while in London. While it has certainly been on our list since we arrived in the UK

A \_\_\_\_\_. We started our London theatrical education with a very well known and popular musical, *Les Misérables*. I was silly enough to think B \_\_\_\_\_. Needless to say I was surprised when I found this wasn't the case and the theatre filled up shortly before the curtain was raised.

We booked cheap tickets on lastminute.com, C \_\_\_\_\_. We were lucky enough to be in the stalls, though we understand why the tickets came with a warning about limited viewing as soon as we sat down, with the bottom of the dress circle stretching out above us and cutting off our view of the top of the set. Still this only had a small effect on our viewing pleasure.

Now to the show. I'm not the biggest fan of musicals, D \_\_\_\_\_. Thankfully *Les Misérables* has both a strong story and beautifully written music. These performances were enhanced by the set, E \_\_\_\_\_. *Les Misérables* is definitely a London musical worth seeing F \_\_\_\_\_. Sure the story could be described as wonderful and I think our next visit to the London theatre will be to see a show.

1. that at the Queen's Theatre there would be empty seats
2. which was elaborate and atmospheric without being overly complicated and busy
3. considering myself to be more of a story person than a song person
4. it took us almost six months to get there
5. though we were in time for the performance
6. though it wasn't at the last minute
7. even if you don't consider yourself to be a 'musical person'

A	B	C	D	E	F

### TEST 3 (A15–A21)

Analyze your language abilities important for part A15–A21 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею отделять главную информацию от второстепенной, выявлять наиболее значимые факты.					Задания типа A15–A21
Я понимаю информацию прагматических текстов, публикаций научно-популярного характера, отрывков из произведений художественной литературы полностью и точно.					Задания типа A15–A21

### Useful tips

Данное задание является одним из наиболее сложных в ЕГЭ, так как оно ориентировано на наличие достаточно богатого речевого опыта, владение лексикой, грамматикой, умениями интерпретировать содержание.

В отличие от заданий типа В2 — это медленное вдумчивое чтение. Условиями успешности выполнения данного задания являются

— перевод на русский язык всего текста или его фрагментов, особенно это касается вопросов теста и поиска текстуальных фрагментов как ответов на них;

— перечитывание отдельных фрагментов;

— постановка вопросов к фрагментам, содержащих важную информацию;

— перефразирование трудных для понимания слов, выражений, предложений;

— языковая догадка, предвосхищение содержания.

**Do the test below, compare the results of your self-examination with your test points. Identify if you need more help.**

*Read the text. For questions (1–7) choose the answer (A, B, C, D) which you think fits best according to the text.*

Six letters were delivered, just six. Six appointments were made, and one by one, family by family, talk, talk, talk, Barney Northrup led the tours around and about Sunset Towers.

'Take a look at all that glass. One-way glass,' Barney Northrup said. 'You can see out, nobody can see in.'

Looking up, the Wexlers (the first appointment of the day) were blinded by the blast of morning sun that flashed off the face of the building.

'See those chandeliers? Crystal!' Barney Northrup said, slicking his black moustache and straightening his handpainted tie in the lobby's mirrored wall. 'How about this carpeting? Three inches thick!'

'Gorgeous,' Mrs. Wexler replied, clutching her husband's arm as her high heels wobbled in the deep plush pile. She, too, managed an approving glance in the mirror before the elevator door opened.

'You're really in luck,' Barney Northrup said. 'There's only one apartment left, but you'll love it. It was meant for you.' He flung open the door to 3D. 'Now, is that breathtaking, or is that breathtaking?'

Mrs. Wexler gasped; it was breathtaking, all right. Two walls of the living room were floor-to-ceiling glass. Following Barney Northrup's lead, she ooh-ed and aah-ed her joyous way through the entire apartment.

Her trailing husband was less enthusiastic. 'What's this, a bedroom or closet?' Jake Wexler asked, peering into the last room.

'It looks like a closet.'

'Oh, Jake, this apartment is perfect for us, just perfect.'

Grace Wexler argued in a whining coo. The third bedroom was a trifle small, but it would do just fine for Turtle. 'And think what it means having your office in the lobby, Jake; no more driving to and from work, no more mowing the lawn or shovelling snow.'

'Let me remind you,' Barney Northrup said, 'the rent here is cheaper than what your old house costs in upkeep.'

How would he know that, Jake wondered. Grace stood before the front window where, beyond the road, beyond the trees, Lake Michigan lay calm and glistening. A lake view! Just wait until those so-called friends of hers with their classy houses see this place. The furniture would have to be reupholstered; no, she'd buy new furniture — beige velvet. And she'd have stationery made — blue with a deckle edge, her name and fancy address in swirling type across the top: *Grace Windsor Wexler, Sunset Towers on the Lake Shore.*

*E. Raskin «The Westing Game»*

**1. Barney Northrup was**

1. a postman.
2. man who lived in Sunset Towers.
3. an estate agent.
4. a tour guide.

**2. People who lived in Sunset Towers could see out but nobody could see in**

1. because the glass was transparent on one side.
2. because there were windows only on one side of the buildings.
3. because the windows were not glassed over.
4. because people got blinded when they looked at the glass.

**3. Saying «See those chandeliers? Crystal!» and «How about the carpeting? Three inches thick!» Barney Northrup emphasized that**

1. these things were out of fashion.
2. the décor of the Sunset towers was luxurious.
3. he is so worried that they are too expensive.
4. they don't fit the lobby's mirrored wall.

**4. Mrs. Wexler clutched her husband's arm because**

It was so difficult for her to wear high-heeled shoes on the thick carpeting. She could hardly breathe.

Barney Northrup asked some questions and she had to reply. They had to wait before the elevator door opened.

**5. Mrs. Wexler ooh-ed and aah-ed because of**

1. pain.
2. fear.
3. disappointment.
4. delight.

**6. Why was Mrs. Wexler's husband less enthusiastic?**

1. Because the last room was too dark.
2. Because the last room was too small.
3. Because the last room was a cloakroom.
4. Because he had to buy new furniture.

**7. Mrs. Wexler dreamed of**

1. a new beige velvet dress.
2. fitting her old furniture with new padding.
3. going for a walk near the lake and enjoy the beauty of its calm and glistening waters.
4. prepare writing materials, such as paper, envelopes, visiting cards etc. with her name and new address.

Вопросы:	1	2	3	4	5	6	7
Ответы:							

**WRITING**

**TEST 4 (C1)**

Analyze your language abilities important for part C1 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я правильно употребляю формулы речевого этикета, принятые в стране изучаемого языка при написании личного письма.					Задания типа C1
Я умею рассказывать об отдельных фактах и событиях моей жизни при написании личного письма.					Задания типа C1
Я умею выражать мысли и чувства при написании личного письма.					Задания типа C1

Я умею описывать планы на будущее при подготовке личного письма.					Задания типа C1
Я умею расспрашивать информацию у партнера по письменному общению.					Задания типа C1

## Useful tip

Написание личного письма в ходе ЕГЭ требует учета разных аспектов: знание особенностей речевого этикета, умения описывать события и явления, сообщать необходимую информацию в письменной форме, умения передавать собственные чувства и эмоции относительно информации письма, умения описывать планы на будущее и также умения запрашивать необходимую информацию у друга по переписке. Успешное написание личного письма требует владения грамматикой и лексикой, знания правил орфографии и пунктуации.

При подготовке данного задания мы рекомендуем обратить особое внимание на критерии оценивания, так как соответствие им позволяет набрать максимальное количество баллов.

Do the exercise below, identify if you need more help.

#### 4.1. Complete the table with the appropriate parts of the letter. Revise the rules of letter writing (etiquette).

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

*Well, my school is rather far from my home. It usually takes me about 15 minutes to get there. As a rule, I go by bus but sometimes I have to walk there. It takes me half an hour and it is the main cause of my being late. What about you? How often are you late for school? Why does it happen? When were you late last and why? How do you usually get to your school? What transport do you use?*

*Well, I've decided to join our school ecology club!*

Write a letter to Samantha.

In your letter

— answer her questions

— ask **3 questions** about her school ecology club.

Write **100–140 words**.

Remember the rules of letter writing.

	1. ...
	2. ...
	3. ...
4. ...	
5. ... 6. ... 7. ... 8. ...	
9. ... 10. ... 11. ...	
12. ...	
13. ... 14. ...	
15. ...	
16. ...	

a. Best wishes,

b. Pyatigorsk

c. However, I'm sometimes late because I'm a 'night owl', it's so hard for me to wake up in the morning. Well, I was late last Monday because I overslept.

d. Thanks for your letter!

e. First of all, I'd like to say that my school isn't far from my house. I usually go on foot there and it takes me about 5 minutes.

f. Write back soon!

g. Are there many pupils in the ecology club? What projects are you carrying out now? Do teachers help you?

h. I'm happy to read about your news.

i. 25/10/2013.

j. It's wonderful that you help nature!

k. In your letter you ask me about the transport I use to get to school.

l. Dear Samantha,

m. Russia

n. Sorry, I must go to the library.

o. Arina

p. Sorry I haven't answered you at once because we are preparing a project.

#### 4.2. Make questions for these answers.

1. Yes, I can. It's one of my favourite activities.

2. No, I haven't. I've never done it.

3. With my friends.

4. Yes, I do. She's so kind and careful.

5. Pancakes.

6. No, I haven't. All my friends have said that it is so boring.

7. On Mondays and Fridays.

8. Yes, I am. My flight is at 5 o'clock.
9. Yes, I do. It's a real pleasure.
10. No, I didn't. Because I visited my granny yesterday evening.

#### 4.3. Ask your questions according to the task.

1. Ask 3 questions to Jane about her plans for Christmas.
2. Ask 3 questions to Paul about his new bike.
3. Ask 3 questions to James about his town.
4. Ask 3 questions to Pamela about her last visit to the cinema.
5. Ask 3 questions to Barbara about her fitness routine.

#### 4.4. Read the questions from the letter stimulus. Complete the letters below (only the main part of the letter without questions).

1. You have received a letter from your English-speaking pen-friend Sara who writes:

*I'm really happy because my summer holidays have started and I have a lot of plans related to them. What about you? What are you going to do during this time? Are you going to visit any places of interest? Would you like to learn anything new? What is it? How do you plan to help your parents?...*

In your letter you ask me about... First of all,... Besides,... It's important to note... Of course,...

2. You have received a letter from your English-speaking pen-friend Jim who writes:

*As you know I'm preparing for my exams now and it's really a very hard time for me. Every day I read my text-books, write notes and memorize them. What about you? Are you preparing for your exams now? How did you pass your last exams? What did you do to prepare for them? Who helped you? Can you give me any useful advice related to the exams and the preparation.*

In your letter you asked me about... Of course,... However,... It's clear,... Besides,... You should...

3. You have received a letter from your English-speaking pen-friend Sam who writes:

*Yesterday all our class went to the circus. The performance was so wonderful. At the same time I'm sure that animals don't like to be actors. After the performance we discussed this problem with my friends. What is your opinion? What do you think about animals in the zoos and circuses? Is it a good idea or is it necessary to ban them? Have you ever been to the circus? What were your emotions like there?*

In your letter you asked me about... To my mind,... It's important,... On the one hand,... On the other hand,... As for..., ...

#### 4.5. A. Write a letter according to the task below.

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

*Well, yesterday my classmates and I took part in the game «Leadership». It was so exciting! We made presentations on different youth problems tried to solve them, played different games, etc. Have you ever participated in such games? When and where was it? What special events are organized for teenagers in your school (town)? Do you think they are important for young people? Why? By the way, next week I'm going to the camp...*

Write a letter to Tina.

In your letter

- answer her questions
- ask 3 questions about the camp.

Write 100–140 words.

Remember the rules of letter writing.

**B. Analyze your letter according to the criteria of evaluation. Complete the table below. Compare the results of your self-examination with your points. Identify if you need more help.**

	СХЕМА ОЦЕНИВАНИЯ	Баллы
1.	<b>Решение коммуникативной задачи (2 балла)</b>	
	Даны полные ответы на заданные вопросы: — есть упоминание о том, что когда-либо участвовал или не участвовал в подобных играх; — есть упоминание о том, когда и где это было; — есть упоминание о том, какие мероприятия проводятся в школе или городе для молодежи; — в письме объясняется роль подобных мероприятий для воспитания молодежи.	
	Правильно выбрано обращение, завершающая фраза и подпись.	
	Есть благодарность, упоминание о предыдущих контактах, выражена надежда на будущие контакты.	



2.	<b>Организация текста (2 балла)</b>	
	Текст логично выстроен и разделен на абзацы.	
	Правильно использованы языковые средства для передачи логической связи.	
	Оформление текста соответствует нормам.	
3.	<b>Языковое оформление текста (2 балла)</b>	
	Используемый словарный запас и грамматические структуры соответствуют поставленной задаче.	
	Орфографические и пунктуационные ошибки практически отсутствуют.	

**TEST 5 (C2)**

Analyze your language abilities important for part C2 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею описывать события/факты/явления, в том числе с выражением собственного мнения/суждения.					Задания типа C2

**Useful tips**

Написание письменного высказывания с элементами рассуждения «Ваше мнение» — ответственная и достаточно сложная часть ЕГЭ.

Прежде всего, следует обратить внимание на выполнение всех аспектов, указанных в задании. Важно строго следовать приведенному плану:

- make an introduction (state the problem);
- express your personal opinion and give 2–3 reasons for your opinion;
- express an opposing opinion and give 1–2 reasons for this opposing opinion;
- explain why you don't agree with the opposing opinion;
- make a conclusion restating your position.

Соблюдение предложенного плана должно отражаться как непосредственно в содержании эссе, представлении информации в соответствии с указанными пунктами, так и в таких важных параметрах как деление на абзацы, использование вводных конструкций, средств логической связи, соблюдение указанного объема высказывания.

И конечно, написание эссе требует достаточно высокого уровня владения лексикой и грамматикой, использования синонимов, антонимов, перефразирования, а также знания правил орфографии и пунктуации.

Do the exercise below, identify if you need more help.

5.1. Organize the following paragraphs in the appropriate order. Analyze the logical structure of the paragraph.

Comment on the following statement.

*Some people think that television influences greatly people's behavior. Others consider that the effect of television on people is too exaggerated.*

**What is your opinion?**

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion

opinion

- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

1	Some people consider that it has a great influence on people, their activities and opinions.
2	To my mind, it is evident that television has a great influence on our opinions and behavior.
3	First of all, it happens because of its power to inspire people. For example, when we watch a tragic piece of news, we are ready to help people.
4	Television is one of the greatest inventions of the 20 <sup>th</sup> century. It has transformed into the integral part of our sitting rooms which means that it occupies a bigger place in our life.
5	Others believe that it cannot be true.
6	To be frank, it may be true but I insist on its considerable impact. We really compare our opinion and other points of view when we watch TV.
7	As a conclusion, I would like to stress that the influence of TV is evident and it is necessary that it has only positive effect on people. TV should show good examples and give good advice and make people kinder and more careful.
8	Besides, a lot of us like watching talk-shows in which famous people discuss important problems of our society. Their opinion can make us change our point of view.

9	However, some people think that the influence of television cannot be described as strong.
10	They are sure that everyone has his own opinion and television cannot transform it. They also believe that there are important factors in our life which have more powerful influence than TV.
11	Moreover, television is a wonderful advertiser and we buy different things watching commercials.

**5.2. Complete the following essay using the appropriate organizing phrases from the table.**

Comment on the following statement.

*Some people think that exercising is the best way to be healthy.*

**Do you agree with this opinion?**

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

There is no doubt about that health is the basis of life and our activity depends on it. (1) everyone wants to be healthy (2) people use different ways which provide a healthy lifestyle and help to avoid illnesses. (3) if we want to be fit, we should go in for sports. (4) a healthy style is connected with different factors and people should pay attention to such aspects as food and ecology.

(5) not only exercising helps to be fit. (6) (7) people should understand that their nutrition should be appropriate and should include vitamins, minerals, etc. In addition, our health depends on the environment we live in. (8) it is very important to be optimists because the tendency to expect the best can improve our mental health.

(9) people can argue that people can be healthy if they do sports regularly. (10) sport makes people stronger and help them to avoid illnesses.

(11) I can't agree with this opinion completely. (12) our health is a complicated phenomenon that it is really impossible to be fit if you pay attention only to exercising.

(13) I'd like to stress that it is a real happiness to enjoy good health. It is important to keep healthy lifestyle which includes not only physical activity but many other aspects.

*My arguments for this point are listed as follows/As a conclusion,/It's clear that/At the same time,/However,/Others believe that/They are sure that/First of all,/I do strongly support the idea that/that's why/It seems to me that/Moreover,/Some people hold the opinion that/*

**5.3. A. Write an essay according to the task below.**

Comment on the following statement.

*Some people think that human activity is the main factor which destroys our planet and its beauty. Others believe that thanks to the human activity the Earth is becoming more and more beautiful place.*

**What is your opinion?**

Write 200–250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

**B. Analyze your essay according to the criteria of evaluation. Complete the table below. Compare the results of your self-examination with your points. Identify if you need more help.**

	СХЕМА ОЦЕНИВАНИЯ	Баллы
	Соответствие плану, предложенному в задании (3 балла)	
	Объем высказывания соответствует поставленной задаче	
	Логичность (3 балла)	
	Деление на абзацы	
	Использование средств логической связи	
	Лексика (3 балла)	
	Грамматика (3 балла)	
	Орфография и пунктуация (2 балла)	

## GRAMMAR

## TEST 6 (B4–B10)

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею применять в речи — личные формы глаголов действительного залога: <i>Present Simple</i> , <i>Future Simple</i> и <i>Past Simple</i> , <i>Present</i> и <i>Past Continuous</i> , <i>Present</i> и <i>Past Perfect</i> ;					Задания типа B4–B10
— личные формы глаголов действительного залога: <i>Present Perfect Continuous</i> и <i>Past Perfect Continuous</i> ;					Задания типа B4–B10
— личные формы глаголов страдательного залога: <i>Present Simple Passive</i> , <i>Future Simple Passive</i> , <i>Past Simple Passive</i> , <i>Present Perfect Passive</i> .					Задания типа B4–B10

## Useful tips

Владение грамматикой предполагает осознание особенностей каждого времени, знание случаев употребления и умения образовывать временные формы. Важно выучить наизусть неправильные глаголы и правильно образовывать формы *Past Simple* и *Perfect*.

При выполнении заданий на дополнение текста вы можете следовать следующему алгоритму:

1. переведите предложение и определите, какая форма требуется — личная или безличная: личная форма предполагает употребление сказуемого, т.е. необходимо использовать то или иное время, выбор безличной формы основан на том, что в предложении уже имеется сказуемое и возникает необходимость употребления инфинитива, причастия или герундия;
2. если необходимо употребить личную форму глагола, т.е. необходимо образовать сказуемое, определите залог глагола: действительный или страдательный;
3. обратите внимание на маркеры, а также на времена, которые употребляются в данном предложении или в соседних предложениях: это поможет выбрать правильный временной план и образовать необходимую форму глагола.

Do the exercise below, identify if you need more help.

## 6.1. Match the grammar tenses with the verb forms.

- |                               |                     |
|-------------------------------|---------------------|
| 1. Future Simple              | A. cooks            |
| 2. Past Perfect               | B. has been built   |
| 3. Present Perfect Continuous | C. is working       |
| 4. Present Perfect            | D. began            |
| 5. Past Simple                | E. is made          |
| 6. Past Continuous            | F. has been reading |
| 7. Future Simple Passive      | G. was asked        |
| 8. Present Perfect Passive    | H. were writing     |
| 9. Past Simple Passive        | I. have answered    |
| 10. Present Continuous        | J. will help        |
| 11. Present Simple Passive    | K. had been running |
| 12. Present Simple            | L. will be done     |
| 13. Past Perfect Continuous   | M. had visited      |

## 6.2. Put the following time expressions in the correct column (Pay attention: a time expression can be used in several tenses).

*every day, every week, always, already, yet, how long, usually, often, always, rarely, never, soon, at 5 o'clock yesterday, sometimes, on Mondays, now, at the moment, at present, nowadays, last week, a month ago, the day after tomorrow, then, while, tonight, when, as, today, tonight, yet, before, by, by the time, always, still, just, ever, never, so far, recently, since, for, today, this week, how long, for, since, yesterday, just, now, when, in 2001, for, since, already, after, just, never, for, since, tomorrow, next week, in two days, in a week*

Present Simple	
Present Continuous	
Present Perfect	
Present Perfect Continuous	
Past Simple	
Past Continuous	
Past Perfect	
Past Perfect Continuous	
Future Simple	

## 6.3. Fill in the gaps. Put the verbs into the correct tense.

If you ever (1)_____ an X-ray as part of a medical checkup, you owe thanks to Wilhelm Roentgen. Medical X-rays (2)_____ one of the most powerful, useful and life-saving diagnostic tools ever developed. In 1895 Wilhelm Roentgen (3)_____ an academic professor at the University of Wurzburg, Germany, doing research into the effects of passing electricity through gas-filled bottles. In November of that year he (4)_____ experiments in his home basement lab. On November 8, he noticed that a photographic plate that (5)_____ in black paper and tucked inside a leather case in the bottom drawer of his desk had mysteriously been imprinted with the image of a key. The only key in the room (6)_____ an oversized key for a garden gate he (7)_____ into the desk's center drawer over a year ago. The image on his photographic plate (8)_____ of that key. Two weeks later he was able to prove the existence of these mysterious rays, which he (9)_____ «X-rays» and after it «X» (10)_____ to represent the unknown. By this time, he (11)_____ that X-rays could pass through wood, paper, card board, cement, cloth, etc. Roentgen, however, (12)_____ six weeks of intensive study before releasing his results on the nature and potential of X-rays. Within a month Wilhelm Roentgen's X-rays (13)_____ the talk of the world. Thus X-rays (14)_____ as the first noninvasive technique which allowed doctors to see inside the body. X-rays (15)_____ to the more modern MRI and CT technologies. The discovery of X-rays (16)_____ Roentgen the 1901 Nobel Prize in physics.	have be be begin wrap be toss be name use see begin be develop lead earn
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## 6.4. Fill in the gaps. Put the verbs into the correct tense.

There (1)_____ a family called Christiansen. They (2)_____ up on Holmenkollen, and they (3)_____ an old oil painting in the living room which they (4)_____ very proud of. The painting (5)_____ some ducks in the yard outside a farmhouse. There (6)_____ no people in the painting, just a flock of ducks on a grassy farmyard and the farmhouse in the background. It (7)_____ a large painting and rather pretty.	be live have be show be be
--	--

Well, one day their daughter Solveg (8)_____ home from school eating an apple. She (9)_____ a nice lady (10)_____ it to her on the street. The next morning little Solveg (11)_____ not in her bed. The parents (12)_____ everywhere but they (13)_____ find her. Then all of a sudden her father shouted, 'There she is! Look! Solveg (14)_____ the ducks!' He (15)_____ at the oil painting, and sure enough Solveg (16)_____ in it. She (17)_____ in the farmyard in the act of throwing bread to the ducks out of a basket. The father (18)_____ to the painting and (19)_____ her. But that didn't help. She (20)_____ simply a part of the painting, just a picture painted on the canvas.	come say give be search can(not) feed point be stand rush up touch be
<i>Roald Dahl «The Witches»</i>	

## 6.5. Fill in the gaps. Put the verbs into the correct tense.

When there (1)_____ only three weeks of the Summer Term left, an awful thing (2)_____. My grandmother (3)_____ pneumonia. She (4)_____ very ill, and a trained nurse (5)_____ into the house to look after her. 'Can I go in and see her?' I asked. 'No, dear,' the nurse said. 'Not at the moment.' The nurse (6)_____ Mrs Spring. She (7)_____ after me and (8)_____ my meals. One evening, about ten days later, the doctor came downstairs and said to me, 'You (9)_____ go in and see her now, but only for a short time. She (10)_____ for you for several days.' I (11)_____ up the stairs and (12)_____ into my grandmother's room and (13)_____ myself into her arms. '(14)_____ you _____ all right soon, Grandmamma?' I asked. 'The worst is over,' she said. 'Soon I (15)_____ up again.' 'Will she?' I said to the nurse. 'Oh yes,' the nurse answered, smiling. 'She's a tough old bird. We (16)_____ her up in another week. Doctor told me to look after for the next few days.'	be happen get become move  call look cook  can ask fly burst throw be be have
--	--

The doctor (17) _____ more than that.	say
He (18) _____ a bombshell on my grandmother and me by telling us that on no account were we to risk the journey to Norway this summer.	drop
'Rubbish!' my grandmother cried. 'I (19) _____ my grandson we (20) _____!'	promise
'It (21) _____ too far,' the doctor said.	go
'It would be very dangerous if you (22) _____ there.	be
But I (23) _____ you what you <i>can</i> do. You can take your grandson to a nice hotel on the south coast of England instead.	go
The sea air (24) _____ just what you (25) _____.	tell
In the end, the doctor (26) _____ his way about the holiday.	be
Rooms (27) _____ for us in a place called the Hotel Magnificent in the famous seaside town of Bournemouth.	need
<i>Roald Dahl 'The Witches'</i>	have
	book

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею применять в речи личные формы глаголов в <i>Present Simple (Indefinite)</i> для выражения действий в будущем после союзов <i>if, when</i> .					Задания типа B4–B10

## Useful tips

Не забудь о том, что в придаточных времени употребляется настоящее, а не будущее время: When I come home from school, I will help my mother about the house.

Do the exercise below, identify if you need more help.

## 6.6. Fill in the gaps. Put the verbs into the correct tense.

Teresa Brown really (1) _____ reading about people's daily routines. She (2) _____ to know how they schedule their time each day, it's important for her research. What will you do tomorrow is her today's question she (3) _____ some people.	enjoy
Amy: Amy will begin her work day about 90 minutes after she (4) _____ up. When she reads her emails and prepares several reports, she (5) _____ to do some more creative work.	like
Jane: When Jane wakes up, the first thing she (6) _____ is to make a beeline to her desk with a quick stop at the coffee	ask
	wake
	can
	do

maker. After she (7) _____ a cup of coffee, she will clean off her desk and computer desktop to make To Do list in order to prepare for the coming day. When she takes breaks throughout the day she (8) _____ her garden.	have
Susan: Susan (9) _____ her day by pressing the «On» button on the coffee maker. When she (10) _____ the news, scans emails she will get down to serious work.	weed
	start
	check

## 6.7. Fill in the gaps. Put the verbs into the correct tense.

What I expect to happen in the next 10 years of my life is as follows:	
After I (1) _____ from my school, I think,	graduate
I (2) _____ a long holiday. It will be a gap year from the university. When I (3) _____,	take
I (4) _____ much time for myself.	enter
Therefore, I (5) _____ Europe before	have
I (6) _____ studying.	see
I (7) _____ to England, France, Spain and Italy.	start
If you (8) _____ a Eurorail ticket, you can travel inexpensively.	go
So I (9) _____ to spend too much for my travel expenses.	take
After I (10) _____ back to Greece,	(not)have
I (11) _____ preparing for my exams.	come
	start

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я знаю правила согласования времен в рамках сложного предложения в плане настоящего и прошлого и умею применять это в речи.					Задания типа B4–B10

## Useful tips

При определении времени глагола важно помнить о разграничении планов настоящего и прошедшего в английском языке. Они не могут смешиваться! К плану настоящего относятся Future Simple, Present Perfect Continuous, Present Perfect, Future Simple Passive, Present Perfect Passive, Present Continuous, Present Simple Passive, Present Simple. К плану прошедшего относятся Past Perfect, Past Simple, Past Simple Passive, Past Perfect Continuous, Past Continuous, Future in the Past.

Так, например, для выражения предшествования в плане настоящего используется Present Perfect, а в плане прошедшего — Past Perfect.

Кроме того, важно обращать внимание на маркеры времени (наречия, словосочетания, показывающие временную отнесенность предложения).

Do the exercise below, identify if you need more help.

6.8. Fill in the gaps. Put the verbs into the correct tense. Analyze your answers according to the tense plane of the texts. Do all the verbs you've formed show correlation?

He waited to write the letter until after Squid (1)_____ and (2)_____ the game of pool.	get join
Dear Mom, Today is my first day at camp, and I already (3)_____ some friends. We (4)_____ on the lake all day, so I'm pretty tired. Once I (5)_____ the swimming test, I'll get to learn how to water-ski. I...	make be out pass
He stopped writing as he became aware that somebody (6)_____ over his shoulder.	read
He (7)_____ to see Zero, standing behind the couch. (Louis Sachar «Holes»)	turn

6.9. Fill in the gaps. Put the verbs into the correct tense. Analyze your answers according to the tense plane of the texts. Do all the verbs you've formed show correlation?

There were no telephones but word (1)_____ quickly through the small town. By the end of the day, everyone in Green Lake (2)_____ that the schoolteacher had kissed the onion picker. Not one child (3)_____ for school the next morning. Miss Katherine sat alone in the classroom and wondered if she (4)_____ track of the day of the week.	spread hear show up
Perhaps it (5)_____ Saturday. It wouldn't have surprised her. Her brain and heart (6)_____ ever since Sam kissed her. (Louis Sachar «Holes»)	lose be spin

6.10. Fill in the gaps. Put the verbs into the correct tense. Analyze your answers according to the tense plane of the texts. Do all the verbs you've formed show correlation?

A lot of people don't believe in yellow-spotted lizards either but if one (1)_____ you, it doesn't make a difference whether you (2)_____ in it or not. Actually, it is kind of odd that scientists named the lizard after its yellow spots. Each lizard (4)_____ exactly eleven yellow spots but the spots are hard to see on its yellow-green body. The lizard (5)_____ from six to ten inches long and (6)_____ big red eyes. In truth, its eyes (7)_____ yellow, and it is the skin around the eyes which is red, but everyone always (8)_____ of its red eyes. It also has black teeth and a milky white tongue. If you (9)_____ close enough to see the yellow spots, you are probably dead. (Louis Sachar «Holes»)	bite believe have be have be speak be
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Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я знаю правила согласования времен и умею переводить прямую речь в косвенную.					Задания типа B4–B10

### Useful tips

При переводе прямой речи в косвенную необходимо помнить о трансформации времен «на шаг назад». Так, Present Simple переходит в Past Simple, Past Simple и Present Perfect переходят в Past Perfect и Future Simple переходит в Future in the Past. Важно быть внимательным к согласованию подлежащего и сказуемого, а также к появлению прямого порядка слов при передаче вопросов в косвенной речи.

Do the exercise below, identify if you need more help.

6.11. Fill in the gaps. Put the pronouns into the correct forms.

The doctor asked me if I (1)_____ a cold. I agreed. She asked me how I (2)_____ it. I explained that my sister (3)_____ a cold and she (4)_____ it to me. The doctor asked if I (5)_____ anything for my cold. I said that I just (6)_____ my nose a lot. The doctor asked if my nose (7)_____ up.	have get have give take blow stop
--	---

I agreed and added that I (8) _____ to breathe through my mouth. The doctor asked if I (9) _____ nose drops.	have try
I said that I (10) _____ nose drops.	(not)like
She said that they (11) _____ great.	work
I said that I didn't care as I (12) _____ to put drops in my nose.	(not)like

**6.12. Fill in the gaps. Put the verbs into the correct forms.**

Andy's mother came into the living room. She asked Andy what he (1) _____.	do
Andy answered that he (2) _____ his radio.	fix
His mother asked him where his sister (3) _____ . He answered that she was in the kitchen making a sandwich.	be
His mother (4) _____ to the kitchen	come
and (5) _____ her daughter not to eat anything before dinner!	ask
Her daughter answered that she was starving.	
Her mother (6) _____ her to eat some cheese and asked not to eat the cake. Jane answered that there (7) _____ any cheese left because she (8) _____ it the day before. Her mother asked her to go to the store and to buy some more because she (9) _____ going to make lasagna in the evening.	offer be eat
Jane agreed and said that she (10) _____ when she finished her homework.	be go

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею употреблять в речи условные предложения реального ( <i>Conditional I</i> ) и нереального ( <i>Conditional II</i> ) характера.					Задания типа B4–B10

**Useful tips**

Употребление условных предложений требует знания грамматических времен, которые используются в каждой части условного предложения. Напоминаем, что в условном предложении 1 типа используется следующая модель: If + Present Simple, Future Simple. Для условных предложений 2 типа характерно использование следующей модели: If + Past Simple, would + verb.

Do the exercise below, identify if you need more help.

**6.13. Fill in the gaps. Put the verbs into the correct forms.**

If you (1) _____ a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man. ( <i>Mark Twain</i> )	pick
If you don't know where you are going, probably you (2) _____ somewhere else. ( <i>Laurence J. Peter</i> )	end up
Youth (3) _____ an ideal state if it came a little later in life. ( <i>Herbert Henry Asquith</i> )	be
Television is more interesting than people. If it were not, we (4) _____ people standing in the corners of our rooms. ( <i>Alan Corenk</i> )	have
There are many things that we (5) _____ away if we were not afraid that others might pick them up. ( <i>Oscar Wilde</i> )	throw
If nobody (6) _____ unless he had something to say, the human race would very soon lose the use of speech. ( <i>W. Somerset Maugham</i> )	speak
If you aren't fired with enthusiasm, you (7) _____ with enthusiasm. ( <i>Vince Lombardi</i> )	fire
If we (8) _____ no winter, the spring would not be so pleasant: if sometimes we (9) _____ of adversity, prosperity would not be so welcome. ( <i>Anne Bradstreet</i> )	have taste
Could you imagine how horrible things (10) _____ if we always told others how we felt? Life would be intolerably bearable. ( <i>Randy K. Milholland</i> )	be
If we all (11) _____ the things we are capable of doing, we would literally astound ourselves. ( <i>Thomas A. Edison</i> )	do
Most people (12) _____ in small things if they were not troubled with great ambitions. ( <i>Henry Wadsworth Longfellow</i> )	succeed
If men (13) _____ angels, no government would be necessary. ( <i>James Madison</i> )	be
Many would be cowards if they (14) _____ courage enough. ( <i>Thomas Fuller</i> )	have
If we couldn't laugh, we all (15) _____ insane. ( <i>Jimmy Buffett</i> )	go
What a blessing it would be if we (16) _____ open and shut our ears as easily as we open and shut our eyes! ( <i>Georg Christoph Lichtenberg</i> )	can

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я знаю правила построения предложений с конструкцией <i>I wish (I wish I had my own room.)</i> и умею употреблять их в речи.					Задания типа B4–B10

## Useful tips

Предложения с *I wish* относятся к условным, но их построение требует знания некоторых нюансов. Так, в придаточном предложении (после *I wish*) употребляется Past Simple, а также предпочтительнее форма *were* для всех лиц, если нужно употребить глагол *to be*.

Do the exercise below, identify if you need more help.

## 6.14. Fill in the gaps. Put the verbs into the correct forms.

I wish I (1) _____ be the face you see when you close your eyes and sleep.	can
I wish I (2) _____ the photo in your frame and that my name was the song you'd always sing.	be
I wish I (3) _____ the shoulder you'd cry on when things don't go your way.	have
I wish I (4) _____ you how I'm feeling well, maybe some day.	tell
I wish I (5) _____ the one you'd run to when your life doesn't treat you right.	be
I wish I (6) _____ the one you'd want to be with for the rest of your life.	be
I wish that I (7) _____ you close be the one you need the most...	hold

(Lauriel Chambers)

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею применять в речи имена существительные во множественном числе, образованные по правилу, и исключения.					Задания типа B4–B10

## Useful tips

Употребление существительных требует внимания к тем группам, которые относятся к исключениям. Данные имена существительные необходимо выучить наизусть.

Do the exercise below, identify if you need more help.

## 6.15. Fill in the gaps. Put the nouns into the correct forms.

This period of time was hard for the family. Many (1) _____ suffered losses of income and unemployment. Some (2) _____ pulled together during the hard time while others fell apart. Traditional (3) _____ started to change.	man family role husband wife child percent
(4) _____ found themselves unemployed and had to rely on their (5) _____ or (6) _____.	
In 2008, 41 (7) _____ of (8) _____ believed the man should earn the money and the woman should take care of the children.	employee

## 6.16. Fill in the gaps. Put the nouns into the correct forms.

Animal-rearing has its (1) _____ in the transition of cultures to settled farming (2) _____. Animals are 'domesticated' when their breeding and living (3) _____ are controlled by (4) _____. Many modern farm animals are unsuited to life in the wild. (5) _____ were domesticated in East Asia about 15,000 years ago. (6) _____ and (7) _____ were domesticated around 8000 BCE in Asia. (8) _____ or (9) _____ were domesticated by 7000 BCE in the Middle East and China. (10) _____ were domesticated in around 4000 BCE. The economic value of livestock includes: (11) _____, dairy products, fiber, labor, etc. For example, livestock produce a range of (12) _____. For example, (13) _____ and (14) _____ produce wool; (15) _____, (16) _____, (17) _____, and (18) _____ skins can be made into leather; and bones, (19) _____ and (20) _____ of livestock can be used.	origin community condition human dog goat sheep swine pig horse meat textile sheep goat ox cow deer sheep hoof horn
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Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею применять в речи имена прилагательные в положительной, сравнительной и превосходной степенях, образованные по правилу, а также исключения.					Задания типа B4–B10

## Useful tips

При определении формы прилагательных обращайте внимание на смысловые признаки и формальные показатели (например, артикль the для превосходной степени или союз than для сравнительной). Помните, что сравнительная степень используется, чтобы сравнивать две равноценные вещи, два равноценных феномена и т.п. Превосходная степень демонстрирует выдающееся свойство предмета, явления.

Do the exercise below, identify if you need more help.

## 6.17. Fill in the gaps. Put the adjectives into the correct forms.

It is not the (1) _____ of the species that survives, nor the (2) _____, but the one (3) _____ to change. (Charles Darwin)	strong intelligent responsive easy
Nothing is (4) _____ than to admit in words the truth of the universal struggle for life, or (5) _____ — at least I have found it so — than constantly to bear this conclusion in mind. (Charles Darwin)	difficult
A man's friendships are one of the (6) _____ measures of his worth. (Charles Darwin)	good
The (7) _____ possible stage in moral culture is when we recognize that we ought to control our thoughts. (Charles Darwin)	high
The love for all living creatures is the (8) _____ attribute of man. (Charles Darwin)	noble

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею применять в речи личные, указательные, притяжательные, неопределенные, относительные, вопросительные местоимения.					Задания типа B4–B10

## Useful tips

Корректное употребление местоимений требует знания их форм и понимания отличий между, например, объектными и возвратными местоимениями, притяжательными прилагательными и притяжательными местоимениями. Необходимо также знать формы местоимений, которые используются в качестве подлежащих и дополнений. Кроме этого, важно понимать различия в использовании местоимений в русском и английском языках, так как правила не всегда совпадают.

Do the exercise below, identify if you need more help.

## 6.18. Complete the table.

Subjects	Objects	Possesive adjectives	Possesive pronouns	Reflexive pronouns
I		My		Myself
You		Your	Yours	
He	Him		His	
She	Her			Herself
	It	Its	—	Itself
We			Ours	
You	You			
	Them		Theirs	

## 6.19. Fill in the gaps. Put the pronouns into the correct forms.

I remember thinking to (1) _____	I
There is no escape for now (2) _____!	I
Even if I make a run for (3) _____ and	it
manage to dodge the lot of (4) _____, I still won't get out	they
because the doors are chained and locked! I'm finished!	
I'm done for! Oh Grandmamma, what are (5) _____ going to	they
do to me?	

## 6.20. Fill in the gaps. Put the pronouns into the correct forms.

My grandmother carried (1) _____	I
back into (2) _____ own bedroom and	she
put (3) _____ on the table.	I
She set the precious bottle down beside (4) _____. 'What time	I
are those witches having supper in the Dining Room?' she	
asked. 'Eight o'clock,' I said.	

She looked at (5)\_\_\_\_\_ watch. 'It is now ten-past six,' she said. 'We've got until eight o'clock to work out (6)\_\_\_\_\_ next move.' Suddenly, (7)\_\_\_\_\_ eye fell upon Bruno. He was still in the banana bowl on the table. He had eaten three bananas and was now attacking a fourth. He had become immensely fat. 'That's quite enough,' my grandmother said, lifting (8)\_\_\_\_\_ out of the bowl and putting (9)\_\_\_\_\_ on the table-top. 'I think it's time we returned this little fellow to the bosom of (10)\_\_\_\_\_ family. Don't you agree, Bruno?' Bruno scowled at (11)\_\_\_\_\_. I had never seen a mouse scowl before but he managed (12)\_\_\_\_\_. 'My parents let (13)\_\_\_\_\_ eat as much as I want,' he said. 'I'd rather be with (14)\_\_\_\_\_ than with (15)\_\_\_\_\_.'

she  
we  
she  
  
he  
he  
he  
she  
it  
I  
they  
you

Analyze your language abilities important for part B4–B10 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею употреблять в речи количественные и порядковые числительные.					Задания типа B4–B10

#### Useful tips

Применение количественных и порядковых числительных, как правило, не вызывает сложностей, важно выучить формы и орфографические правила написания числительных. Показателем употребления порядковых числительных является определенный артикль, но это правило иногда не соблюдается, поэтому, чтобы быть уверенным в правильном употреблении той или иной формы числительного, необходимо перевести предложение на русский язык.

Do the exercise below, identify if you need more help.

#### 6.21. Fill in the gaps. Put the verbs into the correct forms.

The (1)\_\_\_\_\_ generation of computers was developed during 1943–1958. It used vacuum tubes as memory device and was therefore very large. Those computers were very expensive and consumed a lot of electrical power.  
The (2)\_\_\_\_\_ generation was developed during 1959–1965. The invention of the transistor by three scientists of Bell Telephone Laboratories in 1947 greatly changed the development of computers.

one  
  
two

The (3)\_\_\_\_\_ generation computers were developed during 1966–1973. These computers used integrated circuits. They were small, efficient and reliable. Monitors and keyboards were introduced for input and output of data.  
The (4)\_\_\_\_\_ generation computers were developed during 1974–1990. This generation of computer is presently in use. Its sizes were reduced to desktop and laptop computer. These computers are highly reliable and accurate.  
The computers having artificial intelligence and high processing capacity undergoing on the development stage from 1990 are said to be the (5)\_\_\_\_\_ generation computers.  
The goal of (6)\_\_\_\_\_ generation computers is to develop machines that will be able to think and take decisions.

three  
  
four  
  
five  
five

#### 6.22. Fill in the gaps. Put the verbs into the correct forms.

The historic origins of wedding anniversaries date back to the Holy Roman Empire, when husbands crowned their wives with a silver wreath on their (1)\_\_\_\_\_ anniversary and a gold wreath on the (2)\_\_\_\_\_.  
Later, principally in the (3)\_\_\_\_\_ century, commercialism led to the addition of more anniversaries being represented by a named gift. The tradition may have originated in medieval Germany where, if a married couple lived to celebrate the (4)\_\_\_\_\_ anniversary of their wedding.  
On celebration of the (5)\_\_\_\_\_, the wife received a wreath of gold. The symbols have changed over time. For example, in the United Kingdom, diamond was a well known symbol for the (6)\_\_\_\_\_ anniversary, but this changed to the now more common (7)\_\_\_\_\_ anniversary after Queen Victoria's (8)\_\_\_\_\_ years on the throne was widely marked as her Diamond Jubilee.

twenty-five  
fifty  
twenty  
  
thirty  
fifty  
  
seventy-five  
sixty  
sixty

## VOCABULARY

## TEST 7 (B11–B16)

Analyze your language abilities important for part B11–B16 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею использовать следующие аффиксы для образования глаголов: <i>re-</i> , <i>dis-</i> , <i>mis-</i> .					Задания типа B11–B16

## Useful tips

Для того чтобы корректно использовать указанные аффиксы, необходимо понимать, какое значение они придают глаголу.

Префикс *re-*

- 1) передаёт значение «снова», «ещё раз» (*re-cover*);
- 2) передаёт значение «обратно», «назад» (*re-enter*);
- 3) передаёт значение «заново», «по-новому» (*re-group*).

Префикс *dis-*

- 1) образует слова со значением лишения чего-л., на русский язык переводится приставками *обез-/обес-* (*to disarm*; *to disinherit*);
- 2) образует слова со значением исключения из какой-л. организации (*disbar*);
- 3) обозначает разделение на составные части, отделения, на русский язык переводится приставками *дис-*, *раз-/рас-* (*to distribute*; *to dismantle*).

Префикс *mis-*

образует слова со значением *неправильно, неудачно*, с противоположным результатом (*to misunderstand*; *to misdial*; *to misinform*).

Do the exercise below, identify if you need more help.

7.1. Divide the words into three groups according to their affixes. Find the word roots. Translate the verbs.

*misadvise, reelect, misapply, disjoin, reduce, disqualify, misbehave, regain, misconduct, disappear, disaffect, disagree, disallow, reconstruct, disappear, recount, disconnect, discontinue, dislike, redecorate, dislocate, disprove, reconfirm, disregard, reconnect, react, misdeed, rearrange, misfire, distribute, misguide, misinform, misinterpret, mislead, mismanage, misprint, misreport, misrule, misspend, mistrust, rebuild, misuse*

Mis-	Dis-	Re-
...	...	...

7.2. Fill in the gaps with the correct words derived from the following words.

He might be getting a great education, but if he hasn't learned financial skills, he'll probably (1)_____ every penny he earns.	manage
We can hardly complain if some Indonesians misunderstand what we were doing in 1999, if we (2)_____ it ourselves.	represent
Insects are often the drivers of an ecosystem just by their sheer numbers and the ones that (3)_____.	appear
Even though we mess things up, hurt each other and (4)_____ ourselves, most of us still just want to be good people.	appoint
If not, I'm not going to (5)_____ it because it's not their business unless they make it their business.	close
Melbourne Victory players (6)_____ after losing the penalty shoot.	act
The media often (7)_____ or (8)_____ the relationship between carbon emissions and climate change.	represent understand
A co-ordinated waste policy means to reduce, (9)_____ and recycle.	use
All these made me (10)_____ the way I lived.	think

Analyze your language abilities important for part B11–B16 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею использовать следующие аффиксы <i>-ize/ise</i> для образования глаголов.					Задания типа B11–B16

## Useful tips

Суффиксы *-ize/-ise* позволяют образовать глаголы на основе имен существительных и прилагательных. Данные суффиксы обозначают действия и процессы (*memory* - *memorize*, *special* - *specialize*).

Do the exercise below, identify if you need more help.

7.3. Fill in the gaps with the verbs derived from the following words.

These loans provide with short term finance and help you (1)_____ your immediate needs.	actual
It is not wise to (2)_____ something for lack of interest.	critic
Leadership qualities that (3)_____ effective leadership are specific and can be learned.	character
Many people are very afraid of the idea of having to (4)_____ for public speaking or any other stressful situation.	memory
Choosing how to (5)_____ your presentation doesn't have to be hard work.	organization
Is it better to (6)_____ an old application or put new business systems in place?	modern
How do we (7)_____ the relationship that most parents have with their children in human terms?	character
If you are someone looking for ways to (8)_____ your site, you are in the right track.	popular
You glance at the clock and (9)_____ that it's time to go to bed.	real
We like to (10)_____ with friends, going fishing, boating or skiing.	social

Analyze your language abilities important for part B11–B16 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею использовать следующие аффиксы для образования существительных: <i>-er/or, -ness, -ist, -ship, -ing, -sion/tion, -ance/ence, -ment, -ity.</i>					Задания типа B11–B16

#### Useful tips

Правильное использование аффиксов требует осознания их значения.

#### Суффиксы *-er/or*

позволяют образовать существительные от глаголов, обозначают лицо, выполняющее действие, профессиональную деятельность и т.п. (dancer, singer, teacher).

#### Суффикс *-ness*

образует существительные от прилагательных со значением «качество», «состояние» (absoluteness, dampness).

#### Суффикс *-ist*

образует существительные со значением лица, называемого по его занятию, профессии (moralist, technologist, pacifist).

#### Суффикс *-ship*

образует существительные со значением указания на чувства, отношение к чему-л. (fellowship, companionship, friendship).

#### Суффикс *-ing*

образует существительные от глаголов со значением процесса, действия, состояния (collecting).

#### Суффиксы *-sion/tion*

образуют существительные с указанием на  
— действие, процесс, состояние (comprehension, transformation);  
— абстрактное понятие; свойство, качество (complexion).

#### Суффиксы *-ance/ence*

образуют существительные на основе глаголов и прилагательных, указывают на процесс, состояние или свойство (frequency, brilliancy).

#### Суффикс *-ment*

образует существительные от глаголов, указывает на действие, процесс, их результат (measurement, movement).

#### Суффикс *-ity*

образует существительные от прилагательных со значением признака, свойства (jollity).

Do the exercise below, identify if you need more help.

7.4. Fill in the gaps with the nouns derived from the following words.

Comprehension is the (1)_____ to understand the (2)_____ of the text.	able mean
A (3)_____ with good comprehension is able to identify with characters and create mental pictures of a story while (4)_____.	read read
A reader with strong (5)_____ is able to become completely engaged in reading and draw personal meaning from the story. This experience of (6)_____ in a book is formative for a child and has a lasting impact. Reading in excellent children's literature is integrated with direct comprehension (7)_____ in the form of guided (8)_____ and written responses.	comprehend absorb instruct discuss
Comprehension refers to an (9)_____ of one's thought processes, or 'thinking about thinking.'	aware
Skills and strategies include previewing to identify text (10)_____.	organize

## 7.5. Fill in the gaps with the nouns derived from the following words.

A teacher is a person who provides (1)_____ for pupils and students. In many countries, a person who wishes to become a (2)_____ must first obtain specified professional (3)_____.	educate
Teachers may provide (4)_____ in (5)_____ and (6)_____, religion, civics, community roles or life skills.	teach
In education, teachers facilitate student (7)_____, often in a school or academy or perhaps in another (8)_____ such as outdoors.	qualify
	instruct
	literate
	numeral
	learn
	environ

## 7.6. Fill in the gaps with the nouns derived from the following words.

Have you ever heard it that yoga is good for you? Below you can find some of the benefits our (1)_____ have found that come with (2)_____ yoga.	trainer
The first benefit refers to the (3)_____. It will help bring greater range of motion to your muscles and joints.	practice
It provides pain (4)_____.	flexible
Having increased flexibility and (5)_____ helps reduce pain.	prevent
Besides, proper (6)_____ calms central nervous system.	strong
It means yoga shows you (7)_____ techniques, such as watching how you breathe and (8)_____ from your thoughts.	breathe
Physical activity is good for stress (9)_____, and this is particularly true of yoga. Because of the (10)_____ required,	mediate
your daily troubles seem to melt away during the time you are doing yoga. Doing yoga will give you an increased (11)_____ of your own body. You will find yourself with greater (12)_____.	engage
	reduce
	concentrate
	aware
	self-
	confident

Analyze your language abilities important for part B11–B16 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею использовать следующие аффиксы для образования прилагательных: <i>-y, -ic, -ful, -al, -ly, -ian/an, -ing, -ous, -ible/able, -less, -ive, inter-</i> .					Задания типа B11–B16

## Useful tips

Имена прилагательные в английском языке образуются на основе различных аффиксов. Необходимо знать основные принципы их использования.

Суффикс *-y*

образует прилагательные от существительных и глаголов со значением обладания чем-то, сходства с чем-л. и склонности к чему-л. (healthy, dirty).

Суффикс *-ic*

образует прилагательные на основе существительных со значением *связанный с чем-то* (allergic, Germanic).

Суффикс *-ful*

образует прилагательные со значением *обладающий данным качеством* (blushful, beautiful).

Суффикс *-al*

образует прилагательные от существительных со значением подобия, сходства, обладания некоторым свойством (additional, accidental, theatrical).

Суффикс *-ly*

— образует прилагательные от основ существительных и передаёт значения характерной черты или качества того, что обозначено основой (friendly, fatherly),

— образует прилагательные от существительных, обозначающих временные промежутки, и передаёт значение периодической повторяемости (hourly, weekly).

Суффикс *-ian/an -an*

образует прилагательные и существительные со значением принадлежности к народности, идеологическому течению (Arabian, Georgian).

Суффикс *-ing*

образует отглагольные прилагательные (caring, interesting).

Суффикс *-ous*

образует прилагательные со значением *обладающий данным свойством, признаком, характеристикой в значительной степени* (dangerous, spacious, capricious).

Суффикс *-ible/able*

— образует прилагательные со значением возможности осуществления (drinkable, adaptable),

— образует прилагательные со значением обладания некоторым качеством (comfortable, peaceable, lovable).

Суффикс *-less*

образует прилагательные со значением *лишённый чего-л., не имеющий чего-л.* (healthless, successless).

Суффикс *-ive*

образует относительные прилагательные (native, creative).

**Префикс inter-**

придает значение *меж-, между-, среди, внутри* в пространственном и временном значении (inter-territorial, intercranial).

Do the exercise below, identify if you need more help.

7.7. Fill in the gaps with the adjectives derived from the following words.

Liverpool is (1)_____ English weather, with a mixture of (2)_____ , (3)_____ , overcast and (4)_____ days. The weather is particularly warm during the summer months, when Liverpool has many extremely (5)_____ days. Even at this time of year, Liverpool's weather can still be (6)_____ , with (7)_____ mornings and sunny afternoons. The weather during the winter months is the most (8)_____ . However, Liverpool's weather is often sunny in the winter, with (9)_____ , crisp days. If you are planning to visit outdoor locations, an umbrella is always a (10)_____ item to carry.	type sun rain wind  delight change fog predict wonder use
--	---

7.8. Fill in the gaps with the adjectives derived from the following words.

Eco Culture Tours invites you to embrace an (1)_____ tour experience of the (2)_____ African safari. East Africa boasts of (3)_____ people with diverse and (4)_____ (5)_____ practices; (6)_____ forests, lakes, rivers and mountains. We offer (7)_____ itineraries ranging from 3 to 23 days to explore the beauty of East Africa. Regardless, we tailor our (8)_____ itineraries to suit your (9)_____ needs. Our (10)_____ tours ensure that you get a chance to interact with and observe the (11)_____ cultures in East Africa. We operate in a focused, (12)_____ and (13)_____ way, so we guarantee you'll be hooked.	forget remark friend interest inform scene wonder  beauty specialize culture differ respond sustain
--	--

We enjoy (14)_____ outdoor pursuits, so many of our trips incorporate these sports but never at the expense of the (15)_____ world or the people who live there in the areas where we operate. Indeed, we constantly evaluate our (16)_____ tours for their (17)_____ and (18)_____ soundness.	energy nature  Africa ecology origin
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Analyze your language abilities important for part B11–B16 of State Exam. Tick (✓) describing your abilities.

	1	2	3	4	Ссылка на ЕГЭ
Я умею использовать <i>-ly</i> для образования наречий.					Задания типа B11–B16

**Useful tips****Суффикс -ly**

образует наречия от основ прилагательных (harshly, naturally, daily).

Do the exercise below, identify if you need more help.

7.9. Fill in the gaps with the adjectives derived from the following words.

The planet's second-largest and second-most (1)_____ populated continent, Africa is (2)_____ called home by more than one billion people, which equates to (3)_____ 12 percent of the global population. Africa covers some 30 million square km/11, 6 million square miles Lake Assal in Djibouti is (4)_____ the lowest point in the whole of Africa, while the sweeping sand dunes of the Sahara Desert offer something (5)_____ different.	dense current rough  actual  complete
--	---

7.10. Fill in the gaps with the adjectives derived from the following words.

(1)_____ , I see the least imaginative work being produced when a teacher gives instructions. If I know the student, I (2)_____ find that the work is (3)_____ a rehash of that student's previous success. We are (4)_____ creatures of habit. Our natural way to learn is by imitation. When allowed to do what we want to do, we are most (5)_____ to revert to whatever we (6)_____ found enjoyable.	surprising  general mere natural  like previous
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**Письмо**

Этот раздел состоит из двух заданий:

- написание личного письма,
- создание письменного высказывания с элементами рассуждения.

**Стратегии выполнения заданий раздела «Письмо»****Личное письмо**

- внимательно прочитайте не только инструкции, но и текст-стимул (отрывок из письма друга на английском языке);
- наметьте план своего ответного письма;
- не забудьте написать адрес и дату в правом верхнем углу письма;
- во вступительной части письма выразите благодарность за полученное письмо и, возможно, извинение, что не сразу написан ответ;
- в основной части письма ответьте на все заданные вопросы и задайте необходимые вопросы другу по переписке;
- в заключительной части письма упомяните о будущих контактах, подпишите письмо;
- проверьте как содержание, так и правильность организации текста.

**Оформление личного письма:**

- адрес (вверху, в правой стороне); лучше — краткий (город, страна);
- дата (под адресом);
- обращение (слева, на отдельной строке);
- ссылка на предыдущие контакты, т.е. благодарность за полученное письмо (начало письма); возможно, извинение, что не ответил раньше (после благодарности);
- основная часть (ответы на вопросы зарубежного друга);
- запрос информации (постановка вопросов в соответствии с заданием);
- упоминание о дальнейших контактах (предпоследняя фраза);
- завершающая фраза (неофициальный стиль, на отдельной строке);
- подпись автора (имя на отдельной строке).

**Образец выполненного задания:**

C1. You have received a letter from your English-speaking pen friend Bill who writes

*...I don't think it will be a problem for me to choose a good job in the future as I'm really interested in foreign languages, cultures and countries and I hope I'll work as a translator or teacher of foreign*

*languages some day. Have you already decided on your career? What job are you going to choose? Why?*

*I've lived in the USA my whole life but I'd really love to travel to other countries...*

Write a letter to Bill.

In your letter

- answer his questions
- ask 3 questions about his plans for travelling

Write 100 – 140 words.

Remember the rules of letter writing.

12, Roditeleva Street

Kaliningrad

Russia

236023

16/05/2008

Dear Bill,

I was very happy to get your letter. Sorry, I have not written for so long because I have been busy at school preparing for my exams. How are you keeping?

In your letter you speak about issues which are interesting for all teenagers. I think a lot about my future career. Furthermore, my parents help me to choose my future profession. So I have already decided on my career. I want to become a teacher of foreign languages, too. I do like to work with children. They make me feel happy.

I know that you are fond of travelling. Where are you planning to go next? Are you planning to go with your parents or friends? Where will you live there?

I am looking forward to your answer. Keep in touch.

Love,

Anna

Вступительная часть письма зависит от того, кто является инициатором его написания. Если вы, то вы должны объяснить, почему вы его пишете. Если вы отвечаете, то необходимо уточнить, на какую информацию вы дадите ответ. Предложенная вам таблица поможет правильно составить письмо.

Personal letter	Formal letter
<b>Язык и стиль:</b> Используйте краткие формы, обороты и выражения, характерные для разговорной речи, несложные грамматические структуры.	Используйте лексику и структуры, характерные для письменной речи (союзные и причастные обороты, вводные слова, герундий, отсутствие кратких форм).
<b>Обращение:</b> <i>Dear + имя</i>	<i>Dear Sir or Madam</i> <i>Dear Ms Brown</i> <i>Dear Professor Smith</i>
<b>Первое предложение (обращено к адресату):</b> <i>It was so good to hear from you...</i> <i>Thanks for your recent letter...</i> <i>I'm sorry I haven't written for so long but...</i> <i>I was really pleased to hear that...</i> <i>I thought I'd better write and tell you about...</i>	Зависит от того, какой тип письма вы пишете (более подробно после таблицы) <i>I am writing in response to ...</i> <i>I am writing for information about...</i> <i>I would like to know more about...</i> <i>I would be grateful if you could...</i> <i>I wonder if you could possibly tell/send me...</i> <i>I am writing to ask whether...</i>
<b>Основная часть письма:</b> Как правило, письмо делится на три части: в первой рассказывается, что происходит в настоящем, во второй описываются события из прошлого, в третьей раскрываются планы на будущее.	В зависимости от типа письма выражается просьба или предложение. Четко и вежливо раскрывается основная мысль письма.
<b>Заключительная часть письма:</b> <i>Give my love/ regards to...</i> <i>Looking forward to see you/hear from you...</i> <i>Well, that's all for now. Do write back soon.</i> <i>Good luck with the...</i>	<i>I would be grateful if you could answer as soon as possible.</i> <i>Thank you for your immediate answer.</i> <i>We/I look forward to hear from you.</i>

<b>Заключительное приветствие:</b> <i>All the best</i> <i>With best wishes/regards</i> <i>Love... Kiss you...</i>	<i>Yours faithfully</i> <i>Yours sincerely</i>
--	---

Фразы и выражения, рекомендуемые при написании различных писем личного характера.

**Письмо с извинениями**

- \*I'm really sorry that I forgot about...
- \*I'm writing to apologize for...
- \*I'm so sorry I couldn't make it...
- \*It will never happen again...

**Письмо-приглашение**

- \*I'm writing to invite you to...
- \*I'm having a party... Would you like to come?
- \*I hope you'll be able to join us...

**Письмо-просьба**

- \*I'd like to ask you for your help/to do me a favour...
- \*I wonder if I could ask you to...
- \*I would be so/really grateful if you could...

**Благодарственное письмо**

- \*I'm writing to thank you so much for...
- \*The party was great/fantastic...
- \*It was very kind/nice of you to...

**Письмо-поздравление**

- \*I'm writing to congratulate you on V-ing...
- \*You really were the best...

**Письмо-информация**

- \*I'm just writing to tell...
- \*This is just to let you know that...
- \*Here's our news at the moment...

Фразы и выражение, рекомендуемые при написании различных писем официального характера.

**Запрос**

- \*I am writing to ask/enquire about/in connection with...
- \*I would like to know more about...
- \*I would be very grateful if you could...



**Жалоба**

- \*I am writing to complain of...
- \*I must express my dissatisfaction with...
- \*Contrary to the description in the brochure/instruction...
- \*I am afraid I must ask you...
- \*I hope this entitles me to compensation/a refund...

**Письмо с просьбой о приеме на работу**

- \*I am writing in connection with the job advertisement/information concerning...
  - \*I am writing in reply to/in response to/with regard to...
  - \*I would like to express my interest in...
  - \*I would like to apply for the post/position of...
  - \*My reason for applying is...
  - \*I'd like to apply because...
  - \*As for my experience...
- I enclose my CV from my previous employers.

**Второй** вид письменного задания — это высказывание с элементами рассуждения. Ваша работа может быть выполнена в виде статьи, истории или сочинения. Рассмотрим каждый из них.

**Статья**

При написании статьи следуйте следующим рекомендациям:

- не используйте очень формальную лексику — придумайте интересный заголовок,
- включите пару вопросов, для того чтобы заинтересовать читателя,
- излагайте свои мысли живо и интересно, с использованием вводных слов

*Would you like to ...?*

*I'm sure you can imagine...*

*I'm sure you'd agree that...*

*Let's... ,*

- закончите свою статью выводом, содержащим ваше мнение

*I hope...*

*I suppose...*

*All in all,...*

**История**

При написании истории необходимо использовать всю информацию, данную в задании, не изменяя ее.

Избегайте повторений и варьируйте начало предложения:

*At first,*

*In the beginning,*

*The first thing that happened was...*

Согласуйте события, употребляйте различные времена, более сложную лексику:

*Then,*

*Minutes later,*

*After some time,*

*After that,*

*Suddenly,*

*All at once,*

*Gradually,*

*Slowly.*

Концовку вы можете сделать законченной или нет:

*In the end,*

*Eventually,*

*At last.*

**Сочинение**

Как правило, для написания сочинения дается дискуссионная тема. И вы должны изложить свое мнение по заданной теме. Структура сочинения такая же, как и в русском языке:

— вступительная часть,

— основная часть, выражающая вашу точку зрения:

*I agree/disagree with the statement that...*

*I think/believe that...*

*It seems to me that...*

*In my opinion...*

*I am in favour of...*

*I am against the idea that... ;*

— заключительная часть, в которой вы делаете свой вывод:

*On the whole, I would say that...*

*In conclusion...*

*To sum up, I think that...*

*All in all, I believe that...*

Используйте союзы и союзные слова:

*but, even though, although, in spite of..., on the other hand, however, nevertheless, while...*

#### Письменное высказывание с элементами рассуждения:

##### общие рекомендации для двух типов

- стройте высказывание в соответствии с предложенным планом;
- начинайте введение с общего представления темы и предложения, отображающего её проблемный характер;
- во введении перефразируйте тему/проблему, данную в задании, не повторяя;
- делите текст на абзацы, отражающие логическую и содержательную структуру текста;
- введение и заключение должны быть приблизительно одинаковы по объёму;
- в основной части должно быть как минимум два абзаца, приблизительно одинаковых по размеру;
- особое внимание следует уделять средствам логической связи текста, как внутри предложений, так и между предложениями.

#### Письменное высказывание с элементами рассуждения «За» и «против»

- в основной части сначала представьте аргументы «за» в первом абзаце, затем во втором — аргументы «против»;
- число аргументов «за» и аргументов «против» должно быть сбалансированным;
- желательно аргументы представлять симметрично (например, социальные, психологические, образовательные аспекты проблемы);
- в заключении ещё раз укажите на проблемный характер темы; подытожьте аргументы «за» и «против»; подведите итог сказанному. Можно выразить надежду на нахождение компромисса;
- в заключении уместно высказать свое мнение или, наоборот, подчеркнуть, что у автора пока не сложилось свое мнение по данному вопросу.

#### Образец выполненного задания:

C2. Comment on the following statement.

*The population of big cities is growing.*

#### What can you say for and against living in the big city?

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 weighing up the points outlined

Nowadays more people are inclined to leave small towns and villages for big cities. Life in a big city seems to be easy and comfortable but it is not always like that.

On the one hand, big cities have a lot of advantages and offer different opportunities. Firstly, there's a wide choice of places where to spend your free time: clubs, discos, museums and art galleries. Secondly, there are good transport connections and variety among shops. Thirdly, it's easier to find a job. New companies are being established, providing people with job vacancies. Furthermore, there are comfortable flats with all modern conveniences and good sport facilities nearby.

On the other hand, any available work might be menial and low-paid. You have to work long hours with little time for entertainment. A big city means long distances. It usually takes a lot of time to get to work or to school. To make things even worse, you can be stuck in traffic jams during rush hours. Besides, the cost of living is rising.

To my mind people's lives in big cities are stressful: there is no sense of community. Among the main disadvantages are the long distances, traffic jams, high prices and pollution. As for me, I wouldn't choose permanently to live in a big city.

#### Письменное высказывание с элементами рассуждения «Ваше мнение»

- в основной части сначала выскажите свое мнение и аргументируйте его, затем представьте другие точки зрения и дайте аргументацию, почему вы с ними не согласны;
- приводя контраргументы, желательно выражать свое мнение не теми же словами, что раньше, а использовать перифраз, синонимию;
- в заключении еще раз укажите на проблемный характер темы; покажите, что хотя у вас есть свое мнение, вы способны видеть и другие точки зрения; тем не менее, своя кажется вам более убедительной.

**Образец выполненного задания:**

C2. Comment on the following statement.

*Some people believe that teenagers today are generally rude, lazy and badly behaved. Other people, however, think that teenagers have a bad reputation for no reason.*

**Do you believe that teenagers are often criticized unfairly?**

Write 200-250 words.

Use the following plan:

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

Different groups of people have opposite opinions about teenagers. To my mind, it's wrong to generalize and criticize all teenagers. Who is to blame that some teens are rude and badly behaved?

One can't disagree that the problems teenagers face daily reflect the problems in society. Firstly, some children are raised in poverty. Some poor or underprivileged children are forced to sell drugs or join gangs. Secondly, some teens belong to aggressive subcultures. Impacted by their older leaders, they express their rebellion in extravagant fashions and rude behavior. Thirdly, teenagers need to discuss their problems. In today's society it is difficult for a teenager to be taken seriously.

According to another opinion it's quite natural for young people to rebel, show off and try out new things. In particular, teens make mistakes because they have no life experience. Besides, adults are never pleased with young generation. It's agreed that the problem of the generation gap is eternal but I strongly feel that both young people and society have to take responsibility and try to cope with the problems.

To sum up, not all teenagers have good clothing, food and house, so they join gangs. These social problems cause violence and depression. In my opinion, teens are often criticized too generally or unfairly. All in all, adults must take the time to hear young people so the solutions can be found to eliminate the problems.

**Ответы к тренировочным упражнениям****READING****TEST 1 (B2)**

A	B	C	D	E	F	G
7	5	2	6	3	1	4

**TEST 2 (B3)**

A	B	C	D	E	F
4	1	6	3	2	7

**TEST 3 (A15-A21)**

Вопросы:	1	2	3	4	5	6	7
Ответы:	3	1	2	1	4	2	4

**WRITING****TEST 4 (C1)****4.1.**

1. m., 2. b., 3. i., 4. l., 5. d., 6. h., 7. j., 8. p., 9. k., 10. e., 11. c., 12. g., 13. n., 14. f., 15. a., 16. o.

**TEST 5 (C2)****5.1.**

Paragraph 1: 4, 1, 5; paragraph 2: 2, 3, 8, 11; paragraph 3: 9, 10; paragraph 4: 6; paragraph 5: 7.

**TEST 5 (C2)****5.1.**

1. It's clear that 2. that's why 3. Some people hold the opinion that 4. Others believe that 5. I do strongly support the idea that 6. My arguments for this point are listed as follows. 7. First of all, 8. Moreover, 9. At the same time, 10. They are sure that 11. However, 12. It seems to me that 13. As a conclusion

## GRAMMAR

## TEST 6 (B4-B10)

## 6.1.

1.—J., 2.—M., 3.—F., 4.—I., 5.—D., 6.—H., 7.—L., 8.—B., 9.—G.,  
10.—C., 11.—E., 12.—A., 13.—K.

## 6.2.

*Present Simple:* every day, every week, usually, often, always, rarely, never, sometimes, on Mondays.

*Present Continuous:* now, at the moment, at present, nowadays, today, tonight, always, still.

*Present Perfect:* just, ever, never, always, already, yet, how long, so far, recently, since, for, today, this week.

*Present Perfect Continuous:* how long, for, since.

*Past Simple:* yesterday, last week, a month ago, then, just now, when, in 2001.

*Past Continuous:* while, when, as, at 5 o'clock yesterday.

*Past Perfect:* for, since, already, after, just, never, yet, before, by, by the time.

*Past Perfect Continuous:* for, since.

*Future Simple:* tomorrow, tonight, next week, in two days, the day after tomorrow, soon, in a week.

## 6.3.

1. have had, 2. have been, 3. was, 4. began, 5. had been wrapped, 6. was, 7. had tossed, 8. was, 9. named, 10. was used, 11. had seen, 12. began, 13. were, 14. were developed, 15. led, 16. earned.

## 6.4.

1. was, 2. lived, 3. had, 4. were, 5. showed, 6. were, 7. was, 8. came, 9. said, 10. had given, 11. was, 12. searched, 13. couldn't, 14. is feeding, 15. was pointing, 16. was, 17. was standing, 18. rushed up, 19. touched, 20. was.

## 6.5.

1. were, 2. happened, 3. got, 4. became, 5. moved, 6. was called, 7. looked, 8. cooked, 9. can, 10. has been asking, 11. flew, 12. burst, 13. threw, 14. will... be, 15. will be, 16. will have, 17. said, 18. dropped, 19. have promised, 20. will go, 21. is, 22. went, 23. will tell, 24. is, 25. need, 26. had, 27. were booked.

## 6.6.

1. enjoys, 2. likes, 3. has asked, 4. wakes, 5. will be able, 6. will do, 7. has, 8. will weed, 9. will start, 10. checks.

## 6.7.

1. graduate, 2. will take, 3. enter, 4. won't have, 5. will see, 6. start, 7. will go, 8. take, 9. will not have, 10. come, 11. will start.

## 6.8.

1. had gotten/got up, 2. had joined, 3. have made, 4. have been out, 5. pass, 6. was reading, 7. turned.

## 6.9.

1. spread, 2. had heard, 3. showed up, 4. had lost, 5. was, 6. had been spinning.

## 6.10.

1. bites, 2. believe, 3. has, 4. has, 5. is, 6. has, 7. are, 8. speaks, 9. have ever been.

## 6.11.

1. had, 2. had got, 3. had had, 4. had given, 5. had taken, 6. blew, 7. had stopped, 8. had, 9. had tried, 10. didn't like, 11. worked, 12. didn't like.

## 6.12.

1. was doing, 2. was fixing, 3. was, 4. came, 5. asked, 6. offered, 7. wasn't, 8. had eaten, 9. was, 10. would go.

## 6.13.

1. pick up, 2. will end up, 3. would be, 4. would have, 5. would throw, 6. spoke, 7. will be fired, 8. had, 9. did not taste, 10. would be, 11. did, 12. would succeed, 13. were, 14. had, 15. would go, 16. could.

## 6.14.

1. could, 2. were, 3. had, 4. told, 5. were, 6. were, 7. held.

## 6.15.

1. men, 2. families, 3. roles, 4. husbands, 5. wives, 6. children, 7. percent, 8. employees.

## 6.16.

1. origins, 2. communities, 3. conditions, 4. humans, 5. dogs, 6. goats, 7. sheep, 8. swine, 9. pigs, 10. horses, 11. meat, 12. textiles, 13. sheep, 14. goats, 15. oxen, 16. cows, 17. deer, 18. sheep, 19. hooves, 20. horns.

## 6.17.

1. strongest, 2. most intelligent, 3. most responsive, 4. easier, 5. more difficult, 6. best, 7. highest, 8. most noble.

## 6.18.

<i>Subjects</i>	<i>Objects</i>	<i>Possesive adjectives</i>	<i>Possesive pronouns</i>	<i>Reflexive pronouns</i>
I	Me	My	Mine	Myself
You	You	Your	Yours	Yourself
He	Him	His	His	Himself
She	Her	Her	Hers	Herself
It	It	Its	—	Itself
We	Us	Our	Ours	Ourselves
You	You	Your	Yours	Yourselves
They	Them	Their	Theirs	Themselves

## 6.19.

1. myself, 2. me, 3. it, 4. them, 5. they.

## 6.20.

1. me, 2. her, 3. me, 4. me, 5. her, 6. our, 7. her, 8. him, 9. him, 10. his, 11. her, 12. it, 13. me, 14. them, 15. you.

## 6.21.

1. first, 2. second, 3. third, 4. fourth, 5. fifth, 6. fifth.

## 6.22.

1. twenty-fifth, 2. fiftieth, 3. twentieth, 4. thirtieth, 5. fiftieth, 6. seventy-fifth, 7. sixtieth, 8. sixty.

## VOCABULARY

## TEST 7 (B11–B16)

## 7.2.

1. mismanage, 2. misrepresent, 3. disappear, 4. disappoint, 5. disclose, 6. react, 7. misrepresent, 8. misunderstand, 9. reuse, 10. rethink.

## 7.3.

1. actualize, 2. criticize/ criticise, 3. characterize/ characterise, 4. memorize, 5. organize/ organise, 6. modernize/ modernise, 7. characterize/ characterise, 8. popularize/ popularise, 9. realize/ realise, 10. socialize.

## 7.4.

1. ability, 2. meaning, 3. reader, 4. reading, 5. comprehension, 6. absorption, 7. instruction, 8. discussions, 9. awareness, 10. organization.

## 7.5.

1. education, 2. teacher, 3. qualifications, 4. instruction, 5. literacy, 6. numeracy, 7. learning, 8. environment.

## 7.6.

1. trainers, 2. practicing, 3. flexibility, 4. prevention, 5. strength, 6. breathing, 7. meditation, 8. disengagement, 9. reduction, 10. concentration, 12. awareness, 13. self-confidence.

## 7.7.

1. typical, 2. sunny, 3. rainy, 4. windy, 5. delightful, 6. changeable, 7. foggy, 8. unpredictable, 9. wonderful, 10. useful.

## 7.8.

1. unforgettable, 2. remarkable, 3. friendly, 4. interesting, 5. informative, 6. scenic, 7. wonderful, 8. beautiful, 9. special, 10. cultural, 11. different, 12. responsible, 13. sustainable, 14. energetic, 15. natural, 16. african, 17. ecological, 18. original.

## 7.9.

1. densely, 2. currently, 3. roughly, 4. actually, 5. completely.

## 7.10.

1. surprisingly, 2. generally, 3. merely, 4. naturally, 5. likely, 6. previously.



- A5** Driving courses for women last longer than those for men.  
1) True                      2) False                      3) Not stated
- A6** The theory courses are taught individually.  
1) True                      2) False                      3) Not stated
- A7** Experienced drivers are taught to cope with extreme situations.  
1) True                      2) False                      3) Not stated

*Вы услышите разговор репортера и участника соревнований в беге по горам. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** Fell running competitions take place \_\_\_\_\_.  
1) regularly                      2) seldom                      3) from time to time
- A9** The participants *don't* carry \_\_\_\_\_ with them.  
1) a map  
2) a sleeping bag  
3) an alpinist's equipment
- A10** The weather is \_\_\_\_\_.  
1) suitable for running    2) windy and rainy                      3) fine
- A11** The winners are those \_\_\_\_\_.  
1) who are the first to finish the distance  
2) who climb the highest mountain  
3) who run the longest route
- A12** 1952 was an important year for fell running because that was the year \_\_\_\_\_.  
1) when the first competition took place  
2) when the Fell Runners Association was established  
3) when Britain became a winner
- A13** Julie's husband is \_\_\_\_\_.  
1) 54                      2) 61                      3) 64
- A14** Julie became a fell runner because \_\_\_\_\_.  
1) her husband was an experienced sportsman  
2) she had always been fond of mountains  
3) she wanted to improve her health

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

B2

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

1. Physical power is not enough
2. How a team spirit works
3. The power of a positive thought
4. An unsuccessful method
5. A period of bad luck
6. Help from science and philosophy
7. The role of a leader
8. Difficulty of organizing

A. All sports people are under a lot of pressure to win. They also experience powerful emotions. When they win or do well, they feel excited and extremely happy. But when things go badly, they feel depressed and anxious. This is why athletes have to be mentally strong. In the past, athletes only trained to get physically fit. But now the situation is different. Today, professional sports psychologists use scientific techniques to help athletes get mentally fit too.

B. Rugby player Johnny Wilkinson described some of the pressures he has felt. Wilkinson played brilliantly at the Rugby World Cup in 2003. But after that things started to go wrong. He was injured a lot and he wasn't playing so well. He told the Times: «I was under a lot of pressure. I couldn't control my emotions. I couldn't understand what was happening. Things were going wrong and I couldn't do anything about the situation. The problem was that I couldn't control my mind. If I wanted to feel better, I knew I had to learn how to control my mind.»

C. Wilkinson understood that he had a terrible fear of failure. He read lots of books to try to understand how to solve the problem. He found the answer in books on quantum physics and Buddhism. Wilkinson said: «Quantum physics tells us that reality changes depending on how we look at it. This

made me understand that I was making my own problems. I could solve my problems if I looked at reality differently. Buddhism also helped me. Buddhism tells us that when we fail at something we can choose to look at the situation in a different way.»

**D.** In team sports such as football, psychologists help players in different ways. One of the psychologist's jobs is to create a team spirit. This can be very difficult because teams are composed of people with different personalities. It's very difficult to get all the players to think in the same way, to help one another and to work together. But when you see a team that works as a unit, everything happens naturally and easily.

**E.** To create a team spirit, sports psychologists recognize how important it is to have a good team captain that sets an example on the pitch and demands the highest standards from the other players. While the players are in training and interacting on and off the pitch, the psychologist will be watching out for the 2–3% of players who could potentially be the inspirational person that the team needs.

**F.** When there is a team spirit, the players help one another. They all take responsibility when things go badly. They do not blame individual players for mistakes. In this way, individual players are less afraid of making mistakes. Each player feels more confident and he can concentrate better. Each player knows what to do. Making decisions is easy.

**G.** There are some moments in a game when players are under a lot of pressure. For example, a player may have to take a penalty kick. In cases like this, a player may become afraid of making a mistake. This fear will affect his performance. Sports psychologists can help reduce this fear and improve concentration. To do this they use a method called visualization. Psychologists simply ask players to imagine taking the perfect penalty. When players do this, certain areas of the brain become active.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The various accounts we have regarding King Arthur's death and final resting place are **A** \_\_\_\_\_. In one tradition, following his battle with Modred in 542, he was taken by sea to Glastonbury, **B** \_\_\_\_\_. The monks at Glastonbury

Abbey then buried him in their graveyard. In support of this idea is the story that in 1150 King Henry II ordered the tomb to be opened so that proof could be gained of Arthur's existence and his death. Henry had heard stories that Arthur was in some sense still living and he therefore saw him **C** \_\_\_\_\_. Those who witnessed the exhumation were satisfied that the bones, sword and shield that they saw definitely were those of King Arthur.

And yet another tradition gives us a rather different version **D** \_\_\_\_\_. In this version, Arthur doesn't die, but is taken to the isle of Avalon to be healed of his wounds. Avalon is a mysterious fairy world **E** \_\_\_\_\_. The idea is that one day Arthur will be healed, and return to this world to claim his kingdom once more. A variant of this is that Arthur lies asleep in a cave deep below Camelot. The cave is said **F** \_\_\_\_\_.

There is perhaps no need to unravel the mystery of which version is right. The stories have meant different things to people at different times. Their very ambiguity is an important reason why they continue to inspire and fascinate.

1. where he died from his wounds
2. that has its roots in Celtic mythology
3. inhabited by wandering souls and supernatural creatures
4. as a threat
5. were an important part of their mystery
6. to be full of treasure and secured by gates of gold
7. ambiguous and shrouded in mystery

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

(By R.L. Stevenson)

With my stepping ashore I began the most unhappy part of my adventures. It was half-past twelve in the morning, and though the wind was broken by the land, it was a cold night. I did not dare to sit down on land (for I thought I should have frozen), but took off my shoes and walked to and fro upon the sand, bare-foot, and beating my breast with infinite tiredness. There was no sound of man or cattle; not a cock crew, though it was about the hour of their first waking; only the surf broke outside in the distance, which put me in mind of my troubles and those of my friend. To walk by the sea at that hour of the morning, and in a place so desert-like, struck me with a kind of fear.



As soon as the day began to break I put on my shoes and climbed a hill falling the whole way between big blocks of granite, or leaping from one to another. When I got to the top the dawn was come. There was no sign of the brig, which must have lifted from the reef and sunk. The boat, too, was nowhere to be seen. There was never a sail upon the ocean; and in what I could see of the land was neither house nor man.

I was afraid to think what had befallen my shipmates, and afraid to look longer at so empty a scene. What with my wet clothes and weariness, and my belly that now began to ache with hunger, I had enough to trouble me without that. So I set off eastward along the south coast, hoping to find a house where I might warm myself, and perhaps get news of those I had lost. And at the worst, I considered the sun would soon rise and dry my clothes. Instead of the sun rising to dry me, it came on to rain, with a thick mist; so that my case was awful. I stood in the rain, and shivered, and wondered what to do.

The time I spent upon the island is still so horrible a thought to me, that I must pass it lightly over. In all the books I have read of people cast away, they had either their pockets full of tools, or a box of things would be thrown upon the beach along with them, as if on purpose. My case was very different. I had nothing in my pockets but money and Alan's silver button; and being all alone, I was as much short of knowledge as of means.

The second day I crossed the island to all sides. There was no one part of it better than another; it was all desolate and rocky; nothing living on it but game birds which I lacked the means to kill, and the gulls which haunted the outlying rocks in a huge number.

By the evening I happened upon a little hut of a house like a pig's hut, where fishers used to sleep when they came there upon their business; but the turf roof of it had fallen entirely in; so that the hut was of no use to me, and gave me less shelter than my rocks. But I had a good reason for my choice. What was more important, the shell-fish on which I lived grew there in great plenty; when the tide was out I could gather a peck at a time: and this was doubtless a convenience.

- A15** The author could not sleep ashore because of \_\_\_\_\_.
- 1) wild animals
  - 2) roaring sea
  - 3) cold
  - 4) hunger

- A16** The place where the author found himself seemed to be \_\_\_\_\_.
- 1) quite friendly
  - 2) rather hospitable

- 3) lonesome
- 4) familiar to him

- A17** When the author climbed the hill he saw \_\_\_\_\_.
- 1) the remains of the brig
  - 2) a few houses in the distance
  - 3) the storm approaching
  - 4) nothing of the brig and nobody of his shipmates

- A18** The author set off eastward in order to \_\_\_\_\_.
- 1) find any shelter
  - 2) escape from the storm coming from the sea
  - 3) avoid meeting with wild animals
  - 4) find something to eat

- A19** In all the books the author had read of shipwrecked people \_\_\_\_\_.
- 1) they had some things with them necessary for survival
  - 2) they were rescued sooner or later
  - 3) they suffered from hunger
  - 4) they found a proper place for living

- A20** The phrase «birds which I lacked means to kill» means that \_\_\_\_\_.
- 1) the author didn't like killing birds
  - 2) the author had no opportunity to kill the birds
  - 3) the author had a chance to kill the birds
  - 4) the author had no reasons to kill the birds

- A21** The author decided to stay near the fishers' hut because \_\_\_\_\_.
- 1) he could find something suitable for eating there
  - 2) it protected him from bad weather
  - 3) it saved him from wild animals
  - 4) he hoped fishers would come there and rescue him

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

## Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4 — B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4 — B10.

In many parts of the world, a lot of young adults

- B4** \_\_\_\_\_ increasingly \_\_\_\_\_ into debt. GET
- B5** People \_\_\_\_\_ between 18 and 24 are particularly at risk. People are also borrowing larger amounts of money. One report in the UK showed that about one third of 18–24 year-olds have serious debt problems. University students often \_\_\_\_\_
- B6** get into debt because of \_\_\_\_\_ university fees. RISE
- B7** Some students \_\_\_\_\_ by their families, but \_\_\_\_\_
- B8** others have to \_\_\_\_\_ their university fees themselves. PAID
- B9** A lot of young people \_\_\_\_\_ to take debt seriously. One reason is perhaps that young people \_\_\_\_\_
- B10** often have nothing \_\_\_\_\_ if they become bankrupt. For example, they don't usually own a house. So they have no possessions that the bank can take from them. LOSE

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11 — B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11 — B16.

- B11** Parents gathered in Moscow to demand \_\_\_\_\_ schooling for their children. For decades, the society tried to hide disabled children and \_\_\_\_\_ INTEGRATE

- B12** adults, confining them to \_\_\_\_\_ institutions and boarding schools. According to some figures, 340,000 children with disabilities are deprived of education and, therefore, of the chance to live better. In 2008, Russia signed The Convention on the Rights of Persons with Disabilities, which guarantees the education of children with disabilities and provides an inclusive education. This means that our schools \_\_\_\_\_ CORRECTION
- B13** need to be equipped \_\_\_\_\_ ACCORDING
- B14** and have \_\_\_\_\_ around to assist children. The mother of a five year old girl Nastya, who has a mild form of Cerebral Palsy and autism, says that access is not only a problem with schools but also with kindergartens. SPECIAL
- B15** «You can't \_\_\_\_\_ how difficult it \_\_\_\_\_ IMAGE
- B16** is to find a \_\_\_\_\_ kindergarten for my daughter. We've been trying hard with my family to find a place, but it seems that no one is interested in giving a pre-school education to Nastya,» the woman said. DECENCY

Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

It seems that sending badly behaved children on adventure holidays can help them **A22** \_\_\_\_\_ their behaviour and their schoolwork.

**A23** \_\_\_\_\_ order to help children who are truants and pupils who cause serious trouble at school, the British government has decided to pay for their adventure holiday. The children are sent to adventure centres in Britain and

**A24** \_\_\_\_\_.

Instructors at the adventure centres give the children physical and problem

**A25** \_\_\_\_\_ challenges. These challenges are designed to help the children learn to work together, to communicate better and to improve their self-esteem. Of course, it is not really like a holiday, because the children have to

**A26** \_\_\_\_\_ rules and work very hard.

So far, the adventure holidays have helped the children change their **A27** \_\_\_\_\_ to school and their schoolwork has improved. When one group of six children returned from their adventure holiday, they all said that they now intended to study at a college or university.

Of course there are critics who say that this is not the best **A28** \_\_\_\_\_ to spend taxpayers' money.

**A22** 1) engage      2) improve      3) increase      4) invite

**A23** 1) in              2) on              3) at              4) for

**A24** 1) on board      2) away          3) abroad        4) outside

**A25** 1) making up    2) supporting    3) deciding      4) solving

**A26** 1) observe       2) open           3) able           4) obey

**A27** 1) situation      2) achievement   3) orientation    4) attitude

**A28** 1) way            2) chance        3) time           4) reason

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

*While learning English in a summer school in Brighton you stayed with the British host family. You enjoyed staying with them. Now you are at home and you are going to thank them for their hospitality.*

Write a letter to your host family (Mr. and Mrs. Brown)

In your letter

— express your gratitude

— ask **3 questions** about the latest news in their life and invite them to visit Russia.

Write **100 — 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.  
Comment on the following statement.

*Russia has begun testing schoolchildren for drugs, with the first tests being carried out as a pilot project. What is your attitude to the project? Should it be compulsory or voluntary? Would you agree to participate in testing?*

**What is your opinion?**

Write **200 — 250 words**.

Use the following plan:

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

## VARIANT 2

## Раздел 1. Аудирование

B1

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

Which speaker says ...

1. Discipline means punishment
2. An illustrative example
3. Different responses to a parent's words
4. Cruel punishments
5. Discipline as a habit to behave
6. Variety of behavior norms
7. A wise way to punish

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите рассказ о гончарном деле в Британии. 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.

- A1 When Josiah Wedgwood built his ceramics factory in Staffordshire, local people knew nothing about pottery. (pottery — гончарное дело).  
1) True                      2) False                      3) Not stated
- A2 The natural conditions of the area were favorable for pottery.  
1) True                      2) False                      3) Not stated
- A3 Most of the raw materials were located in the north.  
1) True                      2) False                      3) Not stated
- A4 The water of the river Trent was polluted.  
1) True                      2) False                      3) Not stated

- A5 In the mid 18th century, the British economy was developing.  
1) True                      2) False                      3) Not stated
- A6 The canal facilitated the process of selling ceramic products.  
1) True                      2) False                      3) Not stated
- A7 The principle methods of ceramics manufacturing still remained the same.  
1) True                      2) False                      3) Not stated

Вы услышите интервью с инструктором центра приключений. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 Some of the activities children do in the center are quite \_\_\_\_\_.  
1) boring                      2) difficult                      3) useless
- A9 Today they are going to \_\_\_\_\_.  
1) climb rocks  
2) climb a high pole  
3) go canoeing
- A10 Before doing difficult things some children \_\_\_\_\_.  
1) are afraid  
2) refuse to participate  
3) are too self-confident
- A11 Jean thinks that most accidents happen when \_\_\_\_\_.  
1) the weather is bad  
2) people don't follow safety rules  
3) people do not realize the danger
- A12 Jean says that in order to avoid accidents \_\_\_\_\_.  
1) adventure holidays must be carefully planned  
2) instructors should choose safe routes  
3) everybody must know safety rules
- A13 Last year there was an accident that took place \_\_\_\_\_.  
1) on the ski slope  
2) on the river  
3) in mountains
- A14 Prince Philip \_\_\_\_\_ adventure holidays.  
1) criticizes                      2) disapproves                      3) approves

**По окончании выполнения заданий В1 и А1 — А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. При переносе ответов в задания В1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.**

## Раздел 2. Чтение

**В2**

**Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.**

1. A Hopeful discovery
2. Happy end
3. Movement as an engine for brain
4. Beginning of the research
5. Useful practical recommendations
6. Magic pills
7. Special diet
8. Mutual interaction

**A.** A young man called Phineas Gale had a terrible accident. Gale was working on the construction of a new railway track. Part of his job was to use gunpowder to explode the rock to make way for the new railway track. He had exploded the rock many times. But this time, the gunpowder exploded before Gale could get away. Parts of his brain were destroyed. Incredibly, Gale didn't die. After some time, he was able to recover and even began working again as a stage coach driver.

**B.** Scientists were very interested in Gale's recovery. For a long time, they thought that the adult brain could not grow new brain cells, called neurons. This idea seemed to explain why older people start to lose brain power. They can't remember things very well and they find it difficult to concentrate. But we now know that the adult brain does grow new neurons all the time. So our brains do not necessarily lose their power as we get older.

**C.** Scientists first understood that the brain can grow new neurons in the 1990s. Professor Fred H. Gage at the Salk Institute for Biological Studies in California did some experiments on mice. He studied the mice's brains. He found that all their lives, the mice's brains continued growing new neurons. But did the same thing happen in humans?

**D.** In the mice experiments, Gage also discovered that physically active mice grew more new neurons than less active mice. The physically active mice were also better at memory and intelligence tests. Scientists believe that the same thing is true in humans. Gage told the New York Times: «We've always known that our brains control our behaviour. But we didn't know until now that our behaviour can change our brains.»

**E.** Studies have shown that doing regular exercise can improve people's ability to do mental tests such as problem solving and memory tests. Brain scans also show that physically active people get more blood, and therefore more oxygen, to their brains. So doing regular exercise is a good way to improve brain power. In general, stress does not help neuron growth. So relaxing activities like meditation have a positive effect.

**F.** Other choices that we make can influence brain power. In general, scientists think it is a good idea to force ourselves to do new, different things. This forces our brain to make new connections. For example, it is a good idea to try to learn something new, or to try to describe things or imagine things in detail. Psychologist Ian Robinson says that we should try to use our body in new ways. For example, we could brush our teeth with our left hand (if we are right-handed).

**G.** The food that we eat is important. Drinking a little wine with a meal can improve brain power. Vegetables like celery, cabbage, spinach and beetroot are also good. These vegetables contain a chemical that helps blood flow to the brain. Grapes, blueberries, black tea and cocoa also contain a chemical that helps improve memory.

A	B	C	D	E	F	G

**В3**

**Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.**

In the story of Cinderella, the prince falls in love with a beautiful girl at a dance in the palace. The girl runs away at midnight but leaves **A** \_\_\_\_\_. The prince is able to find her again by matching her to that shoe. Connecting a person to a particular place and time in this way may seem very improbable. But in reality the shoeprints **B** \_\_\_\_\_ really do help them identify the criminals. It is not surprising that the methods used to identify criminals like this have become known as the Cinderella analysis.

The shoeprints that criminals leave at crime scenes are so important that Britain's Forensic Science Service **C** \_\_\_\_\_. The database has thousands of images that show the different parts of each kind of shoe. New images are added every day.

The new database helps the police to identify very quickly the kind of shoes that **D** \_\_\_\_\_ when they committed a particular crime. This information then helps the police identify possible suspects.

Shoeprints at crime scenes tell the police a lot about **E** \_\_\_\_\_. The shoeprints show where the criminals entered and left a crime scene. They also show how many people were present and their direction of movement. All this information helps the police understand what actually happened during the crime. Of course, shoeprints on their own **F** \_\_\_\_\_. But shoeprints are very important supporting evidence.

1. wear the same kind of shoes
2. one of her dancing shoes behind
3. has just produced the world's first online database of shoeprints
4. criminals were wearing
5. can't identify a criminal
6. what happened during a crime
7. that detectives find at crime scenes

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

(By E.L. Doctorow)

I was born on Clinton Street in the Lower East Side. I was the next to youngest of six children, two boys, four girls. The two boys, Harry and Willy, were the oldest. My father was a musician, a violinist. He always made a good living. He and my mother had met in Russia and they married there, and then emigrated. My mother came from a family of musicians as well; that is how, in the course of things, she and my father had met. Some of her cousins were very well known in Russia; one, a cellist, had even played for the Tsar. My mother was a very beautiful woman, petite, with long golden hair and the palest, blue eyes. My father used to say to us, «You think, you girls, you're beautiful? You should have seen your mother when she and her sisters walked down the street

in our village. Every head turned, they were so slim, their bearing so elegant.» I suppose he did not want us to get conceited.

I was four when we moved up to the Bronx, a big apartment near Claremont Park. I was a good student, I went to primary school on Washington Avenue; when I was graduated from there I went to Morris High School. I completed all my courses and graduated, and reenrolled to take the program of commercial courses there and got enough credits to graduate all over again if I chose. I knew now how to type, how to keep books, I knew shorthand. I was very ambitious. I had paid for my own piano lessons by playing for silent movies. I watched the screen and improvised. My brother Harry or my father used to sit right behind me to see that nobody bothered me; movie houses were still primitive and they attracted a bad element. After my courses, I found a job as private secretary to a well-known businessman and philanthropist named Sigmund Unterberg. He had made his money in the shirt business and now spent a good deal of his time doing work for Jewish organizations, social welfare, that kind of thing.

I was a good secretary, Mr. Unterberg would dictate a letter to me and I could take it right on the typewriter, without an error, and so when he was finished I was finished and the letter was ready for him to sign. He thought I was wonderful. His wife was a lovely woman and used to invite me to tea with them, to socialize with them. I suppose I was by now nineteen or twenty. They introduced me to one or two young men, but I never liked them.

I by now was interested in my future husband. We had known each other since high school. He was extremely handsome, dashing, he was a good athlete; in fact, that's how I met him, on the tennis courts, there were clay courts on Morris Avenue and 170th Street and we were each playing there. You played tennis in long skirts in those days. I was a good tennis player, I loved sports, and that's how we met. He walked me home.

My mother did not like Dave. She thought he was too wild. If I went out with another boy he would ruin the date. He would hang around outside our house even if we hadn't arranged to do anything together and when he saw another boy coming to pick me up he'd do terrible things, he'd pick a fight, or stop us and talk when I was with this other boy. He would warn the other boys to treat me with respect or he would come after them.

A15 The author had \_\_\_\_\_ in her family.

- 1) four brothers and two sisters
- 2) four brothers and a sister
- 3) two brothers and three sisters
- 4) one brother and four sisters

- A16** Her father was a musician and the children \_\_\_\_\_.  
 1) lived in poverty  
 2) had all that was necessary for living  
 3) seldom saw their father at home  
 4) dreamt of musical career
- A17** When the author's father told the daughters about the beauty of their mother, he wanted them \_\_\_\_\_.  
 1) not to be very boastful of their prettiness  
 2) to be proud of their mother  
 3) to pay more attention to their appearance  
 4) to be confused
- A18** After school the author earned money \_\_\_\_\_.  
 1) typing  
 2) keeping books  
 3) doing shorthand  
 4) playing for silent movies
- A19** Her brother and father used to be near her in the movie house in order \_\_\_\_\_.  
 1) to protect her from bad guys  
 2) to assist her  
 3) to watch a new film  
 4) to make sure she wouldn't be cheated
- A20** Mr. Unterberg's wife was \_\_\_\_\_ with the author.  
 1) hostile  
 2) rude  
 3) friendly  
 4) arrogant
- A21** The author's mother did not like Dave because \_\_\_\_\_.  
 1) he was silly  
 2) he was hot-tempered  
 3) he came from a poor family  
 4) he was rude

По окончании выполнения заданий **B2, B3** и **A15 — A21** не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания **B2, B3, A15 — A21** располагаются в разных частях бланка. При переносе ответов в заданиях **B2** и **B3** цифры записываются без пробелов и знаков препинания.

## Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

- Betty Gregg had red hair and freckles and a mischievous eye. She was not nearly so made up as
- B4** she \_\_\_\_\_ the previous day. She gave him a cock-tail and asked with a twinkle: «And whose side are you on? BE
- B5** The young lovers — or the \_\_\_\_\_ mother?» DISAPPROVE  
 «May I ask you a question?»  
 «Certainly.»  
 «Have you been very tactful over all this?»  
 «Not at all,» said Miss Gregg frankly.
- B6** «That woman just \_\_\_\_\_ me feel mad. She's kept MAKE  
 Basil tied to her apron strings all these years. Even now I believe Billy might give me up —
- B7** if his mother \_\_\_\_\_ on him good and hard.» WORK  
 «He might,» said Mr. Pyne. «If she went about it the right way.»
- B8** «I \_\_\_\_\_ about you, Mr. Pyne. HEAR
- B9** You \_\_\_\_\_ to know something about human nature. Do you think Billy and I could make a go of it — or not?» SUPPOSE  
 «I think you suit each other very well,» said Mr. Pyne. She looked at him doubtfully.
- B10** «I'm afraid Billy's mother \_\_\_\_\_ never \_\_\_\_\_ us GIVE  
 her blessing.»

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

- B11** Simulator will teach you how to steer \_\_\_\_\_. ONE-HAND  
**B12** All students are taught how to steer the wheel PROFESSION  
 \_\_\_\_\_ on special simulators.  
**B13** In \_\_\_\_\_, the instructor will show how to steer PARTICULARLY  
 with one hand, which may be necessary in extreme situations. Another must-do is a summer and winter extreme driving course on a track. In the summer,  
**B14** drivers are taught \_\_\_\_\_ acceleration and EMERGE  
 braking skills while keeping their cars' various  
**B15** \_\_\_\_\_ systems in mind, avoiding road obstacles SAFE  
 while driving fast, speedy maneuvering on the road, and speedy turns and driving backwards. Winter practical courses includes accelerating and breaking on ice, getting out  
**B16** of a skid on \_\_\_\_\_ surfaces and the technique SLIP  
 of a 180 degree turn to stabilize a vehicle.

Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Just a few years ago, backpackers who ventured away from the relative ease of Eastern Europe to the complex world of the Russian capital had few budget **A22** \_\_\_\_\_ options. The two or three backpacker hostels that existed were overpriced and unappealing.

Today this is changing, and fast, with experts noting an industry growth **A23** \_\_\_\_\_ of around 25 percent a year. Backpackers can now choose from over 50 different hostels in Moscow and the increased competition is pushing **A24** \_\_\_\_\_ standards.

The rise has prompted the establishment of Hostel's Union, which currently **A25** \_\_\_\_\_ and supports 15 of Moscow's backpacker hideouts. Experts say that the market was slow to take off because of high **A26** \_\_\_\_\_ prices due to a lack of space in the city center, which made it difficult to draw profits from budget accommodation.

Another big **A27** \_\_\_\_\_ to growth is Russia's bureaucratic tourism laws, which are still putting caps on the number of budget travelers willing to venture into Russia. The tourism sector laws in Russia leave much to be

desired. It is difficult and expensive for tourists to obtain visas and registration for a trip to Russia.

As a result, occupancy rates at Moscow hostels are low **A28** \_\_\_\_\_ to most cities in Europe, a factor which is putting off investors.

- A22** 1) boarding 2) occupation 3) lodging 4) accommodation  
**A23** 1) scale 2) rate 3) measure 4) calculation  
**A24** 1) over 2) up 3) above 4) under  
**A25** 1) comprises 2) compares 3) completes 4) combines  
**A26** 1) property 2) priority 3) belongings 4) wealth  
**A27** 1) opinion 2) obedience 3) obstacle 4) opportunity  
**A28** 1) attitude 2) according 3) reply 4) relative

По окончании выполнения заданий В4 — В16, А22 — А28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания В4 — В16, А22 — А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4 — В16 буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

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





- A5** The first jazz club was opened in the center of Moscow.  
1) True                      2) False                      3) Not stated
- A6** Café Molodyozhnoye officially obtained the status of a «jazz centre» in the early 1990s.  
1) True                      2) False                      3) Not stated
- A7** Blue Bird Jazz Club has ceased to exist.  
1) True                      2) False                      3) Not stated

*Рассказывает театральный критик. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The stage version of «Mary Poppins» was \_\_\_\_\_.  
1) as successful as the film  
2) not so successful as the film  
3) not very popular with the audience
- A9** At a recent performance the audience \_\_\_\_\_.  
1) was mostly children  
2) included many adults without children  
3) was presented by teenagers
- A10** Mary Poppins teaches how to live without \_\_\_\_\_.  
1) money                      2) each other                      3) stress
- A11** At the beginning Mr Banks is very successful at work, but he \_\_\_\_\_.  
1) does not love his family  
2) has no time for his family  
3) is not successful in politics
- A12** The lessons that Mary Poppins teaches \_\_\_\_\_.  
1) are easy to understand  
2) are very difficult  
3) are so complicated
- A13** Mary Poppins teaches to enjoy \_\_\_\_\_.  
1) healthy food  
2) looking at the stars  
3) simple things
- A14** At the end of the stage version, the actors \_\_\_\_\_.  
1) point up at the stars    2) fly a kite                      3) do magic

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

B2

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

1. A social structure
2. A puzzle
3. Lack of water
4. Negligence to nature
5. Considerable achievements
6. Struggle for power
7. The Mayan astronomy
8. Hard-working people

**A.** The Mayan civilization of central America was one of the most remarkable of the pre-Columbian cultures. The Maya built large cities with wonderful stone palaces and temples. They observed the heavens and accurately noted the movements of the planets. They made progress in mathematics, they invented a writing system and they produced high quality art.

**B.** About 3,000 years ago the Maya were farmers. They lived mainly in what is modern day Guatemala. Their period of highest development, however, was from about AD 250 to the year 900. After that, their great cities were abandoned and became ruins that were lost in the jungle. The reason why such a great civilization should collapse so quickly is something that has fascinated archaeologists and historians. Still today, there is no universally accepted answer to the mystery.

**C.** The Maya had a well-organized society. The Mayan civilization was not a unified one. They lived in city states. Each city state was a kingdom. The king was a ruler. And he was also a priest. The Maya believed that the king had supernatural powers. The king performed religious ceremonies and prayed to the gods. In this way, the king hoped that the farmers could grow lots of food and that the Maya could live well.

D. The Maya believed that the stars and planets affected life of Earth. This is why they observed the planets very carefully. The Maya became very good at predicting the movements of the planets. They also calculated when eclipses would happen. Their observations helped them make several calendars. The oldest Maya calendar had a cycle of 260 days. They also had a calendar of 365 days.

E. The incredible thing is that they built everything without the use of metal tools. Transport was difficult because they didn't have suitable work animals like horses or donkeys. And they didn't have the wheel either. Consequently, the Maya had to transport everything themselves. They used a hard stone called obsidian to cut and shape the stones that they used for building. Clearly, the Maya needed a lot of manpower to do any kind of work such as building or farming.

F. There are different theories about why and how the Maya civilization collapsed. Jared Diamond, a geographer at the University of California, believes that the collapse of the Maya culture is partly a result of overexploitation of the environment. For example, when the Maya cut down the forests on the hillsides, the soil was eroded. Also, there was less rainfall, which affected the farmers' ability to grow food.

G. The weather also changed. Archaeologists have now discovered that in the southern highlands there were several years when there was very little rain, resulting in drought. Farmers could not grow so much food. People didn't have enough food to eat. They probably began to fight to try to get the best land to grow food and to have fresh water. The society was no longer efficient and well-organized. This is an important reason why the Mayan civilization collapsed.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

In fighting organized crime, the police often make use of undercover police officers who A \_\_\_\_\_. The life of these undercover police officers is a lonely and dangerous one.

Sometimes, things can go badly wrong. In one case, the police attempted to trap a gang of drug dealers working in Spain. For five years, undercover

police officers helped the drug dealers launder about \$15 million through a false company. In this way, the police were able to B \_\_\_\_\_. However, when the police arrested the gang members and the case came to court, the British judge said that the police had acted illegally and C \_\_\_\_\_. The cost of this failed police operation was \$25 million.

Undercover police officers face terrible danger. One former undercover policeman, Liam Thomas, told the Guardian newspaper that after 12 years in the job he was «like a broken biscuit». The pressure of hiding his real identity and working with violent criminals D \_\_\_\_\_. Undercover police officers are supposed E \_\_\_\_\_ to see that they are not suffering. But Mark Kennedy, an agent who worked under cover in environmental activist groups, says that these psychological checks aren't as frequent as they should be.

Sometimes agents work undercover in the same group for too long. Then there is a serious risk that F \_\_\_\_\_, as happened in Kennedy's case.

1. have infiltrated the gang
2. get more information about the gang
3. stay a long time in a group
4. caused him to suffer a mental breakdown
5. to have frequent psychological checks
6. their true identity will be discovered
7. the criminals went free

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

(By S. Maugham)

Susie felt it impossible to stay in the deserted studio any longer, and accepted a friend's invitation to spend the winter in Italy. Margaret had not written to her, and she could not make herself write to her. In Rome Susie had news of Oliver Haddo and his wife. They had spent some time there, and the little English circle was still talking of their eccentricities. Oliver Haddo had excited attention by the extravagance of his costume and manner; and Margaret by her beauty. She was seen in her box at the opera every night, and her diamonds were the envy of all women. But suddenly the pair had disappeared without saying a word to anybody. It was reported that they were now in Monte Carlo.

Susie had intended to pass the spring on the Riviera, but when she heard that the Haddos were there, she hesitated. She did not want to run the risk of seeing them, and yet she had a strong desire to find out exactly how things were going. At last curiosity won and she went to Monte Carlo. After two or three days she saw them at the tables, but they were so absorbed in their game that they did not notice her. Margaret was playing, but Haddo stood behind her and directed her movements. Susie was unable to recognize in her the girl who had been her friend. What struck her most was that there was in Margaret's expression an extraordinary likeness to Haddo's. In spite of her beauty, she had Oliver's evil look which suggested that she saw with his eyes.

They had won great sums that evening. Taking up the money, Haddo touched her on the shoulder, and she followed him.

Susie learned that the Haddos had rooms at the most expensive of the hotels. They knew few English except those who had bad reputations, but seemed to prefer the society of those foreigners whose wealth and eccentricities made them the centre of that little world. Margaret moved among all those odd people with a cold mysteriousness that excited everybody's curiosity. Oliver's eccentric imagination invented whimsical festivities and orgies that were held in the dark sitting-room of the hotel. He wanted to revive the mystical ceremonies of old religions imitating those he had seen in Eastern places.

No one understood his true relations with his wife, and it was said that he was sometimes very cruel to her. Susie's heart sank when she heard this; but several times when she saw Margaret, she seemed in the highest spirits. Then the same thing that had happened in Rome happened here again; they suddenly disappeared.

Susie had not been to London for some time, and as the spring advanced she remembered that her friends had invited her. Though she would not confess it to herself, her desire to see Arthur was the strongest of her motives. She knew that he would never care for her, but she was glad to be his friend.

In London she wrote to Arthur, and he invited her to the opera. Susie was terrified at the change that had taken place in him. He looked ten years older, he had lost weight, and his hair was white. But what most struck her was the change of his expression. The look of pain which she had seen on his face that last evening in the studio has now become settled, so that it changed its countenance. He was more silent than ever, and when he spoke, it was a strange low voice that seemed to come from a long way off.

A15] Margaret's \_\_\_\_\_ was (were) the envy of all women.

- |                    |                      |
|--------------------|----------------------|
| 1) beautiful voice | 2) handsome husband  |
| 3) sense of humour | 4) wealth and beauty |

A16] Susie learnt some details about the Haddo's life \_\_\_\_\_.

- 1) from newspapers
- 2) from common friends
- 3) from Margaret's letters
- 4) from different people

A17] Thinking of possibility to meet Margaret Susie \_\_\_\_\_.

- 1) was excited
- 2) had controversial feelings
- 3) felt curiosity
- 4) was frightened

A18] Susie was struck to see that Margaret \_\_\_\_\_.

- 1) had not changed at all
- 2) had got many features of her husband
- 3) looked unhappy
- 4) did not recognize her

A19] When Susie heard that Haddo was sometimes very cruel to Margaret \_\_\_\_\_.

- 1) she got upset
- 2) she felt satisfaction
- 3) she thought it was a lie
- 4) she could not believe it

A20] Susie went to London because she \_\_\_\_\_.

- 1) she was eager to see Arthur
- 2) was afraid of meeting Arthur
- 3) knew Arthur needed her help
- 4) wanted to tell Arthur about the Haddos

A21] Seeing Arthur Susie could understand easily that \_\_\_\_\_.

- 1) he was satisfied with his life
- 2) he was quite a happy man
- 3) he had been suffering much
- 4) he was not glad to see Susie

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

## Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

- Looking at the runners as they prepare to set off on a 48 hour endurance race, you can't
- B4** help \_\_\_\_\_ their stubborn toughness as they face the less than promising weather conditions. NOTICE
- B5** The first few drops of rain \_\_\_\_\_ already \_\_\_\_\_ to fall. But the runners seem quite unperturbed. BEGIN
- B6** They set off in pairs in a staggered start, \_\_\_\_\_ with a tent, sleeping bag and essential food supplies, plus a map and compass. EQUIP
- B7** In the next 48 hours they \_\_\_\_\_ as they run over the steep hills and mountains around the valley. They must navigate the course, and report at a series of pre-arranged check points TIME
- B8** before \_\_\_\_\_ it back to the starting point. It's a tough sport for tough people. MAKE  
In some events the fell runner has to run up and down a specified number of peaks in a given time. This kind of race first began in 1932 when Bob Graham ran up and down 42 peaks in the Lake District in a single day.
- B9** That record \_\_\_\_\_ many times since then. BEAT
- B10** The current record of 77 peaks \_\_\_\_\_ in 1997 by Mark Harfell. The women's record of 62 peaks belongs to Anne Stentiford. SET

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

- B11** As standards in mathematical \_\_\_\_\_ are declining in society, the question arises of what can be done to \_\_\_\_\_ more people to study maths beyond the \_\_\_\_\_ age of 16. ABLE  
Many experts argue that it is partly a question of image — maths is seen as not only a difficult subject, but also as something that we
- B12** \_\_\_\_\_ live without. EASY
- B13** It is also a good idea to help students understand how mathematics is applied in the real world. When students understand how mathematics can help them do all kinds of interesting calculations, they will probably find mathematics fun and they may want to study the subject \_\_\_\_\_. COURAGE  
Pupils can also be made more aware of
- B14** the various \_\_\_\_\_ that mathematics has in the real world. COMPULSION
- B15** \_\_\_\_\_ FAR
- B16** \_\_\_\_\_ APPLY

Прочитайте текст с пропусками, обозначенными номерами **A22 — A28**. Эти номера соответствуют заданиям **A22 — A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

Producing fresh drinking water from sea-water normally requires lots of energy. This means that the water costs more to produce and that more pollution is produced **A22** \_\_\_\_\_ CO<sub>2</sub> emissions.

Recently, however, it has become possible to **A23** \_\_\_\_\_ sea-water into drinking water on a small **A24** \_\_\_\_\_ using renewable energy. These systems are very useful in helping provide drinking water in dry, rural areas.

A German organization has developed a method using solar energy. Solar panels provide the energy to heat sea-water. When the water **A25** \_\_\_\_\_ to steam, it passes through a membrane. The membrane allows the steam to pass, but it doesn't let the salt through. On **A26** \_\_\_\_\_ side of the membrane, the steam cools and becomes clean water. This small system can produce about 120 litres of drinking water a day.

In Holland, scientists have developed a different method using wind **A27** \_\_\_\_\_. As the arms of a windmill turn, they provide energy to power a pump.

The pump forces salt water through a membrane. The membrane lets the water pass but not the salt. No electricity is needed for this process. The energy provided is purely mechanical. Using this method, it is possible to create a reservoir of water. In this way, there is always a **A28** \_\_\_\_\_ of drinking water even when there is no wind. The system can produce enough fresh water for the daily needs of about 500 people.

- A22** 1) without      2) with      3) through      4) though  
**A23** 1) transport    2) deliver    3) convey      4) transform  
**A24** 1) scale          2) height     3) weight      4) measure  
**A25** 1) turns          2) switches   3) tries        4) strives  
**A26** 1) another        2) one more   3) others      4) the other  
**A27** 1) powder        2) power      3) direction   4) destination  
**A28** 1) system        2) supply     3) support     4) subway

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

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

... Last weekend I lost my mobile phone. I'm so upset! I had been saving money for a year to buy it. So I'm thinking of a part-time job to earn some money. Have you ever had any part-time job? Do you think it may distract me from my school studies? Which one can you recommend me?  
 Write as soon as possible  
 Tom

Write a letter to Tom.

In your letter

— answer his questions

— ask 3 questions about how he lost the phone and what kinds of job

he'd like.

Write 100 – 140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.  
 Comment on the following statement.

Some people are fond of surprises! They believe a present must be a surprise. Others prefer to let their friends and relatives know what they would like to have as a present. What about you?

What is your opinion?

Write 200 — 250 words.

Use the following plan:

— make an introduction (state the problem)

— express your personal opinion and give reasons for it

— give arguments for the other point of view and explain why you don't

agree with it

— draw a conclusion

## VARIANT 4

## Раздел 1. Аудирование

B1

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

Which speaker says that

1. Cloning for the benefit of people
2. Strange combinations of different genes
3. A sequence of unsuccessful results
4. Opponents of cloning
5. Questions without an answer
6. Successful experiments with animals
7. What are genes responsible for?

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите рассказ о воздушных змеях. 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.

- A1 A recent kite flying festival took place in Australia.  
1) True                      2) False                      3) Not stated
- A2 The participants gave more than 30 exciting kite flying displays.  
1) True                      2) False                      3) Not stated
- A3 The kites impressed the visitors by the diversity of shape and colours.  
1) True                      2) False                      3) Not stated
- A4 When the speaker got her first kite, she didn't like it at all.  
1) True                      2) False                      3) Not stated
- A5 Kite flying is an excellent way to get rid of stress.  
1) True                      2) False                      3) Not stated

- A6 Flying a kite at night has its peculiarities.  
1) True                      2) False                      3) Not stated
- A7 It will take you about a week to make a kite by yourself.  
1) True                      2) False                      3) Not stated

Вы услышите беседу с биологом. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 Before getting his PhD Dr Aubrey de Grey was \_\_\_\_\_.  
1) a psychologist  
2) a software engineer  
3) a biologist
- A9 Most biologists believe that \_\_\_\_\_.  
1) it is natural to get old  
2) we can stop people getting old  
3) people's bodies can't stay young and healthy
- A10 Dr de Grey compares ageing with \_\_\_\_\_.  
1) a disease  
2) a nature  
3) a fading flower
- A11 Dr de Grey discovered \_\_\_\_\_ causes of ageing.  
1) three                      2) seven                      3) six
- A12 In Dr de Grey's opinion some kinds of therapy \_\_\_\_\_.  
1) are quite useless  
2) must be prohibited  
3) must be used in new ways
- A13 According to Dr de Grey people get some diseases because \_\_\_\_\_.  
1) they are getting old  
2) of harmful molecules  
3) of enzymes
- A14 Most scientists are \_\_\_\_\_ Dr de Grey's ideas.  
1) frightened by  
2) inspired by  
3) skeptic about

*По окончании выполнения заданий В1 и А1 — А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. При переносе ответов в задания В1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**В2**

*Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.*

1. A multistep chain
2. What the device is like
3. A device assisting to cope with machines
4. A device facilitating interaction between sellers and buyers
5. Effective communication without a mediator
6. A device used in medicine
7. A device which is far from perfection
8. The problem making peculiarities of oral speech

**A.** The Japanese electronics company NEC has developed a new device that translates instantly what a person is saying. The device is called the Telescouter and it looks very similar to a pair of ordinary glasses. A very small projector on the frame of the glasses projects the translated text onto the retina of the eye. The text of the conversation appears in the form of subtitles.

**B.** The frame of the «glasses» has a microphone and headset. The conversation is transmitted to a small computer worn on the user's body. This computer transmits the data to a larger and more powerful remote computer, which translates the conversation. The software on the powerful computer produces a text and audio translation. It then sends this information back to the user of the Telescouter glasses. Everything happens so quickly that it seems to be instantaneous to the people who are talking.

**C.** At the moment, the Telescouter is intended to be used to help sales staff answer customers' questions more effectively. For example, the device could be linked to a database containing information about the customer's purchasing history. This information could help the sales staff provide a better service. Takayuki Omino of NEC told journalists: «It's best if you know the customer personally when you are trying to sell a product, but this can be difficult at big stores. The Telescouter can be a weapon for salespeople.»

**D.** The Telescouter can also be used to help technicians and engineers who are working away from their office. Instruction manuals and installation guides could be sent to engineers who are wearing the Telescouter glasses. In that way, they could follow the instructions without having to look in a book. Their hands would be free while they are installing or repairing equipment. Also, an instructor or expert could transmit text, video and audio messages to a number of engineers or technicians in real time.

**E.** The Telescouter is not yet a fully functional instant translator. A lot more work must be done before this can happen. First of all, software must be developed that can translate speech to text accurately. This is a very difficult thing to do. Even automatically translating from text to text is difficult. These systems are available on the internet but they don't work very well, especially with longer texts. It is much harder to develop an automatic system that translates speech to speech.

**F.** The reason is that it is hard for a machine to recognize natural speech. When people speak they often hesitate, they don't always finish sentences. They make grammatical mistakes and use words incorrectly. Some people don't speak clearly. All of this is very hard for translation software to cope with. According to engineers at NEC, however, the Telescouter will be functioning as an automatic translation device within a couple of years.

**G.** If they succeed, the system will be extremely useful. One big advantage is that there would be no need for a human translator. This means that the conversation can flow naturally and there would be no interruptions. Also, when people need to talk about sensitive information, the presence of a human translator would be a problem. When the Telescouter goes on sale it won't be cheap, of course.

A	B	C	D	E	F	G

**В3**

*Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.*

**Ecology** is the science which studies the biota and the environment, and their interactions.

There are many practical applications of ecology in conservation biology, wetland management, natural resources management (agriculture, forestry,



fisheries), city planning (urban ecology), community health, economics, and applied science. It provides a framework for **A** \_\_\_\_\_.

Ecology starts many powerful philosophical and political movements — including the conservation movement, wellness movement, environmental movement, and ecology movement **B** \_\_\_\_\_. When these are combined with peace movements and the Six Principles, they are called green movements. In general, these put ecosystem health first on a list of human moral and political priorities, as the way **C** \_\_\_\_\_, and better economics. People with these beliefs **D** \_\_\_\_\_. Some have organized into the Green Parties, but **E** \_\_\_\_\_. They very often use arguments from ecology to advance policy, especially forest policy and energy policy.

Many ecologists also deal with human economics. Ecological economics and human development theory try to separate the economic questions from others, but it is difficult. Many people think economics is just part of ecology now, and that economics that ignores it is wrong. «Natural capital» is an example of one theory **F** \_\_\_\_\_.

1. there are actually political ecologists in most political parties
2. we know today
3. to achieve better human health and social harmony
4. combining both
5. are called political ecologists
6. understanding and researching human social interaction
7. including other organisms

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

(By R.L. Stevenson)

Night fell as we were walking, and the clouds, which had broken up in the afternoon, settled in and thickened, so that it fell, for the season of the year, extremely dark. The way we went was over rough mountainsides; and though Alan pushed on with an assured manner, I could by no means see how he directed himself.

At last we came to the top of a hill, and saw lights below us. It seemed a house door stood open and let out a beam of fire and candle-light; and all round the house five or six persons were moving hurriedly about, each carrying a lighted torch.

Alan whistled three times, in a particular manner. It was strange to see how, at the first sound of it, all the moving torches came to a stand, as if the people were affrighted; and how, at the third, the bustle began again as before.

Having thus set the people's minds at rest, we came down the hill, and were met at the yard gate (for this place was like a well-doing farm) by a tall, handsome man of more than fifty, who cried out to Alan in the Gaelic language.

«James Stewart,» said Alan, «I will ask you to speak in Scottish, for here is a young gentleman with me who doesn't understand Gaelic.»

James turned to me for a moment, and greeted me courteously enough; the next he had turned to Alan.

«This has been a dreadful accident,» he cried. «It will bring trouble on the country. The murder happened in Appin; it's Appin that must pay; and I am a man that has a family.» And he wrung his hands.

While this was going on I looked about me at the servants. Some were on ladders, digging in the thatch of the house or the farm buildings, from which they brought out guns, swords, and different weapons of war; others carried them away; and by the sound of mattock blows from somewhere farther down the hill, I supposed they buried them. Though they were all so busy, there prevailed no kind of order in their efforts; men struggled together for the same gun and ran into each other with their burning torches; and James was continually turning about from his talk with Alan, to cry out orders which were apparently never understood.

James carried me into the kitchen, and sat down with me at the table, smiling and talking at first in a very hospitable manner. But presently the gloom returned upon him; he sat frowning and biting his fingers; only remembered me from time to time; and then gave me but a word or two and a poor smile, and went back into his private terrors. His wife sat by the fire and wept, with her face in her hands.

[...] By the time I came back Alan must have told his story; for it seemed understood that I was to go with him, and they were all busy upon our equipment. They gave us each a sword and pistols, though I confessed my inability to use the former; and with these, and some ammunition, a bag of oatmeal, an iron pan, and a bottle of right French brandy, we were ready for the travel. Money, indeed, was lacking.

A15 The author and Alan were going over rough mountainsides \_\_\_\_\_.

- 1) following the marks left for them
- 2) with Alan showing the way
- 3) with the author showing the way
- 4) at random

A16 The people in the house the author and Alan saw below them \_\_\_\_\_.

- 1) seemed to be sleeping                      2) were fighting  
3) were going to leave the house            4) were running around in haste

- A17** Alan whistled three times in order to \_\_\_\_\_.  
1) frighten the people below  
2) let the people know who was coming to the house  
3) warn of danger  
4) attract attention to them
- A18** James greeted the author \_\_\_\_\_.  
1) politely      2) gloomily      3) with a low bow      4) hostilely
- A19** James ordered his servants to hide the weapons because \_\_\_\_\_.  
1) he had committed a crime  
2) he was afraid of being blamed for the murder  
3) he didn't want Alan to know that he had weapon  
4) Alan had advised him to do it
- A20** James failed to show his hospitality to the author because \_\_\_\_\_.  
1) didn't like Scotsmen  
2) his wife didn't like the guests  
3) he was an bad-tempered man  
4) of disturbing thoughts dealing with the murder
- A21** The words «I confessed my inability to use the former» mean that \_\_\_\_\_.  
1) the author didn't like the idea to use any weapon  
2) the author could use neither a sword nor a pistol  
3) the author could not use a sword  
4) the author could not use a pistol

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.**

Just at daybreak, I was awakened by a series of terrible screams from Bill. It's an awful thing to hear a strong, big, fat man scream like that. I jumped up to see what the matter was.

- B4** Red Chief \_\_\_\_\_ on Bill's chest. He was pulling Bill's hair with one hand. In the other hand he had a knife. He was trying to take Bill's scalp! I took the knife from the kid and made him lie down again. But, from that moment, SIT
- B5** Bill's spirit \_\_\_\_\_. He never closed an eye again as long as that boy was with us. I slept a little but then I remembered that Red Chief wanted to cook me on the fire at the rising of the sun. I wasn't nervous or afraid, but I sat up and lit my pipe. BREAK
- B6** «Why \_\_\_\_\_ you \_\_\_\_\_ so early, Sam?» asked Bill. «Me?» I said. «Oh, I've got a kind of a pain in my shoulder. GET UP.
- B7** I thought sitting up \_\_\_\_\_.» «You're a liar!» said Bill. «You're afraid. HELP
- B8** You're afraid to \_\_\_\_\_ on the fire! You're afraid he'll do it. And he will, if he can find a match. Isn't it awful, Sam? Do you think anybody will pay money to get the little devil back home?» COOK
- B9** «It \_\_\_\_\_ that no one is worried in Summit about the boy's disappearance. But maybe SEEM
- B10** they haven't realized that he \_\_\_\_\_.» KIDNAP

**Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами В11 — В16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В11 — В16.**

- B11** About twenty years ago, the idea of \_\_\_\_\_ smoking in public places seemed an absurd idea and few governments would have risked losing popularity by attempting to put such a plan into effect. And yet, in the last five years we have seen smoking bans introduced in countries all over the world. BAN

- B12** Smokers, some restaurant and pub \_\_\_\_\_ as well as the tobacco companies all protested, saying the ban would never work. And yet, here we are with smoke free public buildings and transport systems and nobody is complaining. OWN
- B13** The dire \_\_\_\_\_ predicted by the smoking lobby simply never occurred. More recently, smoking bans have been extended in some parts of the United States, CONSEQUENT
- B14** Canada and Australia to include \_\_\_\_\_ owned cars when children are present. PRIVATE
- B15** Now there are \_\_\_\_\_ for such a ban to be introduced in parts of the UK too. Some smokers see this as going too far, claiming that a PROPOSE
- B16** formal ban is both unworkable and \_\_\_\_\_. NECESSITY

Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

**Health** is «a state of complete physical, mental, and social well-being and not **A22** \_\_\_\_\_ the absence of disease or infirmity», according to the World Health Organization (WHO). *Physical* is about the body. *Mental* is about how people think and feel. *Social* talks about how people live with other people. It is about family, work, school, and friends.

Some people also include *spiritual* health, which talks about the spirit or **A23** \_\_\_\_\_. It concerns religious parts of people but not only that: the spiritual aspect of a person can be understood as that which desires **A24** \_\_\_\_\_, hope, security and connectedness to the universe.

Physical fitness refers to good body health, and is the result of regular exercise, proper diet and nutrition, and proper rest for physical **A25** \_\_\_\_\_.

A good way of knowing if a group of people is healthy is their **A26** \_\_\_\_\_, which generally increases with better nutrition. Mental health refers to a person's emotional and psychological well-being. «A state of emotional and psychological well-being in which an individual is able to use his or her cognitive (thinking) and emotional (feeling) abilities, function in society, and meet the **A27** \_\_\_\_\_ demands of everyday life.»

One way to think about mental health is by looking at how well a person functions. Feeling capable and competent; being able to **A28** \_\_\_\_\_ normal levels of stress, have good friends and family, and lead an independent life; and being able to «bounce back,» or recover from difficult situations, are all signs of mental health.

- A22** 1) merely 2) nearly 3) scarcely 4) hardly
- A23** 1) seal 2) soul 3) soap 4) goal
- A24** 1) piece 2) peach 3) pearl 4) peace
- A25** 1) remake 2) restart 3) reform 4) recovery
- A26** 1) height 2) weight 3) age 4) measure
- A27** 1) elementary 2) compulsory 3) ordinary 4) obligatory
- A28** 1) pass 2) handle 3) manage 4) support

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

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

... *Lately I haven't done very well at school. My parents are angry with me. I try my best but fail to get top marks. It's making me unhappy. What can I do? Do you think I should talk to my parents and explain how I feel? How are you doing at school?*  
Write soon,  
Steve

Write a letter to Steve.

In your letter

— answer his questions

— ask **3 questions** about the subjects that are difficult for him  
give some advice on the situation.

Write **100 – 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.  
Comment on the following statement.

*Many people believe in superstitions. They are afraid of black cats and hate the number 13. They are sure it's lucky to say «white rabbits» on the first day of the month. Do you believe in superstitions?*

What is your opinion?

Write **200 – 250 words**.

Use the following plan:

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

## VARIANT 5

## Раздел 1. Аудирование

**B1**

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

The speakers tell us about BBC programmes:

1. The comparison of different kinds of transport.
2. The changes in remote part of the world.
3. The way to change your life completely.
4. The unusual means to help people in the world.
5. The survey of an important invention of the 20th century.
6. The method of studying a new activity.
7. The research of an extraordinary person's life.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите монолог. 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.

**A1** It was hard to climb because there was an oxygen lack.

- 1) True                      2) False                      3) Not stated

**A2** They believe to find a camp nearby.

- 1) True                      2) False                      3) Not stated

**A3** They made their mind to separate their forces.

- 1) True                      2) False                      3) Not stated

**A4** They found some dead bodies who had taken part in one expedition.

- 1) True                      2) False                      3) Not stated

**A5** One member of the group looked up and saw something strange.

- 1) True                      2) False                      3) Not stated

- A6** He saw something unusual in shape.  
1) True                      2) False                      3) Not stated
- A7** They could recognize the body by his name.  
1) True                      2) False                      3) Not stated

*Вы услышите беседу о состоянии сна. В заданиях A8 — A14 объедините цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** Does everybody dream?  
1) Yes, of course.  
2) Not all of us.  
3) Everybody does.
- A9** We are usually able to dream \_\_\_\_\_.  
1) immediately after falling asleep.  
2) at the end of our sleep.  
3) after an hour and a half of sleeping
- A10** What does REM mean?  
1) the eyes' moving  
2) deep sleeping  
3) short dreams
- A11** We are able to dream \_\_\_\_\_ of our night's sleep.  
1) a half  
2) a quarter  
3) the whole
- A12** Why do we sometimes remember our dreams?  
1) because we wake up at particular period of time.  
2) because we are woken up unexpectedly.  
3) because we stop sleeping at particular phase.
- A13** What about the meaning of dreams?  
1) We can't explain them.  
2) We can only guess.  
3) We can do it easily.
- A14** Patients' dreams analyzing is \_\_\_\_\_.  
1) a theme for studying.  
2) a psychologist's duty.  
3) a question for discussion.

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задании B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

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

1. The conditions for activity
2. The importance of your tool's state
3. The weapon against enemy
4. You're not alone
5. The science searching
6. The way to improve your skills
7. The way to overcome boredom
8. The method of persuasion

### Go fly a kite

**A.** Flying kites is not a new sport. In fact, people of all ages have been flying kites for more than three thousand years in many lands around the world. We know that the ancient Egyptians flew kites. We can read about it today in some of their surviving writings. In ancient China, kites were often used in time of war. One warmaker had his soldiers fly kites that had small wooden pipes fastened to them. The pipes gave out a strange sound as the wind blew through them. These kites were flown at night when they could not be seen. The enemy soldiers believed that the sounds were made by unfriendly gods in the sky and ran away in fear.

**B.** Later, people in India came up with a new sport: the kite fighting. Some people think that it was first taken up by Indian princesses who weren't allowed to leave their palaces, so they flew kites from the roofs to amuse themselves. The aim in kite fighting is to knock the other person's kite out of the air and keep your own flying.

**C.** In Europe and America, kites have been used in the world of science. In 1752, Benjamin Franklin flew a kite in a thunderstorm. The kite had a metal

key hanging from its string. The experiment was a dangerous one, but he was able to prove that lighting was electrical in nature.

**D.** Union general in the American Civil War used kites in much the same way as the ancient Chinese warmaker did. But they weren't trying to make the enemy think the kites were sent by gods. Instead, these kites dropped printed leaflets on the Confederate soldiers-leaflets telling them to give up.

**E.** Now, suppose you want to try this three-thousand year-old sport. What should you do first? If you've never really tried to fly a kite before, it's better to buy a ready-made one. Later, you can build your own- which is what most really serious kite fliers do. It's not very hard to build something that looks like a kite. However, it isn't easy to build a kite that will fly well, because it depends on the shape very much.

**F.** The best place to fly a kite is in an open area, such as on a bare hilltop or in a wide field with no trees and no overhead power lines. Remember- you can't fly a kite when there's no wind. That would be like going swimming where there is no water. However, a good light kite can fly in a fairly gentle breeze. In fact, light breezes are the best for most kite flying. When the wind gets too strong your kite string may break, or your kite may tear.

**G.** Each spring and summer, hundreds of cities all over the United States have kite-flying contests. Many of the people who enter these contests take them very seriously. They will spend months and sometimes years working to improve their kites and their flying skills. The results are often hard to believe. The Guinness Book of World Records reports that the greatest record height reached is 35 530 feet.

Go fly a kite! Try it! The fun lies in getting one up in the sky and learning how to make it loop and dive and climb.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — Г частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

### The New Houdini?

With his own type of street magic and amazing live TV shows, David Blaine has become one of the most famous magicians in the world. It's not surprising that people call him 'the new Houdini'.

Blaine was born in Brooklyn, New York, and started doing magic when he was four. **A** \_\_\_\_\_, he used to do magic tricks for customers in Manhattan's expensive restaurants. **B** \_\_\_\_\_, and became friends with actors like Robert de Niro and Leonardo di Caprio. He also went out with Madonna for a short time. He became famous after he made a TV show called David Blaine: Street Magic, **C** \_\_\_\_\_. Since then he has done a number of spectacular stunts **D** \_\_\_\_\_. First he was frozen inside six-ton block of ice in New York's Times Square. He stayed there for over 61 hours. **E** \_\_\_\_\_ he couldn't walk and he had to spend two weeks in hospital. Next he stood on a 25-metre pillar for 35 hours -again without food or water. The pillar was only 56 cm wide and he couldn't eat, sleep or sit down. Finally he jumped off the pillar- onto a pile of boxes. **F** \_\_\_\_\_ for 44 days in a glass box by the River Thames in London. He survived only on water from a tube and lost 24 kilos. David is now a millionaire and lives in Hollywood. Who used to live in his house, do you think? Yes, you've guessed it — Harry Houdini!

1. that were shown live on TV
2. after that he lived without food
3. while he was studying to be an actor
4. when he was released from the ice
5. it was the best or the most dangerous
6. where he did magic tricks in the street in front of the ordinary people
7. then he started working at parties for rich people

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

The room whirled round her. Afterwards it struck her: Gerald Martin was Charles Lemaitre! She knew it, and accepted it in a flash. Disjointed fragments whirled through her brain, like pieces of a jigsaw puzzle fitting into place.

The money paid for the house — her money — her money only; the bearer bonds she had entrusted to his keeping. Even her dream appeared in its true significance. Deep down in her, her subconscious self had always feared Gerald Martin and wished to escape from him. And it was to Dick Windyford this self of hers had looked for help. That, too, was why she was able to accept the truth so easily, without doubt or hesitation. She was to have been another of Lemaitre's victims. Very soon, perhaps...

A half-cry escaped her as she remembered something. *Wednesday 9 p.m.* The cellar! Once before he had buried one of his victims in a cellar. It had been all planned for Wednesday night.

But what had saved her? What could possibly have saved her? Had he taken pity on her at the last minute? No. In a flash the answer came to her — old George. She understood now her husband's sudden anger. Doubtless he had told everyone he met that they were going to London the next day. Then George had come to work unexpectedly, had mentioned London to her, and she had contradicted the story. Too risky to do away with her that night, with old George repeating that conversation. But what an escape! If she had not happened to mention that trivial matter — Alix shuddered.

But there was no time to be lost. She must get away at once — before he came back. She hurriedly replaced the roll of clippings in the drawer, shut it and locked it.

And then she stayed still as though frozen to stone: she had heard the creak of the gate into the road. *Her husband had returned.*

For a moment Alix stayed motionless, then she crept on tiptoe to the window, looking out from behind the shelter of the curtain.

Yes, it was her husband. He was smiling to himself and humming a little tune. In his hand he held a brand-new spade.

Alix's heart stopped beating. *It was to be tonight.*

But there was still a chance. Without hesitating a moment, she ran down the stairs and put of the cottage. But just as she appeared at the door, her husband came round the back of the house.

'Hello', he said, 'where are you running off to in such a hurry?'

She realized that her chance was gone for the moment. He looked at her attentively. A momentary suspicion gleamed in his eyes.

*Philomel cottage by Agatha Christie*

- A15** Alix suddenly understood ...
- 1) that she had known him before
  - 2) some facts which she couldn't explain
  - 3) that he had a nickname
  - 4) some of her problems
- A16** He paid for the house ...
- 1) spending his own saving money
  - 2) using their common money
  - 3) using credit money
  - 4) spending her securities

- A17** Alix had always ... Gerald Martin.
- 1) been afraid of
  - 2) been unable to understand
  - 3) accepted the strangeness of
  - 4) understood the problems of
- A18** He had planned his crimes ...
- 1) for the particular date
  - 2) in a certain place
  - 3) for the definite day
  - 4) in their house
- A19** Alix thought that ... saved her.
- 1) his pity
  - 2) her behavior
  - 3) his indecision
  - 4) her servant
- A20** Alix decided to ...
- 1) escape immediately
  - 2) rescue somebody
  - 3) save her money
  - 4) tell everything
- A21** She was shocked because ...
- 1) he was in good mood.
  - 2) she was in a trap.
  - 3) she heard voices.
  - 4) he was very angry.

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.**

- B4** Louse Woodward, 18-year old nanny, \_\_\_\_\_ in 1998 by a court in the United States of murdering the infant Matthew Eappen. Recently she spoke about her experience of a televised court case at the Edinburgh Television Festival. Louse criticized the televising of trials. CONVICT
- B5** 'It should never be the case of \_\_\_\_\_ into a defendant's eyes and then make a decision on their guilt or innocence', she told the Edinburgh Television Festival. LOOK
- B6** 'It should be the law that \_\_\_\_\_ on a person's guilt, but television, with its human and emotional interest, takes the attention away from this.' Although she thought it was an inevitable development, she added: 'Television turns everything into entertainment. We should remember that in the end court-rooms are serious places. DECIDE
- B7** It is people's lives and future lives that you \_\_\_\_\_ with. It is not a soap opera and people should not see it like that. DEAL
- B8** Serious issues shouldn't \_\_\_\_\_ . TRIVIALIZE
- B9** She admitted that she \_\_\_\_\_ it difficult to live a normal life since returning to Britain. She blamed the publicity on the televising of her trial, FIND
- B10** which \_\_\_\_\_ on Sky News in this country. SHOW

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

Should parents name their children after themselves? In one family I know, every time the mother calls out the name David,

- B11** two people \_\_\_\_\_ shout 'Yes?'. This is one example of how confusing it must be to live in a house where two people have the same name, SIMULTANEITY
- B12** but there are more \_\_\_\_\_ . ADVANTAGE
- B13** The first and most important one is the everyday \_\_\_\_\_ in the house. Secondly other people, for example, postmen and bank managers can also get confused. CONFUSE
- B14** Thirdly, and more \_\_\_\_\_ , children in this situation may find it difficult to form their own sense of identity. On the other hand, there is one advantage of giving your child the same name as yourself and that is that you are continuing a family tradition. The idea of the family is very important in our society and this is one way of making sure that a child feels part of it. In conclusion, I think every parent should give their child whatever name they like, but they should remember that the wide range of names \_\_\_\_\_ helps to add variety to our lives. AVAIL
- B15** \_\_\_\_\_ helps to add variety to our lives. AVAIL
- B16** New names mean progress and \_\_\_\_\_ . Names that have been in the family suggest that we are more traditional. MODERN

Прочитайте текст с пропусками, обозначенными номерами **A22 — A28**. Эти номера соответствуют заданиям **A22 — A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

A funny thing happened when a middle-aged woman was taken into hospital. It helped a group of scientists **A22** \_\_\_\_\_ why people laugh.

The woman arrived **A23** \_\_\_\_\_ an Indian hospital with a head injury which appeared to give her strange reaction to pain. Every time a doctor stuck a pin in her hand, she laughed uncontrollably.

**A24** \_\_\_\_\_ to Dr Vilayanur Ramachandran, neuroscientist at the University of California in San Diego, the region of her brain involved in sending messages about pain had been **A25** \_\_\_\_\_. He explained: 'Part of her brain was saying, 'Look, there's pain' but the next part was saying, 'There's no problem.' As



a result the brain sent out the 'all is [A26] \_\_\_\_\_' signal and she started laughing. There's no other theory that makes sense.'

Why we laugh is one of the great mysteries of human [A27] \_\_\_\_\_. But Dr Ramachandran believes he has found the answer. 'Laughter isn't just an expression of surprise; it is also strongly connected to feelings of relief', he told in Los Angeles conference.

He argued that laughter was a form of communication [A28] \_\_\_\_\_ helped our ancestors save energy and resources

[A22] 1) to search      2) find      3) to discover      4) to wonder

[A23] 1) in      2) at      3) into      4) on

[A24] 1) Although      2) Following      3) Also      4) According

[A25] 1) together      2) disconnected      3) disordered      4) completed

[A26] 1) well      2) nice      3) excellent      4) right

[A27] 1) reflex      2) interest      3) behavior      4) body

[A28] 1) where      2) that's why      3) what      4) which

*По окончании выполнения заданий В4 — В16, А22 — А28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания В4 — В16, А22 — А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4 — В16 буквы записываются без пробелов и знаков препинания.*

#### Раздел 4. Письмо

*Для ответов на задания С1 и С2 используйте бланк ответов № 2. При выполнении заданий С1 и С2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания С1, С2, а потом пишете свой ответ.*

[C1] You have received a letter from your English pen-friend Bob who writes:

*Although I don't do any rick sports myself, I admire people who do them. A lot of teenagers in Britain go mountain climbing, bungee jumping and roofng. It's clear they are becoming more and more popular. Have you got any ideas why people do rick sports? Is it a way to escape from everyday routine? Why don't they want to understand the extreme danger of such activities?*

Write a letter to Bob.

In your letter

— answer his questions

— ask 3 questions about his problem

Write 100 – 140 words.

Remember the rules of letter writing.

[C2] Comment on the following statement.

*Humour is just another defense against the modern world.*

**What is your opinion? Do you agree with this statement?**

Write 200 — 250 words.

Use the following plan:

— make an introduction of the problem

— express your personal opinion and give 2–3 reasons for your opinion

— express an opposing opinion and give 1–2 reasons for this opposing

opinion

— explain why you don't agree with the opposing opinion

— make a conclusion restating your position

## VARIANT 6

## Раздел 1. Аудирование

B1

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

1. The speaker understands herself/himself better now.
2. The speaker has to put up with the current life.
3. The speaker has found calm and peace in the life.
4. The speaker would like to be more mature.
5. The speaker wants to enjoy every moment of the life.
6. The speaker regrets about the life.
7. The speaker hopes for future more than at present.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите монолог Ребекки. 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.

- A1 She took her size of trousers.  
1) True                      2) False                      3) Not stated
- A2 The trousers' zip was out of order.  
1) True                      2) False                      3) Not stated
- A3 The shop assistant persuaded her to buy trousers for a long time.  
1) True                      2) False                      3) Not stated
- A4 Her mum disliked the colour of trousers.  
1) True                      2) False                      3) Not stated
- A5 Anyway she decided to wear these trousers.  
1) True                      2) False                      3) Not stated

- A6 She felt uncomfortable wearing this trousers.  
1) True                      2) False                      3) Not stated
- A7 She felt awful because everyone saw her embarrassment.  
1) True                      2) False                      3) Not stated

Вы услышите беседу с начинающей скрипачкой. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 Her family ... to start playing an instrument.  
1) persuaded her  
2) made her  
3) affected her
- A9 She disliked ... when she started going to a private teacher.  
1) her commuting  
2) her lessons  
3) the music
- A10 When she was teenager she had to practice for ... a day.  
1) an hour  
2) two hours  
3) half an hour
- A11 Her playing music ...  
1) disturbed her school studying.  
2) took away her spare time.  
3) influenced her mood.
- A12 She made her mind to ...  
1) give up playing the violin.  
2) join the orchestra.  
3) continue her education.
- A13 Her decision was taken by her parents ...  
1) without any objections  
2) with quarrel  
3) calmly
- A14 After some break in her practicing she ...  
1) couldn't play well  
2) kept on her studying at school  
3) went on her playing the violin

**По окончании выполнения заданий В1 и А1 — А14 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. В1 расположено в нижней части бланка. При переносе ответов в задания В1 буквы записываются без пробелов и знаков препинания.**

### Раздел 2. Чтение

**B2**

**Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.**

1. The issue price is only money.
2. Business stays at home.
3. Some advisers' help.
4. The main aim of wealthy foreigners.
5. The chance to become a citizen.
6. The time to make a decision.
7. Increasing number of those who wish.
8. Leave the country without any problems.

#### Right to live in Britain

**A.** Wealthy foreign businessmen are increasingly using Immigrant Investor Programs to gain permanent residency in the UK. The people from Russia, India, Pakistan, China and the Middle East are increasingly turning to Immigrant Investor Programs to secure a second passport and residency in the UK. 'Investor visas' allow wealthy foreigners to effectively buy the right to live in the UK in return for investing at least £1 million of gilts or shares and bonds in British companies.

**B.** The most recent figures from the Home Office show that more than 400 people applied to use the investor visa scheme in the 12 months to the end of June. This compares with a total of 331 people in 2011 and fewer than 200 in 2009—representing 50 per cent increase in applications in just three years. People want to take out a second option, similar to an insurance policy so that if the need arises they are free to relocate with their children to the UK.

**C.** There is already a large expatriate community living within the UK, with more than half of the resident population of Westminster, Kensington and Chelsea — the prime real estate boroughs— being from overseas, with a high percentage from the Middle East. Although businessmen's interests remain in

their country of origin, there priority is to give their children the best possible education, whether that is in the UK or Europe.

**D.** Wealthy foreign businessmen recognize that the UK has a prestigious education system. Eton, Harrow, Cambridge, Oxford—these are all names recognized instantly worldwide and their children can benefit from this at a lower cost than a non EU student. People invest in Britain are thinking long term and are planning for their retirement, they want to enjoy it between the Middle East, UK and Europe while at the same time maintaining a very beneficial tax status.

**E.** As per new policies being implemented by the UK immigration authorities, the British government is to prefer foreign investors and entrepreneurs to all other types of migrants from non-European Union countries. Although the initiative is being taken to reduce the net migration rate in the country, wealthy foreign nationals are eligible to speed up the progress by investing greater amounts. Investments of more than £5m and 10m mean permanent residency could be gained within as little as two years.

**F.** Firms such as Arton Capital in collaboration with FSA regulated financial institutions, offer different financing packages that are designed to leverage the capital of the required investments. And it's not just new arrivals that will be entitled to this 'accelerated settlement'— investors who are already in the UK and want to increase their investments will be able to benefit from the changes as well.

**G.** There is no language requirement for the entry clearance to be granted and increased flexibility means that the number of days that investors can spend outside of the UK has risen from 90 to 180, without impacting on their right to residency. This level of mobility, together with the close proximity of the UK to the Middle East and convenience in travelling from the UK to the rest of the world is seen to be crucial for investors, who tend to need to travel a lot.

A	B	C	D	E	F	G

**B3**

**Прочитайте текст и заполните пропуски А — Г частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.**

### Why men won't go to the doctor.

At last there is scientific proof to back up what women have suspected for years — that **A** \_\_\_\_\_, men are big babies. Statistics revealed at the recent Royal Society of Medicine conference on men's health confirm that men are only half as likely to go to their GP as women and will put off **B** \_\_\_\_\_. Even when they do bravely turn up at the surgery, 40% of their appointments have been made by their wives or girlfriends.

Trevor Jellis, a psychologist who treats stressed executives, **C** \_\_\_\_\_ 'I'm ashamed to say that as men, many of us do share the childish fantasy of being immortal', he says. 'I was certainly guilty of that. I hadn't been to the doctor for four years when I had my first heart attack. I didn't go because I hadn't needed to, and that's precisely where I and many men go wrong. You should not wait until then, you should have an annual health check.'

Jane DeVille-Almond, a practice nurse in the Midlands, recognizes the problem. 'Men think that being ill is not very macho, it's a sign of weakness. So they'll create a big drama about being ill at home **D** \_\_\_\_\_. But also doctors' surgeries are not male-friendly places. Just look around and you will see female receptionists, female nurses and women's magazines on the tables.'

She recently designed a project aimed at reaching the large numbers of men aged between 30 and 60 **E** \_\_\_\_\_ unless in an emergency. She decided that if the men wouldn't come to her, she would go to them, so she set up a clinic in the lounge bar of the Moxley Arms, a working man's pub in Walsall. The men **F** \_\_\_\_\_ who need her help: men on low incomes who drink too much and eat an unhealthy diet. 'These are the men we really need to get through to. It soon became obvious that they were far more comfortable talking about their problems on home ground surrounded by their mates', she said.

1. but they won't go public
2. who arrived were exactly the sort of people
3. who likes helping other people
4. when it comes to their health
5. admits to not paying enough attention to his health
6. who hardly ever visited her surgery
7. seeing a doctor until their symptoms are severe

A	B	C	D	E	F

Прочитайте текст и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

Everyone in the village knew that Helen Turrell did her duty by all her world, and by none more honourably than by her only brother's unfortunate child. The village knew, too, that George Turrell had tried his family severely since early youth, and were not surprised to be told that, after many fresh starts given and thrown away, he, an Inspector of Indian Police, had entangled himself with the daughter of a retired non-commissioned officer, and had died of a fall from a horse a few weeks before his child was born. Mercifully, George's father and mother were both dead, and though Helen, thirty-five and independent, might well have washed her hands of the whole disgraceful affair, she most nobly took charge, though she was, at the time, under threat of lung trouble which had driven her to the South of France. She arranged for the passage of the child and a nurse from Bombay, met them at Marseilles, nursed the baby through an attack of infantile dysentery due to the carelessness of the nurse, whom she had had to dismiss, and at last, thin and worn but triumphant, brought the boy late in the autumn, wholly restored, to her Hampshire home.

All the details were public property, for Helen was as open as the day, and held that scandals are only increased by hushing them up. She admitted that George had always been rather a black sheep, but things might have been much worse if the mother had insisted on her right to keep the boy. Luckily, it seemed that people of that class would do almost anything for money, and, as George had always turned to her in his scrapes, she felt herself justified—her friends agreed with her—in cutting the whole non-commissioned officer connection, and giving the child every advantage. A christening, by the Rector, under the name of Michael, was the first step. So far as she knew herself, she was not, she said, a child-lover, but for all his faults, she had been very fond of George, and she pointed out that little Michael had his father's mouth to a line; which made something to build upon.

In a few years Michael took his place, as accepted as Helen had always been—fearless, philosophical, and fairly good-looking. At six, he wished to know why he could not call her 'Mummy', as other boys called their mothers. She explained that she was only his auntie, and that aunties were not quite the same as mummies, but that, if it gave him pleasure, he might call her 'Mummy' at bedtime, for a pet-name between themselves.

Michael kept his secret most loyally, but Helen, as usual, explained the fact to her friends; which when Michael heard, he raged.

'Why did you tell?' came at the end of the storm.

'Because it's always best to tell the truth,' Helen answered, her arm round him as he shook his cot.

At ten years old, after two terms at a prep. school, something or somebody gave him the idea that his civil status was not quite regular. He attacked Helen on the subject, breaking down her stammered defences with the family directness.

*The Gardener by R. Kipling*

- A15** Helen's brother was ...  
 1) very close to her.  
 2) absolutely strange to her.  
 3) her neighbour.  
 4) friendly with everyone.
- A16** Helen had to ... after brother's death.  
 1) adopt his nephew.  
 2) go to India.  
 3) inherit something.  
 4) improve her health.
- A17** She was rather ... woman.  
 1) wealthy  
 2) energetic  
 3) sociable  
 4) unhealthy
- A18** Helen dismissed the nurse because ...  
 1) she was rude with a child.  
 2) she didn't care the child well.  
 3) she became ill.  
 4) the child didn't like her.
- A19** When Helen brought the child to her Hampshire home ...  
 1) everyone was glad to see her.  
 2) someone treated her.  
 3) everybody gossip about her.  
 4) everybody approved her.
- A20** Helen changed the boy's name because ...  
 1) she was very religious woman.  
 2) he reminded about her brother.  
 3) she was afraid the boy be taken.  
 4) she avoided the scandal.
- A21** Soon Helen ...  
 1) loved the boy very much.  
 2) fulfilled her duty.  
 3) didn't become a child-lover.  
 4) was very strict with the boy.

По окончании выполнения заданий **B2, B3** и **A15 — A21** НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ № 1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания **B2, B3, A15 — A21** располагаются в разных частях бланка.

**Раздел 3. Грамматика и лексика**

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

Last September I made up my mind to enter the Daily Telegraph's mini saga competition.

- B4** I \_\_\_\_\_ about entering all through the summer, and THINK  
**B5** my brother finally convinced me that he \_\_\_\_\_ a HAVE  
 good chance of winning, so I wrote my story and sent it to the newspaper.  
**B5** Two months later, while \_\_\_\_\_ through the paper LOOK  
 one morning I suddenly saw a headline, when I read the article, I realized that my entry won the first prize  
**B7** but I \_\_\_\_\_ to include my name and address in the FORGET  
 envelope so nobody knew who was the author. Last week I went to my local bookshop.  
**B8** I was looking to \_\_\_\_\_ my favourite author MEET  
**B9** who \_\_\_\_\_ to visit the shop that day to sign books. SUPPOSE  
 When I saw her I thought she looked fantastic and she was wearing very elegant clothes. I hoped that she would sign my copy of the book for me, although there were a lot of people there, and finally  
**B10** I \_\_\_\_\_ say hello to her. CAN

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

## Some need it hot

'Curryholics' may be more hooked on their favourite Indian dish than they realize. Researchers at Hot-tinham Trent University have found that eating a curry raises the heartbeat

- B11** and blood \_\_\_\_\_ to much greater extent than Blander food. The result is that the bodies of **PRESS**
- B12** 'curryholics' crave curry, and can even get \_\_\_\_\_ just from the anticipation of an Indian meal. **SATISFY**
- B13** Frequent \_\_\_\_\_ also develop a tolerance to curries, so they have to eat hotter and hotter dishes in order to get their 'fix'. The hotter the curry is, the more addictive it is. Professor Stephen Gray, who led the research, said: 'What we are seeing is physiological and psychological effects, combining to create an addiction. **CONSUM**
- B14** Curry gives you a natural 'high' much more \_\_\_\_\_ than anything you get with traditional British foods.' In the study the researchers analysed the effects of three types of curry on 100 volunteers aged between 10 and 80. **POWER**
- B15** The effects were \_\_\_\_\_ when compared to a control meal of fish and chips. All three curries led to a much greater heart rate. **SIGN**
- B16** You should be more \_\_\_\_\_ in eating hot food. **CAUTION**

Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

## Elizabeth I

Elizabeth I was the daughter of Henry VIII and Anne Boleyn and she reign from 1558 until her death in 1603. Elizabeth was loved by her people and her forty-five year **A22** \_\_\_\_\_ was in many ways 'a golden age' for England. It was the age of Shakespeare and the discovery of the New World.

When the Spain Armada, the fleet sent by the Catholic King of Spain King Philip II to invade England in 1588, was approaching the English **A23** \_\_\_\_\_, Elizabeth made a passionate speech to encourage her soldiers. She said: 'I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king of England too'. The Spain invasion was unsuccessful and Elizabeth was **A24** \_\_\_\_\_ as one of the most popular monarchs Britain has ever had.

But Elizabeth was anything but weak and feeble. In fact, writers of the time recorded many **A25** \_\_\_\_\_ of her being extremely strong and aggressive. One day when she got angry with her secretary she threw a slipper **A26** \_\_\_\_\_ him and hit him in the face, and on another occasion she hit one of her ministers who had offended her.

Elizabeth must have been very vain. A French visitor to England when she was old said, 'When anyone speaks of her beauty she was never beautiful but she speaks of her beauty as often as she can.' **A27** \_\_\_\_\_, it is difficult to know what Elizabeth really looked like, because she did not personally pose for many of her portraits. She **A28** \_\_\_\_\_ the showing of any portraits which showed her as ugly. Although she had admirers Elizabeth never married or had children.

- |            |              |             |               |              |
|------------|--------------|-------------|---------------|--------------|
| <b>A22</b> | 1) ruling    | 2) leading  | 3) reign      | 4) power     |
| <b>A23</b> | 1) coast     | 2) boarder  | 3) shore      | 4) bank      |
| <b>A24</b> | 1) concerned | 2) composed | 3) completed  | 4) confirmed |
| <b>A25</b> | 1) accidents | 2) events   | 3) incidents  | 4) tales     |
| <b>A26</b> | 1) for,      | 2) at       | 3) in         | 4) of        |
| <b>A27</b> | 1) However   | 2) Really   | 3) All in all | 4) First     |
| <b>A28</b> | 1) protested | 2) banned   | 3) refused    | 4) denied    |

По окончании выполнения заданий **B4 — B16, A22 — A28 НЕ ЗАБУДЬТЕ ПЕРЕНЕСТИ СВОИ ОТВЕТЫ В БЛАНК ОТВЕТОВ №1! ОБРАТИТЕ ВНИМАНИЕ, что ответы на задания B4 — B16, A22 — A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4 — B16 буквы записываются без пробелов и знаков препинания.**

## Раздел 4. Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

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

*Last week I went shopping to buy a new dress for a party and finally I found it. It was lovely. In the evening of the party, I took a long time getting dressed. I felt great wearing my new dress. But as soon as I walked through the door I saw a girl wearing exactly the same dress, I nearly cried. Have you ever been in such embarrassing situation? What should I do? My boyfriend told me not to worry, because men can understand nothing about clothes. Do you agree with him?*

Write a letter to Ann.

In your letter

— answer her questions

— ask 3 questions about the problem.

Write 100 – 140 words. Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Dolly is the first cloned animal. Some scientists think we may soon be cloning humans and researchers hope the tests will be successful. But in some countries such experiments are forbidden.*

What is your opinion? Do you agree with this statement?

Write 200 – 250 words.

Use the following plan:

— make an introduction (state the problem)

— express your personal opinion and give 2-3 reasons for your opinion

— express an opposing opinion and give 1-2 reasons for this opposing opinion

— explain why you don't agree with the opposing opinion make a conclusion restating your position

## VARIANT 7

## Раздел 1. Аудирование

**B1**

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

The speakers tell us about their favourite Shakespeare play:

1. The play isn't out of date.
2. The play is familiar for the speaker.
3. The play was a part of educational process.
4. The play is based on real events.
5. The speaker can't understand it.
6. The style of writing is excellent.
7. The speaker prefers to be fun.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите монолог Джулии. 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.

- A1** She was going to Paris for a holiday.  
1) True                                      2) False                                      3) Not stated
- A2** She had lunch before going to the bookshop.  
1) True                                      2) False                                      3) Not stated
- A3** She is keen on looking around bookshops.  
1) True                                      2) False                                      3) Not stated
- A4** She changed her mind about buying a book.  
1) True                                      2) False                                      3) Not stated
- A5** It was very crowded in the street.

- 1) True                      2) False                      3) Not stated

**A6** The woman had seen Julia putting a book in her bag.  
1) True                      2) False                      3) Not stated

**A7** Julia was late to her ferry.  
1) True                      2) False                      3) Not stated

*Вы услышите беседу о том, как лучше выступить перед аудиторией. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

**A8** The speaker should pay attention to ...  
1) him/herself.  
2) the public.  
3) the presentation.

**A9** The presentation should take ...  
1) more than twenty minutes.  
2) half an hour.  
3) less than twenty minutes.

**A10** The vocabulary ought to be ...  
1) simple                      2) compound                      3) experimental

**A11** It's better to ... your bad habits.  
1) remember about  
2) overcome  
3) give up

**A12** The audience expect your ... during the presentation.  
1) success                      2) fail                      3) fame

**A13** It would be better if you ...  
1) tell the jokes about people.  
2) are good at telling jokes.  
3) don't tell any jokes.

**A14** The beginning is very important because ...  
1) it introduces you to the audience.  
2) you give the new information.  
3) it shows your strong points.

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

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

1. Unlucky marriage
2. Mainly care
3. Closer to the heart
4. Severe to everyone
5. Broken hopes
6. Disappointed appearance
7. Bloody end
8. Brilliant beginning

### Henry VII

**A.** Henry VIII was born in 1491 and became king of England and Wales in 1509. When he came to the throne he seemed to have everything — he was tall, handsome, good at hunting, and also religious and musical — he composed several songs including the famous *Greensleeves*. He was also happily married to his new wife Catherine of Aragon. But Henry wanted a son to be his heir, and was prepared to do anything to get what he wanted. He broke with the Catholic Church in order to divorce Catherine, and he married five more times, although his marriages were mostly unsuccessful.

**B.** Henry's first wife was Catherine of Aragon. She was the daughter of the king and queen of Spain, so it was really a political marriage. They got married in 1509 when she was 24 and he was only 18. King Henry desperately needed a son, a son who would keep his family in power for another generation. But although Catherine got pregnant many times, the babies never survived. Years passed and finally she had a baby daughter called Mary. But Henry wanted a son, and by this time, Catherine was too old to have more children. Henry now fell madly in love with Anne Boleyn, one of the Catherine's ladies-in-waiting, and he wanted a divorce from Catherine, but the Pope wouldn't



give him one. Henry broke off relations with the Catholic Church and declared his marriage to Catherine illegal.

C. Henry's second wife was Anny Boleyn. She was a woman who men found very attractive, and Henry was no exception. Ann was a very clever woman, and an ambitious too. She made it clear to Henry that she wanted to be his queen, not just his lover. In the end she got what she wanted in 1533. But their marriage only lasted three years. A few months after the wedding Ann gave birth to a daughter, Elizabeth, who would later become the queen of England. Soon the relations between her and Henry began to deteriorate. She was arrested, accused of adultery. On May 19<sup>th</sup> 1536 she was beheaded outside the Tower of London.

D. Jane Seymour was Henry's third wife. They were married just two weeks after Anne's execution. She was the woman that Henry loved most, and during their short marriage he was a devoted husband. In 1537 she gave birth to a son, Prince Edward. But Jane got ill after the birth, and just two weeks later she died. Although they had only been married for two years, Henry left instructions that when he died he was to be buried next to her.

E. Henry's fourth wife was Anne of Cleves, she was a German princess. He needed to remarry mostly for political reasons. Henry had seen only Anne's portrait and he liked her. But unfortunately the painter had exaggerated Anne's beauty, and when Henry met her in person, just before their wedding, he didn't find her attractive at all, in fact he thought she looked like a horse. The King was furious, but it was too late to cancel the wedding. But Henry and Anne never slept together, and Henry used this as a reason for their divorce after less than six months of marriage.

F. Henry's last wife was Katherine Parr. Henry was now 52, a lonely old man, but still with a terrifying personality. When Henry met her, she was in love with another man. But of course she could not say no to the king. Katherine was a mature intelligent woman of 31, she must have been more of a nurse than a wife as Henry was now in very bad health. The marriage lasted four years.

G. Henry VIII had a very bad temper and he could be extremely cruel to people who opposed him or disagreed with him, as all of his wives discovered. As he grew older he became even more terrifying. He had a painful ulcer on his leg and was so overweight that a machine had to drag him upstairs. He died in 1547, aged 55.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — Г частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

### Flat-sharing

You've got a problem. You're going to go to university in a different town and you need somewhere to live. Or perhaps you just don't get on with your parents. What can you do? Have you ever thought of sharing a flat?

I know all about it because I've been sharing flats for the past four years, A \_\_\_\_\_. I must admit my first experience was a bit of a disaster. I saw an advert in the newspaper from a girl who had a flat and was looking for a flatmate. When I met her, she seemed really nice, and noticed that she had lots of great CDs I wanted to hear and a big TV. However, I changed my mind about her a few days after I moved in. I came home from college one day and B \_\_\_\_\_. My flatmate looked at them, looked at me and shouted: 'I hope you're not going to leave those there!' It was then I found out that she was absolutely obsessive about being tidy. It was obvious that we were incompatible, C \_\_\_\_\_. I moved out after the first month.

Then I decided to try sharing a house with several people. I rented a room in a big old house which I shared with four other girls (two Brazilians, a Russian, and an Italian). It was great because D \_\_\_\_\_ and we had lots of parties. However, there were three problems. Firstly, it was almost impossible to do any work because the house was so noisy. Secondly, there was only one bathroom, and there was always someone in it, E \_\_\_\_\_. But the biggest arguments we had were always the day the phone bill arrived.

After a year the foreign girls went home, and I decided to share with a friend, somebody I already knew well. We've been living here now for nearly a year and we get on really well — except for F \_\_\_\_\_. But it's great having someone else to help pay rent, to share their dinner with you when you're too exhausted to cook, and who, unlike your parents or your partner, doesn't mind what time you get up or if you've left your bedroom in a mess. And best of all, when you've had a bad day or you've broken up with your boyfriend you know there's always someone to talk to.

1. as I'm definitely not the world's tidiest person
2. her irritating habits of eating my yoghurts and finishing the coffee
3. since I moved to Edinburgh to get my education
4. the problems are the same if you live with your family

5. especially first thing in the morning when I was already late for class  
 6. threw my books and jacket onto the living room sofa  
 7. the house was always full of young people from all over the world

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

I arrived in Dublin on the evening of the 5<sup>th</sup> of August, and drove to the residence of my uncle, the Cardinal Archbishop. He is, like most of my family, deficient in feeling, and consequently cold to me personally. He lives in a dingy house, with a side-long view of the portico of his cathedral from the front windows, and of a monster national school from the back. My uncle maintains no retinue. The people believe that he is waited upon by angles. When I knocked at the door, an old woman, his only servant, opened it, and informed me that her master was then officiating in the cathedral, and that he had directed her to prepare dinner for me in his absence. An unpleasant smell of salt fish made me ask her what the dinner consisted of. She assured me that she had cooked all that could be permitted in His Holiness's house on Friday. On my asking her further why on Friday, she replied that Friday was a fast day. I bade her tell His Holiness that I had hoped to have the pleasure of calling on him shortly, and drove to a hotel in Sackville Street, where I engaged apartments and dined.

After dinner I resumed my eternal search- I know not for what: it drives me to and fro like another Cain. I sought in the streets without success. I went to the theatre. The music was execrable, the scenery poor. I had seen the play a month before in London, with the same beautiful artist in the chiefpart. Two years had passed since, seeing her for the first time, I had hoped that she, perhaps, might be the long-sought mystery. It had proved otherwise. On this night I looked at her and listened to her for the sake of that bygone hope, and applauded her generously when the curtain fell. But I went out lonely still. When I had suppered at a restaurant, I returned to my hotel, and tried to read. In vain. The sound of feet in the corridors as the other occupants of the hotel went to bed distracted my attention from my book. Suddenly it occurred to me that I had never quite understood my uncle's character. He, father to a great flock of poor and ignorant Irish; an austere and saintly man, to whom lives of hopeless lives daily appealed for help heaven ward; who was reputed never to have sent away a troubled peasant without relieving him of his burden by

sharing it; whose knees were worn less by the altar steps than by the tears and embraces of the guilty and wretched: he had refused to humor my light extravagances, or to find time to talk with me of books, flowers, and music. Had I not been mad to expect it? Now that I needed sympathy myself, I did him justice. I desired to be with a true-hearted man, and to mingle my tears with his.

I looked at my watch. It was nearly an hour past midnight. In the corridor the lights were out, except one jet at the end. I threw a cloak upon my shoulders, put on a Spanish hat, and left my apartment, listening to the echoes of my measured steps retreating through the deserted passages.

*The Miraculous Revenge by G.B. Shaw*

- A15] The author's uncle served ...  
 1) at school  
 2) in a church  
 3) in a rich house  
 4) in a department
- A16] The uncle was ...  
 1) a good-natured man  
 2) very friendly person  
 3) a hard-hearted man  
 4) a generous person
- A17] The servant had cooked for him ...  
 1) a delicious dinner  
 2) a simple meal  
 3) well-done dishes  
 4) an unsavoury dinner
- A18] After dinner the author ...  
 1) had a strict plan what to do.  
 2) wandered around the city.  
 3) was going to the theatre.  
 4) wanted to meet his uncle.
- A19] The play was ... for him when he saw it.  
 1) new  
 2) unpleasant  
 3) well-known  
 4) disgusting
- A20] The author couldn't read a book because ...  
 1) he thought about his uncle.  
 2) was noisy in the next room.  
 3) he heard the footsteps.  
 4) the book was bad.
- A21] The author was sorry that ...  
 1) his uncle didn't want to pity him.  
 2) his uncle couldn't understand him.  
 3) his uncle helped only poor people.  
 4) his uncle couldn't understand him.

По окончании выполнения заданий **B2, B3 и A15 — A21** не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания **B2, B3, A15 — A21** располагаются в разных частях бланка. При переносе ответов в заданиях **B2 и B3** цифры записываются без пробелов и знаков препинания.

### Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

Woody Allen, whose real name is Allen Konigsberg, was born in 1935. He is an actor, and specializes in adult comedies set in New York. Among his best known films are *Annie Hall* (1977), *The Purple Rose of Cairo* (1985) and *Mighty Aphrodite* (1995).

- B4** When he \_\_\_\_\_ films, he usually plays the clarinet in a New York jazz club. NOT MAKE
- B5** Most people \_\_\_\_\_ that the characters that Woody Allen plays, which tend to be very similar, are based on his own personality. CONVINCED
- B6** He \_\_\_\_\_ this, but there is some evidence to the contrary. Like many of the characters he plays, he is genuinely shy. 'For me the real pleasure is writing. Making the movie is this: you're out there in the cold and rain, you're freezing, the clock is ticking, you're spending thousands of
- B7** dollars, and people keep \_\_\_\_\_, 'Hurry up'. The nicest feeling I know is that the film is opening in Chicago and I'm not there- I'm in bed, relaxing, reading, playing my clarinet. All my life I've enjoyed not being at the opening night.' Woody Allen is also very insure about his films. SAY
- B8** By the time the film \_\_\_\_\_, it was never exactly as he wanted it. In fact, he was so disappointed with *Manhattan* that he tried to buy the movie back from United Artists MAKE

- B9** and promised that he \_\_\_\_\_ another film for free MAKE if they destroyed it for him or threw it away.
- B10** They refused, and the film \_\_\_\_\_ for an Oscar. NOMINATE The big question is, is he happy?

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

Welcome to New York- the Big Apple! Here in New York the wonders of the Big Apple

- B11** exceed all \_\_\_\_\_ — the fantastic skyline, marvelous EXPECT restaurants, theaters, museums, shops and attractions. The entire day is yours for sightseeing and shopping.
- B12** Explore the \_\_\_\_\_ city of New York with its skyscrapers, CAPTIVE
- B13** bridges, historic \_\_\_\_\_ and Broadway theatres. LAND
- B14** A Sun Tours \_\_\_\_\_ will meet you at JFK airport and PRESENT take you to your hotel, which is the center of the city. When you check in, you will
- B15** receive \_\_\_\_\_ information about this evening's welcome party at the Manhattan Restaurant. FAR
- B16** Often called New York's ' \_\_\_\_\_ hotel', the New York FRIEND Park hotel has 300 rooms, most of which have a wonderful view of Central Park and the New York skyline. All rooms were completely redecorated in 1997.

Прочитайте текст с пропусками, обозначенными номерами **A22 — A28**. Эти номера соответствуют заданиям **A22 — A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Welcome to Britain!

Read what happened to one of our readers, and be warned! It was eight o'clock in the evening. I'd just arrived at Heathrow Airport with my family and we were **A22** \_\_\_\_\_ after the long flight. We were going to stay in London for a couple of days before travelling to Dublin. Some friends of **A23** \_\_\_\_\_ had

told us to get a taxi to our hotel, so we went to look for one. The airport was extremely bright and modern, but as soon as we came out, we found ourselves in a dark depressing **A24** \_\_\_\_\_ of car parks and bus stations. We couldn't see the taxi rank anywhere, so we asked someone to tell us the way, but he didn't speak English. Suddenly a big, friendly-looking man came **A25** \_\_\_\_\_ us and said, 'Give me your cases. I'll take them to the taxi rank for you.' I told him not to worry because our cases weren't heavy, but he just picked up my wife's case and told us to follow him. I told him to come back but he didn't stop.

When we reached the taxi rank, he put the cases down and asked me to give him ten pounds. I couldn't believe it. Ten pounds seemed **A26** \_\_\_\_\_ for just walking a hundred yards with one not very heavy case, but I was too tired to **A27** \_\_\_\_\_, so I took out my wallet. However, I only had a fifty-pound note. I said, 'I'm sorry, I haven't got any change.' 'No problem,' he said. 'Wait here and I'll ask one of the taxi drivers to change it.' He **A28** \_\_\_\_\_ round the corner. He never came back, of course.

- |            |               |              |                |               |
|------------|---------------|--------------|----------------|---------------|
| <b>A22</b> | 1) happy      | 2) exhausted | 3) worry       | 4) frightened |
| <b>A23</b> | 1) us         | 2) you       | 3) ours        | 4) me         |
| <b>A24</b> | 1) area       | 2) part      | 3) zone        | 4) place      |
| <b>A25</b> | 1) into       | 2) up to     | 3) onto        | 4) at         |
| <b>A26</b> | 1) ridiculous | 2) huge      | 3) tremendous  | 4) large      |
| <b>A27</b> | 1) speak      | 2) discuss   | 3) chat        | 4) argue      |
| <b>A28</b> | 1) came       | 2) got       | 3) disappeared | 4) went       |

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут

учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостающего объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.

**C1** You have received a letter from your English pen-friend George who writes:

*I always argue with my parents about playing computer games. They worry that I may addict to it. They think computer games are very bad for teenagers and they cause a lot of problems. How long are you allowed to play computer games? Which ones do you like? Do you think it can be a serious problem?*

Write a letter to George.

In your letter

- answer her questions
- ask 3 questions about the problem.

Write 100 — 140 words.

Remember the rules of letter writing.

**C2** Comment on the following statement.

*There are a lot of overweight people in the world, but today a great number of young girls suffer from anorexia. Following the celebrity top fashion models, they would like to be a skinny girl and then can't stop.*

What is your opinion?

Write 200 — 250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2-3 reasons for your opinion.
- express an opposing opinion and give 1-2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion make a conclusion restating your position

## VARIANT 8

## Раздел 1. Аудирование

B1

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

The speakers tell us about their impressions after visiting some places:

1. The realized expectations.
2. Ordinary places can impress more.
3. The feeling of disappointment.
4. It's a great opportunity to go out.
5. It's difficult to be guided.
6. The amazing place of modern world.
7. An inappropriate time to go sightseeing.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите монолог о создании знаменитых песен. 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.

- A1 Two friends love the same woman.  
1) True                      2) False                      3) Not stated
- A2 George Harrison used to write songs for the Beatles before that story happened:  
1) True                      2) False                      3) Not stated
- A3 Patti started flirting because she loved Eric.  
1) True                      2) False                      3) Not stated
- A4 George and Eric had been playing the guitar since their student's age.  
1) True                      2) False                      3) Not stated

## Вариант 8

- A5 Patti was a determined person.  
1) True                      2) False                      3) Not stated
- A6 Patti understood that the song was devoted to her.  
1) True                      2) False                      3) Not stated
- A7 George didn't know that his friend loved his wife.  
1) True                      2) False                      3) Not stated

Вы услышите беседу с частным детективом. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 It's not so interesting to \_\_\_\_\_.  
1) be a private detective.  
2) wait for a long time.  
3) investigate something.
- A9 A private detective usually deals with \_\_\_\_\_.  
1) witnesses.                      2) criminals.                      3) former couples.
- A10 If someone wants to find somebody \_\_\_\_\_.  
1) he always agrees.  
2) he doesn't do such cases.  
3) he sometimes gets these cases.
- A11 The women have better \_\_\_\_\_ than the men.  
1) intuition                      2) imagination                      3) intellect
- A12 What clients' reaction can be?  
1) They can be surprised.  
2) They regret about it.  
3) They are very upset.
- A13 The \_\_\_\_\_ is the worst place if you want to rid of something.  
1) own flat                      2) garden                      3) dust-bin
- A14 The negative side of the detective job is that you become \_\_\_\_\_.  
1) very nervous                      2) very suspicious                      3) irritated

По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

## Раздел 2. Чтение

B2

Установите соответствие между заголовками 1 — 8 и текстами А — Г. Запишите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. A sense of beauty is based on culture.
2. Natural unconscious bent.
3. Not everyone looks beautiful.
4. It belongs to the ages.
5. Pay attention to pretty faces.
6. Tastes are differ.
7. Increasing expenses of modern life.
8. The male must be bright.

## What is beauty?

A. The search for beauty gets centuries and continents. Paintings of Egyptians dating back over 4,000 years show both men and women painting their nails and wearing makeup. On the other side of the globe, the ancient Maya of Central America considered crossed eyes beautiful, and hung little balls between children's eyes to develop this look. In 18<sup>th</sup> century France, wealthy noblemen wore large wigs of long, white hair to make themselves attractive. In cultures throughout the world, people have gone to extreme lengths to achieve the goal of beauty.

B. Today, people continue to devote a lot of time and money to their appearance. According to a recent report by the Nielsen Company, a global information and marketing corporation, 'one out of three consumers globally say they are spending more money today on beauty and health care products ... than ever before.' Worldwide, sales of makeup, dieting, hair — and skin — care products, as well as gym memberships and cosmetic surgery, generate billions of dollars every year. And there is at least one good reason for the desire to be attractive: beauty is power. Studies suggest that good-looking people make more money, get called on more often in class, and are perceived as friendlier.

C. But what exactly is beauty? Trying to define it is difficult, and yet we know it when we see it — or so we think. 'Beauty is health,' says one psychologist. 'It's a billboard saying 'I'm healthy. I can pass on your genes.' And our awareness of it may start at a very early age. In one set of studies, six-month-old babies were shown a series of photographs. The faces in the pictures had been rated for attractiveness by a group of college students. In the studies, the babies spent more time looking at the attractive faces than the unattractive ones.

D. The idea that even babies judge appearance makes perfect sense to many researchers. In studies done by psychologists such as Victor Johnston at New Mexico University and David Perrett at St. Andrews University in Scotland, men regularly showed a preference for women with certain features: larger eyes, fuller lips, and a smaller nose and chin. Another study suggests that women prefer men with large shoulders and a narrow waist. According to scientists, the mind unconsciously tells men and women that these traits — full lips, clear skin, strong shoulders — equal health and genetic well-being. In other words, it's a fundamental part of human nature to look for these qualities in a mate.

E. What is considered attractive in one culture might not be in another. Look in most Western fashion magazines, for example, and the women on the pages are thin. But is this the 'perfect' body type for women worldwide? The anthropologists say no; what is considered beautiful is subjective and varies around the world. They found in one study, for example, that native peoples in southeast Peru preferred shapes regarded as overweight in Western cultures.

F. Take another example: in every culture, one's hairstyle sends a clear message. In the Huli culture of Papua New Guinea (an island nation north of Australia), men grow their hair long as a symbol of health and strength. Teenage boys in this culture learn from a young age to style and decorate their hair — a behavior more commonly associated with the opposite gender in many cultures. It is also the men (not women) in this culture who are the objects of beauty. For certain festivals and celebrations, men dress up and paint their faces. The more colorful a man is, the more masculine- and attractive- he is considered.

G. For better or worse, beauty plays a role in our lives. But it is extremely difficult to define exactly what makes one person attractive to another. Although there do seem to be certain physical traits that are considered universally appealing, it is also true that beauty does not always conform to a single, uniform standard. A person's cultural background, for example, may influence what he or she finds attractive in others. In the end, beauty really is, as the saying goes, in the eye of the beholder.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Запишите цифру, обозначающую соответствующую часть предложения, в таблицу.

## 10 things about the common cold

Any one of more than 200 types of virus, called rhinovirus, is most active. Under a microscope, the virus looks like a 20-sided golf ball, but it is tiny. 50,000 of them could be put on the head of a pin. During the average lifetime (75 years) we'll suffer about 210 colds, each lasting five or six days. On any one day, 50 million people worldwide have a cold, **A** \_\_\_\_\_. Children have more colds than adults, as many as eight a year. People traditionally link colds with cool temperatures, but although colds are more common in winter than in summer, **B** \_\_\_\_\_, making cross-infection more likely. Or it may be because we are more depressed in winter and this affects the performance of the immune system. However one thing that definitely does make us catch more colds is being stressed. How we catch colds is not sure. It may be directly from people coughing or sneezing, **C** \_\_\_\_\_, e.g. a door handle, and then wiping your nose or touching your eye. When we have a cold, our voice becomes deeper. Inflammation of the throat makes the vocal chords thicker and, **D** \_\_\_\_\_, the thicker they are, the deeper the sound. Also one side of the nose is normally more blocked than the other. When we fall asleep, **E** \_\_\_\_\_.

When we sneeze, it is a reflex action controlled by sensitive nerves which detect the 'invaders' (the virus) and get the lungs to blow air through the nose and mouth. When the weather is cold we sneeze more often. We close our eyes when we sneeze, **F** \_\_\_\_\_. This means that if you sneeze while you're driving at 80 kph, you'll be driving blind for 50 m.

1. our body always makes sure that one nostril stays open
2. or by picking a virus up on your hand from a contaminated surface
3. in fact it's almost impossible to keep them open
4. and on average we each spend three years of our lives coughing and sneezing
5. you can trick the brain into thinking you're asleep
6. it's really because in the winter we spend more time together indoors
7. like the strings on a guitar

A	B	C	D	E	F

*Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.*

It seemed impossible that anyone should be unhappy on such a beautiful morning. Nobody was, decided Edna, except herself. The windows were flung

wide in the houses. From within there came the sound of pianos, little hands chased after each other and ran away from each other, practicing scales. The trees fluttered in the sunny gardens, all bright with spring flowers. Street boys whistled, a little dog barked; people passed by, walking so lightly, so swiftly, they looked as though they wanted to break into a run. Now she actually saw in the distance a parasol (=an umbrella which protects from the sun), peach-coloured, the first parasol of the year.

Perhaps even Edna did not look quite as unhappy as she felt. It is not easy to look tragic at eighteen, when you are extremely pretty, with the cheeks and lips and shining eyes of perfect health. Above all, when you are wearing a French blue frock and your new spring hat trimmed with cornflowers. True, she carried under her arm a book bound in horrid black leather. Perhaps the book provided a gloomy note, but only by accident; it was the ordinary Library binding. For Edna had made going to the Library an excuse for getting out of the house to think, to realize what had happened, to decide somehow what was to be done.

An awful thing had happened. Quite suddenly, at the theatre last night, when she and Jimmy were seating side by side in the dress-circle, without a moment's warning — in fact, she had just finished a chocolate almond and passed the box to him again — she had fallen in love with an actor. But-fallen-in — love...

The feeling was unlike anything she had ever imagined before. It wasn't in the least pleasant. It was hardly thrilling. It was — really, it was absolutely-oh, the most- it was simply- in fact, from that moment Edna knew that life could never be the same. She drew her hand away from Jimmy's leaned back, and shut the chocolate box forever. This at last was love.

Edna and Jimmy were engaged. She had had her hair up for a year and a half; they had been publicly engaged for a year. But, they had known they were going to marry each other ever since they walked in the Botanical Gardens with their nurses, and sat on the grass with a wine biscuit and a piece of barley-sugar each for their tea. It was so much an accepted thing that Edna had worn a wonderfully good imitation of an engagement-ring out of a cracker all the time she was at school. And up till now they had been devoted to each other.

But now it was over. It was so completely over that Edna found it difficult to believe that Jimmy did not realize it too. How much better to know it now than to wait until after they were married! Now it was possible that Jimmy would get over it. No, it was no use deceiving herself; he would never get over it! His life was wrecked, was ruined; that was inevitable. But he was young...

*(from 'Taking the veil' by Katherine Mansfield)*

- A15** It was wonderful spring day \_\_\_\_\_.  
 1) Edna felt very exciting.  
 2) Edna thought everyone was sad.  
 3) Everyone was happy besides Edna.  
 4) Everybody was happy.
- A16** \_\_\_\_\_ she was very nice girl.  
 1) In spite of her sadness  
 2) Because of her up-to-date clothes  
 3) Thank for a good weather  
 4) Because of her age
- A17** Edna went out because she \_\_\_\_\_.  
 1) wanted to understand herself.  
 2) was going to the library.  
 3) borrowed a book from the library.  
 4) had decided to do it before.
- A18** The feeling of love was \_\_\_\_\_ for Edna.  
 1) familiar  
 2) absolutely new  
 3) unpleasant  
 4) enjoyable
- A19** What was the relationship between Edna and Jimmy?  
 1) Edna had known Jimmy since childhood.  
 2) Edna and Jimmy had been married for a year.  
 3) Edna and Jimmy had loved each other for year and a half.  
 4) Edna had broken up with Jimmy.
- A20** Edna thought \_\_\_\_\_.  
 1) Jimmy understood everything  
 2) Jimmy suspected her  
 3) Jimmy couldn't believe her  
 4) Jimmy noticed nothing
- A21** Edna worried that her behavior \_\_\_\_\_.  
 1) would break the engagement.  
 2) would ruin him.  
 3) could finish their relationship.  
 4) could be taken by him easily.

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.**

#### Anyone can do it

- David Thomas failed all his exams and left school with no qualifications,
- B4** yet this 30-year-old fire-fighter \_\_\_\_\_ into the *Guinness Book of Records* by reciting from memory 22,500 digits of the mathematical constant, pi. **GO**
- B5** After \_\_\_\_\_ for five months, in which he spent ten hours a day memorizing a quarter of million digits, David Thomas took part in a 16-hour mental battle. Witnesses watched in awe as Thomas set a new European Record, earning the title 'most Powerful Memory in the Western Hemisphere'. **TRAIN**
- B6** David says, 'My education \_\_\_\_\_ very. My father left home when I was six years old, and my mother and step-father didn't open my eyes much. When I was at school I was hopeless. I couldn't remember anything, but now I can remember more facts than anyone in Europe. **LIMIT**
- B7** If there was a memory Olympics, I \_\_\_\_\_ a good chance of a gold medal'. So how Thomas do it? **HAVE**
- B8** One night he \_\_\_\_\_ a TV programme and there was an interview with a man called Dominic O'Brien, **WATCH**
- B9** who \_\_\_\_\_ the world memory champion five times. Thomas was fascinated by O'Brien's theory that anyone can improve their memory by using specialized techniques. These techniques involve linking everything to familiar people or objects. If David is trying to remember facts he also links them to an image. **BE**
- B10** You might wonder what the points is of \_\_\_\_\_ remember 22,500 numbers. But David is soon going to appear on TV's Record Breakers, and this week he is teaching memory training. **CAN**



Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11 — B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11 — B16.

### To tell the truth

Ten men are interviewed on video for ten minutes. Each man gives his opinion on important

- |     |   |         |
|-----|---|---------|
| B11 | social issues such as capital _____ and anti-smoking laws. All the person watching video has to do is to decide which of them are lying. It sounds easy, doesn't it? Most people think it does. They are confident of their ability to detect a liar. After all, we live in a society where   | PUNISH  |
| B12 | lies are _____ — in one study people confessed to telling at least one lie a day (college students two).  | COMMON  |
| B13 | Yet _____ at the University of California have demonstrated that most people perform really badly on the  | PSYCHE  |
| B14 | test, even though each liar gave a _____ of clues. Even groups who might have been expected to score better — police officers, lawyers, judges and FBI agents — got low marks, showing little more skill than the man in the street. In fact the only two groups of people  | VARY    |
| B15 | who have proved _____ good at spotting liars are US Secret Service agents, and clinical psychologists who are doing research into lying. The reason why they're good is that they don't rely on one single clue, a lack of eye contact for example, but they notice and interpret many different signals that liars often give out. These signals, which are different for each liar, | CONSIST |
| B16 | and are virtually _____ in very skilled liars, can be verbal and non-verbal.  | DETECT  |

Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

### Excuse me, there's a car in your roof

Mr and Mrs Hawkins had had two fires recently in their house, so they decided to ask a friend, John Brown, to \_\_\_\_\_ their house while they were on holiday in the south France. This time they were hoping the house would be \_\_\_\_\_ with him while they were away.

But at 8.30 in the morning, while John was in the kitchen making a cup of coffee, a Landrover suddenly came \_\_\_\_\_ the roof and landed on top of the bed, where John had been sleeping half an hour earlier!

What had happened was that a farmer had been driving round his sheep farm in his Landrover, which was on a hill \_\_\_\_\_ the village where Mr and Mrs Hawkins live. Suddenly he lost control of his vehicle. When he realized he couldn't stop it and that it was moving \_\_\_\_\_ the edge of a cliff, he jumped out, just in time. The Landrover 'bounced like a tennis ball' before it \_\_\_\_\_ landed in the roof of the Hawkins's house.

John Brown was incredibly lucky. If he hadn't decided to get up early in the morning, he would definitely have been \_\_\_\_\_. Although he has now recovered from shock, he still doesn't know how to explain to Mr and Mrs Hawkins, who are still on holiday, what has happened to their house!

- |     |               |             |                |             |
|-----|---------------|-------------|----------------|-------------|
| A22 | 1) take after | 2) watch at | 3) look after  | 4) see off  |
| A23 | 1) safe       | 2) rescued  | 3) preserve    | 4) conserve |
| A24 | 1) on         | 2) through  | 3) preserve    | 4) upon     |
| A25 | 1) facing     | 2) behind   | 3) overlooking | 4) next to  |
| A26 | 1) towards    | 2) up       | 3) down        | 4) straight |
| A27 | 1) lastly     | 2) really   | 3) truly       | 4) finally  |
| A28 | 1) died       | 2) killed   | 3) murdered    | 4) damaged  |

По окончании выполнения заданий B4 — B16, A22 — A28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания B4 — B16, A22 — A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4 — B16 буквы записываются без пробелов и знаков препинания.

### Раздел 4. Письмо

Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут



- A5** Janet didn't call her friends for help.  
1) True                      2) False                      3) Not stated
- A6** A small plane arrived in Nairobi just in time.  
1) True                      2) False                      3) Not stated
- A7** Janet cried when she heard the news next day.  
1) True                      2) False                      3) Not stated

*Вы услышите беседу о телевизионной программе In the House. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** You should buy Mercedes car because they are \_\_\_\_\_.  
1) very reliable  
2) very comfortable  
3) very popular
- A9** Benetton offer the clothes of \_\_\_\_\_.  
1) different prices  
2) good quality  
3) bright colours
- A10** Benetton's clothes are won by \_\_\_\_\_.  
1) people of all nationalities  
2) only youth  
3) Italian
- A11** Gillette company produced \_\_\_\_\_ at first.  
1) clothes  
2) perfume  
3) food
- A12** Gillette offer products for \_\_\_\_\_ men.  
1) average  
2) wealthy  
3) young
- A13** Gillette company promote the image of \_\_\_\_\_.  
1) neat man  
2) steadfast man  
3) smart man

- A14** The Gillette's products are essential because they are used \_\_\_\_\_.  
1) from time to time  
2) when it's necessarily  
3) daily

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

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

### Skin

1. Decoration for special occasions.
2. It's not an easy task.
3. Main skin purposes.
4. Popular bright colours.
5. Damaged skin shows mature.
6. Changes in tastes.
7. Skin can say a lot.
8. Reasons for popularity.

**A.** If you took off your skin and laid it flat, it would cover an area of about 19 square meters (21 square feet), making it by far the body's largest organ. Covering almost the entire body, skin protects us from a variety of external forces, such as extremes of temperature, damaging sunlight, harmful chemicals, and dangerous infections. Skin is also packed with nerves, which keeps the brain in touch with the outside world. The health of our skin and its ability to perform its protective functions are crucial to our well-being. However, the appearance of our skin is equally—if not more—important to many people on this planet.

**B.** Take skin color, for example. Your genes determine your skin's color, but for centuries, humans have tried to lighten or darken their skin in an attempt to be more attractive. In the 1800s, white skin was desirable for many

Europeans. Skin this color meant that its owner was a member of the upper class and did not have to work in the sun. Among darker-skinned people in some parts of the world, products used to lighten skin are still popular today. In other cultures during the 20th century, as cities grew and work moved indoors, attitudes toward light skin shifted in the opposite direction. Tanned skin began to indicate leisure time and health. In many places today, sun tanning on the beach or in a salon too remains popular, even though people are more aware of the dangers of UV rays.

**C.** Just as people have altered their skin's color to denote wealth and beauty, so to have cultures around the globe marked their skin to indicate cultural identity or community status. Tattooing, for example, has been carried out for thousands of years. Leaders in places including ancient Egypt, Britain, and Peru wore tattoos to mark their status, or their bravery. Today, among the Maori people of New Zealand as well as in cultures in Samoa, Tahiti, and Borneo, full facial tattoos, called *moko*, are still used to identify the wearer as a member of a certain family and to symbolize the person's achievements in life.

**D.** In Japan, tattooing has been practiced since around the fifth century B.C. The government made tattooing illegal in 1870, and though there are no laws against it today, tattoos are still strongly associated with criminals — particularly the yakuza, or the Japanese mafia, who are known for their full-body tattoos. The complex design of a yakuza member's tattoo usually includes symbols of character traits that the wearer wants to have. The process of getting a full-body tattoo is both slow and painful and can take up to two years to complete.

**E.** In some cultures, scarring — a marking caused by cutting or burning the skin — is practiced, usually among people who have darker skin on which a tattoo would be difficult to see. For many men in West Africa, for instance, scarring is a rite of passage—an act that symbolizes that a male has matured from a child into an adult. In Australia, among some native peoples, cuts are made on the skin of both men and women when they reach 16 or 17. Without these scars, members were traditionally not permitted to trade, sing ceremonial songs, or participate in other activities.

**F.** Not all skin markings are permanent, though. In countries such as Morocco and India, women decorate their skin with colorful henna designs for celebrations such as weddings and important religious holidays. The henna coloring, which comes from a plant, fades and disappears over time.

**G.** In recent years in many industrialized nations, tattooing, henna body art, and, to a lesser degree, scarring have been gaining in popularity. What

makes these practices appealing to those living in modern cities? People are looking for a connection with the traditional world. There is a whole sector of modern society—people in search of identity, wanting a sense of place and sense of culture within their community.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

My daughter, Genevieve, had decided to fetch her husband from Heathrow airport when he was flying in from Frankfurt. **A** \_\_\_\_\_, I had a sudden vision. A freezing fog had come down and my daughter was involved in an accident on the motorway into Heathrow.

My daughter arrived at my house before leaving for the airport and I tried to persuade her to go, without telling her why. The sun was still shining brightly after lunch when she left for Heathrow. About two and half hours later the thick freezing fog came down. I tried to ring the airport **B** \_\_\_\_\_.

The next four hours were the longest of my life—then the telephone rang. A man spoke and told me what had happened. 'The young lady was pulling off the motorway to go to the airport and braked behind the lorry in front of her. Her brakes failed. **C** \_\_\_\_\_, stopping with the car bonnet just under the tail of the lorry. I promise you she isn't hurt', he added quickly. 'I have the car here at my garage for repair, and she was told by the airport that her husband's plane has been diverted to Birmingham. She's on her way there now by taxi'.

Soon, the telephone rang again. It was Genevieve's husband, Alan. 'My plane's been diverted to Stanstead (another airport near London),' he said. 'I've been trying to get through to Heathrow to tell Genevieve to wait for me at the information desk as **D** \_\_\_\_\_.'

I explained that she was on her way to Birmingham. I put the phone down, closed my eyes and tried to imagine Genevieve on the motorway, thinking desperately, 'Please, wherever you are, telephone me'. Five minutes later the phone rang, I heard Genevieve's voice say, 'What's the matter? I left I had to phone you.'

Later **E** \_\_\_\_\_ the taxi driver said he must stop at the motorway service station for cigarettes and as he pulled up Genevieve said, 'I have to telephone

my mother at once.' It was only later that he found his wife had put cigarettes for him in the glove compartment. They returned safely to Heathrow and Genevieve made her way to information desk, F \_\_\_\_\_.

1. I learned that on the way up to Birmingham
2. but there was no replay
3. as I was busy in the kitchen
4. arriving at the same time as Alan
5. feeling good about themselves
6. I am arranging to travel on the airport
7. somehow she managed to pull up

Adapted from the Fortean Times

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

In 1812 a young man called James Barry finished his studies in medicine at Edinburgh University. After graduating he moved to London where he studied surgery at Guy's Hospital. After that the popular young doctor joined the army and over the next forty years had a brilliant career as an army medical officer, working in many far-off countries and fighting successfully for improved conditions in hospitals. It was a remarkable career — made even more remarkable by the discovery upon his death that *he* was in fact a *she*. James Barry was a woman. No one was more surprised at this discovery than her many friends and colleagues. It was true that throughout her life people had remarked upon her small size, slight build and smooth pale face. One officer had even objected to her appointment as a medical assistant because he could not believe that Barry was old enough to have graduated in medicine. But no one had ever seriously suggested that Barry was anything other than a man.

By all accounts Barry was a pleasant and good-humored person with high cheek bones, reddish hair, a long nose and large eyes. She was well-liked by her patients and had a reputation for great speed in a surgery — an important quality at a time when operations were performed without anesthetic. She was also quick-tempered.

When she was working in army hospitals and prisons overseas, the terrible conditions often made her angry. She fought hard against injustice and cruelty

and her temper sometimes got her into trouble with the authorities. After a long career overseas, she returned to London where she died in 1865. While the undertaker's assistant was preparing her body for burial, she discovered that James Barry was a woman.

So why did James Barry deceive people for so long? At that time a woman could not study medicine, work as a doctor or join the army. Perhaps Barry had always wanted to do these things and pretending to be a man was the only way to make it possible. Perhaps she was going to tell the truth one day, but didn't because, she was enjoying her life as a man too much. Whatever the reason, Barry's deception was successful. By the time it was discovered that she had been the first woman in Britain to qualify as a doctor, it was too late for the authorities to do anything about it.

A15 James Barry pretended to be a man because \_\_\_\_\_.

- 1) she wanted to be a man
- 2) there were no women doctors that time
- 3) there were no vacancies for women
- 4) she was crazy

A16 She worked to \_\_\_\_\_ in hospitals.

- 1) earn for living
- 2) create career
- 3) improve conditions
- 4) study surgery

A17 Many people \_\_\_\_\_ that she was a woman.

- 1) suspected
- 2) believed
- 3) thought
- 4) never considered

A18 James Barry was \_\_\_\_\_ at operating people.

- 1) skilful
- 2) talented
- 3) inexperienced
- 4) patient

A19 In the 19<sup>th</sup> century doctors didn't use \_\_\_\_\_ during the operations.

- 1) injections
- 2) scalpel
- 3) medicine
- 4) drugs to make people sleep

A20 She performed operation \_\_\_\_\_.

- 1) very carefully
- 2) very slowly
- 3) very quickly
- 4) very badly

A21 The army authority discovered that she was a woman \_\_\_\_\_.

- 1) when she died.
- 2) when she was working in the prisons.
- 3) while she was in the army.
- 4) while she was working abroad.

**По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.**

When a band or a musician goes on tour, they have to sign a contract with the concert promoters. These contracts often include requests for things the musicians want, and these requests — or

- |     |   |         |
|-----|---|---------|
| В4  | riders — are often _____ than you might expect.   | UNUSUAL |
| В5  | The rock band <i>Van Halen</i> always _____ a rider in their contracts asking for bowls of M&M chocolates in their dressing room—but with all   | HAVE    |
| В6  | the brown ones _____ out! The band included this rider because they wanted to check if their promoters read the contract properly.  | TAKE    |
| В7  | If the band _____ any brown M&Ms while they were getting ready to go onstage, they knew there   | FIND    |
| В8  | _____ problems at the gig(=concert). For example, the following accident happened when  | BE      |
| В9  | they _____ a gig in Colorado. While the technicians were putting up the equipment, some of it crashed to the floor. It cost \$80,000 to repair the damage. Interestingly, the promoters at that gig | DO      |
| В10 | _____ to take the brown M&Ms out of the bowls.  | FORGET  |

**Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами В11 — В16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В11 — В16.**

- |     |   |           |
|-----|---|-----------|
|     | Mankind's institution of freedom,   |           |
| В11 | and our _____ of freedom with knowledge, sets us apart from animals. The animal's grasp of freedom is insignificant in comparison, being only the freedom to respond to external stimuli.             | IDENTIFY  |
| В12 | The nearest creature to us on the _____ tree of life, the chimpanzee, cannot retain an image  | EVOLVE    |
| В13 | for a _____ length of time to be to reflect on it. So animal life is largely a matter of conditioned reflexes, performed in an interminable present; in short, animals are little more than machines  | SUFFICE   |
| В14 | with _____. While the animal is carried along submissively on the stream of time, mankind has certain capacities that empower us to resist the current or look into the future.                       | CONSCIOUS |
| В15 | Our _____ invention of language was the first step towards this 'conquest of time'. Language 'fixes' experiences, and places the experience of the past on an equal footing with that of the present. | RESOURCE  |
| В16 | _____ was bound to follow, as a natural progression from 'labeling' a past experience to conjuring up its mental image.   | IMAGE     |

**Прочитайте текст с пропусками, обозначенными номерами А22 — А28. Эти номера соответствуют заданиям А22 — А28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.**

### A bright future for e-retailing

Four volunteers recently took part in an unusual experiment. They spent five days **A22** \_\_\_\_\_ in their rooms in a London youth hostel with nothing as a credit card and **A23** \_\_\_\_\_ to the Internet. They wanted to find out how

long they will survive without having to pop in to their local supermarket or department store.

There has been an **A24** \_\_\_\_\_ increase in what is called 'e-commerce' since the late 1990s. You can now buy almost everything via the Internet, from pizzas to leading designer labels. That's true; the Internet gives you great choice. If you need a new outfit, for example, you can travel the world to see what's they **A25** \_\_\_\_\_ in clothing stores from London to Los Angeles for no more than the cost of a phone call.

Web shops are open 24 hours a day, which allow you to choose the **A26** \_\_\_\_\_ you want and pay instantly. Of course, you then have to wait for delivery- and that's where the problems can start. Buying groceries on the Internet seems to be the perfect solution **A27** \_\_\_\_\_ people who hate supermarket shopping. But when it comes to that designer outfit you order for next week's party, be prepared for the **A28** \_\_\_\_\_ that it will not reach you in time. Delivery times can be up to four weeks.

- |            |             |            |            |              |
|------------|-------------|------------|------------|--------------|
| <b>A22</b> | 1) closed   | 2) took    | 3) blocked | 4) locked    |
| <b>A23</b> | 1) exit     | 2) enter   | 3) access  | 4) entrance  |
| <b>A24</b> | 1) enormous | 2) very    | 3) so      | 4) lot of    |
| <b>A25</b> | 1) give     | 2) suggest | 3) offer   | 4) attend    |
| <b>A26</b> | 1) products | 2) goods   | 3) things  | 4) purchases |
| <b>A27</b> | 1) for      | 2) of      | 3) with    | 4) by        |
| <b>A28</b> | 1) news     | 2) event   | 3) result  | 4) fact      |

*По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.*

#### Раздел 4. Письмо

*Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут*

*учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.*

- C1** You have 20 minutes to do this task.  
You have received a letter from your English pen-friend Kate who writes:

*I used to buy clothes from Internet shops. I thought that I could save money and time this way. But it wasn't the same as I'd expected. The first problem is that the colours have appeared quite different from the catalogue. The second one is the wrong size and the new things don't fit me perfect. That's why I decided to buy clothes in the shops. Have got any experience of buying things on the Internet? What do you think about it? How do you prefer buying things?*

- Write a letter to Kate.  
In your letter  
— answer her questions  
— ask **3** questions about the problem.  
Write **100 — 140** words.  
Remember the rules of letter writing.

- C2** You have 40 minutes to do this task.  
Comment on the following statement.

*It is important that people choose a career when they are still quite young.*

**What is your opinion? Do you agree with this statement?**

Write **200 — 250** words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion make a conclusion restating your position.

## VARIANT 10

## Раздел 1. Аудирование

B1

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

1. The speaker made the conclusion of useless behavior.
2. The speaker buys only cheap things.
3. The speaker thinks it's good to treat oneself.
4. The speaker is very practical person.
5. The speaker had to change the attitude under circumstances.
6. The speaker spends all the money.
7. The speaker understands the necessity of only useful things.

Говорящий	A	B	C	D	E	F
Утверждение						

Вы услышите отрывок разговора Ани и Лиз о случае из жизни их друга. 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.

- A1 Their friend is a very busy man.  
1) True                      2) False                      3) Not stated
- A2 It's allowed to open the window in the safari park.  
1) True                      2) False                      3) Not stated
- A3 The boy was going to feed the animal.  
1) True                      2) False                      3) Not stated
- A4 The elephant was on the left side of the car.  
1) True                      2) False                      3) Not stated
- A5 The car was damaged a little.  
1) True                      2) False                      3) Not stated

- A6 The guards were very calm in this incident.  
1) True                      2) False                      3) Not stated
- A7 Their friend expected the police actions.  
1) True                      2) False                      3) Not stated

Вы услышите беседу о музыке. В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 Alan has chosen his job because of \_\_\_\_\_.  
1) his ability to play the guitar.  
2) his ability to sing.  
3) his passion to rock-and-roll.
- A9 A lot of people at the end of 50-s thought that \_\_\_\_\_.  
1) rock-and-roll died.  
2) rock-and-roll survived.  
3) rock-and-roll prospered.
- A10 They talked about \_\_\_\_\_.  
1) the famous politics.  
2) the famous actors.  
3) the famous singers.
- A11 The situation in pop music was improved by \_\_\_\_\_.  
1) American singers.  
2) British singers.  
3) German singers.
- A12 Pop music is based on \_\_\_\_\_ now.  
1) rock-and-roll  
2) heavy metal  
3) different kinds
- A13 Alan thinks he won't \_\_\_\_\_ in future.  
1) feel the same impression  
2) find something boring in music  
3) listen to rather simple music
- A14 The interviewer thinks \_\_\_\_\_.  
1) the same as Alan.  
2) Alan is wrong.  
3) it's the theme for discussion.



По окончании выполнения заданий В1 и А1 — А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. При переносе ответов в задания В1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

### Раздел 2. Чтение

**В2**

Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. The theme for research.
2. Malls are worse for you.
3. Having a lot of choice help you.
4. It's impossible to be satisfied.
5. It's different now.
6. Too much products' information.
7. The small range of goods is better.
8. Great variety of goods.

#### Spoilt for choice?

**A.** Do you remember the old days? The time buying a pair of jeans or a mobile phone involved choosing between two or three options. Now, pop into a shop on the high street and you'll find about 50 different styles of jeans and literally hundreds of mobile phones. But is it better? We try to answer this question.

**B.** We've never had so much choice. Take supermarkets, for example. A local store could offer you 38 types of milk, 107 varieties of pasta, over 170 types of salad dressing and 154 flavors of jam. The average supermarket offers more than 30 000 products with thousands more being added each year. In the words of one shopper, it's so overwhelming that it just makes you feel awful. If you carefully considered every aspect — ethics, food miles, price, flavor and ingredients — you'd never get round to buying anything, ever.

**C.** But it isn't just about food. For every aspect of life there's an incredible range of products and services on offer — from clothes and gadgets to educational and financial services, not forgetting holidays and entertainment. Access to the Internet has, of course, widened this choice. It does not only offer the products themselves but detailed reviews of product ranges with

comparisons of style, price and reliability. These are intended to make our lives easier but in reality just lead to information overload.

**D.** It now seems that all this choice isn't good for us. Professor Barry Schwartz, a psychologist from Swarthmore College in Pennsylvania and the author of *The Paradox of Choice*, says 'There is vastly too much choice in the modern world and we are paying an enormous price for it. It makes us feel helpless, mentally paralysed and profoundly dissatisfied.' But shouldn't we be happy to have all this information and choice? Why is it a problem to have 275 types of breakfast cereal or 10 500 000 hits to an Internet search for 'holidays in Spain'?

**E.** The bigger the range of products available, the less satisfied we are with our choice. We imagine that the perfect mobile or jeans must exist in such a big number of products and that we might have chosen the wrong thing. Or that by choosing a particular service or form of entertainment, we might have missed out on something better.

**F.** Experiments seem to indicate that less choice is better. A team of researchers at Stanford University in the USA ran a test on consumers choosing jam. Those who tested just six jams felt happier and bought more products than consumers who had 24 jams to taste. Another experiment showed that students who were given a smaller range of essay topics produced better works.

**G.** So what can we do? One technique is simply to choose smaller shops with fewer products. And Professor Schwartz advises, 'Choose when to choose... Don't worry about what type of mobile phone package to opt for. Pick a sofa from IKEA in 30 seconds and you'll feel better than if you spend hours researching sofas — because you won't know what else you're missing out on.'

A	B	C	D	E	F	G

**В3**

Прочитайте текст и заполните пропуски А — Г частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Barbie, the glamorous blonde doll beloved by little girls around the world, is А \_\_\_\_\_. She is also the most long-lived toy on the market, a fact that was celebrated throughout the world when she recently had her 40<sup>th</sup> birthday.

But in a tiny village in Bavaria there was no celebration, only bitterness and regret. In the Hausser home Rolf and Lily ignored the global celebrations **B** \_\_\_\_\_, as they have done so many times over the past four decades, about how badly they have been treated by history, or, to be more accurate, by Barbie's secret history. Like many stars, Barbie is not what she seems. Not only is she older than her official age but Barbie is not her real name, what's more, she isn't even American, she's German.

Barbie's real name is in fact Lili. She is 45, not 40, and was born in a small town near Nuremberg. The secret story of the Barbie doll is about small-town naivety against big business determination. Above all, it is **C** \_\_\_\_\_, a man who has been erased from Barbie's history so completely that only a few people in the world know that he was the true creator of the Barbie doll. But instead of making a fortune when she became a worldwide success, Rolf Hausser lost everything.

It was in 1952 that Lili was born, **D** \_\_\_\_\_, as a cartoon character for the daily German newspaper Bild Zeitung. Their cartoonist Beuthin had the idea of a girl who was sexy, **E** \_\_\_\_\_ with a snub nose and a face like an angel.

She was named Lili, and by 1955 she was so popular that Beuthin suggested that a doll should be made as a present for visitors to the newspaper. After many attempts to find the right toymaker, he finally found Rolf Hausser, the son of a famous toy manufacturer, who together with his brother Kurt had set up a very successful toy company called O&M Hausser. Rolf was fascinated by the idea of making a doll **F** \_\_\_\_\_, and he agreed to try.

Lili the doll went on the market on August 12, 1955, and became an overnight success.

1. in her first incarnation
2. pointed out the Lili doll
3. an icon of American femininity
4. but essentially innocent
5. and instead complained bitterly
6. with the shape and curves of a mature woman
7. a story of the tragedy of bitter old man

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

I've no explanation for this story. I've no theories about the why and wherefore of it. It's just a thing — that happened.

For the beginning of it all, I've got to go back to the summer of 1914 — just before the war — when I went down to Badgeworthy with Neil Carslake. Neil was, I suppose, about my best friend. I'd known his brother Alan too but not so well. Sylvia, their sister, I'd never met. She was two years younger than Alan and three years younger than Neil. Twice, while we were at school together, I'd been to spend part of the holidays with Neil at Badgeworthy and twice something had intervened. So it came about that I was twenty-three when I first saw Neil and Alan's home.

We were to be quite a big party there. Neil's sister Sylvia had just got engaged to a fellow called Charles Crawley. He was, so Neil said, a good deal older than she was but a thoroughly decent chap and quite reasonably well-off.

We arrive, I remember, at about seven o'clock in the evening. Everyone had gone to his room to dress for dinner. Neil took me to my room. Badgeworthy was an attractive old house. It was full of little steps up and down and unexpected staircases. It was the sort of house in which it's not too easy to find your way about. I remember Neil promised to come and fetch me on his way down to dinner. I was feeling a little shy at the prospect of meeting this people for the first time. I remember saying with laugh that it was a kind of house where one expected to meet ghosts in the passages. And he said carelessly that he believed the place was said to be haunted but that none of them had even seen anything, and he did not even know what form the ghost was supposed to take. Then he hurried away and I set to dive into my suitcases for my evening clothes.

Well, I was standing in front of the glass tying my tie. I could see my own face and shoulders and behind them the wall of the room — a plain stretch of wall was just broken in the middle by a door — and just as I had finally settled my tie I noticed that the door was opening. I don't know why I didn't turn round...

Anyway I didn't. ...I saw into the room. It was a bedroom and suddenly I caught my breath. On the bed there was a girl and round her neck was a pair of man's hands and the man was slowly forcing her backwards and squeezing her throat as he did so, so that the girl was being suffocated...

*In a Glass Darkly* by A. Christie

- A15** What is the narrator was going to do?
- 1) meet Alan's sister
  - 2) have a nice time with friends

- 3) join the army before the war  
4) investigate something

**A16** Who was Neil's sister engaged to be married to?

- 1) a wealthy person  
2) one of his brother's friend  
3) old Neil's friend  
4) young fellow

**A17** How did the narrator describe the house?

- 1) good-planned building  
2) old unattractive house  
3) like a labyrinth  
4) a house with great main stairs

**A18** How did the narrator feel in this house?

- 1) self-satisfied  
2) self-confident  
3) self-sufficient  
4) self-conscious

**A19** What did the narrator expect to find in this place?

- 1) some of his old friends  
2) evil forces  
3) nice young girl  
4) Sylvia's bridegroom

**A20** Where was the narrator standing when he saw a crime?

- 1) in front of the door  
2) in front of the wall  
3) in front of the entrance  
4) in front of the mirror

**A21** What did the narrator observe?

- 1) a real murder  
2) a loving act  
3) a mysterious act  
4) a fainting fit

**По окончании выполнения заданий B2, B3 и A15 — A21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B2, B3, A15 — A21 располагаются в разных частях бланка. При переносе ответов в заданиях B2 и B3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4 — B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4 — B10.**

Bernie woke up suddenly and looked at the bedside clock. It was 3.00 in the morning. 'Much too early', he said to himself and went straight back to sleep. He was a light sleeper when he knew

**B4** he \_\_\_\_\_ get up early, and that day he was feeling especially responsible as he had the plane **MUST**

**B5** tickets for the football team, and they \_\_\_\_\_ to meet at the airport at 7.00 a.m. Suddenly Bernie woke up again and looked at the bedside clock. It still said 3.00. He just fell asleep when he noticed **AGREE**

**B6** that sunlight \_\_\_\_\_ in through the curtains. **COME**

**B7** 'Oh, no! Bernie thought in a panic \_\_\_\_\_ for his watch on the table. It said 7.05. At that time the phone started to ring. 'What's happened to you?' a voice asked. 'It's 7.05. The plane leaves **LOOK**

**B8** at 7.45.' 'I \_\_\_\_\_ there as soon as I can,' Bernie promised. Desperately he put on the first clothes he could find, picked up his bag fortunately **BE**

**B9** \_\_\_\_\_ the night before, quickly took his car keys and ran out of the door... Bernie woke up suddenly and looked at the bedside clock. It was 3.00 in the morning. A nurse came over. 'Where I am?' Bernie said. **PACK**

**B10** 'You are in a hospital — you \_\_\_\_\_ a car accident while driving fast, I'm afraid. Were you trying to catch a plane?' **HAVE**

**Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11 — B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11 — B16.**

## ABBA

**B11** In November 1970 an \_\_\_\_\_ Swedish group called 'Festfolket' played their first concert in front of five embarrassed couples in a restaurant in Gothenburg in Sweden. Their 'live' performance was not a great success, and by the end of the week only three people turned up to

KNOW

**B12** hear them. \_\_\_\_\_, just a few years later they would be most successful pop group in the world. In 1977 when they played at London's Royal Albert Hall, the box office received three and a half million requests! Why were ABBA so popular? First there were the songs themselves, which in the early years were catchy tunes with simple pop lyrics. Also, because ABBA were Swedish,

CREDENCE

**B13** their English \_\_\_\_\_ was very clear and easy to understand and this definitely helped their world-wide appeal. After the break-up Berry and Bjorn carried on writing music together, including the musical *Chess*. The women both

PRONOUNCE

**B14** had \_\_\_\_\_ successful solo careers.

REASON

**B15** All the members of the group \_\_\_\_\_. Although the four members of group have been offered huge amount of money to make a comeback, they have always refused. Recently British TV has shot

MARRY

**B16** a \_\_\_\_\_ about all members of the group.

DOCUMENT

*Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

A recent report on the differences between men and women's shopping **A22** \_\_\_\_\_ found changes in the balance of buying activity between the sexes. The report, published last month by the market **A23** \_\_\_\_\_ company, Street Trends, focused on the areas of food and drink, toiletries and cosmetics, clothing and electrical goods.

Little change was found in food and drink shopping habits. Over 70% of supermarket shopping in the UK is done by the women of the **A24** \_\_\_\_\_,

and they generally control how much is spent on food. The report suggests that women show a greater ability to find special offers and are more interested than men in getting good value when they shop. **A25** \_\_\_\_\_, in the area of clothing, women are still greater consumers than men. There has been a general increase in the purchase of clothes over the last few years, **A26** \_\_\_\_\_ to the UK of cheap fashion from China and the rest of the Fast East. Discount clothing has become more popular, as retailers have become skilled in reproducing fashion designs at lower costs. This is most **A27** \_\_\_\_\_ in women's fashion, where purchases have increased significantly in the last year.

Interesting changes were seen, however, in the purchase of toiletries and electrical goods. **A28** \_\_\_\_\_ 80% of British women do most of the shopping for cosmetics and toiletries but the men's toiletry market is growing, as younger men are more interested in their physical appearance than they were five years ago. Well-known cosmetics companies are now targeting men with new skincare products.

**A22** 1) products 2) habits 3) goods 4) values

**A23** 1) research 2) studies 3) tests 4) results

**A24** 1) housewife 2) house-keeper 3) household 4) housework

**A25** 1) similarly 2) usually 3) greatly 4) actually

**A26** 1) thank 2) due 3) use 4) got

**A27** 1) reasonable 2) useable 3) possible 4) noticeable

**A28** 1) approximately 2) steadily 3) sharply 4) besides

*По окончании выполнения заданий В4 — В16, А22 — А28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания В4 — В16, А22 — А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4 — В16 буквы записываются без пробелов и знаков препинания.*

## Раздел 4. Письмо

*Для ответов на задания С1 и С2 используйте бланк ответов № 2. При выполнении заданий С1 и С2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут*

учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.

**C1** You have received a letter from your English pen-friend Paul who writes:

*Yesterday was an awful day for me. We were having a test and my teacher saw me using my mobile. I would like to find some information on the Internet. Of course, she sent me out and called my parents. Now it's forbidden to use my new smart phone and my father gave the old one and I can only call and send messages. Is it allowed to use phone at your school? Do you use it during lessons? And what is the reaction of your teachers? ...*

Write a letter to Paul.

In your letter

- answer his questions
- ask 3 questions about his problem

Write 100 – 140 words.

Remember the rules of letter writing.

**C2** Comment on the following statement.

*The greatest problem of all modern cities is traffic jams. In Europe as well as in Asia a lot of people use bicycles to get to their destinations. Do you think that it's suitable for Russians?*

**What is your opinion? Do you agree with this statement?**

Write 200 — 250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position

## VARIANT 11

## Раздел 1. Аудирование

**B1**

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

The Speaker believes that

1. sometimes speaking a foreign language hides no secrets.
2. it is beneficial to learn the language of the place where you live.
3. it is beneficial to become multilingual naturally.
4. everyone should learn a foreign language.
5. listening to foreign speakers can be relaxing.
6. one should have a choice in language learning.
7. language learning is difficult work.

Говорящий	A	B	C	D	E	F
Утверждение						

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.

**A1** Peter dislikes going to the cinema.

- 1) True                                      2) False                                      3) Not stated

**A2** Peter has a strong opinion about Indian films.

- 1) True                                      2) False                                      3) Not stated

**A3** Indian films are long because of the viewers' demands.

- 1) True                                      2) False                                      3) Not stated

**A4** Indian films are very expensive in making.

- 1) True                                      2) False                                      3) Not stated

**A5** Dancing interferes with understanding the plot in Indian films.

- 1) True                                      2) False                                      3) Not stated

- A6** Most Indian films reflect everyday life in the country.  
1) True                      2) False                      3) Not stated
- A7** Bollywood produces more films a year than European studios.  
1) True                      2) False                      3) Not stated

*В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** The girls decided to photograph a tiger in the wild in \_\_\_\_\_.  
1) the Aravali hills.  
2) Jaipur.  
3) Ranthambhore Park.
- A9** A good guide was essential to \_\_\_\_\_.  
1) get a jeep.  
2) secure a giant truck.  
3) provide technical support for the cameras.
- A10** The clothes chosen for the expedition were needed \_\_\_\_\_.  
1) for cold mornings.  
2) for extremes of hot and cold.  
3) to meet technical requirements.
- A11** Until that day the girls managed to get really good shots of \_\_\_\_\_.  
1) small animals like lizards, hares, gazelles.  
2) leopards and boars.  
3) all the target species.
- A12** The girls knew that \_\_\_\_\_.  
1) huge patience guaranteed a tiger sighting.  
2) there was no guarantee of seeing a tiger.  
3) skill was more important than luck to find a tiger.
- A13** The best photograph taken that day was that of \_\_\_\_\_.  
1) the beautiful tigress.  
2) a sustained sequence of three cubs and the tigress.  
3) a single cub.
- A14** The fact that the girls took some nice photos was thanked for \_\_\_\_\_.  
1) gratitude to Farid.  
2) politeness to the tigers.  
3) acceptance of park laws.

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

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

- |                       |                      |
|-----------------------|----------------------|
| 1. Unexplained events | 5. Failed Hopes      |
| 2. Space Tourists     | 6. Spectacular Sight |
| 3. Time Travel        | 7. Serious Risks     |
| 4. Ancient Science    | 8. Distant World     |

**A.** When Neil Armstrong first set foot on the Moon in July 1969, many people around the world thought that it was the beginning of mankind's journey to the stars. They expected to see people living on the Moon in special bases. However, it wasn't to be. Getting to the Moon was expensive and of limited scientific value. Those who were expecting a golden age of space exploration were disappointed.

**B.** Astronauts face many dangers in space. The take-off and landing are dangerous, and there's always a chance that a meteor is going to hit your spacecraft. Other threats come from something you can't see: radiation. X-rays and other forms of radiation can cause health problems for astronauts above the protection of Earth's atmosphere.

**C.** For the first time, it's possible to buy yourself a ticket to space — that's if you've got \$20 million to spend. Dennis Tito, an American businessman, and Mark Shuttleworth, a businessman from South Africa, have both visited the International Space Station. They were taken up on Russian Soyuz rockets and enjoyed a week of weightlessness before returning to Earth.

**D.** Look up into the sky at the right time and the right direction and you'll see Saturn. It will look like a bright star, but a pair of binoculars or a small telescope will give you an amazing view. Saturn has rings around it, giving it a beautiful appearance unlike anything else in the night sky. No wonder Saturn has been called the 'Jewel of the Solar System'.

**E.** Discovered in 1930, the planet Pluto circles the Sun at a distance of approximately six billion kilometres. That's about forty times further away from the Sun than the Earth is! At that distance, the Sun looks just like a bright star and provides very little heat. A spacecraft launched from the Earth would take twelve or thirteen years to get to Pluto, so don't expect to see close-up photographs any time soon!

**F.** We're used to the idea of modern telescopes giving us views of the universe and astronauts flying to the space station and back again. But did you know that the roots of astronomy go back thousands of years? The Egyptians studied the night sky, as did the original people of North America. The famous circle of stones at Stonehenge in Britain shows that people there knew about the movements of the Sun and the Moon at least 2500 years before Christ was born.

**G.** When we look at the stars in the night sky, what do we see? Strangely, one of the things we see is the past. We don't see the stars as they are now, but as they were a long time ago. Why is that? It's because the stars are very far away, so the light coming from them takes a long time to reach us. Even the light from the Sun, our closest star, takes about eight minutes to reach us here on Earth. So — next time you look at the stars, remember that, in some ways, you've gone back in time!

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

A study says that the average teen sends an astonishing 80 text messages a day. On some levels this isn't a bad thing. «Adults use their «Blackberrys» to communicate and **A** \_\_\_\_\_,» explains Dr. Michelle Barker, professor of psychiatry and paediatrics at The Baytime College of Medicine. «On the plus side, text messaging can bring introverted teens out of their shell, boost their confidence and help them make friends. But some teens lose track of how many messages they're sending and how much time is being spent texting. This is because there are no immediate consequences — you just **B** \_\_\_\_\_. While teens may not see a problem with the amount of text messages they send and receive, parents may when they have to foot the bill.»

Excessive text messaging can also lead to more serious problems. «When texting becomes a habit, it can affect teens' school work, their ability to sleep at night and how they **C** \_\_\_\_\_. It can also result in an inability to concentrate as they are overly-focused on sending or receiving the next message,» Dr. Barker explained.

Recent research also shows that texting teens **D** \_\_\_\_\_. Teenagers often walk while texting, which makes them 43% more likely not to look both ways before crossing the street. And teens who drive and text at the same time are an accident waiting to happen. So, what can be done about it?

«Parents considering buying their teen a mobile phone **E** \_\_\_\_\_,» Dr. Barker explains. «While having a cell phone with the text messaging feature is a great way for teens to stay in touch with their friends and family, it can also become a distraction in the classroom and a danger on the road. Parents should work out a payment or chore schedule to help teens **F** \_\_\_\_\_.»

1. are a hazard to others on the road
2. interact with their friends face-to-face
3. keep on doing it and forget that it costs money
4. learn that they have to be accountable for their actions
5. should look at both the pros and cons carefully
6. teens use their cell phones
7. to see the dangers

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

To the west of Weymouth stands the 80 kms long Lyme Bay. Since the landscape just west of Weymouth is not particularly memorable, I took a taxi to Abbotsbury, and began my walk midway along Chesil Beach. I don't know what Chesil Beach is like towards the Weymouth end, but along this stretch it consisted of small pebbles worn to a uniform smoothness by years of wave action. They are nearly impossible to walk on since you sink to your ankle-tops with each step. Therefore, I took the coast path which is on firmer ground immediately behind the beach, but that left me unable to see over the stony dunes. Instead, you just hear the sea, crashing into the shore on the other side and sending endless successions of pebbles clattering along the water's edge.»

It was the most boring walk I've ever had. By the time I reached West Bay, early in the afternoon, I was ready for a good sit-down and something to eat.

West Bay is an odd little place, spread out in a higgledy-piggledy fashion across a dune landscape. It lacked any kind of logical arrangement and had something of the air of a gold-rush town, as if it had been built hurriedly, and it looked poor and grey and battered by the sea. I hunted around for some place to eat and happened on a surprising establishment called the Riverside Cafe. From the outside it looked nondescript, but I opened the door and found myself in the most extraordinary setting. The place was buzzing, the air thick with extremely loud chatter. As for the customers, they all looked as if they had just stepped out of a Ralph Lauren advertisement. They all had jumpers hanging casually around their shoulders and sunglasses perched on their heads. It was as if a little piece of London's Fulham or Chelsea had been magically transported to this little corner of the Dorset coast.

Certainly I had never seen this kind of tempo outside a restaurant in London. Waiters and waitresses dashed everywhere trying to fulfil what appeared to be an inexhaustible demand to keep the customers fed. It was quite extraordinary. As I stood there, trying to remember where I was, Keith Floyd, the celebrity chef, dashed past. I was impressed.

*line 27* It all rather went to my head. I'm not usually much of one for lunch, but the food smelled so wonderful and the atmosphere was so extraordinary that I found myself ordering like a king. I had a starter of lobster terrine, an exquisite fillet of sea bass with green beans and a mountain of chips, and rounded it off with coffee and a generous piece of cheesecake. The proprietor, a jolly nice man named Arthur Watson, wandered among the tables and even called on me. He told me that until ten years before the place had been just a normal cafe doing roast lunches and burger and chips, and little by little they had begun introducing fresh fish and fancier foods and found that it was very popular. Now it was packed out every mealtime and had just been named the Good Food Guide's restaurant of the year for Dorset, but they still did burgers and they still did chips with everything, and I thought that was just wonderful.

It was gone three when I emerged from the Riverside with a light head and heavy everything else. Taking a seat on a bench, I pulled out my map and realised with dismay that I was still 16 kms from Lyme Regis, with the 190 m of Golden Cap, the highest hill on the south coast, standing between me and it. My blisters throbbed, my legs ached, my stomach was grotesquely full and a light rain was beginning to fall.

As I sat there, a bus pulled up. I got up and put my head in the open door. «Going west?» I said to the driver. He nodded. Impulsively, I jumped aboard.

The trick of successful walking, I always say, is knowing when to stop.

- A15** Why was the writer disappointed with his walk at Lyme Bay?
- 1) He was too tired and hungry to appreciate it.
  - 2) He hadn't expected it to be so noisy.
  - 3) He wasn't able to walk along the beach.
  - 4) He found the landscape of the area very dull.
- A16** What immediately surprises the writer about the Riverside Cafe?
- 1) its extraordinary location
  - 2) the lively atmosphere inside
  - 3) its appealing name
  - 4) its ugly exterior
- A17** The writer tells us that the customers in the restaurant
- 1) made him feel unsuitably dressed.
  - 2) reminded him of the type of diners found somewhere else.
  - 3) seemed like they were enjoying themselves very much.
  - 4) were extraordinarily demanding.
- A18** The waiters and waitresses in the restaurant seemed very
- |               |                  |
|---------------|------------------|
| 1) efficient. | 2) tired.        |
| 3) busy.      | 4) professional. |
- A19** The writer uses the phrase 'it all rather went to my head' (*line 27*) to help explain how the atmosphere in the restaurant caused him to
- 1) do something unusual.
  - 2) feel confused.
  - 3) make a bad decision.
  - 4) change his mind about something.
- A20** The owner told the writer that, despite the restaurant becoming more successful,
- 1) the style of the food it served had hardly changed.
  - 2) it was little known outside of Dorset.
  - 3) it was still very popular with the locals.
  - 4) some of the food it served was the same as it had always been.
- A21** After the writer left the restaurant, he decided to
- 1) ask directions before continuing his journey.
  - 2) complete the rest of his journey by public transport.
  - 3) end his journey there.
  - 4) rest a little longer before he continued his journey



По окончании выполнения заданий **B2, B3 и A15 — A21** не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания **B2, B3, A15 — A21** располагаются в разных частях бланка. При переносе ответов в заданиях **B2 и B3** цифры записываются без пробелов и знаков препинания.

### Раздел 3. Грамматика и лексика

Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **B4 — B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B4 — B10**.

#### The Automobile

Cars are a common sight on roads today, but that wasn't always true.

- B4** Back in the days before the car \_\_\_\_\_, the only personal means of transport were the horse and the bicycle. INVENT
- B5** The first cars \_\_\_\_\_ their power from steam and gas, and had a maximum speed of around nine miles an hour. GET
- B6** In Britain, there was a law \_\_\_\_\_ cars from going over two miles an hour in towns. At the end of the nineteenth century, cars started to use STOP
- B7** petrol and became much \_\_\_\_\_ than they had been. Very few people at that time said that FAST
- B8** cars \_\_\_\_\_ the world in the future. That is exactly what has happened, though, and since then CHANGE
- B9** we \_\_\_\_\_ close to eighteen million miles of roads on the Earth. BUILD
- B10** Perhaps the \_\_\_\_\_ sign of the success of the car is the fact that there are over 800 million of them in the world. BIG

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

#### British Food

Many people are under the impression that British food is awful.

- B11** It is said to be \_\_\_\_\_ and cooked badly, so the idea that Britain has some of the best restaurants in the world is TASTE
- B12** usually met with roars of \_\_\_\_\_. LAUGH
- B13** However, perhaps this is a little \_\_\_\_\_. FAIR
- B14** There have been some wonderful \_\_\_\_\_ in recent years. There are now many excellent restaurants serving high quality dishes that IMPROVE
- B15** have been very \_\_\_\_\_ prepared. There has been a huge rise in the popularity of traditional British dishes. So, the next time you get SKILL
- B16** a chance, be \_\_\_\_\_ and try some real British food. You just might find that it no longer deserves its terrible reputation. ADVENTURE

Прочитайте текст с пропусками, обозначенными номерами **A22 — A28**. Эти номера соответствуют заданиям **A22 — A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

#### Submarines

The first craft to be able to travel under water was built as early as the 17<sup>th</sup> century. Over a century **A22** \_\_\_\_\_, an American engineer invented a submarine which was used to attack a British ship in New York harbour. Named Bushnell's Turtle **A23** \_\_\_\_\_ its inventor, it could remain submerged for thirty minutes because it had no underwater oxygen supply.

In 1800, the first submarine which was **A24** \_\_\_\_\_ in shape to the modern submarine was built. It used compressed air as an underwater oxygen supply but the **A25** \_\_\_\_\_ had to rotate a propeller by hand, so that it could move under water. Towards the end of the nineteenth century, the first submarine with an efficient **A26** \_\_\_\_\_ of power was built. Launched in 1898, it used a petrol-driven engine to cruise on the surface and it moved **A27** \_\_\_\_\_ an electric motor after it had dived.

In the 20<sup>th</sup> century, submarines were used extensively as weapons of war. In the First World War, German submarines, known as U-boats, sank many British ships. Their effectiveness led to the development of submarines that could remain submerged for long periods of time without having to surface. By 1950, the record was a distance of just **A28** \_\_\_\_\_ 5,300 miles.

Nowadays, there are nuclear-powered submarines, many of which can travel about 400,000 miles without having to be refueled.

- A22** 1) after            2) since            3) later            4) sooner  
**A23** 1) after            2) from            3) through        4) with  
**A24** 1) alike            2) same            3) resembling    4) similar  
**A25** 1) team            2) crew            3) group           4) gang  
**A26** 1) origin           2) state            3) source           4) spring  
**A27** 1) in place of    2) in accordance 3) on account of 4) by means of  
**A28** 1) more            2) above           3) over            4) higher

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания **C1, C2**, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

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

... You know, / don't watch much television. I prefer the Internet. Is television popular in Russia? Which do you prefer: watching films at home or going to the cinema? Why? Are film actors well-known in your country?

By the way, we have a new technology teacher. He is O.K...

Write a letter to Jack.

In your letter

— answer his questions

— ask **3 questions** about his new technology teacher.

Write **100 — 140 words**.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Comment on the following statement.

*Some people believe that animals without owners should have the right to live on the streets in cities. Others say that they could be dangerous and should be collected and found new homes, or kept in cages in animal shelters.*

Do you think that stray animals should be allowed to live on the streets?

Write **200 — 250 words**.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position.

## VARIANT 12

## Раздел 1. Аудирование

B1

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

The knowledge of several foreign languages:

1. It helps to improve a person's memory and thinking abilities.
2. It helps people to understand their mother tongue better.
3. It is required by modern society.
4. It helps a traveler to understand other people.
5. It will help to get a better job.
6. It helps people to understand others' traditions and customs.
7. It helps to make a career and communicate with friends.

Говорящий	A	B	C	D	E	F
Утверждение						

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.

- A1 It is drizzling in London.  
1) True                      2) False                      3) Not stated
- A2 Temperatures may well go below zero during the day in Scotland.  
1) True                      2) False                      3) Not stated
- A3 It will be quite a warm morning in France, Belgium and Holland.  
1) True                      2) False                      3) Not stated
- A4 The European Cup is called off because of continual rain the day before.  
1) True                      2) False                      3) Not stated
- A5 The Austrian Tourist Board are guilty of understatement.  
1) True                      2) False                      3) Not stated

## Вариант 12

- A6 It will be a humid in Rome.  
1) True                      2) False                      3) Not stated
- A7 Cool breezes will turn into a storm.  
1) True                      2) False                      3) Not stated

В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 How did Chrissy get a part in the show *Street*?  
1) She answered an advertisement.  
2) She was approached directly.  
3) She knew the producer.
- A9 What did Chrissy have to do before starting work on *Street*?  
1) finish filming in a TV show  
2) find somewhere to live  
3) get treatment for her foot
- A10 How does Chrissy feel about seeing celebrities in the audience?  
1) worried about making mistakes in front of them  
2) more determined to put on a good performance  
3) pleased that the show has such a good reputation
- A11 When Chrissy was younger she  
1) was determined to achieve her dream of becoming a dancer.  
2) was attracted to the idea of being on TV.  
3) thought working in the theatre would be exciting.
- A12 Chrissy likes hip hop dancing because  
1) she likes the music.  
2) it is very creative.  
3) it keeps her fit.
- A13 What does Chrissy say about the other dancers in *Street*?  
1) They compete with each other.  
2) They take their work too seriously.  
3) They learn from each other.
- A14 What does Chrissy plan to do when she finishes *Street*?  
1) have a change of career  
2) learn a new skill  
3) go on holiday

По окончании выполнения заданий В1 и А1 — А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. При переносе ответов в задания В1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

## Раздел 2. Чтение

**B2**

Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

- |                          |                        |
|--------------------------|------------------------|
| 1. Stimulating Leader    | 5. Comedy Part         |
| 2. Launching Investments | 6. Rock Music Event    |
| 3. Weekend Work          | 7. Front-runner is Out |
| 4. Race Results          | 8. Poor Consultant     |

A. The uninhibited comedian inside Ken Jeong — you might remember him as the lunatic named Mr. Chow who sprang stark naked from a car trunk in «The Hangover» — was born 25 years ago, on a high school stage, in a swimsuit competition to play the next «Mr. Buccaneer». That mock male beauty show at Greensboro, N.C.'s Page High School gave Jeong, a self-described «popular crazy man», his first opportunity to risk making a complete fool of himself in public — but also to make people laugh.

B. Saturday evening at Kennedy Center's Millennium Stage, the band performed songs drawn from its self-titled full-length LP and recent EP «What a Pleasure». Both discs have received modest acclaim from bloggers, but Beach Fossils is still a band with a decidedly culty following, so the high turnout might have had more to do with the venue's chili air than the band's buzz. The smattering of faithful fans that turned up had to jockey for seating with field-tripping students and tuckered-out tourists who were curious about the concert, but also looking for a break from the sun.

C. The Baltimore Symphony Orchestra has had an uneven crop of guest conductors over the past several seasons, some distinctly second — rate. But Saturday at the Music Center at Strathmore, Carlos Kalmar, an Uruguayan who leads the Oregon Symphony and Chicago's Grant Park Music Festival, pushed and challenged the orchestra to some of the best playing I've heard from it.

D. Despite sustaining significant damage on the right side of his car, Hildebrand crossed the finish line second, just ahead of a hard-charging Graham Rahal. Tony Kanaan finished fourth and Scott Dixon was fifth in a race that featured 23 lead changes (the fifth most in the event's history) and, for a moment, featured fan favorite Danica Patrick all alone running up front in the closing stages.

E. «The Central Bank we blame because their monitoring was very weak. They didn't monitor,» said Mohammad Yasin Usmani, another commissioner. «Even myself two years ago, I wrote a letter to the Central Bank and sent a delegation for investigation. They rejected it, said, 'Everything is okay.'» He said the Central Bank was more at fault than the shareholders — who were just businessmen — or bank employees — who were inexperienced.

F. The smaller investors have been able to play a larger role in part because the costs of launching a technology start-up are lower than during the dot-com boom of the 1990s. «The actual overhead in starting one of these companies is probably less than it ever has been, which means you don't necessarily need the huge enormous rounds for one day,» said John Taylor, vice-president of research for the National Venture Capital Association. «These start-ups are more accessible to the community because the economics fits better.» Taylor said the later end of the venture capital spectrum — meaning the money that's invested as companies expand and near an exit, whether with a deal to sell the company or to take it public — has seen bigger changes. In fact, the association recently added one more investor type to its quarterly venture capital reports because they're wielding more influence.

G. Unlike other systems, which have multiple tracks and can often isolate their work, the Metro has only two tracks, so it often has to do single-tracking to complete work. At times, it's easier to shut down stations on weekends to do the more complex jobs, officials said. Metrorail registers about 750,000 rider trips on weekdays, but the number drops by more than half on weekends. Crews also work three-day weekends because it allows them more time to move heavy equipment into stations, officials said.

A	B	C	D	E	F	G

**B3**

Прочитайте текст и заполните пропуски А — Ф частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

## Mobile phones

On New Year's Day, 1985, Michael Harrison phoned his father, Sir Ernest, to wish him a happy new year. Sir Ernest was chairman of Racal Electronics, the owner of Vodafone, **A** \_\_\_\_\_.

At the time, mobile phones weighed almost a kilogram, cost several thousand pounds and provided only 20 minutes talktime. The networks themselves were small; Vodafone had just a dozen masts covering London. Nobody had any idea of the huge potential of wireless communication and the dramatic impact **B** \_\_\_\_\_.

Hardly anyone believed there would come a day when mobile phones were so popular **C** \_\_\_\_\_. But in 1999 one mobile phone was sold in the UK every four seconds, and by 2004 there were more mobile phones in the UK than people. The boom was a result of increased competition which pushed prices lower and created innovations in the way that mobiles were sold.

When the government introduced more competition, companies started cutting prices to attract more customers. Cellnet, for example, changed its prices, **D** \_\_\_\_\_. It also introduced local call tariffs.

The way that handsets themselves were marketed was also changing and it was Finland's Nokia who made **E** \_\_\_\_\_. In the late 1990s Nokia realized that the mobile phone was a fashion item: so it offered interchangeable covers which allowed you to customize and personalize your handset.

The mobile phone industry has spent the later part of the past decade reducing its monthly charge **F** \_\_\_\_\_, which has culminated in the fight between the iPhone and a succession of touch screen rivals.

1. trying to persuade people to do more with their phones than just call and text
2. that there would be more phones in the UK than there are people
3. and relying instead on actual call charges
4. that mobile phones would have over the next quarter century
5. the leap from phones as technology to phones as fashion items
6. and his son was making the first-ever mobile phone call in the UK
7. the move to digital technology, connecting machines to wireless networks

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

## Battle to save protected species

## In a Nepalese national park, rangers and poachers are in deadly conflict.

In the morning we set off on elephant safari. Rhesus monkeys swung through the trees while deer rushed into the forest before us. Every now and then, we heard a snort, the grass would sway and a rhino would lumber out, take a good 'look' at us and plunge back into the undergrowth. We were hoping to see a tiger, the greatest prize of all, but they are notoriously shy. On our third day out, to our great excitement, we saw some five-toed tiger paw prints (or 'pug prints', as Jitu called them). A tiger had passed by, walking — not running, according to Jitu — first one way, then the other, not more than a few hours earlier. That was the closest we came to a meeting.

Until four decades ago, the Bengal tiger and Indian one-horned rhino ruled the Nepalese jungle. George V came on a hunting expedition in 1911 and shot 39 tigers and 18 rhinos. Then, in the 1950s, malaria was eradicated and people from the mountains migrated to the plains, cutting down the jungle to grow crops.

As their habitat disappeared, so did the tigers and rhinos. By 1962, there were only about 100 rhinos and 20 tigers in Chitwan. That year, Chitwan was declared a rhino sanctuary and protected zone. Today, it is home to about 500 Indian one-horned rhinos, a quarter of the world's population, and 107 Bengal tigers out of a worldwide population of about 3,000.

On the second day, we set off on a gruelling four-and-a-half-hour journey by elephant, boat and jeep to the national park headquarters to meet the warden. He told us that the biggest threat to the animals, apart from other animals, is poachers. In Taiwan, tiger bone sells for nearly £3,000 a pound, while rhino horn can fetch £16,000 a pound in South-East Asia.

Two battalions, of 800 men each, guard the park. One posts sentries around the park and sends out armed patrols daily. The other, the Rhino Patrol, polices the zone between the park and the villages. Occasionally, there are shoot-outs. 'We have run this patrol for the past 25 years,' the cheerful general told us. 'During this period, 25 people have been sacrificed from our side and we have killed as many.'

Poachers can only operate with the support of the locals, who know the animals' habits and habitats and regard the park as a waste of good crop-growing land. So there is great temptation to break the law.

Around the edge of the park, there are ditches filled with water, but they do not keep the animals in. Rhinos and tigers swim across at night to feed on crops and cattle before returning to the safety of the national park. The best

villagers can do is bang drums, beat sticks on the ground or make firebrands out of straw to try and scare them away.

'Last week a tiger came and killed some cattle. We lost three,' complained Giri Ram. 'We also get a lot of trouble from rhinos. Three days ago, a mother and baby rhino came at night. The next day, they were still here so we tried to drive them away. One man was hurt very badly; the rhino had gored his side,' he added.

We then had a clandestine meeting with an informant from a different village, who is paid by the national park to watch his neighbours. We talked on the verandah of our small wooden house in the safari camp, away from anyone who might be tempted to listen. 'A rhino was killed by poachers six months ago/he said. 'A new man had arrived in the village just before it happened. He was talking about killing animals and what price you could get for them.' Later we went to the viewing platform to look at the endless jungle tinted white in the moonlight. An injured rhino we had spotted earlier had disappeared. Perhaps he had gone to a local rice field for a snack.

- A15** What did the rhinos do when they saw the writer's safari party?
- 1) They made threatening noises.
  - 2) They attacked the nearest person.
  - 3) They paused for a moment before leaving.
  - 4) They started walking around in circles.
- A16** What did Jitu say about the tiger they had missed?
- 1) He expected to catch up with it.
  - 2) It was probably injured.
  - 3) It kept changing direction.
  - 4) It had spent a few hours in the same place.
- A17** Why did the rhinos and tigers begin to disappear in the 1950s?
- 1) They died from disease.
  - 2) The jungle was cut down.
  - 3) Hunters killed them off very quickly.
  - 4) They moved into the mountains.
- A18** The greatest danger to the men who guard the park
- 1) is a strange, incurable disease.
  - 2) comes from poachers.
  - 3) comes from traps set by hunters.
  - 4) comes from wild animals.
- A19** What do the locals think of the park?
- 1) It should be used to grow crops.
  - 2) It is a good idea.
  - 3) It is important for the economy.
  - 4) They are proud of it.

- A20** What do some rhinos and tigers do at night?
- 1) They sleep on straw left by the locals.
  - 2) They make a noise by banging the ground.
  - 3) They sleep in special cages.
  - 4) They search for food outside the park.
- A21** How do the park guards get information about poachers?
- 1) Some locals are paid to spy for them.
  - 2) They go under cover.
  - 3) They have hidden cameras in the park.
  - 4) They regularly search for guns in the villages.

*По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.*

### Раздел 3. Грамматика и лексика

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.*

- B4** Rapid River Logging Camp \_\_\_\_\_ four miles north and one mile west of Park Rapids in Hubbard County, Minnesota. The smaller camps have now mostly disappeared but some of the \_\_\_\_\_ LOCATE
- B5** \_\_\_\_\_ ones have now become small museums, theme parks or restaurants. The Rapid River Camp is a huge family style restaurant. \_\_\_\_\_ LARGE
- B6** Food is served and even the cooking \_\_\_\_\_ by staff in period costume. \_\_\_\_\_ DO
- B7** One \_\_\_\_\_ to choose one of the big, high calorie dishes loved by real forest workers. In fact there is a large menu to suit all tastes and appetites. On Tuesdays and Fridays you can see demonstrations of a steam powered saw, \_\_\_\_\_ NOT NEED

- B8** \_\_\_\_\_ up the wood just as it did 100 years ago. There are other attractions that are less expensive and **CUT**
- B9** \_\_\_\_\_ to the town centre than the Logging Camp; but most people think journey is well worth making. I have seen plenty of these themed restaurants for **NEAR**
- B10** tourists but The Rapid River camp is one of the \_\_\_\_\_. **GOOD**

Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **B11 — B16**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11 — B16**.

#### Being a teacher

Without a doubt, teaching is one of the oldest

- B11** professions and one of the most \_\_\_\_\_. To be a good teacher, you need certain qualities such as maturity, understanding and patience. Teachers must also be good communicators if they are to convey knowledge to their students. Language teachers in particular have to be aware of all the skills students need **CHALLENGE**
- B12** to communicate \_\_\_\_\_ with others. **SUCCESS**
- B13** As well as being \_\_\_\_\_ to students' needs, teachers also need to be helpful and approachable while at the same time maintaining high standards of discipline in the classroom. Perhaps most important of all, teachers need to keep themselves **SENSE**
- B14** well-informed about current \_\_\_\_\_ in their field and the world in general in order to give their best. However, although it can be difficult **DEVELOP**
- B15** when teachers find themselves \_\_\_\_\_ to help **ABLE**
- B16** students outside of class they \_\_\_\_\_ try to help everyone in class. **CONSTANT**

Прочитайте текст с пропусками, обозначенными номерами **A22 — A28**. Эти номера соответствуют заданиям **A22 — A28**, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.

#### Changing History

In recent years, it has become fashionable to explain sudden changes in the past by **A22** \_\_\_\_\_ them to a natural disaster. Now **A23** \_\_\_\_\_ has been uncovered which suggests that the Dark Ages were also caused by a catastrophe. In 535 AD, a volcano, Krakatoa, erupted with a force equal to 2,000 million Hiroshima bombs. This created to a natural nuclear winter which, in turn, had dramatic **A24** \_\_\_\_\_ on global history. In many parts of the world, there was a lack of rainfall. The resulting **A25** \_\_\_\_\_ and famine forced people to migrate and invade areas where there was food.

Although some experts have **A26** \_\_\_\_\_ this theory, science and historical records have supported it. Scientists have discovered that tree rings in wood from all **A27** \_\_\_\_\_ the world indicate there was low growth in the years following the disaster due to a decrease in temperature.

This new theory supports the idea that a natural disaster can be responsible for the disappearance of a **A28** \_\_\_\_\_ civilisation. It should also warn us about what global warming might do to our own civilisation.

- A22** 1) bonding 2) combining 3) joining 4) linking
- A23** 1) testimony 2) evidence 3) fact 4) proof
- A24** 1) effects 2) conclusions 3) meanings 4) circumstances
- A25** 1) draught 2) flood 3) current 4) drought
- A26** 1) denied 2) refused 3) rejected 4) turned
- A27** 1) through of 2) along 3) across 4) over
- A28** 1) total 2) whole 3) complete 4) full

По окончании выполнения заданий **B4 — B16, A22 — A28** не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания **B4 — B16, A22 — A28** располагаются в разных частях бланка. При переносе ответов в заданиях **B4 — B16** буквы записываются без пробелов и знаков препинания.

#### Раздел 4. Письмо

Для ответов на задания **C1** и **C2** используйте бланк ответов № 2. При выполнении заданий **C1** и **C2** особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут





- A5** Kate has already been to English-speaking countries.  
1) True                      2) False                      3) Not stated
- A6** Christian uses the Internet for practising his English.  
1) True                      2) False                      3) Not stated
- A7** Christian spends half an hour every day on doing his homework.  
1) True                      2) False                      3) Not stated

*В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.*

- A8** Why did Joe come up with the idea of making an enormous pizza?  
1) He wanted to respond to a request from the town council.  
2) He hoped to break a record he'd seen on a TV programme.  
3) He thought of the idea while he was eating a meal.
- A9** How did Joe get people involved in making the pizza?  
1) He approached restaurant staff in the town.  
2) He asked the town council to help.  
3) He sent letters to local companies.
- A10** How were Joe and his team able to make the huge pizza?  
1) by renting a workroom for the day  
2) by asking a factory to produce it for them  
3) by deciding to make it in a certain shape
- A11** When asked about the ingredients, Joe says that  
1) he and Marco ordered more than were needed.  
2) the ingredients ran out before the pizza was finished.  
3) it was hard to get hold of the quantities they wanted.
- A12** What does Joe say about cooking the pizza?  
1) It was a difficult problem to solve.  
2) It had to be cooked as a single piece.  
3) They hired some special equipment.
- A13** The pizza-making event  
1) turned Joe into a local star.  
2) attracted people who'd never visited the town.  
3) received a lot of attention from journalists.
- A14** What does Joe say about the success of the event?

- 1) He was disappointed not to have broken the record.  
2) He was surprised by a particular outcome.  
3) He was pleased to have decided his future career.

*По окончании выполнения заданий B1 и A1 — A14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B1, A1 — A14 располагаются в разных частях бланка. При переносе ответов в задания B1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.*

## Раздел 2. Чтение

**B2**

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

- |                              |                          |
|------------------------------|--------------------------|
| 1. Various Applications      | 5. A Sport or a Hobby?   |
| 2. Changing Styles           | 6. Unexpected Victory    |
| 3. Benefits of Sport         | 7. Breaking World Record |
| 4. Choosing Proper Equipment | 8. Challenging Sport     |

A. Playing sports is a great way to make exercise fun and help children to develop healthy habits. Sports can also help children improve their agility, balance, and coordination. Participating in sports can help build a child's self-esteem. Studies show that children who play sports work harder in the classroom. Children also learn problem — solving skills and time management skills when they are part of a team.

B. Late last week BMX legend, Kevin Robinson, made history by flying higher than any human has ever gone on a BMX bike as part of Red Bull Experiment in New York City! Thousands of fans and spectators were on-site to catch all the action. This awesome feat had been a lifelong dream of Kevin's which until now no one else has ever been able to pull off!

C. American tennis star Venus Williams has lost her place at the Madrid Open when she was beaten in the second-round part of the contest by Russian teenager Alisa Kleybanova. Williams is the current world number three and her 19-year-old opponent was unseeded so the defeat came as a big shock. Williams said she thought Kleybanova had won 'by just being aggressive from both sides of the court.'

D. Skateboarding traces have their roots to the seventies but it really reached the peak of its popularity in the mid-eighties to the present when

major skateboard manufacturers propelled it to new heights. First, they started with half-pipe and vert ramp skateboarding. As the years went by, the focus shifted to street skateboarding, which brought about a few changes in deck shape and wheel size.

E. While the majority of scuba diving is recreation, there are those who do it for a living as well. Scientific exploration and research is another area with a lot of scuba diving demand. They spend a lot of time in the water watching sea life cycles, and how microorganisms fit the whole underwater environment. There are also others who work in constructing underwater platforms that are often used for research as well as offshore oil.

F. Surfing is a sport which is undertaken by almost every individual in the U.S. This term is often referred to as a surface water sport in which the person surfing is carried along the face of a breaking ocean wave standing on a surfboard. Surfboards can also be used on rivers on standing waves. Some people practise this as a hobby while others become professional surfers.

G. If you're interested in snowboarding, you will need to find out which length and width board is best for you. Both of these factors are critical to the success of snowboarding. Be aware that shorter boards are easier to manoeuvre, therefore making them great if you are just learning to snowboard. When it comes to width, it is important to consider foot size when choosing the width of a board.

A	B	C	D	E	F	G

B3

Прочитайте текст и заполните пропуски A — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

Before the invention of the internal combustion engine, the only successful human flights were in balloons filled with hot air or a gas like hydrogen which is 'lighter than air'. But balloons cannot be properly controlled in flight A \_\_\_\_\_. Not until man had invented a powered, 'heavier than air' machine could he claim to have conquered the skies. Steam-engines were often tried in the nineteenth century, but they were much too heavy in relation to the power they produced. It was the lighter, more compact petrol engine B \_\_\_\_\_.

Wilbur and Orville Wright were bicycle-makers from Dayton in the USA. In 1903, after carefully studying the problems of flight, they fitted a wooden

glider with a twelve horse-power petrol engine and two propellers driven by bicycle chains. On a cold morning in December at Kitty Hawk, North Carolina, they became the first men to fly a 'heavier than air' machine.

The British were slow to respond to the new invention. Five years went by C \_\_\_\_\_. In 1909, when the *Daily Mail* offered £1000 for the first man to fly the Channel, it was won by a Frenchman, Louis Bleriot. However, when the First World War broke out, five years later, the vast majority of the population had not yet seen an aeroplane. The military possibilities of aircraft were quickly realized, D \_\_\_\_\_. For the first time planes were mass produced from standard parts.

The extent of the progress made during the war was shown in 1919, when two Royal Air Force officers, John Alcock and Arthur Whitten-Brown, made the first flight across the Atlantic. They covered the 1890 miles from Newfoundland to Ireland at an average speed of 118 m.p.h., battling all the way against fog, ice and storms. At one point, Brown had to climb on the wings to hack away ice with a knife. In August of the same year, the world's first daily air service began, E \_\_\_\_\_.

By 1923 Croydon Airport, in Surrey, was handling up to thirty cross-channel flights a day. A high standard of safety and reliability was achieved, F \_\_\_\_\_.

1. carrying goods and passengers between London and Paris
2. so the war led to a rapid development of aviation
3. that lasted only fifty-nine seconds
4. that held the key to success
5. although the journey was slow and bumpy
6. before the first powered flight was made in England
7. because they are at the mercy of the wind and air-currents

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

### Softball at the Jorgensens'

Every year our neighbors, the Jorgensens, invite everyone round for a softball game. Randy Jorgensen has a huge backyard and he borrows equipment from a local club. The softball game is always kids against the grownups, from tiny little kids who have just learned to walk to old farmers

who get their grandkids to run because they can't, and there's always a lot of arguing about where the teenagers should go, because they're the fastest. This year Randy Jorgensen made a big plea for my little brother Curtis, trying to get him on the grownup side on the grounds that he's one of the tallest people there, which is true, but seeing as he's only going into eighth grade he really does belong on the kids' team.

Randy used to be the pitcher, the one who throws the ball to the person with the bat, but he took it too seriously, and the next year Mom suggested me, and now I

*line 11* guess it's just tradition. Which is nice because I don't play softball at school, and this fall I was playing football, so this is how I get to play, and I really need to play softball sometimes.

Besides, it's not like competitive softball. You mostly just throw the ball slowly enough for whoever's trying to hit it. Some little kids hold the bat out like they've never held a bat before, which some of them haven't, and I'll toss the ball as gently as I can against the bat, which in this game counts as a hit, even if the kid didn't swing the bat, and they'll be so surprised they'll just stand there, while everyone starts shouting, and their mom will have to take them by the hand to run around the bases, and the kid might even score a home run. this way and walk around on a cloud for the rest of the afternoon. With other folks, of course, I'm not so nice, and I'll throw the ball really hard when I get the chance.

My mom always takes a couple of turns at bat. All the younger kids think this is very funny, their school principal standing there in her flower-patterned shorts and her pink T-shirt. But the older kids know enough to stand back. One year she hit the ball so hard it took 20 minutes to find it. I guess she needs to play some softball too, and also needs to teach those kids a lesson or two about manners.

Then there's Curtis, who's always a huge part of the game, and I'm not just talking about his playing. My little brother might not talk to grownups much, or to me, but with little kids he's just amazing. Wherever he goes where there are 46 little kids, like this picnic, they just flock to him as fast as they can. The minute Curtis sat on the edge of the softball field, a half-dozen little kids started climbing on him and laughing and asking him questions, and he settled into it like being a human playground was his calling in life. Whenever the least kids went up to bat, he'd run round the bases with them if they wanted, and that was a big deal, him being a county player and all.

So when it was Curtis's turn to hit, the kids got so excited they were just exploding. I threw a fast ball and Curtis hit it hard, and the little kids went

crazy. He walked slowly off round the bases, because that ball was a couple of hours from being found. A bunch of little kids, though, took that personally. They ran up and started pulling on his arms, and his legs even, yelling at him to run, and then another bunch of kids, his defenders, decided that this first group shouldn't be so bossy and so they started pulling Curtis the other way. Until finally you couldn't even see Curtis, just a dozen little kids hollering and waving their arms and laughing madly, pulling him in every direction.

You know the expression 'fall down laughing'? I actually did, as I watched Curtis getting dragged around the bases. It was the funniest thing I've ever seen.

**A15** What do we learn about the Jorgensens' Softball game in the first paragraph?

- 1) The Jorgensens insist that everyone should play.
- 2) The adult players have an unfair advantage over the children.
- 3) Both teams particularly want one age group to play for them.
- 4) The players are not provided with adequate sports kit.

**A16** What is the 'tradition' referred to in line 11?

- 1) The writer always has a chance to take part.
- 2) The writer plays in the same position every year.
- 3) The writer's mother decides who plays where.
- 4) The writer chooses which team she will play for.

**A17** In the third paragraph, the writer tells us that in the Jorgensens' game

- 1) players are not allowed to throw the ball too hard.
- 2) players must hold the bat in a particular way.
- 3) players have to run round the bases in pairs.
- 4) players don't have to hit the ball with the bat.

**A18** What does the writer suggest about her mother in the fourth paragraph?

- 1) She doesn't look like other people's mothers.
- 2) She enjoys showing off her Softball skills.
- 3) She wants to entertain the children.
- 4) She is unaware of the younger children's behaviour.

**A19** What do we find out about Curtis?

- 1) He is planning to work with children in the future.
- 2) He doesn't communicate with anyone.
- 3) He encourages the children to behave badly.
- 4) He is a very talented softball player.

**A20** According to the writer, some little kids pulled Curtis' arms and legs because

- 1) they were disappointed by his behaviour.
- 2) they were angry that he had lost the ball.
- 3) they thought he was going in the wrong direction.
- 4) they wanted him to play with them.

**A21** How do you think the writer feels about the Jorgensens' softball game?

- 1) She feels embarrassed by the way some members of her family behave.
- 2) She hopes that people will notice how good she is at this sport.
- 3) She enjoys being able to play with all sorts of different people.
- 4) She wishes that the people involved were more skilled.

*По окончании выполнения заданий В2, В3 и А15 — А21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В2, В3, А15 — А21 располагаются в разных частях бланка. При переносе ответов в заданиях В2 и В3 цифры записываются без пробелов и знаков препинания.*

### Раздел 3. Грамматика и лексика

*Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами В4 — В10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В4 — В10.*

#### Puppies for Sale

A farmer had some puppies he needed to sell.

**B4** He painted a sign \_\_\_\_\_ the pups and set about nailing it to a post on the edge of his yard. ADVERTISE

**B5** While he \_\_\_\_\_ the last nail into the post, he felt a tug on his overalls and saw a little boy. DRIVE

**B6** 'Mister,' he said, '\_\_\_\_\_ (you) to sell your puppies? I would like to choose one.' As the dogs made their way to the fence, WANT

**B7** the little boy \_\_\_\_\_ a small puppy hobbling behind the others. 'Son,' said the farmer, 'if you buy that puppy, CHOOSE

**B8** he \_\_\_\_\_ able to run and play with you like these other dogs.' The little boy rolled up one leg of his trousers and showed the farmer a steel brace running down both sides of his leg, NOT BE

**B9** which \_\_\_\_\_ to a specially made shoe. ATTACH

**B10** He said, 'You see sir, I \_\_\_\_\_ run well myself, and he will need someone who understands.' NOT CAN

*Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами В11 — В16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы В11 — В16.*

#### Selling more

It has long been known that the sales of any

**B11** particular \_\_\_\_\_ can be affected by its appearance in a shop or store. The appearance of PRODUCE

**B12** an item is basically affected by the \_\_\_\_\_ and colour in the shop and its position relative to LIGHT

**B13** other items. This is perhaps most apparent in \_\_\_\_\_, where it has been found that the most effective place for gum and batteries is MARKET

**B14** \_\_\_\_\_ before the check-out. Supermarkets also persuade customers to buy by brightening some areas and pumping the smell of fresh DIRECT

**B15** bread into the \_\_\_\_\_ section. This sounds perfectly reasonable, but it has also been found BAKE

**B16** that smells that have absolutely no \_\_\_\_\_ with the items on sale can encourage people to buy these items. CONNECT

*Прочитайте текст с пропусками, обозначенными номерами А22 — А28. Эти номера соответствуют заданиям А22 — А28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

Peter Madison was an antique dealer, which meant that he spent his days either serving customers in his small shop or trying to sell his antiques at antique fairs. Today was the day of the Redwood Antiques Fair and Peter

had a stall there. He got there early and **A22** \_\_\_\_\_ out on display various objects that he thought might sell well, like a gold cigarette case and a silver teapot. Eventually, members of the **A23** \_\_\_\_\_ began to walk around the stalls, occasionally stopping to examine something.

Peter sold a few items and it was soon lunchtime. He decided to walk around a little and he asked the dealer next to him to keep an eye on his stall while he was away.

He bought a sandwich and chewed it as he **A24** \_\_\_\_\_ around. He looked at a few things but nothing really grabbed his attention. He was about to return to his stall when he saw a small blue vase that looked like it might have been made by a famous local potter, who was very much in **A25** \_\_\_\_\_.

'I expect it's just an inexpensive copy,' he thought to himself. However, as soon as he picked it up, he knew that it was **A26** \_\_\_\_\_. His heart began to race in his chest. The small object in his hand was worth over twenty thousand pounds. He lifted up the price tag to see how much it was being sold for. He almost dropped the vase when he read the figure. The price on the tag was fifty pounds. Clearly the dealer didn't know what it was worth.

Very calmly, **A27** \_\_\_\_\_ a great effort to keep his voice level, Peter said to the dealer, 'How much do you want for this?' The dealer looked at him, then at the vase in his hand, sniffed and said 'It's fifty pounds' He paused. 'But you can have it for forty-five.' Peter reached into his pocket very slowly and pulled out his wallet. He handed the money **A28** \_\_\_\_\_ and thanked the man. He returned to his stall and sat down. 'It must be my lucky day,' he thought and smiled.

- |            |             |             |            |            |
|------------|-------------|-------------|------------|------------|
| <b>A22</b> | 1) set      | 2) came     | 3) looked  | 4) turned  |
| <b>A23</b> | 1) audience | 2) nation   | 3) public  | 4) society |
| <b>A24</b> | 1) hopped   | 2) wandered | 3) marched | 4) stamped |
| <b>A25</b> | 1) request  | 2) order    | 3) desire  | 4) demand  |
| <b>A26</b> | 1) actual   | 2) genuine  | 3) proper  | 4) honest  |
| <b>A27</b> | 1) doing    | 2) giving   | 3) making  | 4) putting |
| <b>A28</b> | 1) in       | 2) out      | 3) back    | 4) over    |

**По окончании выполнения заданий В4 – В16, А22 – А28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания В4 – В16, А22 – А28 располагаются в разных частях бланка. При переносе ответов в заданиях В4 – В16 буквы записываются без пробелов и знаков препинания.**

## Раздел 4. Письмо

Для ответов на задания С1 и С2 используйте бланк ответов № 2. При выполнении заданий С1 и С2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объёма текста. Тексты недостаточного объёма, а также часть текста, превышающая требуемый объём — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания С1, С2, а потом пишете свой ответ.

**C1** You have 20 minutes to do this task.

*You know, my sister would like to be a school teacher. She likes children but I wonder whether it's enough to make a good teacher. What qualities, in your opinion, are necessary for any teacher? And what qualities are connected with a particular subject he or she teaches? Would you like to try teaching? By the way, yesterday we bought a new TV set with a large screen for our living-room. ...*

- Write a letter to Stephen. In your letter
- answer his questions
- ask 3 questions about his favourite TV programmes.

Write 100 – 140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.

Your teacher has asked you to write an essay, giving your opinion on the following statement:

*Young people do not appreciate the value of money unless they are made to work for it. Do you agree with the statement?*

Write your essay. Write 200 — 250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position.

## VARIANT 14

## Раздел 1. Аудирование

B1

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

1. Having a car is a must today.
2. It costs too much to run cars nowadays.
3. Cars make our lives more comfortable.
4. The world would be better without cars.
5. Cars pollute our environment.
6. The world would not be able to survive without cars.
7. Cars are a vital addition to public transport.

Говорящий	A	B	C	D	E	F
Утверждение						

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.

- A1 Mike's administrative work was very well paid.  
1) True                      2) False                      3) Not stated
- A2 Mary did not do well at University because she had to earn her living.  
1) True                      2) False                      3) Not stated
- A3 Mary was younger than the other students at her university.  
1) True                      2) False                      3) Not stated
- A4 Mary thinks that regular classes are rather time-consuming.  
1) True                      2) False                      3) Not stated
- A5 Mary thinks that she can't study better than when she was younger.  
1) True                      2) False                      3) Not stated

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- A6 Distance learning seems to be very convenient for Mary.  
1) True                      2) False                      3) Not stated
- A7 Mike does not feel disappointed about going to University.  
1) True                      2) False                      3) Not stated

В заданиях A8 — A14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды.

- A8 What helped Pamela to decide to become a fashion designer?  
1) working as an assistant in a fashion shop  
2) doing research into the fashion industry  
3) attending a course on fashion design
- A9 What does Pamela say about having a degree in fashion?  
1) It's essential for promotion.  
2) It's evidence of your ability.  
3) It guarantees you a better income.
- A10 Pamela says that when starting your own fashion label, it's most important to  
1) enjoy the creative process.  
2) contact shops that might sell it.  
3) have a business plan.
- A11 Where does Pamela usually find inspiration for her fashion designs?  
1) in the work of other designers  
2) in the styles of other countries  
3) in the clothes her friends wear
- A12 What aspect of her work does Pamela find most difficult to deal with?  
1) the pressure to meet deadlines  
2) the failure of some of her designs  
3) the need to attend fashion shows
- A13 According to Pamela, successful designers need to be able to  
1) predict future fashions.  
2) recognise all past styles.  
3) get their designs published.
- A14 What advice does Pamela have for people who want a career in fashion?  
1) Be aware of the options available.  
2) Don't be afraid of sudden fame.  
3) Learn from your own errors.

По окончании выполнения заданий В1 и А1 — А14 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания В1, А1 — А14 располагаются в разных частях бланка. При переносе ответов в задания В1 (в нижней части бланка) цифры записываются без пробелов и знаков препинания.

## Раздел 2. Чтение

В2

Установите соответствие между заголовками 1 — 8 и текстами А — Г. Занесите свои ответы в таблицу. Используйте каждую цифру только один раз. В задании один заголовок лишний.

1. Fakes for Car Lovers
2. An Unusual Passenger
3. Live Compasses
4. A «Watchcow»
5. A Strange Marriage
6. A Runaway
7. A Great Job for Men
8. Silly Forgery

A. Researchers discovered that cattle have a good sense of direction and tend to point in a northerly direction. It has long been observed that cows appear to have a talent for weather forecasting, but until now their navigational abilities have been largely ignored. Their innate ability to find north is believed to be a relic from the days when their wild ancestors needed an accurate sense of direction to migrate across the plains of Africa, Asia and Europe.

B. A man in the US state of Texas has been arrested for allegedly trying to cash a cheque for \$360bn, Charles Ray Fuller had said he wanted to start a record business, authorities in the state said. The 21-year-old's attempt to cash the money in a bank in Fort Worth failed when staff spotted the 10 zeros on the personal cheque. Mr. Fuller was arrested on a charge of forgery and was released on bail of \$3,750.

C. Residents of a rural Colorado town say a cow named Apple chased off a bear that had climbed into her favorite apple tree. Jack McDonald of Hygiene, about 30 miles northwest of Denver, said the bear had climbed out of the tree when the cow approached it Sunday afternoon. McDonald says the animals touched noses and hung out together for a bit before Apple chased the bear off. «It was hilarious,» he adds.

D. Mike Hammond was bombarded with offers after advertising in his village post-office for someone to accompany his 88-year-old father Jack on visits to a southern England pub from a nursing home. He offered the lucky winner 7 pounds (\$14) an hour plus expenses and, after sifting through the applicants, decided on a job-share. Drinking duties are to be divided between a retired doctor and a former military man. «Dad will be going down to the pub several times a week — three with his new Mends and twice with me,» Mike Hammond says.

E. Italians are used to buying fake Gucci bags or Rolex watches to look stylish but police found a new height of craftsmanship and cunning when they broke up a ring selling fake Ferrari cars for a fraction of the real price. Police accused 15 people of building the blood red sports cars and selling them to car fanatics on a budget. Some of the cars sold for about 20,000 euros, about a tenth of the going price for some versions.

F. A man in southern India married a female dog in a traditional Hindu ceremony. P. Selvakumar, 33, married the sari-draped former stray named Selvi, chosen by family members. Selvakumar said he had been suffering since he killed two dogs 15 years before. «After that my legs and hands got paralyzed and I lost hearing in one ear,» he said. An astrologer had told Selvakumar the wedding was the only way he could cure the maladies.

G. Bus drivers have nicknamed a white cat Macavity after it has started using the No 331 several mornings a week. The cat gets onto the busy Walsall to Wolverhampton bus at the same stop most mornings — he then jumps off at the next stop 400 m down the road, near a fish and chip shop. The cat was nicknamed Macavity after the mystery cat in T.S. Elliot's poem.

A	B	C	D	E	F	G

В3

Прочитайте текст и заполните пропуски А — F частями предложений, обозначенными цифрами 1 — 7. Одна из частей в списке 1 — 7 — лишняя. Занесите цифру, обозначающую соответствующую часть предложения, в таблицу.

The two-player game chess is one of the most popular board games in the world. It is also one of the oldest, although there is uncertainty regarding A \_\_\_\_\_. Several countries claim to have invented the game. One possibility is that chess was invented in India about 1500 years ago. Another theory, however, says that the Chinese were playing a form of chess B \_\_\_\_\_.

We shall probably never know for sure, but we do know where the word 'chess' comes from. It comes from the Persian word *shah*, C \_\_\_\_\_.

The rules for chess have changed several times during the centuries. Many of the modern rules were introduced in the 15<sup>th</sup> century, and minor changes to the game were also made in the 19<sup>th</sup> century. Today, there is an international organisation called FIDE (Federation Internationale des Echecs) D \_\_\_\_\_.

The enormously successful board game Monopoly also has an interesting history. Although many people believe that Charles Darrow created the game, it is now known E \_\_\_\_\_.

In the 1920s, there were a number of home-made games in the USA called Monopoly, all very similar to the game we play today. Charles Darrow played one of these games, enjoyed it, and decided to make his own version. He, his wife and his son made the sets by hand and he began to sell them. The game's popularity grew and, in 1935, Darrow sold the game to the American company Parker Brothers.

In a short space of time, there were versions F \_\_\_\_\_. It has been estimated that, since 1935, more than 500 million people have played Monopoly.

1. which means 'king'
2. which is responsible for making any further changes to the rules
3. where and when it originated
4. for cities and countries all round the world
5. that he did not
6. who then decided to sell the game to Waddingtons
7. over 800 years before that

A	B	C	D	E	F

Прочитайте рассказ и выполните задания A15 — A21. В каждом задании обведите цифру 1, 2, 3 или 4, соответствующую выбранному вами варианту ответа.

At the office that day, Martha was left to 'keep her eyes open' until after the lunch hour. Then Mr Max Cohen brought her a document to copy. She was so tense, she had to start afresh three times: and when he came to fetch it, all that had been achieved were the words 'Memorandum of an 'Agreement of Sale' typed raggedly across the top of the sheet. She shrank under his impatient assurance that it did not matter in the least, and she must take her time. Her fingers were heavy trembling, and her head was thick. To type two pages of his small neat writing into something and pleasant to look at seemed to her, just then, an impossibly difficult task. He went home without coming to her

desk again; and she flung a dozen sheets of paper into the wastepaper basket, and decided she would come early next morning and do it before anyone else arrived.

Mrs Buss, on her way out, asked, «Have you got any certificates?» Martha said no, she had learned to type at home. Mrs Buss said nothing consoling, but merely nodded absent-mindedly, for her eyes were on the elegant Mrs Jasper Cohen. Martha could barely see where she was going as she left the office. She was filled with a violent revulsion against the law and everything connected with it. What she said to herself was, I won't spend the rest of my life typing this stupid jargon.

She stood at the corner of the street and watched a crowd of carefree young people going into McGrath's Hotel, and felt sick with envy. Then she crossed the street and went into the offices of on Zambesi News. She was going to see if Mr Spur, an old journalist, whom she had known 'as a child' — that is to say, she had spent a month's holiday with him and his wife about four years before — could offer her any kind of position. She was in the building about half an hour, and when she came out her face was hot with embarrassment. It had been so painful she could not bear to remember what had happened. What she must remember was that she had no qualifications whatsoever.

She understood, finally, the extent of the favour Mr Cohen was doing her; and next morning it was at her desk in a very chastened frame of mind. Her eyes were certainly opened, but she had no time to use them, for long before that first document was finished, several more arrived on her desk and it was lunchtime before she knew it. She tried to persuade herself that the papers she sent in neatly clipped and tied with green tape in the form of the exquisite, faultless documents Mrs. Buss turned out with such ease, were satisfactory. Mr Max Cohen received them with a noncommittal glance and a nod; and later Martha saw Mrs Buss doing them again. She was given no more, whole day she sat idle at her desk, feeling sick and useless, wishing that she could run wondering what would happen.

The fair, plump girl, Maisie Gale, who sat next to her said consolingly, «Don't lose any sleep. Just do what you can get away with, that's my motto.» Martha was offended, and replied with a stiff smile.

**A15** Why did Martha find her first day at the office difficult?

- 1) She was not used to working under pressure.
- 2) The task given to her was very difficult.
- 3) She was too nervous to think.
- 4) Mr Cohen was not easy to please.

**A16** By the end of the day, which of the following was true of Martha?



- 1) She knew that Mr Cohen was disappointed in her.
- 2) She still hadn't handed in any work.
- 3) She had handed in her work unfinished.
- 4) She had decided she would work better when the office was empty.

**A17** As Mrs Buss left the office, what impression do we get of her attitude towards Martha?

- 1) She seemed disinterested in her.
- 2) She seemed concerned about her lack of qualifications.
- 3) She seemed to have taken a dislike to her.
- 4) She seemed eager to help her.

**A18** The writer tells us that Martha left the office feeling

- 1) determined to find another occupation.
- 2) angry with Mrs Buss.
- 3) frustrated at her failure that day.
- 4) worried that she would lose her job.

**A19** Why did Martha go to see Mr Spur?

- 1) to help him out
- 2) to ask him for advice
- 3) to pay him a social call
- 4) to ask him for a job

**A20** How had Martha's attitude towards her job changed by the following day?

- 1) She was starting to feel more enthusiastic about it.
- 2) She now realised she was lucky to have a job at all.
- 3) She had made her mind up to try harder.
- 4) She was now feeling more confident of her abilities.

**A21** Martha was given no more documents to type because

- 1) she seemed to have been forgotten about.
- 2) she was taking too long to type them.
- 3) the standard of her work was poor.
- 4) Mrs Buss preferred to do them herself.

**По окончании выполнения заданий B2, B3 и A15 — A21 не забудьте перенести свои ответы в бланк ответов № 1! Обратите внимание, что ответы на задания B2, B3, A15 — A21 располагаются в разных частях бланка. При переносе ответов в заданиях B2 и B3 цифры записываются без пробелов и знаков препинания.**

### Раздел 3. Грамматика и лексика

**Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами B4 — B10, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B4 — B10.**

**B4** In 1943 Lieutenant Alexander Barr \_\_\_\_\_ into ORDER

the Armed Guard aboard the merchant ship, like many other civilian officers with no real mechanical skills — teachers, writers, lawyers. His men were the rag-tag of merchant service and knew very little of it. Lieutenant Alec Barr had his crew well in hand except one particularly unpleasant character, a youngster called Zabinski.

**B5** Every ship has \_\_\_\_\_ problem child, and Zabinski IT

was Alec's cross. If anybody was drunk and in trouble ashore, it was Zabinski.

**B6** If anybody \_\_\_\_\_ on watch, or asleep on watch, it SMOKE

always was Zabinski. Discipline on board was

**B7** hard to keep and Zabinski made it \_\_\_\_\_. Alec BAD

called the boy to his cabin.

**B8** «I \_\_\_\_\_ to reason with you,» he said. «I've punished TRY

you with everything from confinement to ship to extra duty. I've come to the conclusion that the only thing you may understand is force. I've got some boxing gloves. Navy Regulations

**B9** say they should \_\_\_\_\_ for recreation. We are going USE

to have some.»

**B10** «That's all right,» Zabinski said \_\_\_\_\_. SMILE

**Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами B11 — B16, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы B11 — B16.**

### The Amazon Rainforest

The Amazon rainforest is one of the world's greatest natural resources. Also called Amazonia, it

- |            |  |          |
|------------|--|----------|
| <b>B11</b> | produces about a _____ of the world's oxygen.  | FIVE     |
| <b>B12</b> | The name 'rainforest' is slightly _____, because although it is very humid, it doesn't rain  | LEAD     |
| <b>B13</b> | _____ in the forest. The rainforest is home to thousands of animal and plant species, a product of millions of years of _____.   | CONSTANT |
| <b>B14</b> | Most of these are not found on the forest floor but at a _____ of over 30 metres above the ground.   | EVOLVE   |
| <b>B15</b> | This area high up in the branches of the trees is known as the canopy, and is only gradually becoming _____ to scientists researching the enormous variety of plants and animals that live there. Many people believe it is extremely valuable for the whole of our planet, and that the future of humanity depends on its survival. | HIGH     |
| <b>B16</b> |  | ACCESS   |

*Прочитайте текст с пропусками, обозначенными номерами A22 — A28. Эти номера соответствуют заданиям A22 — A28, в которых представлены возможные варианты ответов. Обведите номер выбранного вами варианта ответа.*

### The world's finest chocolates

Belgium likes to think of itself as the home of the finest chocolate in the world. If this **A22** \_\_\_\_\_ is true, then the Place du Grand Sablon in Brussels must be the centre of the chocolate world. This square is not far from the city's Museum of Fine Arts and some of the country's leading chocolate shops can be found there, including such internationally famous names as Wittamer, Godiva and Marcolini.

Marcolini is the most recent arrival in the square and is **A23** \_\_\_\_\_ regarded as the most fashionable chocolate-maker in Belgium. The designers of the company's shop have evidently been **A24** \_\_\_\_\_ up ideas from Emporio Armani a few doors down. The Marcolini shop has black walls, a white floor and staff who **A25** \_\_\_\_\_ black and white shirts and resemble fashion models **A26** \_\_\_\_\_ than salespeople.

As **A27** \_\_\_\_\_ as the chocolates are concerned, these are displayed in impressive glass cases. Once you've achieved your selection, you go over to the counter to pay, and get a wonderful close-up **A28** \_\_\_\_\_ of a flowing fountain of melted chocolate.

Some Belgians would suggest that the best examples of the country's skill at chocolate-making are the small chocolates called pralines. These have a hard outer shell of chocolate around a softer filling that comes in a variety of flavours. It was these that I decided to try.

- |            |               |            |            |              |
|------------|---------------|------------|------------|--------------|
| <b>A22</b> | 1) accusation | 2) claim   | 3) demand  | 4) challenge |
| <b>A23</b> | 1) wholly     | 2) greatly | 3) widely  | 4) deeply    |
| <b>A24</b> | 1) catching   | 2) picking | 3) getting | 4) copying   |
| <b>A25</b> | 1) carry      | 2) wear    | 3) dress   | 4) clothe    |
| <b>A26</b> | 1) instead    | 2) better  | 3) whereas | 4) rather    |
| <b>A27</b> | 1) soon       | 2) far     | 3) long    | 4) well      |
| <b>A28</b> | 1) view       | 2) scene   | 3) sight   | 4) look      |

*По окончании выполнения заданий B4 — B16, A22 — A28 не забудьте перенести свои ответы в бланк ответов №1! Обратите внимание, что ответы на задания B4 — B16, A22 — A28 располагаются в разных частях бланка. При переносе ответов в заданиях B4 — B16 буквы записываются без пробелов и знаков препинания.*

### Раздел 4. Письмо

*Для ответов на задания C1 и C2 используйте бланк ответов № 2. При выполнении заданий C1 и C2 особое внимание обратите на то, что Ваши ответы будут оцениваться только по записям, сделанным в бланке ответов № 2. Никакие записи черновика не будут учитываться экспертом. Обратите внимание также на необходимость соблюдения указанного объема текста. Тексты недостаточного объема, а также часть текста, превышающая требуемый объем — не оцениваются. При заполнении Бланка ответов №2 вы указываете сначала номер задания C1, C2, а потом пишете свой ответ.*

**C1** You have 20 minutes to do this task.

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

*... I am a dancer, I've been in dancing for about six years. I train a lot, besides I have to travel around the country to take part in competitions so I have very little free time. But I need friends like everyone. How can I make them if I travel so much? Shall I use the Net to find a friend? Shall I write a letter to somebody?  
In a week, I'm going to the north for a dancing competition again ...*

Write a letter to Cecily.

In your letter

- answer his questions
- ask 3 questions about her decision.

Write 100 – 140 words.

Remember the rules of letter writing.

**C2** You have 40 minutes to do this task.  
Comment on the following statement.

*Some people think that graffiti is another form of expressing art whereas others consider it to be pure vandalism.*

**What is your opinion?**

Write 200 – 250 words.

Use the following plan:

- make an introduction (state the problem)
- express your personal opinion and give 2–3 reasons for your opinion
- express an opposing opinion and give 1–2 reasons for this opposing opinion
- explain why you don't agree with the opposing opinion
- make a conclusion restating your position.

### Ответы к учебно-тренировочным вариантам

#### VARIANT 1

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	1	A15	3	A22	2
A2	2	A16	3	A23	1
A3	1	A17	4	A24	3
A4	3	A18	1	A25	4
A5	3	A19	1	A26	4
A6	2	A20	2	A27	4
A7	1	A21	1	A28	1
A8	1				
A9	3				
A10	2				
A11	1				
A12	1				
A13	2				
A14	2				
Аудирование					
B1		176523			
Чтение					
B2		1568723			
B3		714236			
Грамматика и лексика					
B4		are ... getting			
B5		aged			
B6		rising			
B7		are helped			
B8		pay			
B9		do not appear			
B10		to lose			
B11		integrated			
B12		correctional			
B13		accordingly			
B14		specialists			
B15		imagine			
B16		decent			

## VARIANT 2

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	3	A22	4
A2	1	A16	2	A23	2
A3	3	A17	1	A24	2
A4	3	A18	4	A25	1
A5	1	A19	1	A26	1
A6	1	A20	3	A27	3
A7	2	A21	2	A28	4
A8	2				
A9	2				
A10	1				
A11	3				
A12	1				
A13	1				
A14	3				
Аудирование					
B1		156237			
Чтение					
B2		2148357			
B3		273465			
Грамматика и лексика					
B4	had been				
B5	disapproving				
B6	makes				
B7	worked				
B8	have heard				
B9	are supposed				
B10	will ... give				
B11	one-handed				
B12	professionally				
B13	particular				
B14	emergency				
B15	safety				
B16	slippery				

## VARIANT 3

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	4	A22	3
A2	1	A16	4	A23	4
A3	1	A17	2	A24	1
A4	3	A18	2	A25	1
A5	3	A19	1	A26	4
A6	2	A20	1	A27	2
A7	1	A21	3	A28	2
A8	1				
A9	2				
A10	3				
A11	2				
A12	1				
A13	3				
A14	1				
Аудирование					
B1		617254			
Чтение					
B2		5217843			
B3		127456			
Грамматика и лексика					
B4	noticing				
B5	have ... begun				
B6	equipped				
B7	will be timed				
B8	making				
B9	has been beaten				
B10	was set				
B11	ability				
B12	encourage				
B13	compulsory <compulsive>				
B14	easily				
B15	further				
B16	applications				

## VARIANT 4

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	2	A22	1
A2	3	A16	4	A23	2
A3	1	A17	2	A24	4
A4	2	A18	1	A25	4
A5	1	A19	2	A26	2
A6	1	A20	4	A27	3
A7	3	A21	3	A28	2
A8	2				
A9	1				
A10	1				
A11	2				
A12	3				
A13	2				
A14	3				
Аудирование					
B1	761235				
Чтение					
B2	2143785				
B3	623514				
Грамматика и лексика					
B4	was sitting				
B5	was broken				
B6	did you get up				
B7	would help				
B8	be cooked				
B9	seems				
B10	has been kidnapped				
B11	banning				
B12	owners				
B13	consequences				
B14	privately				
B15	proposals				
B16	unnecessary				

## VARIANT 5

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	2	A22	3
A2	1	A16	4	A23	2
A3	1	A17	1	A24	4
A4	3	A18	3	A25	2
A5	2	A19	4	A26	1
A6	2	A20	1	A27	3
A7	1	A21	2	A28	4
A8	3				
A9	3				
A10	1				
A11	2				
A12	3				
A13	2				
A14	1				
Аудирование					
B1	351472				
Чтение					
B2	3758214				
B3	376142				
Грамматика и лексика					
B4	was convicted				
B5	looking				
B6	decides				
B7	are dealing				
B8	be trivialized				
B9	had found				
B10	was shown				
B11	simultaneously				
B12	disadvantages				
B13	confusion				
B14	importantly				
B15	available				
B16	modernity				

## VARIANT 6

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	2	A22	3
A2	2	A16	1	A23	1
A3	3	A17	4	A24	4
A4	1	A18	2	A25	3
A5	1	A19	3	A26	2
A6	3	A20	3	A27	1
A7	2	A21	1	A28	2
A8	3				
A9	1				
A10	2				
A11	2				
A12	1				
A13	3				
A14	3				
Аудирование					
B1	531724				
Чтение					
B2	5724138				
B3	475162				
Грамматика и лексика					
B4	was thinking				
B5	would have				
B6	looking				
B7	had forgotten				
B8	meeting				
B9	was supposed				
B10	could/was able to				
B11	pressure				
B12	satisfaction				
B13	consumers				
B14	powerful				
B15	significant				
B16	cautious				

## VARIANT 7

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	2	A22	2
A2	3	A16	3	A23	3
A3	1	A17	4	A24	1
A4	1	A18	2	A25	2
A5	3	A19	3	A26	1
A6	2	A20	3	A27	4
A7	3	A21	1	A28	3
A8	2				
A9	3				
A10	1				
A11	2				
A12	1				
A13	2				
A14	3				
Аудирование					
B1	362714				
Чтение					
B2	8573624				
B3	361752				
Грамматика и лексика					
B4	isn't making				
B5	are convinced				
B6	has always denied				
B7	saying				
B8	had been made				
B9	would make				
B10	was nominated				
B11	expectations				
B12	captivating				
B13	landmarks				
B14	representative				
B15	further				
B16	friendliest				

## VARIANT 8

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	1	A15	3	A22	3
A2	2	A16	4	A23	1
A3	2	A17	1	A24	2
A4	3	A18	2	A25	3
A5	2	A19	1	A26	1
A6	1	A20	4	A27	4
A7	2	A21	2	A28	2
A8	2				
A9	3				
A10	3				
A11	1				
A12	2				
A13	3				
A14	2				
Аудирование					
B1		417253			
Чтение					
B2		4752681			
B3		462713			
Грамматика и лексика					
B4	has gone				
B5	having trained				
B6	was very limited				
B7	would have				
B8	was watching				
B9	had been				
B10	being able to				
B11	punishment				
B12	commonplace				
B13	psychologists				
B14	variety				
B15	consistently				
B16	undetactable				

## VARIANT 9

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	1	A15	2	A22	4
A2	2	A16	3	A23	3
A3	3	A17	4	A24	1
A4	2	A18	1	A25	3
A5	1	A19	4	A26	2
A6	2	A20	3	A27	1
A7	3	A21	1	A28	4
A8	1				
A9	2				
A10	2				
A11	3				
A12	1				
A13	1				
A14	3				
Аудирование					
B1		472153			
Чтение					
B2		3672518			
B3		327614			
Грамматика и лексика					
B4	more unusual				
B5	has				
B6	taken				
B7	found				
B8	would be				
B9	were doing				
B10	had forgotten				
B11	identification				
B12	evolutionary				
B13	sufficient				
B14	consciousness				
B15	resourceful				
B16	imagination				

## VARIANT 10

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	1	A15	2	A22	2
A2	2	A16	1	A23	1
A3	1	A17	3	A24	3
A4	3	A18	4	A25	1
A5	2	A19	2	A26	2
A6	3	A20	4	A27	4
A7	2	A21	1	A28	1
A8	3				
A9	1				
A10	3				
A11	2				
A12	3				
A13	1				
A14	3				
Аудирование					
B1	745213				
Чтение					
B2	5861472				
B3	357146				
Грамматика и лексика					
B4	had to				
B5	had agreed				
B6	was coming				
B7	looking				
B8	will be				
B9	packed				
B10	have had				
B11	unknown				
B12	incredibly				
B13	pronunciation				
B14	reasonably				
B15	remarried				
B16	documentary				

## VARIANT 11

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	1	A15	3	A22	3
A2	2	A16	2	A23	1
A3	1	A17	2	A24	4
A4	3	A18	1	A25	2
A5	2	A19	1	A26	3
A6	2	A20	4	A27	4
A7	3	A21	2	A28	3
A8	3				
A9	1				
A10	2				
A11	1				
A12	2				
A13	3				
A14	2				
Аудирование					
B1	761352				
Чтение					
B2	5726843				
B3	632154				
Грамматика и лексика					
B4	had been invented				
B5	got				
B6	stopping				
B7	faster				
B8	would change				
B9	have built				
B10	biggest				
B11	tasteless				
B12	laughter				
B13	unfair				
B14	improvements				
B15	skillfully				
B16	adventurous				



## VARIANT 12

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	3	A22	4
A2	1	A16	3	A23	2
A3	2	A17	2	A24	1
A4	3	A18	2	A25	4
A5	1	A19	1	A26	3
A6	1	A20	4	A27	4
A7	3	A21	1	A28	2
A8	2				
A9	1				
A10	3				
A11	1				
A12	2				
A13	3				
A14	2				
Аудирование					
B1	745163				
Чтение					
B2	5614823				
B3	642153				
Грамматика и лексика					
B4	is located				
B5	largest				
B6	is done				
B7	doesn't/ does not need				
B8	cutting				
B9	nearer				
B10	best				
B11	challenging				
B12	successfully				
B13	sensitive				
B14	development				
B15	unable				
B16	constantly				

## VARIANT 13

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	3	A15	3	A22	1
A2	2	A16	2	A23	3
A3	1	A17	4	A24	2
A4	2	A18	2	A25	4
A5	2	A19	4	A26	2
A6	3	A20	1	A27	3
A7	2	A21	3	A28	1
A8	3				
A9	1				
A10	3				
A11	1				
A12	2				
A13	3				
A14	3				
Аудирование					
B1	472365				
Чтение					
B2	3762154				
B3	746215				
Грамматика и лексика					
B4	advertising				
B5	was driving				
B6	do you want				
B7	chose				
B8	will not be/won't be				
B9	was attached				
B10	cannot/can't				
B11	product				
B12	lighting				
B13	supermarkets				
B14	directly				
B15	bakery				
B16	connection				

## VARIANT 14

Раздел 1. Аудирование		Раздел 2. Чтение		Раздел 3. Грамматика и лексика	
№ задания	Ответы	№ задания	Ответы	№ задания	Ответы
A1	2	A15	2	A22	2
A2	3	A16	4	A23	3
A3	2	A17	1	A24	4
A4	3	A18	1	A25	2
A5	2	A19	4	A26	2
A6	1	A20	2	A27	2
A7	1	A21	3	A28	1
A8	2				
A9	2				
A10	3				
A11	3				
A12	1				
A13	2				
A14	1				
Аудирование					
B1		372416			
Чтение					
B2		3847152			
B3		371254			
Грамматика и лексика					
B4	was ordered				
B5	its				
B6	was smoking				
B7	worse				
B8	have tried				
B9	be used				
B10	smiling				
B11	fifth				
B12	misleading				
B13	constantly				
B14	evolution				
B15	height				
B16	accessible				

## Тексты для аудирования

## VARIANT 1

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

## Задание B1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

## Speaker A

As more and more retailers enter the world of online shopping, consumer demands for more innovative business structures are growing. Russia's e-commerce sector is fairly young compared to other markets. But now that some 40 percent of the country's adult population is regularly using the Internet, on-line shopping is becoming a lifestyle for an increasing number of people.

## Speaker B

One way online retailers are using the web to their advantage is by allowing customers to design their own goods. Australian online shop Shoes of Prey began operations in Russia in the spring. It provides customers with easy-to-use software to design their own shoes by choosing from thousands of designs, materials, patterns and colors.

## Speaker C

This kind of business model has the double advantage of selling the customer exactly what they want and saving the company labor costs by passing the work on to the consumer. Once sewn together, the shoes are shipped to the customer within a month. The price tags on the shoes are fairly reasonable, given that each pair is unique.

**Speaker D**

Another successful model in the e-commerce sector is the regular supply method, in which customers pay a set fee to receive goods on a regular basis, with an extra element of surprise. For example a Canadian firm which launched in Russia in July sends subscribers three new pairs of men's socks in different styles and colors every four months. Besides they send subscribers a surprise pair of socks every month.

**Speaker E**

On-line food shopping is becoming increasingly popular in Moscow, with companies using similar methods to diversify their services and attract customers. Eco Food Moscow links customers up through its face site to farms in the Moscow region, from which they can order food boxes of fresh meat, milk, cheese and vegetables from local farms. Goods can be pre-ordered in advance online or purchased on the spot.

**Speaker F**

Research conducted by Citibank and Google shows that the main barriers to growth in the e-commerce market are delivery inefficiencies and the unpopularity of on-line payment methods. Once the barriers are broken down, we will see higher growth. But today quite a large number of on-line buyers are not satisfied completely by the existing delivery infrastructure as a whole and don't trust modern payment methods.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Вы услышите разговор репортера с инструктором по вождению. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

**Reporter:** Hello! Today we're talking of extreme driving. You know driving in most big cities is often an extreme sport — even for those who have

nothing to do with extreme sports. Legally licensed drivers often exhibit «skills» that are far from the ideal, that is why actual extreme driving courses are gaining popularity with people of different ages and social status. Here is an instructor of local driving school Extreme Driver.

**Instructor:** Hello! There is a general misconception that extreme driving courses are aimed at maniac racers, but they in fact focus on how to act in extraordinary situations.

**Reporter:** Tell us more about your courses, please.

**Instructor:** There are various programs aimed at different drivers, including those who are very experienced and those who haven't dared to get behind the wheel on a regular basis even after getting their licenses. A driver with little experience or someone who needs to overcome certain psychological barriers to driving in Moscow can take advantage of theoretical courses on how to prevent accidents, then take practical courses that involve driving on city streets. The theory courses are always taught in groups and practical skills are taught in smaller groups of five or ten people.

**Reporter:** Do you have anything special for women?

**Instructor:** Female drivers are given special consideration, as they are often victimized by fears of such functions as parallel parking and backing up. As for skilled drivers, they are taught to cope with extreme situations in theory and in practice. The courses include driving on an icy track, coping with skidding on different vehicles and corrective maneuvering at high speeds. Those who haven't driven for a long time can take courses aimed at helping them re-acquire their skills. The school instructors advise extra courses both in the beginning of the winter and summer seasons, as well as when a client switches to a new vehicle.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**Задания А8 — А14**

*Вы услышите разговор репортера и участника соревнований в беге по горам. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Reporter:** Fell running is becoming more and more popular, especially in Britain. There are fell running competitions every weekend in Wales, the English Lake District and Scotland. It's early June in the mountains of North Wales. And we're speaking to one of the fell runners Julie.

**Julie:** Hi! Our group is getting ready to start a 48 hour race. We carry a tent, sleeping bag and food. We also have a map and compass. The race will last 48 hours. In this time, we will have to run up and down different mountains. We begin the race in pairs.

**Reporter:** The weather isn't good. There is a cold wind and it has started to rain. But the runners do not seem to care.

**Julie:** You're right. The weather leaves much to be desired. But for most of us it's no problem.

**Reporter:** Could you tell us more about this kind of sport?

**Julie:** Well, it's not an easy sport. Fell runners don't have to climb in the mountains. But they have to navigate with a map and compass as they run over the mountains. It is a bit like cross-country running, except that it is in the mountains. The runners have to cross difficult ground. Sometimes the way is very steep, but they never have to climb. The winners are the people who complete the course in the shortest time. There are different types of fell running competition. Some races last 24 hours or 48 hours. Other races are shorter. For example, there could be a race up and down just one mountain. In other races, runners have to see how many mountains they can run up and down in one day.

**Reporter:** And how did it all begin?

**Julie:** Oh, fell running began to be popular about 30–40 years ago, but the sport existed a long time before that. In the middle ages there were sporting competitions and games in villages in the mountains. In some of the competitions, people had to run up and down mountains in the fastest time. The tradition of having sporting competitions in mountain villages still continues in Britain, especially in Scotland. 1952 was an important year for fell running. That was the year when the first Lake District Mountain Trial took place. Later, in 1970, the Fell Runners Association was established.

**Reporter:** An interesting fact is that a lot of older people enjoy fell running.

**Julie:** You're right. I'm 54 and my husband is 61. We have been taking part in fell running competitions for 10 years. We have always loved the mountains. When I was younger, we did a lot of walking and climbing in the mountains. We enjoyed doing a walk as quickly as possible. We always wanted to

complete the walk in a shorter time. It was very satisfying. That is when we decided to start fell running. Oh, sorry! It's time to start.

**Reporter:** Good luck!

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

#### VARIANT 2

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker A

Discipline is a stern-sounding word; it smacks of the military, of the submission of one's will to that of another person. To parents of an earlier generation, the word was synonymous with punishment. The strict authoritarians, concerned with securing unquestioning obedience, felt they would spoil their children if they paid them too much attention or showed them excessive affection.

#### Speaker B

Today we know that warmth and love are necessary if children are to have full lives, and a better definition for discipline is learning how to behave. Our long-range aim is to teach our children to discipline themselves, to have self-control

rather than to be blindly obedient to laws laid down by those who are bigger and stronger than they.

#### Speaker C

Good behavior is relative, of course. Standards are personal, and conduct and manners unacceptable in your family may be regarded as satisfactory in other families. And times change. You may not require exactly the same behavior of your child that your parents required of you, but you may insist on certain other attitudes and actions. As your child grows, he gradually absorbs the principles that form the basis of your value system.

#### Speaker D

Imagine that you stop your three year old child from throwing a ball in the house. Your aim is not to show the child who's boss or even to prevent balls from being thrown in the house. It is to teach the child to respect and protect property, and eventually your child learns this. With self-control, he does not only refrain from throwing balls in the house, he also does not knock over lamps, bang on the furniture with a hammer, or carry on other destructive activities.

#### Speaker E

Small children need guidance more than punishment. But sooner or later you find yourself searching for a way to punish misbehavior fairly and effectively. The way you punish your child depends upon the age, your personalities, and, probably, the way you yourself were punished as a child. One child will respond positively to your quiet verbal correction; another might deliberately repeat an offense no matter what you say or do.

#### Speaker F

A time-out is an effective punishment for children of almost any age. The only difference is that you settle your little child into a little chair in the corner for a very short time — perhaps two or three minutes — and you isolate an older child for as long as it takes him to accept your requirements. One of the best aspects about a time-out is that it provides a cooling-off period for both children and parents.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

#### Задания А1 — А7

*Вы услышите рассказ о гончарном деле в Британии. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

When Josiah Wedgwood built his new ceramics factory in a village in north Staffordshire in 1759, the area was already well-known as a centre for the production of high quality ceramics.

The ceramics industry developed there mainly because there was an abundant supply of raw materials. The most important of these were high quality of clay and coal. Both the clay and the coal could be easily taken from the surface of the earth. There was also plenty of water from the nearby river Trent.

In the 17th century, people made ceramic products in their homes. But gradually, small factories began to be built in a number of different villages in the area. Together, these villages became known as the Potteries. In the mid-18th century, Britain was beginning to become an industrialized country. There were new markets for ceramic products, especially as it was now fashionable to drink tea. There were also technological improvements so that better quality products could be made.

In 1767, a canal was built that connected the Potteries to the sea ports of Hull and Liverpool. This made it much easier and faster to export the finished products. It was also easier to import raw materials such as white clay, which did not exist locally.

Production methods have changed a lot since the 18th century. The old factories have closed. Some of them have disappeared. Others are museums. But the Potteries are still the centre of the British ceramics industry.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

## Задания А8 — А14

*Вы услышите интервью с инструктором центра приключений. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Reporter:** Today we are at an adventure centre in Cornwall, in southwest England. We are talking to Jean Compton, an instructor of the center. Hello, Jean!

**Jean Compton:** Hello! Welcome to our adventure center! We are doing a lot of exciting activities here like going canoeing, climbing rocks, and some of them are quite difficult, you know. All the children have a great time at the adventure centre. They do hard, physical work. They do things that they can't do at home or at school. They learn a lot of new things. They learn to be brave and to be responsible. They will never forget the things that they learn at the adventure centre.

**Reporter:** What are you doing today?

**Jean Compton:** Today we are climbing a 20 metre high pole and jumping from the pole onto a trapeze. At first, the children are afraid. But soon they discover that they really can do difficult things. Then they feel good. They feel self-confident.

**Reporter:** But adventure holidays can be dangerous.

**Jean Compton:** You are right. When children go on an adventure holiday there is always danger. And accidents happen when people do not understand this danger. For example, a lot of schoolchildren come to a mountain for skiing. But they do not understand the mountains. They do not understand that mountains can be dangerous. A lot of teachers do not understand the dangers either. Last year, there was a serious accident. Some schoolchildren were playing in the snow on the ski slope. There were no teachers with them. One boy did a very dangerous thing. He tried to ski over another boy. He hit this boy in the face. It was a very serious accident. A helicopter had to take the injured boy to hospital.

**Reporter:** It's not surprising that some teachers do not want to take children on adventure holidays. When children have an accident, the teachers may be responsible.

**Jean Compton:** Yes. The parents of the child may take legal action against the teacher. Fortunately, we have never had a serious accident. Thousands of children come to our adventure centre every year. On a children's

adventure holiday, it is very important to plan everything very carefully. It is important to have good instructors. In this way, there is not much danger.

**Reporter:** I know Prince Philip is one of the supporters of your activity.

**Jean Compton:** Yes. Prince Philip wrote an article in the Time Educational Supplement. He thinks children need to do difficult physical activities. Teachers should take pupils on adventure holidays. When children go on adventure holidays, their education is more complete.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

## VARIANT 3

*Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.*

## Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

## Speaker A

For me the meaning of money has changed over time. When I was very young my parents were well off and I enjoyed more luxuries than most of my friends, but my parents fought constantly over money. As I grew older my parents lost all their wealth and I spent my teens being fairly poor compared to my friends while my parents continued to fight over money and eventually divorced each other.

**Speaker B**

For me money is a tool. It's a tool to accomplish things and get what I need or want. Does it mean freedom to me? No it does not and I do not understand those who say money means freedom to them. If your freedom is dependent on money how free are you really? Aren't you enslaved to money and money is your master? What will happen when you lose your money?

**Speaker C**

Money seems freedom for me in the sense that a car means freedom or a musical instrument means freedom. A car lets me get places that I could not go otherwise. An instrument lets me express myself in ways that I otherwise could not. Would I lose my freedom if I lost my money? Yes, at least a good bit of it. There are many things that I would be required to give up.

**Speaker D**

Money is something I would like to live without. When my father died of a heart attack trying to earn more money for the family, I developed an extreme hate for money, the thought of money would make me angry. Money is the chains capitalism uses to keep people subservient. It makes people mad, ruins human health and lives, ruins families and relations. Money makes us suffer.

**Speaker E**

How you handle your money says a lot who you are. Money is neither good nor evil. Some people use money with evil intent for evil purposes. People with good intentions use it for positive ones. I see money as a gift from God to me. All the money that passes through my hands is not my own, and I have the privilege of giving away at least 10% to charities. With money you I can do a lot of good for others, and I can make a difference in other people's lives.

**Speaker F**

Money means basic survival. I was lucky to learn how to survive and do a lot of things without money. If you are content with what you already have, then money has no power over you. It can't do anything for you. If you have the knowledge how to provide for yourself and your family without money, then that knowledge is much more valuable than money.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Вы услышите беседу с музыкальным обозревателем. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

**Reporter:** Today we are talking to an expert of jazz music. So how did it all begin?

**Expert:** Unlike rock music, jazz wasn't always banned in the Soviet Union. And the tradition of jazz clubs in Moscow dates back to the early 1960s. Of course, the first jazz clubs in the city had little in common with the legendary venues in New Orleans or Harlem. But contemporary jazz clubs in the city don't look much different from places of the same kind elsewhere in the world, and top international artists often come here to perform.

**Reporter:** Who were fans of jazz in the Soviet Union?

**Expert:** For years, Soviet authorities were hostile towards jazz, which was considered 'bourgeois' and thus 'ideologically wrong'. Jazz was an important part of the subculture of so called 'stylish youths' in the late 1940s and early 1950s. Those young people loved listening and dancing to jazz and also tried to play it. Predictably, they were hated by the authorities, who came up with a saying: 'Today he is playing jazz and tomorrow he'll betray the Motherland.'

**Reporter:** But all this did not prevent jazz from gaining its popularity, did it?

**Expert:** You're right. Jazz music began to earn if not recognition then at least the right to exist in the country in the late 1950s, during Khrushchev's 'thaw'. The first jazz club in Moscow, café Molodyozhnoye, opened in 1961. It was a rare place where people could see performances by a band fronted by trumpeter Andrei Tomvasyan and sax player Alexei Kozlov.

**Reporter:** I know there was another renowned Soviet-era jazz club.

**Expert:** I guess you mean café Sinyaya Ptitsa, opened two years later. It was known at the time for performances by a quartet featuring sax player Igor Itkin, pianist Mikhail Kull, bassist Alexander Chernyshev and drummer Vladimir Lesnyakov. Although the café was strictly monitored by the Komsomol, for years Sinyaya Ptitsa was a place for Moscow jazz musicians to meet

and jam. In the early 1990s, it officially obtained the status of a 'jazz centre'. Until very recently, the venue, renamed to Blue Bird Jazz Club, remained a major destination for Moscow's jazz lovers but was eventually shut down last year.

Gorbachev's perestroika in the 1980s and the development of Moscow's club scene in the 1990s resulted in the arrival of new jazz clubs. Today, although jazz clubs seem to keep a low profile compared with other live music venues, there are several places worth checking out.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*Рассказывает театральный критик. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

In 1964, Walt Disney's film *Mary Poppins* was a big success. People loved the film for its special effects, for the songs and for the story itself.

Now there is a stage version of *Mary Poppins*. The stage version has also been very successful.

The interesting thing is that not only young children enjoy the magic of *Mary Poppins*. The story is loved by people of all ages. At a recent performance at the Birmingham Hippodrome theatre, many people in the audience were adults who had not brought children with them.

The film version of *Mary Poppins* is a little different from the stage version. But the story expresses the same ideas. The main idea is that *Mary Poppins* teaches the Banks family how to live well together and how to live without stress.

At the beginning the Banks family is in crisis. Mr Banks is very successful at work, but he does not spend enough time with his family. Everybody is stressed. The children start behaving badly.

And then *Mary Poppins* comes from nowhere. Her magic helps the family learn to appreciate and respect each other. The lessons that *Mary Poppins* teaches are very simple. The first lesson is that money does not always bring happiness. Instead, it is important to understand the true value of things.

*Mary Poppins* then shows the family that it is sometimes important to be like a child. It is important to believe in magic, or to enjoy simple things like flying a kite. Most modern experts on stress would agree with this kind of therapy.

*Mary Poppins* also shows that it is important to have time for other people, especially one's family.

Finally, *Mary Poppins* teaches that it is important to look up at the stars. We can then see how big the world is and how small we are. At the end of the stage version of *Mary Poppins*, the actors point up at the stars. Then the stars shine on the audience. The message seems to be that each person is like a star too.

It is a simple kind of magic, but it works very well.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

#### VARIANT 4

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**



**Speaker A**

Every plant, animal and person has genes. They are passed on from generation to generation. They make sure that humans give birth to humans or cows give birth to cows. They also make sure that a pig cannot give birth to a frog, or a horse to a dog. The recipe for a human being is contained in the 80 000 genes we inherit from our parents. These genes have the instructions that not only make us human but also determine things like skin colour and the shape of our nose.

**Speaker B**

The gene revolution began in 1997 when Dr Jan Wilmut and his colleagues from Edinburgh University produced the first cloned sheep, Dolly. Dolly was cloned from the udder of a six-year-old adult sheep. Dolly is still alive today and has even had lambs of her own. In 1999, a young bull was cloned in the USA. In March, 2000, American scientists announced the birth of five cloned piglets!

**Speaker C**

Cloning animals opens new medical possibilities. Many people are in need of tissues and organs for transplantation. But it isn't easy to get such transplantable organs as, for example, heart, liver and kidneys. Cloning can solve this problem. Scientists can develop animals which produce more milk, meat and wool. This can save the lives of starving people.

**Speaker D**

But cloning is only one part of genetic engineering, it's also possible to transfer an individual gene from one cell to another and create new life forms. Genetic engineers put duck genes into chicken to make the chickens bigger. They put genes from flowers into soya beans and from scorpions into corn. British scientists managed to create the first «geep,» an animal which is 50% sheep and 50% goat.

**Speaker E**

Another sheep is one thing. But how about another you? Dolly's cloners say that their work should never be tried on humans. Human biology is different from a sheep's. If an experiment did not work out, scientists could end up with a defective copy of a human. After all, it took researchers 277 tries to produce Dolly. The other 276 eggs did not survive. Should people be used that way?

**Speaker F**

The cells that were used to produce Dolly were taken from a 6-year-old sheep. So there's an interesting question: how old is Dolly? Is she 3 years old or 9

years? Suppose that a human clone was created from cell of an 80-year-old man. Nobody can know how many years he will have to live. Nobody can say for sure who should bring him up and be responsible for him. Will he be happy?

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания A1 — A7**

*Вы услышите рассказ о воздушных змеях. 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.*

**Now we are ready to start.**

Kite flying is now a very popular sport and hobby all over the world. At a recent kite flying festival in the UK, there were about 40 000 visitors. The participants in the festival came from Australia, South Africa, North America as well as Europe. At the festival, the participants gave a lot of exciting kite flying displays. In one display, about 30 kites flew together. They moved together and then moved apart again, creating different patterns in the sky. In another display, a number of kites turned, rose and fell together like acrobats. There were brightly coloured kites. Some kites were in the shape of birds, sea creatures and flowers. Other kites had abstract designs. They were all beautiful.

Kite flying is an exciting hobby. It's an activity that requires art and technical skill. When you start flying a kite, you always want to try flying new kites and to learn new techniques. I first flew a kite at the age of 11. When my mother gave me my first kite, I went to the park near our house. I wanted to stay there flying my kite all day. But my mother came and took me home. Kite flying is very relaxing. You are out in the fresh air and you look up at the sky. It's very pleasant. It's nice to feel the kite in your hands. You can often fly two or three kites at the same time.

When you fly a kite you use all your senses. Flying a kite is sometimes an emotional experience. I am sure there is a personal relationship between the flyer and the kite. When you're flying a kite, it feels like there is something

alive on the end of the string. Sometimes the kite feels like a small dog. At other times it feels like a tiger.

Some people fly their kites at night. This is a very different, but interesting experience. You obviously don't have the same information. In the moonlight, you don't see normal colours and it is difficult to judge distance. Sometimes you can see nothing at all. You only know where the kite is because you can feel it on the string. Your sense of touch helps you 'read' the position of kite in the sky. You can also hear the kite move through the air more clearly than in the day.

A lot of people who enjoy flying kites also make kites. Making a kite is an art and science. The kite must be beautiful and interesting to look at. But it must also have a design that will make it fly well. I teach schoolchildren how to make kites.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*Вы услышите беседу с биологом. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Journalist:** People have always wanted to stay young and live a very long time. But nobody has ever succeeded. Everybody, it seems, must get old and die. But is this really true? Today we are speaking to Dr Aubrey de Grey, a professor of Cambridge University, who thinks that we can stop people getting old.

**Dr De Grey:** I'm sure that in about 20 years people will be able to live to be 1 000 years old! At the same time, people's bodies will stay young and healthy.

**Journalist:** It sounds fantastic!

**Dr De Grey:** I know but before getting my PhD I was a software engineer. As an engineer I was used to solving problems. I use the same method in biology. For example, most biologists believe that it is normal to get old. But in my opinion, getting old is a problem that can be solved. When our bodies change as we get older, this is like a disease. If we can cure this disease, we can

stop the ageing process. We can also make people have young bodies again. I studied how the body changes when people get old and found seven causes of ageing. I think science will soon be able to stop those causes of ageing. In this way, a person's body won't get weak and it won't suffer from certain diseases.

**Journalist:** How can it be possible?

**Dr De Grey:** The methods that we need to stop ageing already exist. Some are used already in clinical trials. Other kinds of therapy must be applied in new ways. More research is necessary. When we have these therapies we will still die of course — in road accidents, or because we have a new kind of disease — but we won't die in the long, slow way that many people do now.

I compare the human body to a house. As the house gets older, some things must be repaired. Broken part must be replaced. The same thing can happen with the human body. We can use stem cell technology to grow new tissue. The new, healthy tissue can replace the old, damaged tissue. People get some diseases because their body cannot get rid of certain molecules. These molecules stay in the body and sometimes cause disease. But we could use certain enzymes to eliminate these molecules. So if a person's body is repaired and maintained in this way that person could easily live to be 1 000 years old.

**Journalist:** A lot of scientists do not agree with your ideas. A group of 28 scientists criticized you in an article published in an important biological journal. They wrote: «The idea that in the near future we can stop ageing and make people have young-looking bodies is not realistic.»

**Dr De Grey:** However, they admit that my ideas have not yet been proved wrong.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

#### VARIANT 5

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

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Now we are ready to start.

**Speaker A**

This BBC programme investigates Second Life, a virtual world with its own communities. In Second Life, you reinvent yourself: you choose a different name, change your appearance in any way you want and get a new personality. What is more, Second Life is a world of endless pleasure. You can go shopping, take English classes, meet and chat to people from all over the world, live in a perfect house on a magical island and even make money. There's only one rule in Second Life: there are no rules!

**Speaker B**

The Virtual Revolution is BBC documentary. It looks at the revolutionary impact of the Internet. Dr Aleks Krotoski tells the story of the internet from its early days through to its most recent successes and innovations. She looks at the good and bad sides of the Internet, revealing statistics that show how much we use it and how it has changed the world. The programme also includes comments from some of the best-know internet pioneers.

**Speaker C**

Top Gear is the BBC's international award-winning television series about motor vehicles, mainly cars. More than 350 million viewers worldwide enjoy watching the presenters Jeremy Clarkson, James May and Richard Hammond with their quirky, humorous style. On the show they compare and test-drive cars, and organize all kinds of crazy races. In this programme, James May, possibly the slowest driver in Great Britain, challenges two freerunners to a race in Liverpool city centre. James has to drive six miles toward the Liver building in the city centre in Peugeot 207. The two teenagers who try to beat him will run and jump over buildings, taking a much more direct route.

**Speaker D**

One of the BBC show is Water Ski Challenge. Sport Relief is a UK charity which asks celebrities to perform sporting challenges in order to raise money

for people in Africa. After visiting Uganda with Sport Relief Christine Breakley, a presenter on *The One Show* (a BBC magazine show), decided to accept a sporting challenge herself. She agreed to water ski across the English Channel from the UK to France. It was an incredibly tough challenge because Christine had never been on water skis before. After a few months training, she attempted the crossing in the middle of winter. Would her physical and mental determination help her to compete the challenge, or would she give up half way?

**Speaker E**

This BBC documentary examines the life and work of Michelangelo Buonaroty, one of the greatest artists in history. It looks at his background as a child in Florence and how he went on to produce works such as the statue of David, the awe-inspiring ceiling of the Sistine Chapel, and the dome of St Peter's Cathedral, described here as 'the jewel in the crown on the Roman skyline'. The programme also reveals Michelangelo's tempestuous life, his fights with rivals and with his own demons, showing that an imperfect life can produce perfect art.

**Speaker F**

This BBC nature documentary, narrated by Sir David Attenborough, shows how life changes when the Arctic ice melts in the summer. This is the greatest seasonal change on the planet. During the long winter, the sun never rises, and temperatures plummet to minus 40 degrees. When the ice melts in the summer, the landscape changes completely and life gets difficult for the polar bears.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Вы услышите монолог. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

The group got up in the morning, left camp 5, and started to climb towards the North Face of Everest. There was very little snow and a mixture of rock and ice, which made it very difficult for them to climb. After about five hours, the group arrived at the area used today as camp 6. They began heading west and soon after, they found a bright blue Chinese oxygen cylinder. At this point they realized they must be near the old Chinese camp. They had originally thought that this would probably be higher up the mountain.

The group then made the decision to all go in different directions. Half an hour later some of the group members found a cemetery of frozen bodies, but all of these were of climbers who had died in more recent expeditions. Then one member of group, Conred Anker, decided to look a bit lower down. Suddenly he saw a patch of white which was whiter than the snow. He began climbing towards this whiter patch. When he got closer he saw that it was a body. Not a recent body, but one that had clearly been there for a long time. Most of the clothing had gone and the skin was white, bleached by the sun. It certainly looked like a body that could have been lying there for 75 years— could it be Irvine's body?

But when Andy Politz, another member of the expedition, arrived, he immediately said, 'This isn't Irvine', which shocked everyone. The group began carefully examining the few clothes left on the body and they found the remains of a laundry label which said G. Mallory. Andy Politz was right— it was not Andrew Irvine. Unexpectedly, they had found the body of his companion, George Mallory, the greatest mountain climber of this generation.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

— How much of our lives do we spend sleeping?

— Sleep is a powerful influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about sleep is

that our brain needs to rest for several hours to refresh itself and to 'file' in our memory everything that has happened to us during the day.

— Do we really need to sleep?

— We can put off sleeping for a limited period, for instance if we go to an all-night party, but sooner or later we have to sleep. If we are not allowed to sleep, we suffer hallucinations, and eventually die.

— Does everybody dream?

— Yes, we all dream. Some people think they don't, because they don't remember their dreams, but yes, everybody dreams.

— Do we usually dream as soon as we go to sleep or just before we wake up?

— We don't normally start dreaming until about 90 minutes after we fall asleep. The first phase of our sleep is a non-dreaming period.

— I've heard experts talk about REM. What does REM mean?

— REM stands for Rapid Eye Movement. It's during this phase that we dream. We spend about 25% of our night's sleep dreaming.

— And why do we sometimes remember our dreams?

— Well, don't know really. The only thing we do know is that if we wake up during the REM period, we almost always remember what we were dreaming.

— There are lots of different types of dreams, aren't there?

— Yes, there are. Dreams, for instance, that someone or something is running after us and we can't escape, or that we are falling. If we're worried or anxious about something, we'll probably have very strange dreams. And some people have recurring dreams — that is, they have the same dream again and again. Well, in 1895 Freud began to study and interpret his own dreams and realized that they had some meaning. Nowadays dreams are also studied at universities round the world and lots of books have been published about how to interpret your dreams. However, I think dreams are so personal that it's difficult to ever interpret them completely.

— Well, thank you very much. Good night—and sweet dreams.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

**VARIANT 6**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

**Speaker A**

As I get older I feel more comfortable in my own skin — it's like wearing an old pair of shoes. I now know where I'm going, whereas when I was 15 all I knew about was singing and all I cared about was making a success of it. Reflecting on my life now at 50, I realize I've got everything I've ever wanted in the way of my career, health, and relationship, but what I'm still looking for is ultimate peace of mind. I want to be able to appreciate everything I've got every second of the day.

**Speaker B**

I didn't feel comfortable when I was young because I was an idealist and a romantic. I used to behave spectacularly badly in my twenties. I remember once standing and shouting in the middle of Oxford Circus for no particular reason. I actually stopped the traffic! In my thirties I was too tired to have the energy to shout and by the time I am 40, thankfully I don't want to any more. Now my idea of a good time on Saturday night is staying in with a new novel and a glass of wine.

**Speaker C**

When you get to 36, which is what I am now, you have more self-confidence than when you were in your, say, in your twenties or early thirties. You've had the chance to meet a wide variety of people, to do things and see places, which helps you to realize what you want and don't want in life. Physically, I feel very much as I did ten years ago, though I must admit I don't enjoy seeing the first

grey hairs and wrinkles. I suppose I'll have to get used to it. Most people say childhood is the best age, but I think you should always try to find the positive aspects of any age and it's up to you to make it the best.

**Speaker D**

I'm 15 — well, really 14 — but it's my birthday next week. I prefer this age to when I was 12 or 13 because I can go out more with my friends though parents still make me come home much too early. And at school they treat you with a bit more respect than they used to when we were kids. They give us loads of homework though — I have to do about two hours every night, which I think is much too much, so I can never watch telly during the week. But I think I'll have a much better time when I'm 18 then I've finished school and can do what you like.

**Speaker E**

What I like best about being 69 is that I don't have to worry about my children any more because they've all settled down and are living their own lives. The other good thing is that, as I'm not working, I can do what I like, when I like. I don't like the aches and pains, though, and I think things were better when I was 60, when I had just retired — I had more energy to do things that I do now.

**Speaker F**

I'm really happy with the age I am now, because I'm 22 and I have all the freedom I need without too much responsibility. I'm still studying so I don't have the pressures of the work yet, but I'm not a child any more, so my parents trust me to lead my own life. My only problem is not being financially independent and having to depend on my parents for money.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Вы услышите монолог Ребекки. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

I fell in love with my red velvet trousers the first time I saw them. They were a size 8, as I am usually a size 10, I never thought they would fit me. But I was determined to try, so I held my stomach in while the shop assistant tried to pull up the zip. They were definitely a size too small — in fact they were the tightest trousers I had ever worn — but the shop assistant said they looked great so I bought them. Looking back on it now I think I had lost all sense of reality.

When I took them home my mum and my sisters thought they were awful. They said they were far too tight and hated the disgusting orange-red colour. I began to think I might have made a fashion mistake, but I had bought the trousers so I was determined to wear them. I only wore them once, and that ended up costing me a lot, not only financially but also because of my embarrassment. I wore them to go shopping with my mother in Manchester, and as I walked around Kendals department store I felt as if I was the slimmest person alive. After looking round the store for half an hour we went into the café and Mum told me to get a table while she got some coffees. I found an empty table but as I was sitting down I heard something rip and when I felt behind me, I realized that they had completely split apart. I felt myself go red as other shoppers had heard the noise and were looking at me. My mother was queuing for the coffees, so I tried to get her attention. When she saw what had happened to my trousers she couldn't stop laughing. She helped me out of the café, walking directly behind me while trying to hold my trousers together. We went straight to the fashion department where she bought me a new pair of trousers, this time size 10.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**Задания А8 — А14**

*Вы услышите беседу с начинающей скрипачкой. В заданиях А8—А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

— So, Caroline, how long have been playing the violin?

— I started when I was about three. Both of my parents were musicians, although not professional ones. They obviously influenced me a lot, but the

thing that really made me want to learn was when my older sister started having piano lessons. I liked listening to her, though I had to sit very quietly, and of course soon I was asking if I could learn to play an instrument myself, and my parents bought me a second-hand violin.

— Who did you have lessons with?

— My mother taught me first, until I was about five and six, and then I started going to a private teacher. I loved the lessons, but getting there was an absolute nightmare as the teacher lived miles away and we didn't have a car, so it was half an hour on the bus and then I had to walk for ages carrying my violin, which was really heavy. Then when I was twelve I joined a youth orchestra and began playing with other young musicians.

— How much did you practice a day?

— When I was younger, about half an hour or so, but it gradually increased as I got better, till when I was twelve or thirteen I was doing maybe a couple of hours a day.

— Was that a problem — I mean didn't it affect your school work or social life?

— Well, not so much my schoolwork, but my social life, yes. In fact when I was 15 I rebelled and told my parents that I'd had enough and I didn't want to go on with the violin. All my friends used to go out in the evening and at weekends and I could hardly ever go with them because either I had to practice or I had the youth orchestra or something. I just wanted to have a normal teenager's life.

— How did your parents react to this?

— Well, they were really disappointed but they were also incredibly understanding, though obviously they thought it was a mistake. But they said right, you can give it up.

— So what made you change your mind?

— Well, after about two months, I realized I was missing playing the violin so I told my parents I wanted to take it up again. Since then I've never looked back.

— I see, good luck.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

## VARIANT 7

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

## Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

## Speaker A

I think the only Shakespeare play I've ever read was *The Merchant of Venice*, which I studied at school for an English exam. I quite enjoyed it actually, though I found it a bit difficult to understand. The thing I like most about it is the message. It's really against greed, and people who want more money than they need. I think it's sort of saying that if you try to get too much, you'll end up with nothing in the end. That's how I understood it, anyway. Maybe all bank managers should read it!

## Speaker B

I'm a bit of a romantic so my favourite Shakespeare play has to be *Romeo and Juliet*. I've seen it at the theatre twice and it was also made into a film, which was very well done. I must admit though that I find the deaths of the two lovers at the end is just a bit too tragic to believe. But I think the language Shakespeare uses when he refers to love is really beautiful and I suppose that's why I like this play so much.

## Speaker C

I haven't read much Shakespeare but my favourite play is definitely *The Tempest*. I love the way the sea and the weather are such an important part of the play. I spent some time as a sailor in the Navy when I was younger, so I suppose I can understand and enjoy this play better because of my own experience.

## Speaker D

A few years ago I saw a production of *Midsummer Night's Dream* at my son's secondary school. I don't think I've ever laughed so much in my life, especially the scene where one of the characters turns into a donkey — it was really funny! That's why I much prefer this kind of play, Shakespeare's comedies that is to his tragedies.

## Speaker E

Recently I have seen a screen version of *King Lear*. The acting was perfect but the other issue disturbs me. I think how urgent it is in the modern world when people are able to do everything to get money. The king discovers too late, that only the youngest daughter who really loved him. It shows us that we shouldn't always believe words but the person's deeds can vividly reflect the real intentions.

## Speaker F

As I'm fond of history, my favourite Shakespeare play is *Henry V*. It describes the historical events and atmosphere so truthfully that I can easily imagine all the scenes in it. An English king invades France but his army is so small that the French expect to win the battle. Thank for an emotional speech just before the battle, the king and his army win and then he marries a French princess, and the two countries make peace. So lovely end, isn't it?

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the texts again. (Repeat.)

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

## Задания А1 — А7

Вы услышите монолог Джулии. Определите, какие из приведенных утверждений А1—А7 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.

Now we are ready to start.

I'd been in Scotland for my summer holidays and I was going to drive back to Paris, where I was working at the time. I was on my own and was

going to catch the ferry from Dover to Calais. My ferry was due to leave at 10 in the evening, and I had a couple of hours to kill. I had a quick snack and then I decided to go to a book shop to have a look round. I love spending time in book shops and this particular one is huge— it's on several floors and it closes later than all the other shops, so that meant I would have something to do until I had to get on the boat. I spent ages looking round all the sections and I found a book I thought I might buy and picked it up. But a bit later I decided not to buy the book, as it was very long and quite heavy to carry. As the section where I had found it was on the third floor, and I was now on the first floor, I just put it on the nearest shelf.

Then I looked at my watch and I realized that it was much later than I thought and that it was time to go to the ferry, so I rushed out of the shop.

The moment I came into the street, I felt a hand on my shoulder and a woman said rather aggressively, 'Excuse me, madam. Can I see the book you've got in your coat pocket?'

I turned round and said, 'What book?' I was feeling really shocked and embarrassed because people had stopped and they were looking at me as if I was a criminal! So I told the woman that I hadn't bought anything, but I'd just been looking. So I didn't quite understand what was going on but I imagined that the woman must be a store detective. Anyway, she started looking in my pockets and bag and then I suddenly realized what had happened. She had seen me with the book I had thought about buying, but she hadn't seen me leave it on the shelf. Naturally she thought I had put it in my pocket.

It was a very embarrassing ten minutes until I finally convinced her that I wasn't a shoplifter and I hadn't got the book.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*Вы услышите беседу о том, как лучше выступать перед аудиторией. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

— First I'd say that the key to being a successful public speaker is to put yourself in the position of the audience. When a presentation fails it's often

because the person speaking is thinking too much about him or herself, not about the audience.

— What about the presentation itself?

— Well, my main tips here would be: first, don't make your presentation too long. And keep to the agreed time: if it is supposed to be 20 minutes, make sure it doesn't go on for half an hour. Secondly, don't have more than four or five main points. People can't usually remember more than that anyway, so make four or five your maximum. Thirdly, try to only use your normal vocabulary, words which come naturally to you; don't experiment with new words — you'll probably mispronounce them. And finally, write your notes out in very big writing so you can see each page or paragraph at a glance.

— What about nerves, that awful feeling that everyone has before an important occasion?

— Well, it's impossible to completely overcome nerves when you're speaking in public, but you can learn to cope with their effects. Firstly, try to get rid of your personal nervous habits; for example, try not to make a noise with the keys in your pocket or touch your hair all the time. Secondly, don't worry about sweat or perspiration; the audience can't see it. And thirdly, remember the audience want you to succeed. They haven't come to see you fail.

— What about telling jokes?

— Well, I'd say definitely use funny anecdotes from your personal experience, stories, and things like that. But be careful, for example, about making jokes about other people or other nationalities. That can be offensive. And only use jokes if you're comfortable telling them.

— What do you think is the most important moment in a presentation, the beginning or the end?

— I'd say the beginning. If you start badly the audience may go to sleep, or even leave, so try to start your presentation strongly with your main point, the main message you want to get across, and then give specific examples.

— If you were asked to give just one piece of advice?

— Be natural. People communicate best when they feel relaxed and confident, and that's what you must learn to do in front of an audience, whether it's two or three people or two thousand.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**



**VARIANT 8**

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

Now we are ready to start.

**Speaker A**

It's a beautiful city- I really recommend it. It's quite small and compact. The old part of the city- which is the most attractive part- is built on a series of canals. It's a bit like Venice but not as old. There are lots of bridges over the canals and at night they're illuminated. It's very, very pretty at night. Accommodation isn't cheap, but if you go, try to find a hotel that has a view of a canal. It's very easy to get around- you can walk or rent a bicycle or get a tram. A large part of the city is traffic-free, which is great. We also went to the Van Gogh museum-that was fantastic. It was very crowded but it was worth it.

**Speaker B**

The pictures of this city you can always see in films, on TV and in magazines, and as the result you get a mental picture of what it's like even if you haven't been there. You have this image of skyscrapers everywhere, streets full of traffic and people, everyone rushing around, talking fast and leading busy lives. And guess what? It was just like that. Everything I'd expected to find was there. In fact, it all seemed so familiar that it was as if I'd actually been there before.

**Speaker C**

I've made one mistake, but I discovered it only after I'd been there. There are busy times and quieter times. Without realizing it, I chose one of the busy times, and wow, was it busy! The place was packed, and of course the narrow streets it is famed for, that makes movement difficult. I just shuffled along with

everyone else, going at their pace, so I didn't manage to see much. There's a great atmosphere there, and of course it looks wonderful, but I could have done with a bit more room to move. So I guess I didn't see it at its best.

**Speaker D**

Everyone, who's ever been there, says what a fantastic place it is, and I expected something special. And frankly speaking I wasn't disappointed, though I must say the picture I'd had of it in my mind didn't turn out to be totally accurate. In fact, it did not only live up to my expectations, it exceeded them. People always associate it with its famous buildings, but it was the less well-known places that impressed me. There was something fascinating to see in every little street, especially away from the tourist areas. It's those little streets that were really memorable for me.

**Speaker E**

I'd been looking forward to going there for a long time I finally managed it. I wasn't quite sure what to expect because people had told me that it wasn't the same as it used to be. Apparently, it's become much more touristy recently, but I didn't see any evidence of that. What did strike me was how confusing it is. Half the time I didn't know where I was and getting from one place to another was always problematic, in spite of I usually have a good sense of direction, I was always getting lost there.

**Speaker F**

My friends always talk about what a wonderful place it is, and so eventually I decided to go and see for myself. It has the reputation of being a place you never forget, and lots of people say it's their favourite city. But, having been there, I can't see what all the fuss is about. Sure, the places that you see pictures of all the time, or that you see in films, are impressive enough, but I've seen better. It's pleasant enough and certainly popular with tourists but I don't think it really deserves all the praise people give it.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

## Задания А1 — А7

Вы услышите монолог о создании знаменитых песен. Определите, какие из приведенных утверждений А1–А7 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.

Now we are ready to start.

Welcome to another edition of *The story behind the song*. Tonight's programme is a little bit special in that it's the story behind three very well-known pop songs. It's that story about a triangle — two men and one woman — and it's a story about friendship and one man's desperate love for his best friend's wife.

The story started when guitarist George Harrison of the Beatles met Patti Boyd early in the 1960s. Patti was a very beautiful fashion model, in fact she was probably the first 'top model'. Well, George Harrison fell in love with Patti and he wanted to write a song to express his love for her. In fact it was one of the first songs he ever wrote for the Beatles. It was called *Something*. George and Patti got married on January 21<sup>st</sup>, 1966. At first they were very happy, but as the years passed their relationship began to deteriorate, mainly because George was unfaithful. Patti began flirting with George's best friend, the guitarist Eric Clapton, so as to make her husband jealous.

George and Eric had been very close friends since they'd met in 1963, and they'd played guitar on each other's albums. Now Eric fell madly in love with his friend's wife. Patti liked Eric but she couldn't decide if she really wanted to leave her husband or not, and the one who suffered was Eric. He got very depressed about it all, and of course he couldn't talk to his friend George about it for obvious reasons. When he was in the middle of this depression he decided to write a song about Patti so that she would realize how desperate he was feeling. But of course he couldn't name Patti in the song. He'd recently read a book about an Arab princess called 'Layla', and he decided to use this name as the title of the song. *Layla* became Eric Clapton's biggest hit, and at the time Patti Boyd was probably the only person in the world who knew that Layla was really her. Finally, one night at a party, Eric confessed to George that he was in love with his wife. George and Patti got divorced in 1977, and two years later, Eric and Patti got married. And that brings us to the third and final song,

which is called *Wonderful tonight*. So, that's the story, two friends and three songs all written about one woman — all part of pop music history.

You have 15 seconds to complete the task. (Pause 15 seconds.)

Now you will hear the text again. (Repeat.)

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

## Задания А8 — А14

Вы услышите беседу с частным детективом. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.

Now we are ready to start.

— Is being a private detective like it is in the films?

— No. I mean, in films you only see a small part of what a private detective does, and usually the exciting part. You don't see the hours and hours of waiting the boring side. It's a much less glamorous job than the films make out.

— What does your job involve? What are the typical cases you have to deal with?

— Most of my jobs are about money. The sort of cases I deal with are mainly divorces, for example, when a man needs evidence that his ex-wife is living with someone else, or working. And I also deal with debts, for example, when people owe money to a company. So it can involve all kinds of things, but it's mainly following people, watching them, seeing where they go, who they meet, and then writing a report for the client. I also do a lot of searching for missing relatives. Perhaps someone comes to me and says, 'I want to find my brother. I haven't seen him for thirty years.' And so I see if I can find him.

— Are your clients mostly men or women?

— Both.

— Does it make a difference?

— Yes, it does. For example, in cases where one partner suspects that the other is being unfaithful — that they've got a lover — and wants me to find out. In these cases the women clients are nearly always right. But on the other hand, if the client is a man, he's usually wrong. He thinks his wife is having an affair, but she isn't — it's just his imagination, or she's taken a job and hasn't told him.

— Do you enjoy catching people out, finding that they've been deceiving someone?

— No. In fact I'd say that's the worst part of the job. If I find out, for example, that someone is being unfaithful, OK, I've done my job, but then I've got to give my client the news, tell them something they probably don't want to hear. For example, sometimes I find out that my client's husband or wife is leading a completely double life. And then the client will say, 'Oh I wish I'd never employed you! I'd have preferred not to know.' But you'd be amazed how many people there are who are leading double lives!

— What advice would you give to someone who is deceiving somebody else and who has something to hide?

— Never throw anything incriminating into the rubbish. It's the first place a private detective will look- in someone's rubbish bin. It's amazing how many people think that just throwing something into the rubbish mean's it's disappeared.

— Does your job have any effect on your private life?

— Well the trouble with this job is that after a while you just don't trust anybody.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

### VARIANT 9

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.

Now we are ready to start.

#### Speaker A

I remember when I was 14, and on one Saturday night I was going to my first 'adult' party — well, adult in the sense that most of the people there older than me — they were friends of my brother, and most importantly, there were going to be boys at the party. I can even remember what I wore- a very short, dark blue dress with yellow and white flowers. When I finally got to the party, nobody took any notice of me, because I was much younger than the rest. But suddenly this boy, who was the friend of the boy whose party it was, came up to me and asked me to dance. The song was *All you need is love* by Beatles. Whenever I hear that song it reminds me of that first party.

#### Speaker B

I'll never forget my first riding lesson. I must have been four or five perhaps. We had to choose between riding and piano. I chose riding. It was tremendously exciting. A lady called Mrs Jenkins came to fetch us to her farm. She was a very loud lady but very friendly. I can't remember much about the ponies on that first day. But I also remember enjoying that very much too! It's one of my most vivid memories and I'm sure that wonderful first impression made me fall in love with riding forever.

#### Speaker C

I remember very clear the first time I went to the kindergarten. My mum drove me there in the morning, and I think I was only supposed to stay a few hours — but that's what she told me later. Anyway, mum stayed for a bit and played with me and then she left. Oh, I remember that moment as clear as it was yesterday. I ran to the door at the top of the steps and hung on the door handle, screaming and sobbing hysterically. I have no idea how long I stayed there, but it seemed like forever. Anyway, then mum came to fetch me and I never went back there again.

#### Speaker D

For me the most remarkable moment in my life was the day I met Paula. I remember it quite well in details. There was a party at a friend's house and I was late. Anyway, when I got there introduced us and we got on really well. She was supposed to fly back home to Australia next day. But then she lost her passport and so she had to stay in England to get a new one. We spent some time getting to each other and before we knew it we were in love.

#### Speaker E

It was my birthday and I suppose I was four or five. What I really wanted as a present was a dressing-up costume of a princess. I'd been dreaming of it for

weeks. We used to get our presents in the morning at breakfast, and when I came down I saw there was a big box. When I unwrapped the parcel, I could see the dressing-up clothes of 'Indian princess'. But when I opened the box, I found a pair of pink silk trousers and a top — no dress, no crown, not what I wanted at all. I tried not to cry, as we had been told by our parents time and time again that when we got a present we had to say, 'Thank you.' But I obviously didn't manage very well.

#### Speaker F

I have a very good memory of my first day at school, so I suppose it can really have upset me very much. What I remember most was my new blouse. It was a sort of cotton with a very distinctive smell. I had never worn a school uniform before. I can also recall struggling to do up my tie. Apart from that I can picture my teacher's face. It was strict and unfriendly, that's why I was very upset. This particular memory has stuck in my mind and unfortunately it set me against the school for a long time.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

#### Задания А1 — А7

*Вы услышите монолог о роли случая в жизни Жанет. Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

Well, I certainly had a lucky escape last summer. I had been on holiday in Tanzania. I'd had a wonderful time, and for my last three days I'd travelled down to Zanzibar, which is the wonderful tropical island off the coast. And, well, people had warned me that flights out Zanzibar were very unreliable, you know, they got cancelled all the time and that sort of thing. But the man in the airline office assured me that I definitely would get a plane on Thursday morning. You see, I had to be in Nairobi to get my flight back to Europe that night. Well, on Thursday morning I got up early to get to the airport in plenty

of time, but there was no-one there. No one at all — it was all shut up. It was 7 in the morning and my flight was supposed to leave at 8.30, so I was a bit worried, but I thought OK, kept calm, maybe someone would come soon. And at a quarter to eight a few people did come but they didn't know anything about an 8.30 flight. In the end at about half past nine someone from the airline company arrived, but he just said he didn't know whether there would be a flight that day or not. I was really anxious by now because I just had to be in Nairobi by 10 o'clock in the evening or I would miss my flight home. By 12 o'clock I got really frustrated because they wouldn't give me any information, and I didn't know what to do. There were no phones working and I didn't know who I could call for help anyway. Well, in the end, I sat at that miserable little airport for 8 hours! A small plane did eventually come and I got to Nairobi about 30 minutes too late. I was furious. I had to spend the night there and wait for a plane the following afternoon. But next morning I heard on the news that the plane I should have taken from Nairobi to Frankfurt had crashed. I was totally shocked. If I hadn't been delayed in Zanzibar I would have been on that plane. I would have been in the plane crash. It was a very lucky escape.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*Вы услышите беседу о телевизионной программе In the House. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

— So tell me something about these brands and image they project. What about Mercedes, for example? What kind of image and appeal do they wish to convey?

— Well, Mercedes is one of the world's best known brands for motor vehicles, of course, and Mercedes is famous for its image of excellent engineering, of safety of its cars and of its German reliability, you know, you should buy a Mercedes because it won't let you down.

— How about Benetton?

— Benetton, yes. You could say that because of its controversial advertising campaigns, its image is better known than the product the brand represents. Well, Benetton is known for its fashion products, of course, and there's

no question that the clothes are well-made, look very good and are relatively cheap, with Italian style and flair.

— And what is the peculiarity of its adverts?

— Benetton began its advertising campaign a few years ago with a multicultural, international image of its slogan, the United Colours of Benetton. But after a while, they decided the image they wanted to give its products was slight different, somehow, slightly less.. how shall I put it.. run of the mill. And now they set out to shock people with their advertising, while at the same time still stressing that the images all belong to the same kind of broad, all-embracing international community of fashion wear.

— Who do they appeal to?

— The appeal is very much to the young consumers, who feel different, who feel special, who feel they could change the world or at least shake the world out of their complacency. It gives an interesting, exciting angle on what is frankly a rather uninteresting Product.

— And what about Gillette? What image do they want to project?

— Well, in the beginning Gillette was an American as apple pie, but one those products which not only everyone knew around the world, but everyone could actually buy around the world as well, even if they didn't have much money.

— I can't believe it. And they decided to change the item of goods, didn't they?

— Yes. And this product is of course personal care for men, razors, after-shave, shaving cream. So we have an essential product used every day by men all round the world.

— What can you say about the image of such man?

— Gillette's image is one of freshness, of love of life. 'Gillette- the best a man can get' is the slogan and its appeal is to every man, young at heart even if not in years. But recently Gillette has slightly adapted this image so that it appeals to 'today's man, the 'new man' if you like, who is in touch with his emotions, someone who takes his responsibilities as a father very seriously, since being a father is being a part of this love of life I mentioned earlier. So there are pictures of today's Gillette man tenderly holding his son in his arms, his son a member, presumably, of the next generation of Gillette users. Freshness, love of life and fatherhood. That's what Gillette stands for.

— Thanks for your coming.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

### VARIANT 10

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker A

A lot of people confuse what they need with what they want. They think they really must have that bigger house, the latest mobile phone, a designer top or some luxury food. To me the difference between wants and needs is clear. We all only really need somewhere to live, food and water, basic health and hygiene products, and clothes for different situations. All the other stuff is really just what we want — things that make us feel better for a time. My advice is just to ask 'Do I really need this?' and if the answer's 'yes', then, of course, I'll go ahead and buy it.

#### Speaker B

I always try to keep balance in my earnings and my spending. I usually know quite well what I need to buy. Once a week I write a shopping list and always follow it. It helps me not to do useless purchases. It may sound a bit dull to people who love shopping but it means I don't have any credit card debts to pay and my apartment isn't full of great amount of things. It's all a question of balance but we also have to be realistic and not to turn into scrooge person.

**Speaker C**

I used to be a complete shopaholic. All my spare time was taken up with trips to shopping malls, buying and selling on eBay and browsing my favourite internet sites. I remember in one weekend I bought six pairs of trousers, eight shirts, around 20 CDs and a new mobile phone. Anyway, by the time I was twenty I had debts of around £20 000 — a thousand pounds for every year of my life. Then losing my job was the reality check I needed. I couldn't pay any of the bills. It was so scary. Now I realize I didn't really need all that stuff and I'm slowly paying off what I owe.

**Speaker D**

I don't really plan my spending, even when I go shopping. I just look around and spot what's on special offer. I always go for the 'buy one, get one free' and 'three for two' deals in the supermarket. I sometimes end up with loads of bottles of shampoo but I guess it's useful. The high street is full of great value shops nowadays. I usually pop in to one or two of them on my way home from work. They are full of cheap clothes and accessories and they always have a sale rail of cut-price stuff. I always pick up one or two things each week.

**Speaker E**

I used to be a dream customer. If I saw something I liked, I would always buy it. It didn't matter if it was in a shop window, in a magazine or catalogue, on a website, or even in an auction. 'See it, want it, buy it' used to be my motto. I have a good salary and so money has never been a problem, and I've never been very much in debt. Then I saw a TV programme on impulse buyers like me and they came across really badly — just like spoilt children. I decided there and then I had to stop being so self-indulgent.

**Speaker F**

I love all shopping opportunities. Not because I'm a shopaholic but because I earn a living by getting people to buy things. It's my job to make people aware of the benefits of different brands so that they sell well. Nowadays there's a lot of talk about people being addicted to shopping and buying stuff they don't need. But what would happen if we only bought the basics in life? Our economy would suffer, workers in the developing world lose their jobs, and life would be very dull. I'm not saying that people should get into serious debt but to have what you want makes life fun.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

**Вы услышите отрывок разговора Ани и Лиз о случае из жизни их друга. Определите, какие из приведенных утверждений А1–А7 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.**

**Now we are ready to start.**

**Ann:** I must tell you what happened to a friend of mine. It's an amusing story.

**Liz:** What happened?

**Ann:** Well, he'd been promising for ages to take his kids to the safari park but he hadn't been able to do, he's always so busy — he's a doctor — but anyway he finally decided to take them last Saturday. Well, when they got there everything was fine till they were driving through the bit where the elephants are, and they stopped for a moment to take some photos. His little boy, who's really naughty, pressed the button to open the windows — and that's strictly forbidden in safari parks — because he wanted to give this elephant a bit of a sandwich he was eating. Anyway this enormous elephant came right up and suddenly put its trunk through the window!

**Liz:** You're joking!

**Ann:** No, and it got worse, because then when my friend tried to close the window the elephant's trunk got trapped, so, of course, it panicked and started kicking the car.

**Liz:** No! How awful! What did they do?

**Ann:** Well, luckily one of the guards had seen what was going on a video monitor or something and they drove to where they were and rescued them, and took them back to the main office. They were pretty shocked, and, of course, the car looked a bit of a mess — two of the windows were broken and one of the doors...

**Liz:** I can imagine.

**Ann:** So, anyway, the guards gave the kids some lemonade and their mum and dad a glass of brandy to calm them down, and then they set off home but when they were about halfway back, they saw an accident had happened on the motorway. There were two police cars there, and, of course, my friend stopped, as he's a doctor, to see if he could help.

**Liz:** Was anybody hurt?

**Ann:** Well in fact no, nobody had been injured but when the police saw my friend's car they were a bit surprised and asked him what had happened to it, so he told them all about the elephant. But policeman didn't believe it and gave my friend the breath test for alcohol. And, of course, he'd had that huge glass of brandy at the safari park, so he came out positive. Now he's going to get a big fine and he's probably going to lose his driving licence for a year.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*Вы услышите беседу о музыке. В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Interviewer:** Alan, you've been involved in pop music for a long time now. How did you first get interested in it?

**Alan:** Well, like a lot of teenagers in the fifties I wanted to be like Elvis Presley. The trouble was I couldn't sing or play a guitar but I loved rock-and-roll, so I got a job with a record company and eventually became a record producer.

**Interviewer:** Now when rock-and-roll first came out people said it wouldn't last, didn't?

**Alan:** Oh, yes. And by 1961 it looked as if they were right. All the heroes had disappeared. Elvis was in the army, Buddy Holly had been killed in a plane crash, Chuck Berry was in jail, Little Richard had decided to become a preacher and nobody wanted to know Jerry Lee Lewis after they found out he had married his fourteen-year-old cousin.

**Interviewer:** So how did rock-and-roll survive?

**Alan:** The funny thing was it was rescued on this side of the Atlantic by British groups like the Beatles and the Rolling Stones. They brought rock-and-roll back from dead and gave it new life. They opened up all sorts of new possibilities for it. Before the Beatles and the Stones only teenagers had really listened to rock-and-roll but afterwards it became everybody's music.

**Interviewer:** So do you think pop music hasn't changed much since then?

**Alan:** Oh no, far from it, there have been some great bands and singers, like ABBA, for example. They were great. Queen, Michael Jackson, Madonna... They have all added something new to pop music. In fact, it's very difficult to talk about pop music now, because there are so many different types. There is mainstream pop, soul, heavy metal and so on.

**Interviewer:** And what about the future?

**Alan:** Well, there are new young bands coming along all the time, of course but personally I don't think we'll ever see anything really new. I don't know but the modern songs don't seem as fresh and exciting as they did in the sixties and seventies.

**Interviewer:** Maybe, it's controversial issue...

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

#### VARIANT 11

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker A

I have been trying to learn Russian. It is so hard compared to English in my opinion. And the words have so many syllables and are often so hard to pro-

nounce. But I have Russian friends who disagree. I suppose it is simply a question of what you are used to. But for me, Russian is the hardest — with an unfamiliar alphabet, strange sounds and stresses; not to mention a totally different grammar system. I can't think of anything much harder than trying to learn any new language. I'll just have to keep on working at it.

#### Speaker B

All languages have their own unique beauty but it seems to me we should be able to choose which one we study. The Irish and the Welsh, for example, make their school kids learn those languages. Fair enough — these languages should be encouraged and available to all who live there. But if the kids spent the same amount of time on French or German maybe their career choices would be wider.

#### Speaker C

I was in Brighton on the famous stony beach when I overheard a group of Russian boys talking about girls. Understanding some Russian I was immediately entertained as they obviously believed they could be understood by no one apart from themselves. I slipped into a kiosk queue, pretended to scan my paper and slowly looked at the other direction. Then they were talking about me! One gave me a better review than the others but fortunately none were too unkind. Still, you can imagine their shock and embarrassment when I was able to introduce myself in Russian, as they started talking to me.

#### Speaker D

I have just met an interesting lady. She is Russian and met her Spanish husband in Greece where they lived for 12 years bringing up their three children. Three years ago they all moved to live and work in Brighton, in England. This, I think, makes the children potentially quadro-lingual. Is this a record? Imagine the advantage of just growing up naturally with Russian, Spanish, Greek and English. I am so jealous!

#### Speaker E

I divide my time between my small studio office and the kitchen. I am trying to build my web design company but it is tough. And I have found a way to relax what I find soothing and occasionally useful for business. I listen to French programs on the radio whilst I work. My French is pretty good but I tune in and out of listening so it becomes a background noise. But amazingly it seems to keep my energy up. And once I got a new French client in after impressing him with my knowledge of French news!

#### Speaker F

My aunt and uncle have retired to Spain. They live all year round in small town close to the sea. But they are not learning Spanish. They say there are enough British living locally: all they need is a little Spanish for polite greetings. In the shops they can point, smile and hold up fingers and in the bank and post office there are English speaking staff. But I think it would be great if they started lessons. They would enjoy their retirement so much more and learn about the people amongst whom they have chosen to live.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

#### Задания A1 — A7

*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.*

**Now we are ready to start.**

**Kelly:** Hey, Peter, why don't we go to the cinema together over the weekend?

**Peter:** I don't like cinemas. There are crowds of people with pop corn and soda, and mobile phones will go off every now and then. It is difficult to concentrate. I would rather rent a DVD.

**Kelly:** Good idea! Let's watch this new Indian film which was released last month. Do you like Indian films?

**Peter:** I have never watched a single Bollywood film before so I really do not know. I hear they are very long and boring.

**Kelly:** I will agree with you about the length but this is because of the amount of the song material. Besides, it is a cultural thing — when Indians go out for an evening entertainment, they want a saga, a drama, a life story — all in one and with some comical episodes as well. It is problematic to put all these aspects into 90 minutes, you know.

**Peter:** I see. Well, I guess singing and dancing must be a great strength of Indian commercial cinema. When actors show extreme emotions, just facial expressions may not be enough.



**Kelly:** Exactly. Songs and dances make the message loud and clear. Of course, it's not real – after all, who breaks out in synchronized dances with many extras when one is happy? But this is a characteristic of Indian cinema.

**Peter:** What is the main theme of Indian films?

**Kelly:** Well, India cannot be considered a rich country but movies show an image of the upper-middle or rich classes. Most Indian people live a life which is completely different from what is there on the screen. This makes these films so attractive and bright.

**Peter:** How odd!

**Kelly:** I say, Peter, you mentioned «Bollywood films». What do you mean?

**Peter:** Don't you know? It is one of the largest film producers in the world — three films a day are finished there, which makes it about a 1000 films a year — can you imagine? The name is a combination of Bombay where the studio is situated and Hollywood.

**Kelly:** I didn't know that! So, what is your decision?

**Peter:** Well, let's go to the rental shop, shall we?

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

Long ago in Eastern Rajasthan, where the Aravail hills meet the Vindyan plateau, tigers were once hunted by the Maharajas of Jaipur. And for the last three days they have been hunted by me, Lucy and Gemmy: three girls out to shoot a tiger in Ranthambhore Park in India.

As you might guess our hunting weapons of choice are not guns, but cameras. We had been told that nowadays this is the best place in the world for photographing a tiger in the wild, but until today we had no success.

On the technical and logistical side all had been going really well. We got the best possible guide — Farid. He has been up early every morning to queue for a jeep and also to book the best routes. Without him we would be limited to the giant canters (big trucks) that haul round large numbers of regular tourists. Also the cameras have been operating well.

We knew in advance that the dust would be a serious problem and we have been rotating cameras via fleece lined bags that keep out dust and protect them from the harsh sun.

This place is a mixture of dense forest and open bush. We were also glad that at planning stage we took note of the advice to pack warm clothes. In the early morning it is really chilly sitting motionless in the open jeep. By mid morning it is T-shirt weather and the afternoons are simply baking — so we were glad to have prepared for all extremes.

Until today we had only a few good shots of «lesser» target species and a few bad shots of more interesting ones. This means that our pictures of gazelles, hares and a monitor lizard are recently classy; and the shots of leopard and boar came out rather blurry — but not a glimpse of tiger. We knew that it would require a huge amount of patience. In fact we also knew that sometimes tourist groups come for a whole week and don't spot a single «stripes».

But today we got lucky. Very early this morning, just a few hundred meters from the ancient fort, Farid motioned excitedly to a small mess of Dhok and banyan trees. Lucy and Gemmy were already set up and adjusting settings and shooting simultaneously. It was much slower but in the end it didn't matter. We had a clear and sustained view of a beautiful tigress and three cubs. For five minutes we took literally hundreds of pictures: one is very special — of a cub just staring straight at my lens.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

#### VARIANT 12

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

**Задание В1**

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

**Speaker A**

To my mind, a multilingual person has more chances to find his or her way in life. The knowledge of two or more languages helps make a career and achieve success. I think children should start learning a second language at a young age. Personally, I learn two foreign languages as well as my native language. I use English to negotiate with my English-speaking partners and to communicate with my friends abroad. I'm fond of reading books in French and listening to French songs. I find this language very beautiful and romantic!

**Speaker B**

I like to travel to get to know different people and cultures. I don't usually have any problems in expressing my thoughts and ideas because the knowledge of French and German always helps me. The knowledge of foreign languages is very useful to those who want to understand other people better. Besides, experts say that multilingualism improves our memory and widens our scope. So why not learn foreign languages?

**Speaker C**

Some years ago I learnt French, but I have completely forgotten it. My parents don't speak this language and I could only practice it at school. My present job doesn't require speaking a foreign language, but I would like to start learning German as I want to be promoted in the future. Learning a second language is very difficult task but I hope I'll manage to master it.

**Speaker D**

I think that learning foreign languages has a great number of advantages. People who learn foreign languages usually have a better ear for listening and sharper memories. They display better problem solving and have more flexible minds. Learning foreign languages helps people expand their horizons and improve their thinking abilities. Those people who know two or more languages are usually better language learners than monolinguals.

**Speaker E**

A person who communicates in two or more languages learns something about different cultures. Such people see the world from two or more perspectives. Communicating with members of other cultures a person should understand them and accept their traditions and customs. The knowledge of several foreign languages promotes intercultural competence and lessens intolerance and racism.

**Speaker F**

Nowadays many people speak two or more languages. Globalization and immigration are typical of modern society which has become a mixture of different nations and cultures. Immigrants and their children have to learn the language of the country they live in. Many countries recognize two or more official languages. In my opinion, people who speak several languages enjoy social and employment advantages and have a chance to get a better job than a monolingual speaker.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

**Weatherman:** Thanks Pat and good morning. Well, it's rather a mixed bag for Britain and Europe today. Heavy rain continues to make things rather unpleasant here in London and I'm afraid it will continue to do so for the next couple of days. In fact, the south of the country in general is having, and again I'm sorry to say, will continue to have, a pretty miserable time of it. Poor old Cornwall will probably come off worst, with severe gales expected later on this evening. Whilst the Midlands will be dry but overcast, the north of England and all of Scotland are in for a rough time. Sleet and snow are expected throughout the day, and police and motoring organisations are advising people

to stay at home tonight as temperatures are likely to drop further and driving conditions will become hazardous.

A frosty morning in France, Belgium and Holland will give way to a warm day with perhaps a few isolated showers in the evening. Unfortunately, however, today's opening matches of the European Cup have still had to be called off after yesterday's cloudburst in Paris as tournament organisers were unable to drain the severely waterlogged pitches in time for the referee's pitch inspection at 7.30 this morning.

Skiers will be disappointed to learn that there will be little change in the weather situation in Switzerland, southern Germany and Austria, the region being in the grips of its worst winter on record. Blizzards, howling gales and snowdrifts the size of the Empire State Building lie the Austrian Tourist Board's recent press release that states that: Austria might be a bit chilly at the moment, but it is still worth a visit.

In contrast to northern Europe, southern Europe is experiencing a freak spell of unusually hot weather. The heatwave in southern Spain continues unabated and, remarkably, the Spanish authorities are actually preparing for a possible drought. In Italy, temperatures soared to an incredible 34 degrees and similar temperatures are expected today. Revellers at tonight's Feed of the World concert in the Coliseum can expect an uncomfortable and muggy evening in Rome and are being advised to take plenty of water with them if they intend to dance the night away.

Moving further east, another scorcher is forecast for Greece today and for the remainder of the week, but delicious cool breezes will make life more than comfortable. With balmy evenings also expected, Greece is most definitely the place to be. So if, like me, you have had enough of grey skies and slush in your Wellington boots, you know where to go.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.

**Now we are ready to start.**

**Int:** Today I'm talking to Chrissy Turner about her role in the hit stage production of *Street*, which is a hip hop dance show. Chrissy, how did you get the part in the show?

**Chrissy:** The dance world is really competitive so it's difficult to get a place on a show like *Street*. Even if you're a good dancer, there are hundreds of people like me looking for work and we're rarely successful! I was lucky because I'd just been in a TV dance competition where I was spotted by the show's producer, who rang to talk to me. He was really friendly. I'd seen *Street* advertised in the paper but never expected to be in it!

**Int:** Did you have any time off before starting to practise for *Street*?

**Chrissy:** No, because I ended up getting into the final of the dance programme! After that I only had a day or two to rest. There was very little time to get ready. I had to move to London — fortunately my brother lives there so I didn't have to make an effort of finding somewhere to stay. I had a minor foot injury from working so hard, so I had to take it easy for the first few days.

**Int:** Have you noticed any famous people in the audience of *Street*?

**Chrissy:** Yes! I've spotted several well-known people. I suppose that might make some people nervous in case they mess up, which I understand. I actually felt proud to be part of the whole thing — reviews can make a real difference to a show's success. The main thing is that people enjoy the show. Whether there are famous people in the audience or not, I just love looking out from the stage and seeing people tapping along to the music — it encourages me to put myself all into my performance.

**Int:** Did you want to be a hip hop dancer when you started out dancing?

**Chrissy:** All I ever wanted to do was dance — I'd have done anything for it. I wondered what it would be like to be one of those dancers you see in TV programmes — you know when someone's singing, for example. But that idea didn't last — I wanted to be noticed! My first love was ballet but I didn't have the right body shape, so I had to focus on other forms of dance.

**Int:** What do you like so much about hip hop dance?

**Chrissy:** Most forms of dance change over time, even things like classical ballet. But because hip hop mirrors popular culture — and obviously it's influenced by the music — it changes faster and you never know what direction it's going to take next. You have to find new ways to express yourself.

**Int:** Do you get on well with the other dancers in the show?

**Chrissy:** There are always rumours about people falling out in the arts which is natural when there's so much competition to keep your place. There are only a few of us though, so we've managed to avoid dividing into little groups who gossip about each other. We achieve a good balance, I think.

**Int:** So, what's next after *Street*?

**Chrissy:** I finish touring next month and there are loads of things I want to do. When I finish performing myself I'd like to teach dance but that won't be for a while! So I've made up my mind to take a break from dancing and do a bit of study. I've been offered a position on a cruise ship which I'd been considering, though it would be time spent away from family again. A bit of sunshine would be nice though!

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

### VARIANT 13

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

**Interviewer:** Some people were asked the same question: 'What do you think our life will be like in 100 years?' Listen to what they have said.

#### Speaker A

I think our life will change greatly in 100 years. Modern technologies provide rapid progress of the society. New ideas are constantly being born and new discoveries are being made. Scientists use modern equipment and instruments which help them make important discoveries. At the beginning of the 20th

century people couldn't imagine a TV-set, a mobile phone, a microwave oven or a computer. But nowadays we can't do without these things as they have become an important part of our everyday life. I think that in the future we shall have more powerful computers that will be able to do any work and to answer any question.

#### Speaker B

I'm sure scientists will invent medicine for cancer and AIDS. Surgeons will be able to perform serious operations very quickly and absolutely painlessly. I hope that people will find the way to lengthen their lives and they will live for 200 years. They will also be able to slow down the process of aging. People will sleep less: two — three hours a day will be enough for them. They will take some pills for memory and they will be able to memorize a lot of information so it will become easier to work and to study.

#### Speaker C

We will continue investigating outer space and we'll travel to other planets. One day we'll get into contact with aliens, creatures who are much more intelligent than people. They will share their knowledge with us and they will tell us how our planet appeared and about other civilizations that lived before us. They will teach us to live without weapon and there will be no wars, acts of terrorism and military conflicts.

#### Speaker D

I think that in 100 years pupils and students will study with the help of computers, though teachers and schools will not disappear. Every classroom will be well-equipped and every pupil will work with his individual task given to him according to his abilities. Computers will correct mistakes in pupils' tests and calculate their marks very quickly. Teachers' duty will be to explain the new material and to help pupils with their tasks.

#### Speaker E

In 100 years people will travel to other planets. Scientists will make great discoveries in the field of animal cloning and genetic engineering. A time machine will be invented and we will be able to travel backwards and forwards in time. All housework will be done by robots. A new form of energy will emerge. We will live in computer-controlled buildings. People will communicate and do the shopping only via the Internet.

#### Speaker F

If people continue to pollute the environment, the consequences will be disastrous! We will suffer from acid rains, greenhouse effect, massive deforestation and other dangerous problems. Global warming will reach catastrophic levels and animal kingdom will be on the brink of extinction. As a result, we will live

among dumps of litter, breathe foul air and drink dirty water. But I hope we'll be able to solve ecological problems. Let's plant trees, create national parks and recycle litter! Let's protect the earth and make our planet cleaner for our children and grandchildren!

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

#### Задания А1 — А7

*Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

**Christian:** Hello Kate! I hear you're learning English now. Why?

**Kate:** Oh, yes. Two years ago I learned French, but now I need English for my future career.

**Christian:** You're right. As for me, my ambition is to be a businessman and it's impossible to become a successful businessman in Norway if you don't know English. That's why I'm learning English hard now and I attend special courses.

**Kate:** So do I. My ambition is to be a tourist manager. I'll visit different countries and talk to different people. When you are in different countries, you can manage a lot better if you understand people and people understand you.

**Christian:** I agree with you. English is an international language nowadays. It is a standard language for all kinds of international communication. Almost all information in computers is in English. Nearly all international letters and telexes are in English.

**Kate:** Your English sounds perfect. How long have you been learning it?

**Christian:** Well, for about five years now. Of course I do my homework and learn grammar but I think that it's because we get a lot of exposure to English in Norway: through TV, music, media, everything. And we don't dub movies and TV programs like they do in many other countries. We get subtitles and I am used to watching such films.

**Kate:** The same with music. Here in Russia English music is very, very popular. Probably more popular than Russian music. I always listen to English songs. At first, I could hardly make out anything but now I can even sing several songs myself.

**Christian:** Really?! That's wonderful because you'll have a good pronunciation if you sing English songs.

**Kate:** Can you give me any advice about learning English?

**Christian:** Well, you say you like travelling. Right?

**Kate:** Yes, I've already been to some foreign countries but, unfortunately, not to English-speaking ones.

**Christian:** That doesn't matter. When you travel, try to speak English as much as possible. Practice is very important if you want to speak English well.

**Kate:** I agree with you. I use the Internet for practice. I have found some English-speaking friends on the Net and chat with them via Skype.

**Christian:** That's great! However, don't forget about learning grammar. As for me, I devote about an hour and a half every day to doing my homework.

**Kate:** That's why you have excellent results. I wish you good luck.

**Christian:** The same to you.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Int:** Today I'm talking to Joe Button about his town's attempt at making the world's largest pizza! Joe, this was your idea, wasn't it?

**Joe:** Yes! I'd been watching a programme about breaking world records on TV and I was inspired to do something — and I just happened to be eating pizza at the time! I'd also read that the town council was trying to bring in more visitors to the area. So I sent a letter to the mayor and the council agreed to pay for the necessary ingredients and use the local park, because they knew it would be a great way to bring people to the town.

**Int:** How did you get people to help you?

**Joe:** I wasn't sure whether local chefs would want to get involved but when I started asking around I was surprised by how interested people were

and the news soon spread. In the end people were coming to me to ask if they could join in! I thought it would be a good idea to run the event during the school holidays so that everyone could come along, and the town council sent out hundreds of invitations to the town's residents and businesses.

**Int:** How did you manage to make such a large pizza?

**Joe:** One of the chefs — called Marco — suggested making a long pizza rather than a round one because he thought it would be less complicated. The pizza had to be made in sections and we had ninety people making dough for the base, all working together at once. A local cake factory loaned us their premises for the day, so we started work at six o'clock in the morning and then had to transport the pizza base to the park piece by piece, which took ages!

**Int:** You must have used a lot of ingredients! Tell us about that.

**Joe:** We calculated how long the pizza needed to be as well as how much flour and stuff we'd need and then we added on an extra bit. Finding somewhere to store it all was difficult. Marco pointed out that we needed to make the pizza as long as we could.

**Int:** How did you cook the giant pizza?

**Joe:** We knew that might not be easy! When we'd made the pizza base, we laid it out along tables in the park. Then we rolled the ends of each piece together so it was genuinely one long pizza. Anyway, we put the tomato and cheese on and luckily, the same company that had let us use their factory lent us that amazing machine which moved along the pizza and cooked it metre by metre!

**Int:** What happened at the pizza-making event?

**Joe:** As well as our pizza, there were bands playing and some of the town's businesses set up stalls to advertise their products. It was a great team effort and we were rewarded with plenty of media interest. Lots of people came from villages nearby. I was interviewed about how I'd come up with the idea and had my photo printed in the newspaper. That was cool, though nobody's recognised me since!

**Int:** Was the event as successful as you hoped?

**Joe:** We tried our best but we didn't break the record. An official came along and he checked the length of the pizza. But we must have measured it wrongly! But now I know what I'm going to do when I finish school now — start a pizza company!

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**

### VARIANT 14

Вы сейчас будете выполнять тест по аудированию. Во время его выполнения перед каждым заданием дана пауза с тем, чтобы вы смогли просмотреть вопросы к заданию, а также паузы после первичного и повторного предъявления аудиотекста для внесения ответов. По окончании выполнения всего раздела «Аудирование» перенесите свои ответы в бланк ответов.

#### Задание В1

*Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего А — F и утверждениями, данными в списке 1 — 7. Используйте каждое утверждение, обозначенное соответствующей буквой, только один раз. В задании есть одно лишнее утверждение. Вы услышите запись дважды. Занесите свои ответы в таблицу. У вас есть 20 секунд, чтобы ознакомиться с заданием.*

**Now we are ready to start.**

#### Speaker A

There are heaps of reasons why people get a car: freedom, independence, not having to get on public transport when it is crowded, the possibility to get to the place on time rather than being late. Being a mother of two kids, I find it necessary to have a car because life becomes much easier. You see, it means a lot here and I don't want my kids standing in the rain waiting for a bus and getting all wet. It also let us be independent and be able to go somewhere quickly and not have to wait around for others. I can just get in car and go.

#### Speaker B

Believe me, we all have cars in the UK nowadays. I don't drive myself and people are amazed when I tell them about it. My husband does drive though, but before he did we travelled everywhere by bus and train ... and we travelled a lot. The British Isles have a pretty good transportation system but obviously we are able to get to the more remote locations now that we have a car. For many people a car is as essential as public transport. But it is constantly being cut so many small towns and villages have lost their bus services or they stop running after 6.00 pm.

**Speaker C**

No doubt that a car gives you the freedom to go almost everywhere you want at any time. You don't have to call a cab, take a bus or train, just jump in and go! The bad thing about owning a car is the insurance, fuel and maintenance. Up until recently, most people in England had two cars per household. However, now the price of fuel is very expensive and some motorists pay over £70 a week to fill their vehicles up. That's why a lot of people are getting rid of the second car. Personally, I can get everywhere I need by walking or by bus.

**Speaker D**

Even though cars get us to places a lot faster than bikes, they also cause a lot of pollution. I was walking the other day and thinking, 'If I were rich, I'd build a carless city, the one crisscrossed by sidewalks and bike lanes only. No humans or pets would ever be killed by cars there and everybody would breathe clean air. There would be lots of trees and great stretches of lawn everywhere and kids could play without looking over their shoulders for those roaring murderous beasts so beloved by us.' Do you agree with me?

**Speaker E**

Who wants to wait for a bus? It annoys me when people don't drive and you have to pick them up all the time, and they need a ride everywhere. People buy cars for different reasons. For a lot of people I think it is ability to move things. My friends and I often need to move large objects such as double basses, keyboards, furniture or computers; and we wouldn't be able to do this without a car. A car is not a luxury today; it's our way of life, like breathing. And you just have to have a car to keep up with the pace going on around you.

**Speaker F**

Getting rid of cars would accomplish nothing positive, and would complicate our lives a lot. If you personally want to live without a car, and everything is close enough for you to either walk, or ride a bicycle, you are welcome to live that lifestyle. However, you can live without a car only because others still have them. It is no coincidence that the most advanced civilization on earth is the one with the largest percentage of personal automobiles. Cars make our way of life possible more than any other tool.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the texts again. (Repeat.)**

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

**Задания А1 — А7**

*Определите, какие из приведенных утверждений А1–А7 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.*

**Now we are ready to start.**

**Mike:** I'm 39 now and I resumed my studies when my son started Grade One. Now I'm very happy that I made up my mind to do this. I'll be graduating in April and hopefully start teaching high school English in September.

**Mary:** What had you been doing before you went to university?

**Mike:** I had been doing administrative work for 13 years, straight out of high school. I had got very tired and fed up with the low pay and the monotonous nature of the work. So I started university.

**Mary:** That's a right decision, indeed. As for me, I went to university at more or less the normal age. I was actually 21 at the time. But I did so miserably that the university suggested that I won't return. Since then I've been basically wasting my time.

**Mike:** And what are your plans?

**Mary:** You see, one day I was fiddling around on the web and found some information about distant learning. It's fabulous if you can't take the time out to go to people-ridden classes, because you can work it around your own schedule.

**Mike:** Yes, I think the fact that you can do the work in your own space and your own time is really helping.

**Mary:** Of course, I will have deadlines to meet, but they're not the same as the in-class sort. Handing things in doesn't depend on anyone else's office hours or class times, which is really handy. I will only have to contact my tutors when I want to or need to, or when I'm required to do an quiz or exam.

**Mike:** I think it's a very good idea. Going to university was the best thing I have ever done. I found it was more fun than I expected, and the benefits outweighed the disadvantages. I learned so much about myself, and I'm very proud of my accomplishments!

**Mary:** And I expect my ability to study to be much better than it used to be and things come much more easily. While I still see doing some of the work as a chore, at least this time around I'm actually enjoying it.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

#### Задания А8 — А14

*В заданиях А8–А14 обведите цифру 1, 2 или 3, соответствующую выбранному вами варианту ответа. Вы услышите запись дважды. У Вас есть 50 секунд, чтобы ознакомиться с заданиями.*

**Now we are ready to start.**

**Interviewer:** Hello, Pamela, welcome to the programme. So many young people want to be fashion designers these days, but don't know how to get started.

**Pamela Green:** Hi. I felt exactly like that myself! You must first discover if this is really what you want to do. I wasn't sure what to begin with, so I started off by looking for a store in my neighbourhood that sold its own clothes. The owner invited me into her studio and told me what a typical day was like. She allowed me to ask as many questions as I wanted. Having made up my mind, I then contacted a few colleges to see what courses in fashion were on offer, and I was lucky to find one that seemed ideal.

**Interviewer:** So a degree in fashion is a must?

**Pamela Green:** Well, you often meet designers who go to college later in life, after years of working in the industry. The truth is the best students aren't always the best designers, but there's no denying that a degree will show that you've got certain basic skills and get you your first job. Don't be surprised to find colleagues with fewer qualifications on higher pay than yourself though. Making progress from that point will depend entirely on your personal talent.

**Interviewer:** What basic skills do you need?

**Pamela Green:** When you ask a fashion student what they want to do, they often reply 'have my own line'. Not an easy task, I must say. You need work experience first, ideally in a successful fashion shop, to understand that this industry is led by commerce. Starting your own line requires capital and a clear overview of how it's going to develop. Without it, clothes design can only be a hobby. Of course, if you've got an eye for colour, style and shape and an ability to draw, you shouldn't let go of the dream.

**Interviewer:** Where do you get the inspiration for your designs?

**Pamela Green:** To be a good designer, you have to be aware of the world you live in, you need to go out and look at people's lives and attitudes, you really have to learn how to observe what's happening around you. And I don't

mean going abroad necessarily — my social circle is invaluable for me, for example — a constant source of ideas. You have to remember the clothes are not for you, you have to adapt to what other people want. And don't be tempted to imitate the famous designers, however beautiful their collections might look.

**Interviewer:** Now you're a successful designer, are things easier?

**Pamela Green:** It took me a while to learn to cope with criticism, though. You think your design drawings look brilliant, but you mustn't get upset if the garment doesn't look as you'd imagined it. What I've never managed to get used to is the sheer amount of work involved in finishing your collection well in advance of the season. Some designers stop attending fashion shows, for example, which involve lots of time-consuming travelling, but I'd be unhappy to give that up.

**Interviewer:** Do you have to do a lot of reading to keep up with trends?

**Pamela Green:** You have to read fashion magazines and other media that reflect current trends and tastes. It doesn't matter whether you want to use them in your own designs. Nobody knows what styles will be fashionable in, say, two years' time, but the point is you have to know just about everything that's been done before, so that you can spot it when it becomes popular again.

**Interviewer:** This is very competitive industry. Realistically, what are the chances for somebody starting?

**Pamela Green:** Don't make the mistake of aiming just for designing outfits, which is just one part of a vast industry. You may be perfectly happy as an obscure but competent designer of small pieces for collections — jewellery, hats, shoes—all of which need to be created. And then somebody has to market them, sell them, write about them. Fame and glory is just for the top twenty world designers, and life isn't always wonderful, even for them.

**You have 15 seconds to complete the task. (Pause 15 seconds.)**

**Now you will hear the text again. (Repeat.)**

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

**This is the end of the Listening test.**

**Время, отведённое на выполнение заданий, истекло.**