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# Английский Язык

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Интенсивный курс подготовки к ЕГЭ



БЕЗ РЕПЕТИТОРА

*Серия «Без репетитора»*

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# **Английский язык**

*Интенсивный курс подготовки к ЕГЭ*

Ростов-на-Дону  
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Учебное пособие предлагает варианты 130 тестовых заданий, соответствующих государственному образовательному стандарту и программам по всем дисциплинам курса «Английский язык», рекомендованным Министерством образования РФ. Справочный материал пособия поможет восполнить пробелы в английской грамматике.

Тестовые задания адресованы школьникам и абитуриентам, которые в ходе подготовки к экзамену желают самостоятельно систематизировать и контролировать знание разделов, входящих в курс изучения английского языка. Более того, пособие может быть использовано учителями средних школ для организации контролируемой самостоятельной работы старшеклассников; преподавателями вузов в качестве входящей и промежуточной формы контроля знаний студентов.

Изучение рекомендованных тестовых заданий позволит не только успешно сдать экзамен, но и лучше разобраться в отдельных вопросах курса по английскому языку.

Данное пособие ориентировано на тех, кто желает поступить в вузы на гуманитарные и экономические специальности.

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# Предисловие

На современном этапе реформирования российской системы образования проводится внедрение компьютерных технологий для достижения объективности итогового контроля знаний школьников и входящего контроля знаний студентов. Именно поэтому в последние годы для поступления в вузы необходимо сдавать экзамен в форме единого государственного экзамена как для очной формы обучения (ДФО), так и для заочной формы обучения (ЗФО).

Объективность оценки знаний школьников и абитуриентов достигается с помощью стандартизированных требований, предъявляемых в виде одинаковых условий и подобных заданий и вопросов по всем разделам курса «Иностранный язык» (английский). Примерно одинаковые по свойствам и уровню сложности вопросы и задания являются своеобразным измерительным материалом, позволяющим выявить широту знаний школьников, абитуриентов и студентов. Эта стандартизированная процедура носит повсеместный и централизованный характер.

Грамотно составленный тест представляет собой совокупность сбалансированных тестовых заданий по разным разделам курса. Пропорциональное распределение заданий в тесте должно отражать основное содержание предмета. При этом вопросы и тестовые задания различной степени трудности обеспечивают равнотрудность вариативных тестов.

Вместо выставления оценок в современной педагогике применяется шкалирование результатов теста, поэтому свойства вопросов и тестовых заданий определены заранее в процессе составления самого теста. Наличие большого количества тестовых заданий позволяет выявить подготовленность учащихся и абитуриентов.

В последнее десятилетие наблюдалось стремительное развитие тестологии как специальной дисциплины современной педагогики. Это обусловлено тем, что именно тестирование позволяет абитуриентам объективно оценить уровень своих знаний, а также определить свое место (рейтинг) среди множества других российских учащихся, проходивших единый государственный экзамен в разных регионах Российской Федерации. Увеличение числа вузов, принимающих результаты ЕГЭ в качестве вступительного экзамена, привело к возрастающему спросу на данную форму контроля знаний.

В процессе подготовки к экзамену в форме ЕГЭ школьнику и абитуриенту необходимо иметь представление об основных разделах курса по английскому языку и владеть лексическим минимумом по изученным ранее темам в рамках школьной программы.

ЕГЭ представляет собой тест из трех частей: вопросы и задания с предлагаемыми вариантами ответов, из которых только один является правильным; творческое задание, а также тема для устного обсуждения.

Принимая во внимание структуру заданий ЕГЭ, в данное пособие включены пять разделов: аудирование, чтение, грамматика и лексика, написание письма и беседа при этом представлены разные уровни сложности (базовый, средний, продвинутый).

ЕГЭ оценивает уровень подготовленности учащихся по установленной шкале с учетом трудности и дифференцирующей силы верно и неверно выполненных заданий. Особенностью тестирования является то, что число верно выполненных заданий неоднозначно определяет итоговый балл тестируемого. Каждое верно и неверно выполненное задание может в значительной степени повлиять на итоговый балл.

Предлагаемые в пособии тестовые задания способствуют закреплению знаний по курсу «Английский язык». Правильные ответы выделены курсивом, что позволяет сразу опреде-

лить их на фоне неверных ответов, не прибегая к справочному аппарату книги.

Для того чтобы получить более глубокие знания следует обратиться к справочному материалу и литературе, которые рекомендуются в пособии.

## **Единый государственный экзамен**

### **Приемы и правила успешной сдачи единого государственного экзамена**

Какие знания выносятся на контроль в ходе единого государственного экзамена по английскому языку?

Отвечая на этот вопрос, следует заметить, что английский язык — это курс, имеющий междисциплинарный характер, т. е. состоящий из нескольких разделов, освещающих как отдельные вопросы грамматики, лексики, так и понимание языка в целом.

Своеобразие вопросов и тестовых заданий заключается в том, что, с одной стороны, они направлены на знание терминологии, лексики и общетеоретической информации, с другой стороны — на умение классифицировать, определять ситуативность, грамматическую конструкцию при описании события или процесса в конкретной реальной ситуации. Теоретическое изучение грамматики в целом является частью школьного курса, поэтому тестовые задания рассчитаны на приобретенные школьниками знания.

Проверке подлежат как знания учащихся, определяемые лексическим минимумом, так и то, насколько они овладели необходимыми познавательными умениями, навыками работы с информацией на английском языке.

В связи с этим разработан ряд следующих требований, отражающих состав элементов необходимой подготовки выпускников школы и абитуриентов вузов и ссузов.

Правила сдачи ЕГЭ по английскому языку соответствуют основным правилам сдачи ЕГЭ:

- в бланке можно писать только черными чернилами, желательно пользоваться заранее проверенной черной гелевой ручкой;

- в соответствующей правильному ответу клеточке нужно ставить крестик. Если при выставлении крестика вы поставили слишком жирную линию по диагонали квадрата, то можно оставить ее в таком виде;

- необходимо изображать каждую букву и цифру во всех заполняемых полях бланка регистрации согласно образцу ее написания из верхней части бланка с образцами символов. Для этого на тренировочных тестах обратите на это особое внимание, поскольку неправильное или неаккуратное написание символов может привести к тому, что при обработке символ не распознается;

- заполнение следует начинать с первой позиции, в случае отсутствия какой-либо информации не нужно ставить прочерки;

- пометки и исправления делать только в специально отведенном поле, не перечеркивая неправильный ответ;

- категорически запрещается пользоваться замазкой или простым карандашом для корректировки уже заполненных полей;

- на дополнительном бланке не должно быть пометок о личности участника ЕГЭ (фамилии, имени, отчества).

# Рекомендации к порядку решения теста

## ШАГ 0

*Правильно заполнить бланк теста, чтобы не допустить «глупых ошибок»*

Внимательно выслушав организатора в аудитории, следуйте рекомендованному порядку заполнения бланка теста. В процессе оформления задавайте вопросы, просите повторить пропущенные или разъяснить непонятные пункты. Будьте аккуратны и предельно внимательны, поскольку любую пометку при сканировании и обработке ответов автоматически компьютер посчитает за ошибку. Пишите разборчиво и правильный ответ отмечайте символом, указанным в образце ответов (указано на бланке). Пользоваться замазкой и исправлять ошибки запрещается. Исправления в бланке допускаются согласно инструкции только в специально отведенной графе «Замена ошибочных ответов» без зачеркивания неправильного ответа. Во избежание удаления с экзаменационного теста соблюдайте правила поведения в аудитории.

### *Заполнение бланков ответов*

Каждый участник ЕГЭ по английскому языку получает бланки ответов № 1 (для ответов на задания группы А — выбрать один из предложенных вариантов; для записи кратких ответов на задания типа В) и № 2 для записи развернутых ответов.

В верхней части бланка ответов № 1 расположены вертикальный и горизонтальный штрихкоды, строка с образцами написания символов и поля для заполнения участником ЕГЭ. Информация для заполнения полей должна быть продублирована информацией, внесенной в бланк регистрации.



Средняя часть бланка № 1 предназначена для записи ответов на задания типа А, при этом предлагается не более четырех на каждое задание. Выбрав правильный, на ваш взгляд, вариант ответа, поставьте метку в виде крестика в соответствующую номеру задания и варианту ответа клеточку. Обратите внимание: левые и правые края работы пронумерованы. В данной части бланка не следует делать несколько меток — такое задание будет считаться неправильно выполненным.

Заменить можно не более двенадцати ошибочных ответов в заданиях типа А в специальной области «Замена ошибочных ответов на задания типа А».

Ниже области замены ошибочных ответов размещены поля для записи ответов на задания типа В (с кратким ответом) с максимальным количеством символов в одном ответе — 17, при этом слова пишутся полностью, но без пробелов между словами. Взамен ошибочно записанных вариантов ответов (не более 6 исправлений) можно записать новое значение верного ответа в предусмотренном поле «Замена ошибочных ответов на задания типа В»: в поле отмены проставить номер исправляемого задания типа В и записать новое значение верного на указанное задание.

Бланк ответов № 2 состоит из:

- вертикального и горизонтального штрихкодов (не заполняется участниками ЕГЭ);
- поля «резерв-8» (не заполняется участниками ЕГЭ);
- области ответов (поля для рукописного внесения информации);
- дополнительного бланка ответов № 2 (заполняет организатор в аудитории при выдаче);
- листа № 1 (не заполняется участниками ЕГЭ).

Верхняя часть бланка, кроме поля «Резерв-8», должна соответствовать информации, внесенной в бланк регистрации и бланк ответов № 1.

Ниже регистрационной части — область для записи раз-  
вернутых ответов на задания C1 и C2 в строгом соответствии  
с требованиями инструкции по выполнению работы.

Если участнику ЕГЭ не хватило места для ответов на ли-  
цевой стороне, он может продолжить запись на оборотной,  
указав внизу лицевой стороны «смотри на обороте».

При недостатке места на основном бланке ответов № 2  
участник ЕГЭ имеет право продолжить свои записи на Допол-  
нительном бланке, который выдаст организатор в аудитории  
по требованию участника.

## ШАГ 1

### *Ознакомление с инструкциями*

Необходимо принимать во внимание, что экзаменацион-  
ный тест помимо вопросов и заданий содержит инструкции,  
которые помогают школьникам и абитуриентам разобраться  
в предъявленных требованиях, а также разъясняют правила  
записи правильных ответов и исправления ошибок. Как по-  
казывает практика, инструкции бывают четырех типов:

- предварительная инструкция ко всей работе;
- предварительная или завершающая инструкция к от-  
дельной части работы;
- предварительная инструкция к отдельным блокам за-  
даний;
- инструкция к отдельным заданиям.

## ШАГ 2

### *Правильное распределение времени и порядок выполнения тестовых заданий*

Приступая к выполнению теста, помните, что на выпол-  
нение всей экзаменационной работы по английскому языку  
дается 3 часа (180 минут). На специально организованных

тренировочных тестах постарайтесь определить продолжительность решения каждой части теста.

**Метод 1.** Желательно выполнять задания в том порядке, котором они даны, пропуская лишь задания, представляющие, на ваш взгляд, определенную трудность. В оставшееся время вы можете проверить выполненные задания и вернуться к пропущенным вопросам.

Преимуществом данного метода является позитивная психологическая настроенность:

- после выполнения первых шагов к успешной сдаче экзамена у вас появляется уверенность по мере решения вопросов, не представляющих особой трудности;
- первоначально воспринимая наиболее трудные задания в качестве ознакомления, вы активизируете внимание, преодолеваете нервное состояние и рассеянность;
- делая анализ терминов и формулировок, как в вопросе, так и в предлагаемых ответах по принципу общности или методом исключения неверного, вы постепенно развиваете логическое мышление;
- отвечая на легкие вопросы, вы «включаете» память, которая начинает работать в режиме «мозгового штурма»;
- читая сложные вопросы повторно, вы ищете подсказки и ключевые слова.

**Метод 2.** Если вы обратили внимание, что на тренировочных тестах какая-то часть работы дается вам легче, а ответ на нее занимает меньше всего времени, то можете начать решение теста именно с нее, постепенно переходя к наиболее емким по времени частям (заданиям).

*К преимуществам этого метода можно отнести:*

- оценив временные рамки предстоящего труда, вы сосредоточенно приступаете к решению определенной части теста и не тратите время на общее ознакомление;
- не тратя драгоценное время, вы выполняете каждую часть теста без особой спешки;

- выбрав задания по одной тематике или из одного раздела, можете найти подсказки или частичные ответы на одни вопросы в формулировках других;

- ответив на нетрудные для вас вопросы, вы большую часть времени отводите для концентрации внимания на трудных вопросах;

- переходя к новому заданию, вы имеете психологическую установку: ответить правильно на максимальное количество вопросов.

### ШАГ 3

#### *Ознакомление с трудными вопросами и заданиями и их анализ*

Основную часть времени вы тратите на поиск или выбор ответов на трудные для вас вопросы и задания. Именно поэтому целесообразно было бы разделить их на три группы: на «знание», на «логику» и «загруженные» информацией. Вопросы первой группы направлены на проверку общего понимания информации, второй — на умение работать с предлагаемым материалом, понимать смысл и связи явлений, третьей — на умение определить временной фактор с учетом ситуативности. Каждый из трех типов вопросов отличается определенной трудностью, поэтому требует особых подходов.

А. Вопросы на проверку информированности пугают своей «детальностью».

Б. Вопросы на проверку логического мышления привязаны к реальной ситуации.

В. «Загруженные» вопросы осложнены временными характеристиками, описаниями, развитием событий в определенном времени и т. д.

**Рекомендация.** Готовясь к экзаменам, не ограничивайтесь выпиской и заучиванием кратких формулировок отдельных

грамматических правил. Воспринимайте вопросы теста как стержневые или опорные элементы фрагментов учебника и устного ответа.

## **ШАГ 4**

### *Проверка бланка теста*

Ответы на вопросы необходимо перенести в бланк теста, обращая внимание на соответствие номеров вопросов (заданий) и ваших ответов. При этом «вчитывайтесь» в вопрос или формулировку задания и «вдумывайтесь» в правильность вашего ответа.

## **Основные правила успешной сдачи ЕГЭ**

Данные советы и заповеди собраны в той последовательности, в какой они понадобятся вам на экзамене.

1. Изучите письменную инструкцию к каждому из предложенных типов задания до экзамена. Примеры инструкций опубликованы в сборниках тренировочных тестов.

2. Помните о том, что ответ на вопрос, на который вы знали правильный ответ, будет засчитан, если вы поставили в нужной клетке крестик.

3. «Пятерка» ставится не только за 100 % правильных ответов.

4. В первые минуты распределите силы, а главное — время.

5. Решив легкие задания, отмечайте пропущенные.

6. Не пытайтесь домысливать, выбирайте ответ из предложенных вариантов.

7. Решив тест, проверьте еще раз, является ли ваш ответ ответом именно на этот вопрос. Спросите себя: «Нет ли в задании данных, противоречащих выбранному мной ответу?»

8. Если вы столкнулись с трудным заданием, постарайтесь ответить на три вопроса:

- К какой теме и разделу учебного курса оно относится?
- На какое положение учебника оно направлено?
- Какое конкретное знание оно призвано проверить?

Иногда это помогает понять, в каком направлении искать решение.

9. В заданиях, где «требуется ответ в виде одного-двух слов или сочетания цифр», ответы без пробелов «записываются в тексте работы, а затем в специальных строчках в бланке ответов».

10. Потренируйтесь заранее узнавать вопросы, в которые вдумываться «бесполезно». Если память подскажет решение, то хорошо, но над такими вопросами не нужно засиживаться и терять время. Помечайте их особым знаком вне полей для ответа.

11. В оставшееся время вы можете воспользоваться так называемым методом «научного тыка»: наугад отметьте из предлагаемых вариантов любой ответ на те вопросы, на которые вы точно не знаете правильный ответ.

12. Не волнуйтесь! Вы можете получить «пятерку», даже если ответили не на все вопросы.

13. При переносе ответов в бланк контролируйте соответствие порядковых номеров вопроса и отмеченные нужным знаком ответы. Проверяйте каждый десятый пункт, чтобы не сбиться на другую строчку.

# Раздел 1.

## Тестовые задания части А:

### Варианты заданий группы А1–А7

#### Рекомендации по выполнению данной группы заданий

Каждый участник ЕГЭ, получив задание, может ознакомиться с утверждениями, которые после прослушивания записи дважды нужно будет подтвердить (*True*), опровергнуть (*False*) или указать, что данная информация в тексте отсутствует (*Not stated*). При этом следует помнить, что:

- нужно выделить только один из трех вариантов для каждого утверждения;
- не следует искать в аудиотексте предлагаемые в заданиях утверждения, обычно они выражены косвенно с помощью синонимичных фраз;
- не пропускайте задания, не сделав пометки, поскольку порядок утверждений в заданиях соответствует порядку, в котором подобные фразы даны в аудиотексте или отсутствуют вообще;
- не обращайтесь внимания, если почти на все задания правильными будут только ответы под одним и тем же номером (например, три — *Not stated*) или, наоборот, какой-то вариант ответа окажется неиспользованным.

Цель заданий данной группы — проверить способность выпускников школ и абитуриентов воспринимать в общем англоязычную речь и понимать информацию.

Для успешного выполнения заданий этой группы, до прослушивания нужно:

- внимательно изучить утверждения, акцентируя внимание на слова, придающие предложению отрицательный

характер: *never, nobody, nothing* и другие отрицательные местоимения;

- постарайтесь перефразировать данные утверждения с помощью синонимов или изменения конструкции предложения;

- выделите ключевые (смысловые) слова, которые, на ваш взгляд, в аудиотексте останутся неизменными.

После первого прослушивания постарайтесь:

- определить утверждение(я), о котором не было упоминания;
- отметить информацию, которая вызвала сомнение;
- проверить последовательность утверждений тем фразам, которые приводятся в аудиотексте.

В ходе второго прослушивания следует:

- перепроверить информацию, которая вызывала сомнения;
- обратить внимание на те моменты, которые были упущены или оказались непонятыми в ходе первого прослушивания.

После второго прослушивания:

- в установленном порядке отвечайте согласно тому соответствию, которое было установлено: номер утверждения — 1) «верно», 2) «неверно», 3) «не указано» и т. д.;
- даже если вы в чем-то сомневаетесь, не следует тратить много времени на размышления;
- определив основную мысль высказывания, отмечайте наиболее логически подходящий вариант.

Тексты, диалоги, интервью, на основе которых составлены тестовые задания, вы можете найти в «Приложении».

Рекомендуется учителям и репетиторам заранее записать указанные тексты и использовать их при подготовке к данной группе заданий. Если же школьник решил самостоятельно готовиться к ЕГЭ, то следует обратиться за помощью к учителю или знакомым, владеющим языком на продвинутом уровне, чтобы сделать аудиофайл на любой носитель информации.



## Вариант 1

Вы услышите интервью с представителем системы образования. 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. *Mr. Broke discussed this problem with journalist before talk show*

- 1) True                      2) False                      3) Not stated

A2. *Teachers prefer to ask students on exams only orally*

- 1) True                      2) False                      3) Not stated

A3. *Only relations between teachers and students have influenced good result*

- 1) True                      2) False                      3) Not stated

A4. *Objective test has a specific — students fix only one answer on special paper*

- 1) True                      2) False                      3) Not stated

A5. *Sometimes students can guess right variant without preparation*

- 1) True                      2) False                      3) Not stated

A6. *Essay test looks like series of multiple-choice questions*

- 1) True                      2) False                      3) Not stated

A7. *Students with good knowledge can pass essay test successfully*

- 1) True                      2) False                      3) Not stated

## Вариант 2

Вы услышите разговор студента, который не сдал экзамен, и его матери. 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.** *Michael is a second year distant student*

- 1) True                      2) False                      3) Not stated

**A2.** *He has failed all his exams*

- 1) True                      2) False                      3) Not stated

**A3.** *His mother asked him about father's reaction*

- 1) True                      2) False                      3) Not stated

**A4.** *Mother said that the reason of his failure was football*

- 1) True                      2) False                      3) Not stated

**A5.** *Michael prepared for the exam very well and he had only good marks*

- 1) True                      2) False                      3) Not stated

**A6.** *He has failed exams in Geometry*

- 1) True                      2) False                      3) Not stated

**A7.** *Mother recommended him to give arguments of the failure when father comes home*

- 1) True                      2) False                      3) Not stated

### Вариант 3

Вы услышите рассказ студентки британского колледжа. 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 is a photo model*

- 1) True                      2) False                      3) Not stated

**A2.** *She describes her uniform in detail*

- 1) True                      2) False                      3) Not stated

**A3.** *All her friends are female*

- 1) True                      2) False                      3) Not stated

**A4.** *Some students wear illegal clothing hiding it under uniform sweater*

- 1) True                      2) False                      3) Not stated

**A5.** *She is from well-to-do family*

- 1) True                      2) False                      3) Not stated

**A6.** *Students don't want to be creative*

- 1) True                      2) False                      3) Not stated

**A7.** *She likes to go for a walk in uniform after the lessons to show that she is a student of high school*

- 1) True                      2) False                      3) Not stated

## Вариант 4

Вы услышите рассказ ведущего телепередачи «Welcome to Britain» об особенностях английской кухни. 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.** *You can find only restaurants and you must be rich enough for eating out*

- 1) True                      2) False                      3) Not stated

**A2.** *Many cheap cafes are famous for monotonous menus*

- 1) True                      2) False                      3) Not stated

**A3.** *The office personnel may have luncheon vouchers which they could buy in special shops in the City*

- 1) True                      2) False                      3) Not stated

**A4.** *There was no English pub institution in the earlier times*

- 1) True                      2) False                      3) Not stated

**A5.** *You can see inside a sign «No smoking»*

- 1) True                      2) False                      3) Not stated

**A6.** *The British pub is a place for working people only*

- 1) True                      2) False                      3) Not stated

**A7.** *The Englishmen never take children to a pub*

- 1) True                      2) False                      3) Not stated

## Вариант 5

Вы услышите впечатления о поездке человека, который не любит путешествовать. 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.** *He decided to have a rest with his girlfriend on summer holiday*

- 1) True                      2) False                      3) Not stated

**A2.** *The weather was too bad*

- 1) True                      2) False                      3) Not stated

**A3.** *Going on a trip he tried to pack all necessary things*

- 1) True                      2) False                      3) Not stated

**A4.** *The taxi-driver got them to the station through the heavy traffic of the city*

- 1) True                      2) False                      3) Not stated

**A5.** *Many friends were on the platform to see them off*

- 1) True                      2) False                      3) Not stated

**A6.** *He wanted to carry the luggage because he was strong and muscular*

- 1) True                      2) False                      3) Not stated

**A7.** *They were waiting for a porter more than an hour*

- 1) True                      2) False                      3) Not stated

## Вариант 6

Вы услышите рассказ английской домохозяйки. 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.** *Englishmen prefer to have breakfast with buttered toast*

- 1) True                      2) False                      3) Not stated

**A2.** *They often call friends in for a chat when they have afternoon tea*

- 1) True                      2) False                      3) Not stated

**A3.** *High tea in England is usually between 5 and 6*

- 1) True                      2) False                      3) Not stated

**A4.** *Pans are used for boiling food*

- 1) True                      2) False                      3) Not stated

**A5.** *They can cook meat on special frying pan*

- 1) True                      2) False                      3) Not stated

**A6.** *Englishmen drink only black coffee*

- 1) True                      2) False                      3) Not stated

**A7.** *There is a coffee machine in every kitchen*

- 1) True                      2) False                      3) Not stated

## Вариант 7

Вы услышите беседу двух подруг во время чаепития. 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.** *Mrs. Smith was so happy to see her best friend and offered to have a cup of tea*

- 1) True                      2) False                      3) Not stated

**A2.** *Mrs. Brown was invited for tea after working day*

- 1) True                      2) False                      3) Not stated

**A3.** *Mrs. Smith was proud that she bought several jars of wonderful jam*

- 1) True                      2) False                      3) Not stated

**A4.** *Mrs. Brown disliked strong tea*

- 1) True                      2) False                      3) Not stated

**A5.** *Mrs. Brown asked the recipe of buns*

- 1) True                      2) False                      3) Not stated

**A6.** *Mrs. Smith forgot how to cook the buns*

- 1) True                      2) False                      3) Not stated

**A7.** *Mrs. Smith didn't offer another cup of tea to Mrs. Brown*

- 1) True                      2) False                      3) Not stated

## Вариант 8

Вы услышите рассказ работника британской станции железной дороги. 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.** *Platforms in Britain are like in other countries*

- 1) True                      2) False                      3) Not stated

**A2.** *It is not difficult to get in and out of the carriage with your luggage*

- 1) True                      2) False                      3) Not stated

**A3.** *Every day many people go to their work by train*

- 1) True                      2) False                      3) Not stated

**A4.** *In every train ticket inspector controls passenger right tickets in the class*

- 1) True                      2) False                      3) Not stated

**A5.** *Ticket price depends upon the time and the class*

- 1) True                      2) False                      3) Not stated

**A6.** *In the end of a journey passengers could throw their tickets into special urns*

- 1) True                      2) False                      3) Not stated

**A7.** *It is too costly to carry luggage to a waiting car or taxi*

- 1) True                      2) False                      3) Not stated



## Вариант 9

Вы услышите рассказ из истории транспорта в Великобритании. 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.** *Many years ago people didn't travel*

- 1) True                      2) False                      3) Not stated

**A2.** *Only in 1829 the first bus-service appeared in London*

- 1) True                      2) False                      3) Not stated

**A3.** *The first double-decker bus was with a roof*

- 1) True                      2) False                      3) Not stated

**A4.** *The first steam train was built by Shillibeer for traveling from one place to another*

- 1) True                      2) False                      3) Not stated

**A5.** *Nobody knows who built an early petrol-engine bus*

- 1) True                      2) False                      3) Not stated

**A6.** *In the 19th century people liked to travel by train very much*

- 1) True                      2) False                      3) Not stated

**A7.** *Queen Victoria herself traveled in a train to show that traveling was not dangerous*

- 1) True                      2) False                      3) Not stated

## Вариант 10

Вы услышите разговор декана экономического факультета одного из британских колледжей и студента, который пропустил много занятий. 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. *Charlie was a heavy sleeper.*

- 1) True                      2) False                      3) Not stated

A2. *He was an excellent student in English and Psychology.*

- 1) True                      2) False                      3) Not stated

A3. *His Spanish was good because he lived in Mexico*

- 1) True                      2) False                      3) Not stated

A4. *The Dean was pleased with Charlie*

- 1) True                      2) False                      3) Not stated

A5. *Charlie's parents didn't know about his problems*

- 1) True                      2) False                      3) Not stated

A6. *Charlie was from well-to-do family*

- 1) True                      2) False                      3) Not stated

A7. *Finally, Charlie passed his exams successfully*

- 1) True                      2) False                      3) Not stated

# Варианты заданий группы А8–А14

## Рекомендации по выполнению данной группы заданий

Данная группа заданий позволяет выявить, насколько подробно и точно понят аудиоматериал. Каждому неоконченному утверждению необходимо подобрать один вариант из трех предлагаемых, соответствующий не только содержанию текста логически, но и лексически.

Как и перед выполнением заданий группы А1–А7, каждому участнику ЕГЭ следует внимательно ознакомиться с вопросами вместе с предложенными вариантами утверждений и ответов, выделив ключевые слова.

Однако задания составлены так, что в неправильных ответах могут присутствовать фразы из текста, поэтому при ответе учитывайте общий смысл высказывания. Как правило, в подобных заданиях присутствуют утверждения, характеризующие не только высказанные мнения говорящих, но и отношение автора к ним (контекстную информацию).

После первого прослушивания постарайтесь определить вероятные ответы в установленной последовательности. В ходе второго прослушивания следует обратить внимание на общую идею высказываний (контекстную информацию). После второго прослушивания необходимо прояснить те вопросы, которые вызвали сомнение или были непонятны.

Помните, что обычно те фразы, которые вы услышите в аудиотексте, синонимичны «правильному» варианту в предлагаемых заданиях.

## Вариант 1

Вы услышите рассказ журналиста об Уолте Диснее и его вкладе в развитие мультипликации. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *The journalist said that Walt Disney was a pioneer in the field of animation because:*

- 1) he watches these creations every day
- 2) Walt Disney created animation what we know every day
- 3) Walt Disney was his friend

**A9.** *He said that:*

- 1) Walt Disney connected past and future
- 2) his vision came from his family stories
- 3) his vision came from his life

**A10.** *The journalist said that Walt Disney career was:*

- 1) 5-year
- 2) 15-year
- 3) 43-year

**A11.** *According to the text Walt Disney:*

- 1) developed motion picture industry at home
- 2) developed motion picture industry as an American Art
- 3) developed motion picture industry to teach American children

**A12.** *Walt Disney:*

- 1) realized his dream
- 2) had no dreams
- 3) was dreaming all his life

**A13.** *Walt Disney preferred to stay at home:*

- 1) to describe his dreams
- 2) to have a rest
- 3) to have dinner with his family

**A14.** *Disneyland Park was opened:*

- 1) in 1955
- 2) at the end of the last century
- 3) by the beginning of the 20th century

### **Вариант 2**

Вы услышите рассказ о том, что думают британцы об американцах. В заданиях **A8–A14** обведите цифру **1, 2** или **3**, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *According to the narrator British people:*

- 1) think about the Americans respectively
- 2) think about the Americans negatively
- 3) think about the Americans with mixed opinion

**A9.** *The main symbols of the US for British people are Hollywood and money:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A10.** *British people prefer to go to the US to have a rest:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A11. *British people have a stereotype based on:***

- 1) television programmes
- 2) friend's opinion
- 3) historical relationship between two nations

**A12. *British people find that the US:***

- 1) is an interesting place for a walk
- 2) is a crowded place for a walk
- 3) is a dangerous place for a walk

**A13. *The Americans visiting Britain look like:***

- 1) friendly and wealthy unhealthy tourists
- 2) young and wealthy tourists
- 3) not wealthy healthy and young tourists

**A14. *Positive aspects of the Americans are:***

- 1) good manners and traditions
- 2) better foods and fashion
- 3) advanced technology and attitude to life

### **Вариант 3**

Вы услышите рассказ о том, что думают американцы о британцах. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8. *The Americans like to read and make their opinion based on:***

- 1) books about history
- 2) British magazines
- 3) books by Agatha Christie

**A9.** *The narrator said that:*

- 1) The Americans think right about the map of Britain
- 2) The Americans think wrong about the map of Britain
- 3) The they have no information about it

**A10.** *The Americans think that British people:*

- 1) are always with umbrellas
- 2) are not polite
- 3) drink a lot of coffee

**A11.** *The Americans dislike British manners:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A12.** *The Americans are more enthusiastic in communication than British people:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A13.** *Many Americans:*

- 1) like to go to Britain
- 2) like to go only to London
- 3) dislike going to Britain

**A14.** *The narrator spoke about:*

- 1) negative American's opinion only
- 2) perspective American's opinion only
- 3) negative and perspective American's opinion

## Вариант 4

Вы услышите рассказ британского студента. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *The narrator has his own opinion about student's life:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A9.** *Students work hard because:*

- 1) government changed social policy
- 2) government began to help all students
- 3) government paid a grant for good students

**A10.** *The narrator said about:*

- 1) student's life in Britain
- 2) student's life in the US
- 3) both in the US and in Britain

**A11.** *Student's financial aid package consists of:*

- 1) grant, scholarship and loan
- 2) government support
- 3) grant towards their living expenses

**A12.** *All students in Britain live in:*

- 1) a rented room
- 2) a house and share it with other students
- 3) a hall of residence for their first year and then in a rented room

**A13.** *In the US many students:*

- 1) live with their parents and study near their houses



- 2) of all universities and colleges live in a campus
- 3) prefer joining a fraternity or sorority to living in their own house near the campus.

**A14. *In the US political correctness:***

- 1) is not important
- 2) is not a part of student's life
- 3) helps students to get on together

### **Вариант 5**

Вы услышите рассказ британского журналиста как результат его исследования. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8. *According to the narrator students living at home:***

- 1) are not happy
- 2) are a bit happier than those living in university halls
- 3) are far happier than those living in university halls

**A9. *Students living in flats are the most dissatisfied because:***

- 1) they meet with their parents only on holidays
- 2) they face with many problems
- 3) they are more independent

**A10. *Living at home:***

- 1) is not as costly as living in a flat or a shared house
- 2) is not cheaper than living in a flat or a shared house
- 3) has no difference

**A11. *The narrator said about Oliver Taylor, 20, and he:***

- 1) is a student of Guildhall University in the City of London and lives in a rented flat

2) is a student of Guildhall University in the City of London and lives at home

3) is a student of Guildhall University in the City of London and lives in a shared house

**A12.** *Oliver Taylor needs to pay only for:*

1) a week travel costs

2) a rented flat

3) his education

**A13.** *In a shared house students:*

1) have to run out of coffee

2) need own space for quiet work

3) have a fridge full of food

**A14.** *The main advantage of students living in flats is:*

1) political life

2) comfortable house

3) social life full of new friends

### **Вариант 6**

Вы услышите историю происхождения праздника 1-го апреля. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *They began to celebrate April Fool's Day:*

1) in Europe

2) in America

3) in Asia

**A9.** *April Fool's Day was:*

1) a Christian celebration

- 2) an official celebration
- 3) a folk celebration

**A10.** *Numerous festivals were full of:*

- 1) illuminations
- 2) foolery and trickery
- 3) flowers

**A11.** *The narrator mentions celebrations:*

- 1) in Greece
- 2) in Rome
- 3) in Egypt

**A12.** *It was good time for:*

- 1) merrymakings
- 2) trade
- 3) traveling

**A13.** *The narrator says that Northern Europeans had a festival in honor of:*

- 1) Celtic god of war
- 2) Celtic god of humor
- 3) Celtic god of trade

**A14.** *People exchanged:*

- 1) flowers
- 2) candles
- 3) gifts

## Вариант 7

Вы услышите миф о происхождении праздника 1-го апреля. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *According to the narrator April fool's Day has:*

- 1) several Biblical versions
- 2) one theory
- 3) modern explanations

**A9.** *The narrator tells the story about:*

- 1) Peter The Great
- 2) Noah and Jesus
- 3) Roman emperor

**A10.** *According to the British legend it is connected with:*

- 1) streets of fools
- 2) festivals of fools
- 3) towns of fools

**A11.** *April Fool's Day is devoted to the period of:*

- 1) the 10th century
- 2) the 13th century
- 3) the 18th century

**A12.** *The citizens of Gotham spread a false story:*

- 1) to invite King John to their city
- 2) to build a new road to the city
- 3) to keep their main road in the city

**A13.** *The narrator describes the celebration in detail:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A14.** *When the messenger arrived in Gotham the town was full of:*

- 1) clowns
- 2) humorists and satirists
- 3) lunatics

### **Вариант 8**

Вы услышите версию американского исследователя о колонизации Америки австралийцами. В заданиях **A8–A14** обведите цифру **1, 2** или **3**, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8.** *The narrator spoke about:*

- 1) the «lost tribe» in California
- 2) the «lost tribe» in Alaska
- 3) the «lost tribe» in Florida

**A9.** *The theory was formulated by the head of the team from the Natural Environment Research Council:*

- 1) Canadian scientist, Silvia Gonzalez
- 2) Mexican scientist, Silvia Gonzalez
- 3) American scientist, Silvia Gonzalez

**A10.** *A team of geoarchaeologists has analyzed:*

- 1) traditions
- 2) features
- 3) DNA of skulls

**A11.** *Human remains had markedly different shapes to Native American Indians:*

- 1) It is completely wrong
- 2) It is right
- 3) It is disputable

**A12. Geoarchaeologists found the remains of a 26-year-old woman:**

- 1) near the suburbs of Mexico City
- 2) near the suburbs of Atlanta City
- 3) near the suburbs of Salt Lake City

**A13. The narrator tried:**

- 1) to create a fiction story
- 2) to write an article for historical journal
- 3) to rewrite an American history book

**A14. The narrator presented theory that America was colonized:**

- 1) a thousand years ago
- 2) a hundred years ago
- 3) several thousand years ago

### **Вариант 9**

Вы услышите рассказ культуролога о правилах поведения в разных странах. В заданиях **A8–A14** обведите цифру **1, 2** или **3**, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8. The narrator said that:**

- 1) it is easy to travel
- 2) it is not easy to travel
- 3) no difference between traveling earlier and nowadays

**A9. The narrator said:**

- 1) that there is no difference between nations
- 2) about international etiquette
- 3) it is necessary to know how to behave abroad

**A10. *The Japanese:***

- 1) like to discuss problems at lunchtime
- 2) like to meet with friends while eating
- 3) hate discussing problems while eating

**A11. *The Germans like:***

- 1) to speak about business before dinner
- 2) to speak about business after dinner
- 3) to speak about business when they have a dinner

**A12. *The strictest social rules are:***

- 1) in Germany
- 2) in Japan
- 3) In Great Britain

**A13. *The Japanese business card:***

- 1) is good to determine social status
- 2) is a sign of prestigious work
- 3) is for all workers

**A14. *The French prefer:***

- 1) to eat and then have business
- 2) to have business and then to eat
- 3) to have business in the office

**Вариант 10**

Вы услышите рассказ британского журналиста об известном фестивале. В заданиях A8–A14 обведите цифру 1, 2 или 3, соответствующую выбранному варианту ответа. Вы услышите запись дважды.

**A8. *Thames Festival was:***

- 1) in an open air

- 2) on the stadium
- 3) in a great pavilion

**A9.** *Children can watch:*

- 1) candles floating on the surface of the river
- 2) origami birds flying from huge birdcage
- 3) air balloons lifting in the air

**A10.** *The river god Olokun was created by:*

- 1) sculptors and designers
- 2) actors and actresses
- 3) thousands of schoolchildren

**A11.** *Banners on the Golden Jubilee Bridges were made by:*

- 1) a creative street group
- 2) thousands of schoolchildren
- 3) the artists from London secondary school

**A12.** *The narrator spoke about:*

- 1) disco halls on the bank of the river
- 2) dancing schools
- 3) ballroom floor for dancing

**A13.** *On the Thames there were:*

- 1) boats with flowers
- 2) flower sculptures and floating stage
- 3) floating origami birds and illuminations

**A14.** *Finally people could see:*

- 1) theatrical show
- 2) fireworks
- 3) parade



# **Варианты заданий группы A15-A21**

## **Рекомендации по выполнению данной группы заданий**

Для выполнения данной группы заданий необходимо выбрать из четырех предлагаемых вариантов ответа тот, который соответствует содержанию текста. Тестовое задание представляет собой неоконченное предложение, которое нужно завершить.

Ознакомившись с текстом, приступайте к выполнению заданий.

Тест составлен так, что вопросы следуют в том же порядке, в котором они встречаются в тексте.

Лучше всего попытаться самостоятельно продолжить предложение, не заглядывая в предлагаемые варианты ответов, а затем отметить синонимичный ответ.

Поскольку слова в правильном ответе не всегда совпадают со словами текста, очень важно понять основной смысл предложения, абзаца. Именно поэтому не следует тратить время на дословный перевод, не волнуйтесь, если вы не поняли значения ряда слов, подберите наиболее близкий по значению вариант ответа.

На выполнение этого задания отводится 15 минут, если у вас остается время, то можете сделать проверку, сверяя предложение с содержанием текста.

## Вариант 1

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

### The Luncheon

This story happened twenty years ago when I lived in Paris. I had a small room and very little money. A lady had read a book of mine and had written to me about it. She was in Paris and wanted to have a talk with me. She asked me to give her a small luncheon at a restaurant that she named. I was very young then and I could not say “no” to a lady.

I had only eighty francs; all the money I had till the end of the month. “A small luncheon will not cost more than fifteen francs,” I thought, “and if I don’t take coffee for the next two weeks, I shall have enough money till the end of the month.”

So we met at the restaurant that she had chosen. She was a woman of forty. She talked a lot, but as she wanted to talk about me, I was ready to listen to her. When the waiter brought the menu, I saw that the prices were very high. But she said “I never eat anything much for luncheon.”

“Oh, don’t say that!” I answered.

“I never eat more than one thing. I think people eat too much in our days. I can eat now a little fish only. Have they got any salmon?”

They had, and I ordered it for my guest. The waiter asked her: “Will you have anything while we are preparing it?”

“No” she answered, “I never eat more than one thing. But if you have a little caviar — I like caviar.”

I knew I had not enough money to pay for caviar. But I could not tell her that. For myself I ordered the cheapest thing on the

menu, a beefsteak. Then came the question of drinks. "What will you drink?" I asked her. "My doctor lets me drink only champagne." It seemed to me that my face became white. But I ordered half a bottle of champagne.

She ate the caviar and she ate the salmon. She talked of art, literature and music. But all I wanted to know was what the "small" luncheon would cost me. "Shall I be able to pay the bill?" I asked myself again and again. "What shall I do if the bill comes to more than I have?" If the bill comes to more, I shall leave my watch and say that I shall come back and pay later, I decided.

The waiter brought another dish. She ate and I spoke of literature. At last she finished.

Then the waiter came up to us with a large basket full of peaches. They were not in season then and their price was very high. My guest took one of them.

"Coffee?" I asked her some minutes later. "Yes, just an ice cream and coffee" she answered.

"You know" she said as she ate the ice-cream, "I usually don't eat luncheon. I have a cup of coffee in the morning and then dinner. But if I must have luncheon, then I never eat more than one thing." The bill came, and when I had paid it, I had the whole month before me and not a penny in my pocket. I am not a bad man. But I am glad that today she weighs more than three hundred pounds. So I had my revenge at last.

**A15.** *The story happened when the narrator:*

- 1) was in Britain
- 2) lived in France
- 3) lived in Paris
- 4) was in Italy

**A16.** *The narrator was:*

- 1) a playwright
- 2) a pianist

- 3) a writer
- 4) a composer

**A17.** *The narrator:*

- 1) was rich enough
- 2) was poor
- 3) was a middle-age man
- 4) made both ends meet

**A18.** *The narrator ordered for himself in the restaurant:*

- 1) a plate of smoked salmon
- 2) red caviar
- 3) not expensive dish
- 4) half a bottle of champagne

**A19.** *He was not sure that he could:*

- 1) meet this lady one more time
- 2) write her a letter
- 3) pay the bill
- 4) buy peaches

**A20.** *After having luncheon the narrator was*

- 1) without coffee in the mornings
- 2) without money in his pockets
- 3) without food in his fridge
- 4) without books on his shelves

**A21.** *The narrator couldn't say*

- 1) bad words to a lady
- 2) good words to a lady
- 3) that he couldn't invite a lady to the restaurant
- 4) that he wanted to invite a lady to the restaurant

## Вариант 2

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

### The Three Wishes

One winter evening a poor peasant sat near the fire talking with his wife about one of their neighbors who was a rich man.

“If only I had a little money myself,” he said, “I should open my own shop.”

“I,” answered his wife, “should not be satisfied with that, I should be happy if I lived in a big house, and then, if I saw people like us, I should help them and try to make everybody happy. But what is the use of talking? We are no longer in the time of fairies. If only I could meet one of them, it would not take me long to decide what to ask of her.”

Hardly had she said these words when a beautiful young lady appeared in their room and told them she was a fairy willing to grant their first three wishes. But she said they should choose carefully as she could allow them no more than three wishes. Then the beautiful lady disappeared.

At first the husband and wife were astonished. Then they began discussing the first wish that it would be best to have. They quarreled for a long time and finally decided to wish for nothing for a while and put it off till the next day.

The woman looked at the bright fire and said without thinking: “Oh, it would not be a bad thing to have a good sausage for our supper.”

She had hardly finished these words when a long thick sausage fell on their table. The husband got very angry and began scolding his wife. “Isn't that a fine wish?! You are such a stupid woman! I wish this sausage would stick to your nose!”

This was hardly said when the sausage jumped up and stuck to the poor woman's face.

"What have you done?!" cried the frightened woman.

The husband understood that he himself had been even more foolish than his wife, but no matter how he tried he could not tear the sausage off his wife's nose.

"It is your fault," said the husband.

"It is yours," replied his wife.

"If you had not wished to have this beauty sausage, I should not have wished it to stick to your nose," said the husband.

Finally they realized that they had only one wish left. What could they wish? They thought for a long time and at last agreed to have their last wish. They wished the sausage to fall on the table, which it did.

The only good thing these poor people had got from the fairy was the sausage, which they ate with good appetite.

**A15. *The poor peasants talked about:***

- 1) their friends
- 2) their son
- 3) their flat mates
- 4) their dinner

**A16. *The peasant's wife dreamed about:***

- 1) becoming rich
- 2) becoming poor
- 3) living in a house
- 4) helping and making people happy

**A17. *Suddenly they saw:***

- 1) their children
- 2) a fat cat
- 3) a nice lady
- 4) a fairy

**A18.** *The peasant's wife wanted to have:*

- 1) a tasty dinner
- 2) a good supper
- 3) a good sausage
- 4) a delicious meat

**A19.** *Her husband was very:*

- 1) happy to know that they could have a dream
- 2) angry to know that that sausage was the first desire
- 3) sad to know that they had only two dreams
- 4) glad to know that they became rich

**A20.** *The peasant told his wife that she:*

- 1) was very fat to eat sausages
- 2) was very foolish
- 3) was very clever to have such a wish
- 4) was a very poor woman

**A21.** *The poor peasant and his wife had:*

- 1) a good meal
- 2) an excellent dish
- 3) a frankfurter
- 4) a fried chicken

### Вариант 3

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

### Manners

Until an English or a Continental child reaches the mature age of three, his mother cuts up his meat for him, pushes a fork into his right hand and tells him to eat it up. This is the way a well-mannered adult American behaves at table, uniting the parts of mother and child. First, he cuts up the meat for himself, then places his knife at the right side of his plate, takes the fork into his right hand and eats.

Table manners are usually quite senseless all over the world. A small class of people who ridicule others for eating differently creates the rules. Any one class remains the ruling class of a society just as long as it can dictate the rules of handling the knife and the fork.

Table manners make little sense but they always have some reason for coming into existence. If someone took the trouble to psychoanalyse the American nation some interesting conclusions might be reached in the process of finding out why the people of the United States eat like babies of three years of age.

There is an important rule to remember about drinks. At every meal you have to drink an immense amount of water, irrespective of whether you drink a dry martini, beer, wine and brandy as well. You swallow some food and immediately drink some water to wash it down.

Village schools teach you that you must drink at least three glasses of water per meal; in high schools you are taught to drink at least five; Princeton, Yale and Harvard insist on twelve glasses as the absolute minimum.



If you drink less than eight glasses you are considered a man of insufficient education.

But apart from these table rules, American manners are somewhat informal. Everybody is called by his or her Christian name. This is a very democratic habit.

If Mr. Albert Einstein is interviewed in front of a microphone, the announcer will introduce him thus: "Tonight we have in the studio Mr. Albert Einstein, the famous scientific guy. Hay, Albert, it's mighty nice to meet you. I want to ask you a few questions. First of all Albie, what about relativity? Don't look so worried. Come on, Bertie, don't be shy."

**A15. *The child's mother helps her child:***

- 1) to reach the age of three
- 2) to help himself
- 3) to eat
- 4) to know how to eat

**A16. *The child's mother teaches it her child:***

- 1) bad manners
- 2) good manners
- 3) to use a knife and a fork
- 4) how to behave at the table

**A17. *People are sure that***

- 1) a big class of people ridicule others for eating differently
- 2) only a small class of people ridicule others for eating differently
- 3) the class remains the ruling class of a society just as long as it can dictate the rules to other people
- 4) everybody must know table manners

**A18.** *The scientists believe that:*

- 1) people in America eat like well-mannered persons
- 2) people in America eat as bad-mannered persons
- 3) people in America prefer to eat at the restaurants
- 4) people in America eat like babies

**A19.** *Scientists recommend to drink:*

- 1) much wine and brandy
- 2) enormous amount of water
- 3) a dry martini
- 4) a bottle of mineral water

**A20.** *The prestigious university advises to:*

- 1) have 3 glasses of water
- 2) drink 6 glasses of water
- 3) wash food down at once
- 4) 12 glasses as the minimum

**A21.** *We think that some American manners are:*

- 1) good
- 2) bad
- 3) polite
- 4) informal

## Вариант 4

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

### Running for the Train

From my Uncle Rodger's house to the railway station it was eight minutes' walk. Every day he went to town by the nine thirteen train. What my Uncle always said was: "Have a quarter of an hour and you won't be late".

What he always did was to start five minutes before the time and run.

I cannot say that my uncle got up too late. He got up early enough but different troubles came to him at the last moment. The first thing he usually did after breakfast was to lose his newspaper. We always knew when Uncle Rodger had lost something. He never said to himself: "I am a careless old man. I lose everything. I never know where I have put anything. I cannot find it again for myself".

He was sure that when he lost a thing it was not his fault but ours.

Here is one of the usual morning scenes. "I had it in my hand here a minute ago!" he says. "Perhaps you have left it in the garden?" asks my aunt.

"How could I leave it in the garden? I don't want the paper in the garden; I want the paper on the train with me to read it on the way to town".

"Have you put it in your pocket?" — "Do you think I am standing here at five minutes to nine looking for it when I have it in my pocket? Do you think I'm a fool?"

Here somebody asks, "What's this?" and gives him from somewhere a paper.

He opens his bag to put it in, and then looking at it, says angrily, "The day before yesterday's paper!" He throws the paper down on the table.

We find his paper for him at last; sometimes he is sitting on it. And then he smiles and says: "All the time, right in front of your noses!"

Then he goes to the hall, where my Aunt Maria brings all the children to say good-bye to him.

My uncle never leaves the house without saying good-bye to every child.

One of them, of course, is absent, and all the other six run to find that child. Then the child comes by itself from somewhere quite near and then runs after the others to explain to them that it is found. So five minutes pass, and during this time my Uncle finds his umbrella and loses his hat.

Then the eldest boy says that he was late for school the day before because all the clocks in the house were five minutes slow. My uncle in panic runs to the gate, where he discovers that he has with him neither his bag nor his umbrella. All the children that my aunt cannot stop run after him, two of them with the umbrella, the others with the bag. And when they come back we discover on the hall table the most important thing he has forgotten, and think of what he will say about it when he comes home.

**A15.** *It takes Uncle Rodger ... to get to the station:*

- 1) some minutes
- 2) few minutes
- 3) eight minutes
- 4) five minutes

**A16.** *Every morning Uncle Rodger gets up:*

- 1) late
- 2) early

- 3) early enough
- 4) too late

**A17.** *Every morning Uncle Rodger looks for:*

- 1) his glasses
- 2) his bag
- 3) his newspaper
- 4) his umbrella

**A18.** *Uncle Rodger has ... children.*

- 1) five
- 2) six
- 3) few
- 4) seven

**A19.** *One of the children of Uncle Rodger said that their clock was:*

- 1) some minutes fast
- 2) five minutes fast
- 3) five minutes slow
- 4) some minutes slow

**A20.** *At last Uncle Rodger went out without:*

- 1) his paper
- 2) his bag and umbrella
- 3) his bag and paper
- 4) his glasses and bag

**A21.** *When Uncle Rodger came back he would discover on the hall table his:*

- 1) glasses
- 2) newspaper
- 3) umbrella
- 4) bag

## Вариант 5

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

### You Should Have Seen the Mess

I am seventeen, and left school two years ago. I am now more than glad that I did not go to the grammar school. I am glad that I went to the modern school, because it was in a new building. That's why it was much more hygienic than the grammar school. One day, I was sent to the grammar school, with a note for one of the teachers, and you should have seen the mess! The corridors were dusty, and I saw dust in other places too.

It is a good thing to have an education behind you, but educated people are not always very pleasant. I got my first job in Mr. Heygate's office. I must say that when I went there for the first time, I was surprised to see that the windows were far from clean. There was a little waiting room; and the carpet on the floor was very old.

They took me to the general office. You should have seen the mess! There was no carpet on the floor, and dust everywhere. The worst shock of all was the teacups. You see, it was my duty to make tea, morning and afternoon. They were all cracked and far from hygienic. We never keep a cracked cup at home because those cracks can have microbes in them. So Mum gave me my own cup to take to the office.

At the end of the week Mr. Heygate said, "What do you do in the evenings, Lorna? Do you watch telly?" I just stood, and did not answer, because we call it TV, and I did not want to be uneducated.

Now I am at a chemical company. It is a modern block. Mr. Marwood has not got a university education behind him,

like Mr. Heygate, but he is very well dressed and speaks like a cultural person.

So I am happy with the company. But I have met other people, of an educated type, in the past year, and it has opened my eyes. It so happened that I had to go to the doctor's house one day. I rang the bell, and Mrs. Darby came to the door. She was very nice to me but you should have seen the mess! There were broken toys on the carpet. There were modern pictures on the walls, but the furniture was not modern.

During my first visit there, Dr. Darby said to me, "You look pale, Lorna. It's the London atmosphere. Come on a picnic with us on Saturday." After that I went with the Darbys more and more. I liked them, but I did not like the mess. Mum and Dad were pleased that I had made nice friends. So I did not say anything about the cracked linoleum in their living room.

One Saturday I met a young man there. He had no parents, and I do not say there was anything wrong with that. But he did not know the things I knew. He was a good-looking boy I will say that. So I went to a dance and to films with him. To look at, he was quite clean in appearance. But he said that a bath once a week was enough. He did not have much money, and I do not hold that against him. But I could wait for a man in a better position who could give me everything I liked.

**A15.** *The narrator said that the school where she was sent for was:*

- 1) clean and tidy
- 2) comfortable
- 3) dusty
- 4) tidy

**A16.** *The rooms in the office where the narrator worked were:*

- 1) clean and tidy
- 2) cozy

- 3) convenient
- 4) messy

**A17.** *The narrator never drinks tea from:*

- 1) ceramic cups
- 2) cracked cups
- 3) tidy cups
- 4) porcelain cups

**A18.** *The narrator thought that her boss was:*

- 1) a pleasant man
- 2) a well-known man
- 3) an illiterate man
- 4) an educated man

**A19.** *At a chemical company the narrator saw the people:*

- 1) without goodmanners
- 2) without education
- 3) who were badly dressed
- 4) who were well educated

**A20.** *The narrator decided that she had nice friends but she noticed that there was... in their living-room:*

- 1) a modern TV-set
- 2) a nice vase
- 3) cracked linoleum
- 4) an old carpet

**A21.** *The narrator met a nice boy, but she hated that he:*

- 1) had no parents
- 2) had a bath once a week
- 3) had enough money
- 4) had bad manners



## Вариант 6

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

### An Englishman's meal

Four meals a day are served traditionally in Britain: breakfast, lunch, tea and dinner. In many countries breakfast is a snack rather than a meal but the English breakfast eaten about eight o'clock in the morning, is a full meal, much bigger than on the Continent.

Some people begin with a plateful of porridge but more often with cornflakes with milk and sugar. Then comes at least one substantial course, such as kippers or bacon and eggs. Afterwards comes toast with butter and marmalade or jam. The meal is "washed down" with tea or coffee.

Most British people now have such a full breakfast only on Sunday mornings. On weekdays it is usually a quick meal: just cornflakes, toast and tea.

English lunch, which is usually eaten at one o'clock, is based on plain, simply cooked food. It starts with soup or fruit juice. English people sometimes say that soup fills them up without leaving sufficient room for the more important course, which consists of meat, poultry or fish accompanied by plenty of vegetables.

Apple-pie is a favourite sweet, and English puddings of which there are very many, are an excellent ending to a meal, especially in winter. Finally a cup of coffee — black or white.

Tea, the third meal of the day, is taken between four and five o'clock especially when staying in a hotel when a pot of tea with a jug of milk and a bowl of sugar are brought in. Biscuits are handed round.

At the weekends afternoon tea is a very sociable time. Friends and visitors are often present. Some people like to have the so-called "high-tea" which is a mixture of tea and supper — for example meat, cheese and fruit may be added to bread and butter, pastries and tea.

Dinner is the most substantial meal of the day. The usual time is about seven o'clock and all the members of the family sit down together. The first course might be soup. Then comes the second course: fish or meat, perhaps the traditional roasts beef of old England. Then the dessert is served: some kind of sweet. But whether a person in fact gets such a meal depends on his housekeeping budget. Some people in the towns and nearly all country people have dinner in the middle of the day instead of lunch. They have tea a little later, between five and six o'clock when they might have a light meal — an omelet, or sausages or fried fish and chips or whatever they can afford.

Then before going to bed, they may have a light snack or supper — e.g. a cup of hot milk with a sandwich or biscuit. The evening meal as we have said already goes under various names: tea, "high tea", dinner or supper depending upon its size and also the social standing of those eating it.

**A15.** *The English breakfast is:*

- 1) a snack
- 2) much bigger than on the Continent.
- 3) a lunch
- 4) a plate of cereal

**A16.** *The full English breakfast is eaten:*

- 1) every morning
- 2) only on Saturdays
- 3) only on Sundays
- 4) only on Sunday mornings

**A17.** *The favourite English sweets are:*

- 1) puddings and cakes
- 2) apple-pies and biscuit
- 3) sweets and cakes
- 4) puddings and apple-pies

**A18.** *On Sundays when tea is taken between four and five o'clock people have:*

- 1) a very talkative time
- 2) a very sociable time
- 3) a very sad time
- 4) a very interesting time

**A19.** *At the dinner table members of the family:*

- 1) are speaking
- 2) help yourself
- 3) get together
- 4) make jokes

**A20.** *The dessert depends on:*

- 1) different tastes
- 2) people's preferences
- 3) housekeeping budget
- 4) incomes

**A21.** *In Britain meal is served:*

- 1) three times a day
- 2) twice a day
- 3) four times a day
- 4) every four hours

## Вариант 7

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

### The Power of Friendship

Once upon a time there were three friends: a stag, a tortoise and a bird. One night the stag got caught in a net set by a hunter. At first he tried to get free by his own efforts, but he soon realized that neither his antlers nor his hoofs could tear a hole in the net and he called to his friend the tortoise for help.

The tortoise came up and immediately began to gnaw through the strands one by one. But while the tortoise toiled away, the day began to dawn. The hunter who had set the trap got up, took his bow and arrows and set out for the forest.

Hardly had he entered the forest, when the stag's other friend, the bird, observed him. To distract the hunter, the bird began flying above his head as though it were wounded. The hunter went after it, while the tortoise freed the stag.

When the hunter finally reached the net he found it gnawed through and empty. In his anger he seized his bow, took up an arrow and aimed at the bird. As he was about to shoot, the tortoise bit his toe. The hunter cried out missing his target, and the bird flew away. The hunter then seized the tortoise, thrust it into his pouch and set off homeward. On the way, he grew hungry. Sitting down in the shade of a tree; he started to eat his meal of rice cakes. As he sat there, the stag approached him from behind, gently lifted the pouch on to his antlers and sped away into the forest. There the bird was waiting for him. It pierced the pouch with its beak and went pecking at it until it had pecked it to pieces and freed the tortoise.

**A15.** *One day the hunter caught:*

- 1) a stag and a tortoise
- 2) a tortoise and a bird
- 3) a stag
- 4) a tortoise

**A16.** *... hurried up to help him.*

- 1) The stag and the tortoise
- 2) The tortoise and the bird
- 3) The tortoise
- 4) The stag

**A17.** *The day began to dawn and the hunter went to:*

- 1) gather mushrooms
- 2) pick up flowers
- 3) check his trap
- 4) find animals

**A18.** *The bird saw the hunter and began to:*

- 1) sing above his head
- 2) fly above his head
- 3) run under his legs
- 4) fly everywhere

**A19.** *The hunter came to the net and found:*

- 1) there was a bird
- 2) a bow and arrows
- 3) the net was empty
- 4) a stag

**A20.** *When the hunter seized his bow, took up an arrow and aimed at the bird:*

- 1) the snake bit him
- 2) the stag bit his arm

- 3) the bird bit his ear
- 4) the tortoise bit his toe

**A21.** *The tortoise was in the hunter's pouch, but .....with its beak pierced the pouch:*

- 1) the stag
- 2) the stag and the bird
- 3) the bird
- 4) the bird and the tortoise

### **Вариант 8**

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

### **My Home Is My Castle**

I think, every person always dreams about the place where he can speak about his problems, chat with close friends, where he can feel happy and quiet. For me it is my family and my home. It is the best place in the world and my dearest people live here.

My family is not large, we are four. I have a father, a mother and a brother. We all live together in a new flat.

My father is forty-five. He is a tall and well-built man with short black hair and grey eyes. He is quiet and hardworking. Really, he is a bread maker of the family. Dad is handy with many things. His hobby is fixing everything at home.

My mother is very lively. She is life and soul of the family. She is a pleasant woman of forty with beautiful chestnut hair and dark brown eyes. She is a lofty ideal for me. My parents have been married for twenty years, they have much in common in everyday life. Dad is impractical and needs mother to look after him. Parents have different views on music, books, and films.

For example, my father likes horror films and my mother likes “soap operas”. My father is a football fan and Mum doesn’t like sports. But they try to have the same opinion about the education and upbringing of their children.

My brother is only eleven. He goes to school. He is funny and curious. He is constantly asking many questions, often-silly ones. But this is only a moment — I can’t imagine my life without our little monster.

We all feel happy when we are together. In the evenings we often have little gatherings in the kitchen by the cup of tea, chatting, laughing and discussing the events of the day. Those evenings are the best of all. But sometimes I have problems with my parents. They don’t like the clothes I wear, the music I listen to, and the friends I bring home. It’s not easy to be a teenager. In summer I visit my Granny. I love her. When I was a child she used to tell me fairytales and stories of her life.

My parents are hardworking. They combine work with house-keeping. Mum manages our household very well. We all are in the habit of helping her to run the house. They say, “Men make houses, women make homes”. My home is a cozy place. Our relatives and friends like to come to our place. My parents are very hospitable. Everybody feels at home in their flat. Really “There is no place like home”.

**A15.** *The author considers that his home is:*

- 1) the place where he can live with his family
- 2) the place where he can be happy
- 3) the place where he can discuss any problems, he is happy and quiet
- 4) the place where he can feel himself quiet

**A16.** *The author tells us that his mother and father:*

- 1) have the same attitude to the art
- 2) have the same opinion about sport competitions

- 3) have diverse opinions about the art
- 4) have different views on their life

**A17.** *The author says that he cannot live*

- 1) without his domestic pet
- 2) without his parents
- 3) without his little brother
- 4) without his close friends

**A18.** *The author believes that the best time of the day is:*

- 1) when the family gets together
- 2) the morning
- 3) the afternoon
- 4) the end of the day

**A19.** *The author considers he loves to go to:*

- 1) a picnic
- 2) the music club
- 3) the country
- 4) his grandmother

**A20.** *The author believes that his home is:*

- 1) a horrible place to live
- 2) a comfortable place to live
- 3) an unimportant place to live
- 4) an unusual place to live

**A21.** *The author says he likes to:*

- 1) go to his friends
- 2) come to his girl-friend
- 3) come home always
- 4) go to the music center



## Вариант 9

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

### Learning Foreign Language

The great German poet Goethe once said: "He who knows no foreign language does not know his own one." Learning foreign languages is especially important nowadays. Some people learn foreign languages because they need them in their work, others travel abroad, and for the third studying languages is a hobby.

Every year thousands of people from Russia go to different countries as tourists or to work. They cannot do without knowing the language of the country they are going to. A modern engineer or even a worker cannot work with an imported instrument or a machine if they are not able to read the instruction how to do it. Ordinary people need to know a language to translate an instruction or a manual to the washing machine or a vacuum cleaner, medicine or even food-products.

Some people are polyglots as a rule. Historians and diplomats need some languages for their work. If you want to be a qualified specialist you must learn English, the language of international communication.

English is one of the world languages. It is the language of progressive science and technology, trade and cultural relations, commerce and business. It is the universal language of international aviation, shipping and sports. It is also the major language of diplomacy. Hundreds and hundreds of books, magazines and newspapers are printed in English; most of the world's mail and telephone calls are in English. Half of the world's scientific literature is written in English. More than 350 million people

speaking English. Geographically, it is the most widespread language on Earth, second after Chinese. It is the official language of the UK, the USA, of Australia and New Zealand; it is used as one of the official languages in Canada, the South Africa. Millions of people study and use English as a foreign language. In our country English is very popular. It is studied at schools, colleges and universities.

Learning English is not an easy thing. It is a long process and takes a lot of time and patience. But to know English today is absolutely necessary for every educated person. I want to know English because it's interesting for me to get to know about foreign countries, their cultures and traditions. English will be of great use in my future profession connected with computers.

**A15. *The well-known poet once said:***

- 1) everybody must learn foreign languages
- 2) people must know several languages
- 3) everybody must know one language at least
- 4) people must know his or her own language and other foreign languages too

**A16. *People learn foreign languages because they:***

- 1) want to know more
- 2) like to travel
- 3) travel abroad, do their work, and read books and newspapers
- 4) communicate with different people

**A17. *Every educated person and good specialist must:***

- 1) go abroad
- 2) master a foreign language
- 3) read newspapers and magazines
- 4) do his or her work very well

**A18.** *The narrator explains that:*

- 1) magazines and newspapers are printed in English
- 2) English is the language of progress in science and technology, trade and cultural relations, paper, sport, tourism and traveling, commerce and business
- 3) English is the universal language of pilots, seamen and sports
- 4) the world's mail and telephone calls are in English

**A19.** *The narrator says that English is:*

- 1) the first language on Earth
- 2) the official language in Europe
- 3) the most generalized language on Earth
- 4) more popular than Russian

**A20.** *The narrator says that English is:*

- 1) too hard to study
- 2) easy to learn
- 3) the most important language to study
- 4) not easy to study

**A21.** *The author believes that all people must:*

- 1) be educated
- 2) study English
- 3) be educated and study foreign languages
- 4) read, translate and speak English

## Вариант 10

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

### Keeping Fit and Doing Sports

If you want to feel fit you'd better go in for one kind of sport or another. I should admit that everyone must do all he can to be healthy. Good health is better than the best medicine. "You have a sound mind in a sound body" as the old Latin saying goes. The English proverb "Sickness in the body brings sickness to the mind" expresses a similar idea but from different point of view.

All kinds of physical exercises are very useful to make our bodies strong and to keep ourselves fit and healthy. To tell the truth I don't do sports regularly and it is not an essential part of my daily life. In the morning I do some exercises just to awake then some aerobics for myself. It puts me into the fine moods. In summer I go swimming, as there is a beautiful river with pure water where my Granny lives. In winter, it's rather long at our place, I should say, I prefer skiing (There is nothing like the sight of a winter forest — a real fairy-tale). I like to ride the bike and tobogganing in winter. Mum says that I'm too old to do it, why not after all? I shouldn't call myself a sports fan. Of course, I like to watch sports competitions on TV.

Fortunately, they show different ones — football, basketball. I like tennis tournaments very much. I think it's a very intelligent kind of sport for clever thinking people. Also I admire skiing championships, biathlon, and swimming. But what I like most is basketball. The best games are viewed on TV. I came to know that modern basketball appeared in 1891 in the USA. The originator, John Naismith was a coach at the college. He invented

the baskets and the rules of the game. Since then basketball has become very popular and is spread all over the world. It is the sport of strong tall men, the sport of giants.

Doing sports a man become strong, healthy and gay. He begins to take care of his health.

“Good health is better than wealth”, you know. It’s true, I should say. In our school we have a nice gym. Sports and games are popular among pupils. A lot of children train at special sport schools.

**A15.** *The author says that it is:*

- 1) very important to go in for sports
- 2) very modern to be strong and healthy
- 3) very strange to keep fit
- 4) not essential to do morning exercises

**A16.** *The narrator believes that sport:*

- 1) damages your body
- 2) does your body healthy
- 3) destroys your mind
- 4) is not a serious thing

**A17.** *The author thinks that:*

- 1) to take part in sports competitions is not important
- 2) to participate in sports tournaments is dangerous
- 3) to play football, basketball and so on may hurt your body
- 4) to go in for sports is very essential for people

**A18.** *The narrator likes to play basketball and thinks that:*

- 1) this sport game appeared in America
- 2) this sport was invented in England
- 3) the first player invented this game in 19th century
- 4) the first originator of this game was born in the USA

**A19.** *The narrator thinks that sport:*

- 1) helps people to be weak
- 2) helps men to be strong and serious
- 3) helps people to be strong and tall
- 4) doesn't help men to be strong and tall

**A20.** *The author thinks that sport is:*

- 1) very popular only among young people
- 2) not popular today
- 3) popular among the people of different nations and classes
- 4) paid much attention to only in sport clubs

**A21.** *The author thinks that:*

- 1) many children attend only school sport clubs
- 2) a lot of children go to the different sport clubs, societies, sport grounds
- 3) children don't go anywhere
- 4) children don't have enough time to go in for sports

# Варианты заданий группы A22–A28

## Рекомендации по выполнению данной группы заданий

Данная группа заданий нацелена на проверку не столько грамматики, сколько словарного запаса. Наиболее встречающиеся задания — глаголы, смысл которых зависит от контекста, предлоги, фразовые глаголы, слова, близкие по форме.

Ознакомившись с текстом, попытайтесь понять основной смысл предложений. Вполне возможно, вы сразу же догадаетесь, какое слово пропущено. Если не сможете припомнить подходящее слово, начните анализировать предлагаемые варианты методом исключения.

Читайте до первого пропуска, обращая внимание на слова, стоящие до и после него. Именно анализ словосочетания позволит правильно определить нужное слово. Как правило, у вас вызовет затруднение выбор между двумя подходящими словами. Выделите, в чем принципиальная разница в значении предлагаемых слов, поскольку от этого зависит правильный ответ.

Вставив слово, прочитайте предложение заново, проверяя, не искажается ли смысл сказанного выше и всего текста. Так необходимо проделать с каждым заданием.

Если вы не знаете, какое слово вставить, не тратьте время (засеките приблизительно 20–25 минут для выполнения этого задания) и отметьте наиболее подходящий ответ, полагаясь на интуицию. Не оставляйте пустую клетку!

Перенесите выбранные вами ответы в Бланк Ответов № 1 и проверьте правильность заполнения.

## Вариант 1

### The Oldest University

The oldest university in the United Kingdom is the University of Oxford, which 22 into being c.1167. The oldest of the 23 colleges is probably University College (1249), though its foundation is less well documented than that of Merton in 1264. The earliest college at Cambridge University 24 Peterhouse, founded in 1284. The 25 at either university is Trinity College, Cambridge, founded in 1546. The 26 university in Scotland is the university of St Andrews, Fife. 27 as a university in 1411, theology and medicine may 28 there since c.900 AD.

A22. 1) to come      2) came      3) come      4) was

A23. 1) exist      2) existence      3) existing      4) to exist

A24. 1) are      2) is      3) not      4) will be

A25. 1) big      2) larger      3) large      4) largest

A26. 1) one      2) new      3) oldest      4) last

A27. 1) established      2) opened      3) appeared      4) known

A28. 1) be      2) teach      3) have taught      4) have been taught



## Вариант 2

### Student's Interests

The Russian students 22 very much in the types of basic 23 in Great Britain and the new developments the recent Education Reform Act 24 : the National Curriculum, the GCSE and matriculation. They ask about 25 and grants, the degrees English universities offer, about youth 26 in Great Britain and the National Union of students in particular. They would like 27 whether humanities are popular with young people, how enrolments are brought about. The young people take up the problems they face while 28 their way through college, speak of their career prospects and leisure activities.

A22. 1) interest 2) interesting 3) are interested 4) interests

A23. 1) education 2) teaching 3) development 4) studying

A24. 1) to bring 2) have brought 3) has brought 4) brought

A25. 1) money 2) salary 3) cash 4) fees

A26. 1) users 2) tutors 3) organizer 4) organizations

A27. 1) to tell 2) to learn 3) to know 4) how

A28. 1) worker 2) working 3) work 4) to work

## Вариант 3

### Meals in England

If you go to England to continue your education you'll see that with the 22 of breakfast, meals in England are much the same as in other 23. Most people have lunch at about one o'clock and dinner about half past seven or later. May be, you 24 all about the English breakfast, with its porridge, bacon, eggs and marmalade. In the afternoon, about four o'clock or half past 25 everybody has a cup of tea and a cake, or a slice or two of bread and butter. The two substantial 26 of the day, lunch and dinner, are more or less the same. You can have soup, fish, a joint and vegetables, sweet, cheese, and so on. At most places there 27 a fairly large choice and you can 28 whatever you like best.

A22. 1) exception    2) to except    3) except    4) excepted

A23. 1) city    2) village    3) suburb    4) countries

A24. 1) has heard    2) have heard    3) heard    4) hear

A25. 1) five    2) near    3) two    4) nearly

A26. 1) lunch    2) dinner    3) meals    4) supper

A27. 1) is    2) was    3) would be    4) are

A28. 1) to order    2) order    3) ordered    4) orders

## Вариант 4

### Be Attentive!

Medicine, of course, can be very 22. To use medicine correctly you need to read medicine label attentively. They relieve symptoms and can 23 pain. They also stop 24. But remember that most medicines are drugs. They can be 25, too. Therefore, it is very important to use medicines 26. The labels should be read before you use the medicine, but not after that. Usually, labels contain a great deal of information: name of product, symptoms the product will relieve, active ingredients, name and address of the company 27 the products. Over-the-counter medicine labels also give very specific 28 for the use of a medicine: the amount of each dose, how frequently it may be taken, how to take a doze.

A22. 1) helpful      2) to help      3) helped      4) helping

A23. 1) start      2) cut      3) reduce      4) produce

A24. 1) aches      2) too      3) you      4) tears

A25. 1) useful      2) painful      3) harmful      4) successful

A26. 1) fully      2) carefully      3) careless      4) care

A27. 1) reducing      2) using      3) doing      4) making

A28. 1) directions      2) ways      3) tastes      4) odours

## Вариант 5

### Where Would You Like To Go?

Studies do keep you busy, but even the 22 man finds the most leisure. Events and 23 of all kinds are always taking place and you 24 a variety of ways to spend an evening: music and arts festivals, concerts and exhibitions, discos and sport 25. 26 treats include comedies and musicals, modern and classical plays, operas and ballets. A visit to the theatre is full of 27, for the magic 28 in the air, and no amount of words can call it back again once the performance is over.

A22. 1) busy            2) busier            3) busiest            4) busyer

A23. 1) facts            2) days            3) achievements 4) entertainments

A24. 1) are            2) offer            3) offered            4) are offered

A25. 1) competitions 2) channels 3) ways            4) to compete

A26. 1) scientific    2) theatrical 3) historical    4) artificial

A27. 1) surprises    2) souvenirs 3) presents    4) gifts

A28. 1) no            2) is            3) too            4) a

## Вариант 6

### Planning Our Holiday

\_22\_ about holiday we start to plan how we can spend it. Some like planning lazy days in the sun, by sea, picnicking in grassy, fairy-tale forests or marveling at the most breathtaking scenery you \_23\_. Another wants a get-away-from-it-all holiday in that little place you \_24\_ last year and fell in love with. Some may be fond of \_25\_. Nowadays tourism \_26\_ a business. It is \_27\_ organized. There are express trains, luxurious cruisers, cars and jet airliners, all of which provide you with comfort and security. You \_28\_ only your route and means of transport.

**A22.** 1) discussing    2) reading    3) imaging    4) thinking

**A23.** 1) have ever seen    2) has    3) have    4) has ever been

**A24.** 1) find    2) found    3) to find    4) has found

**A25.** 1) going    2) coming    3) traveling    4) planning

**A26.** 1) has became    2) became    3) has    4) become

**A27.** 1) widely    2) nearly    3) highly    4) early

**A28.** 1) will discuss    2) will taste    3) will go    4) will offer

## Вариант 7

### The Earliest Comprehensive School

Lakes School, Cumbria, 22 of an intake from Windermere Grammar School and other Westmorland schools, adopted the 23 comprehensive school principle as early as 1945. Calder High School 24 after formal rejection of the 11-plus 25 from two West the 26 schools in 1950. 27 purpose built was Kidbrook Comprehensive for girls in south-east London, 28 in 1954.

A22. 1) created      2) formed      3) opened      4) preferred

A23. 1) non erective      3) only selective  
2) don't select      4) non selective

A24. 1) is established      3) established  
2) are established      4) was established

A25. 1) examinations      3) systems  
2) questions      4) competitions

A26. 1) latest      2) earliest      3) easiest      4) busiest

A27. 1) Finding      2) Hiding      3) Riding      4) Hunting

A28. 1) discovered      2) located      3) opened      4) described

## Вариант 8

### Why Russians Prefer To Send Their Children To Study Abroad?

Our life is changing — but good education will always be at the center of our attention. Russians prefer to send their children to study abroad because they think that private schools in Great Britain are much 22 than free state schools in Russia. People 23 their children to private schools for the sake of appearances. Admission to different types of 24 schools should be depending on a 25 process based on ability. A boarding-school 26 is good for children because it 27 them to have confidence in themselves and they learn to be less 28 on their parents.

A22. 1) bitter            2) bottle            3) better            4) battle

A23. 1) spend            2) send            3) bend            4) sand

A24. 1) second            2) private            3) two            4) secondary

A25. 1) creation            2) formation            3) erection            4) selection

A26. 1) education            2) to educate            3) educate            4) educated

A27. 1) teaches            2) learn            3) says            4) does

A28. 1) independent            2) dependent            3) free            4) attentive

## Вариант 9

### Our Future Depends Upon Our Health

Young people try to earn money for all they need and most of them dream about million of dollars thinking that money could solve all their problems. But good health 22 above wealth! That's why 23 millions of people undergo check-ups, chest X-rays, 24. However, 25 unwell you need advice and 26 help with specific health problems of 27. For that you contact your doctor or the ambulance service in case of 28. It is important to know about all your illnesses that you had in childhood.

A22. 1) off                      2) is                      3) too                      4) more

A23. 1) daily                      2) weekly                      3) annually                      4) never

A24. 1) vaccinations                      2) pills                      3) drugs                      4) operations

A25. 1) thinking                      2) telling                      3) feeling                      4) speaking

A26. 1) exceptional                      2) judicial                      3) medicine                      4) professional

A27. 1) you                      2) yours                      3) it                      4) mine

A28. 1) emergency                      2) that                      3) it                      4) this



## Вариант 10

### A Problem Of All Families

22 a house is a problem familiar to single and 23 people all over the world. Though housekeeping is perhaps 24 profession, nowadays the century of technological progress made it a bit 25. What modern 26 are most effective, what should the members of family do to keep the house or flat in order, how to plan the family budget — there are the 27 which arise for all in everyday life. As a rule, home duties 28 equally in the family and your house is always kept nicely.

A22. 1) coming    2) running    3) making    4) taking

A23. 1) happy    2) well to do    3) married    4) merry

A24. 1) any    2) one    3) older    4) the oldest

A25. 1) easier    2) easy    3) convenient    4) cheaper

A26. 1) difficult    2) convenient    3) conveniences    4) convenience

A27. 1) questions    2) question    3) dispute    4) disputable

A28. 1) to share    2) share    3) shared    4) are shared

## Раздел 2.

### Тестовые задания части В

#### Аудирование

Раздел «Аудирование» включает три задания разного уровня сложности и разного формата. В этот раздел включены задания для восприятия на слух; тексты, которые здесь представлены, не могут быть отрывками из художественных произведений. Важным является то, что в качестве материала для подготовки привлекаются аутентичные тексты схожих жанров, используемые в контрольно-измерительных материалах.

#### Структура и содержание раздела «Аудирование»

Задание	Кол-во вопросов	Проверяемые умения	Тип текста	Тип задания
В1 Базовый уровень	1	Умение понять в прослушанном тексте основное	Краткие высказывания информационно-прагматического характера	Задание на установление соответствия
В1–В7	7	Умение понять в прослушанном тексте запрашиваемую информацию	Беседа или высказывание в стандартных ситуациях повседневного общения	Задание с множественным выбором ответа
В8–В14	7	Умение понимать полно и точно содержание прослушанного текста	Интервью, репортаж, развернутое тематическое высказывание	Задание с множественным-выбором ответа

## Вариант 1

**B1**

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

A) Moscow is famous for its Mausoleum, which is located in the centre of the Kremlin.

B) Moscow is famous for its airports and transport.

C) Moscow is famous for its Red Square.

D) The Spasskaya tower is the main and the tallest tower of the Kremlin.

E) Moscow was rebuilt many times.

F) The St. Basil's Cathedral is on the southern side of Red Square.

G) In Moscow you can see the monument to the people's victory over the Polish invaders in 1612.

Говорящий	1	2	3	4	5	6
Утверждение						

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 2

**B1**

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

A) The collection of this museum includes the steam engine, photography, glass-making exhibits.

B) The collection of this museum includes ancient manuscripts, coins, sculptures.

C) The collection of this museum includes plants, animals and minerals.

D) The collection of this museum includes cars and lorries exhibits.

E) The collection of this museum includes the biography of London.

F) The collection of London's museum includes a wide-ranging display of ceramics, metalwork and so on.

G) The collection of London's museum includes bodies and the way they work.

Говорящий	1	2	3	4	5	6
Утверждение						

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

### Вариант 3

#### B1

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

A) We can't help admiring the oldest metro in London.

B) The speaker tells us about the views of London seen from the boat.

C) London is the city which was founded more than two thousand years ago.

D) London is a place where Londoners can rest.

E) London is a business centre.

F) The person speaks about the oldest buildings in London.

G) We know about animals which live in London.

Говорящий	1	2	3	4	5	6
Утверждение						

Now we are ready to start.

You have 15 seconds to complete the task.

Now you will hear the text again.

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

## Вариант 4

**B1**

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

**The person speaks about:**

A) the visitors who come to our capital every year.

B) Moscow as the transport centre.

C) the Tretyakov Gallery in Moscow.

D) Moscow as the port of five seas.

E) the outstanding people, who lived and live nowadays in Moscow.

F) the fastest and most convenient means of transport in Moscow.

G) the oldest university in Moscow.

Говорящий	1	2	3	4	5	6
Утверждение						

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 5

**B1**

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

**The author speaks about:**

A) the structure of this country.

B) the discovery and the first settlements of this country.

C) the climate and nature of this country.

D) the largest country in the world.

E) the people who live in this country.

F) the parliamentary structure of this country.

G) the country where the name of the capital coincides with the name of the state.

Говорящий	1	2	3	4	5	6
Утверждение						

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 6

**B1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1–5 и утверждениями, данными в списке A–F. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

**In Britain schooling:**

A) is compulsory and begins at the age of 5.

B) is compulsory and many pupils want to continue their education.

C) is compulsory and has three stages.

D) is compulsory and the pupils decide to stay at school themselves.

E) is compulsory and before going to a primary school children receive nursery education.

F) is compulsory and schoolchildren must take public exams.

Говорящий	1	2	3	4	5
Утверждение					

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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



## Вариант 7

**B1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1–5 и утверждениями, данными в списке A–F. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

**The author says that:**

A) traveling by train is the most comfortable way.

B) traveling by bus is very interesting and takes little time.

C) traveling is the best way to have a rest.

D) traveling by sea is very expensive.

E) traveling by car we can stop when and where we would like to.

F) traveling by plane is the fastest way.

Говорящий	1	2	3	4	5
Утверждение					

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 8

**B1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1–5 и утверждениями, данными в списке А–F. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

**The author tells us about:**

- A) lunch time.
- B) going to the café or pub to have a bite.
- C) going to the restaurant.
- D) having tea in Britain.
- E) having dinner in Moscow.
- F) the most substantial meal of the day.

Говорящий	1	2	3	4	5
Утверждение					

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 9

**B1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1–5 и утверждениями, данными в списке A–F. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

**This extract is about:**

- A) travelling to London.
- B) sightseeing in London.
- C) an international airport in Russia.
- D) travelling abroad.
- E) the biggest airports in Russia.
- F) the most reliable Russian company.

Говорящий	1	2	3	4	5
Утверждение					

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

## Вариант 10

**B1**

Вы услышите 5 высказываний. Установите соответствие между высказываниями каждого говорящего 1–5 и утверждениями, данными в списке A–F. Используйте каждую букву, обозначающую утверждение только один раз. В задании есть одно лишнее утверждение. Запишите свои ответы в таблицу.

**We are informed about:**

- A) going to the department store.
- B) going to the knitted goods.
- C) going to the leather goods.
- D) going to the jewellery department.
- E) going to the food shop.
- F) going to the ready-made clothes.

Говорящий	1	2	3	4	5
Утверждение					

**Now we are ready to start.**

**You have 15 seconds to complete the task.**

**Now you will hear the text again.**

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

# **Варианты заданий группы В2**

## **Рекомендации**

### **по выполнению данной группы заданий**

В первом задании на чтение В2 базового уровня проверяется умение понять основную тему текста (задание на установление соответствия). Стратегии работы в данном случае совпадают со стратегиями работы с заданием базового уровня на понимание основного содержания прослушанного текста В1 (задание на установление соответствия) в аудировании. Тем не менее, при чтении можно также использовать следующие рекомендации:

— В задании такого типа необходимо соотнести с текстом различные элементы, такие, как заголовки, фразы, вопросы, утверждения. Каждый из этих элементов требует особого подхода при выполнении задания.

— Начиная выполнять такое задание, следует определить, что нужно соотносить с текстом, а затем использовать соответствующую стратегию (заголовки и фразы: быстро определить основную идею текста или его частей; вопросы: найти место в тексте, к которому относится вопрос; утверждения: найти в тексте ту же информацию, которая выражена иначе).

— В задании намеренно используется лишнее утверждение или заголовок, который не соотносится с текстом. Необходимо определить, что соответствует тексту, а что лишнее.

## Вариант 1

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Clay vases
- B) The giant creatures
- C) Against fur
- D) Killful animals
- E) A tender parent
- F) An unusual construction
- G) Violent animals

1. Last year in North America, people killed nearly 13 million animals because of their fur. Now some Americans want to stop the fur trade. Their strongest argument is that there are many natural alternatives to fur. It is easy to produce wool and cotton without cruelty to animals or damage to the environment. But still there are others who strongly support the idea of increasing fur farms and animal hunting.

2. Wolverines don't care whether their food is dead or alive when they find it. Their menu also includes dead animals. Having found a dead body, a wolverine may tear it apart and hide the pieces in several different places. Because of their great appetites wolverines have got another name: they are also called gluttons.

3. In 1965, whaling countries agreed to stop killing blue whales. Even so, whalers still accidentally kill some. Others died from sickness and old age. Soon there may not be enough baby blue whales to replace all the ones that die. Because of human greed, the mightiest creature that ever lived may one day disappear.

4. Alligators, like all crocodilians, are good parents. The female makes a nest for her eggs and stays near to guard them. When the young are ready to hatch, they make specific sounds, and their mother gently cracks the eggs to help them break free. Then she carries them to water. If the babies yelp for help, any adult alligator will rush to the rescue, as a grown-up is always nearby.

5. Architect Osip Bove built and ornamented the building with strong half columns and decorated the walls. Its design was striking. The building was completed in 6 months. Contemporaries wrote that there was “nothing alike anywhere in Europe”. Many engineers have made a study of the roof, which has been described in many building textbooks.

6. The Chinese have been making pots out of fine white porcelain for a thousand years. The secret lay in a special type of white stone found in China, which was ground to a paste and fired at a high temperature. European potters had great difficulty trying to imitate the porcelain from China, which they admired so much.

1	2	3	4	5	6

## Вариант 2

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Taking an important decision
- B) Benefits of the globes
- C) Meeting
- D) A tourist center
- E) Fashionable pets
- F) A valiant sport
- G) Private life

1. Most people can hold their breath long enough to dive to the bottom of a swimming pool. But the best swimmer held her breath for 3 minutes 26 seconds and became the world free-diving champion. She dived 160 meters below the surface of the sea. During the dive her lungs shrank to the size of oranges. Her heart slowed to fifteen beats a minute. She thinks that she is a very determined person. When she decided to do something, she does it.

2. For many years people thought that New Zealand was famous for sheep, rugby and more sheep. But suddenly these islands have a new image. They are now one of the most fashionable tourist destinations in the world. There is a beautiful place called Matamata just south of Auckland. People moved here every day. They pay thirty dollars each to see the remains of Hobbiton village. Experts think that holidaymakers are attracted by the natural beauty of the landscape.

3. British dog lovers are flocking to buy a new wave of “hot cross” pets in which old varieties are crossbred to produce new and exotic animals. British owners say that choosing the new breeds allows them to hand-pick animals, which combine the best



qualities of traditional varieties. These days cross-breeders are all about having a small dog. The price does not worry buyers.

4. The most important advantages of globes relate to their shape. A globe is the only model of the earth in the shape of a sphere, just like the earth. A globe, then, provides the most accurate representation of the shape of the earth. Because it is true to scale, the landmasses and bodies of water the globe illustrates have the same shapes as they do on the earth's surface.

5. In America young people start dating at age of 15. Teenagers generally date people of their own age, but sometimes girls date boys two or three years older than they are. Both a girl and a boy can invite someone on a date. It doesn't mean that they date regularly only one person. They may go out with one person one week and someone else the next one. However somebody arranges a date for two people who don't know each other.

6. Nowadays it is very important to speak about youngster's problems. Alcohol, killings, drugs and fights are the problems for teenagers today. For many children from poor families violence and alcohol are associated with poverty. Sometimes these things are often combined with modern society and changes of our life. Most specialists explain that the changes of our society, the system of our life force young people to choose their own lifestyle. Sometimes they can't solve their problem, that's why they believe that there is only one way out to stop living and commit suicide.

1	2	3	4	5	6

### Вариант 3

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Motion picture formation
- B) Useful experiment
- C) Care of our earth
- D) Worth-while job
- E) Government support
- F) Human alone
- G) Talks

1. Social Security covers a wide range of payments, mainly to the retired, the widowed and the unemployed. The main social groups who claim social security benefits are disabled people, sick people and single parents and others whose pension is too low. People in full-time work whose earnings are below a medium level can claim benefits too.

2. Considerable advances were made by people in different areas of science. Today industrially developed states cannot ignore the problem of environmental protection. The ecocide is increasing constantly and the contradictions between man and nature are very dramatic. The main target in the policy of environment protection is the development of technology to control atmospheric and water pollution, the study of man's influence on climate, and biological and genetic consequences of pollution, protection of rare and vanishing plants and animals and protection of nature as a whole.

3. Plants use the energy of sunlight to combine the elements they get from the earth and from the air. This energy is stored in plant food, and in animals that feed on plants. But man is only just discovering how to harness the great natural energy of

the sun. Magnifying glasses and curved mirrors can be used to concentrate the sun's rays onto a single point. These concentrated rays can be used, for, example, to heat food. But it can only be used when the sun is shining.

4. Football today is big business. Professional footballers often start as junior players at a local club during their early teens. If they are good, the club will invite them as players. A lot of money is spent for training good players. By the time a boy is 20, he may be playing in a first division team and be worth as much as 50000 \$. Football is a game for gentlemen. A player is a valuable property.

5. The Americans don't talk to each other, they talk at each other. Conversation isn't two-way any more; it's no longer an exchange of ideas. Instead it has become a situation in which you express your view of the world, or the subject under discussion. The 'winner' of a conversation is the one who can speak longest and loudest and so verbally beats the other. This is very unnerving for the newcomer.

6. The world capital of filmed entertainment Los Angeles has been a lot of things over the past 100 years. First, it was a little city with orange forest and great weather. But one day a group of people from Chicago came to Los Angeles to shoot a film. The first studio appeared in Hollywood. Hollywood made more than 70 per cent of the world's films. The number of the studios grew very quickly. They were combined into large corporations and now the biggest film companies are Paramount, Columbia Pictures, Warner Bros and others.

1	2	3	4	5	6

## Вариант 4

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Keep fit
- B) The British character
- C) Unknown land
- D) Skyscraper's victory
- E) Violent weather
- F) Deconstructive skyscraper
- G) Storms

1. For many centuries the British have been considered as polite and conservative. You can often hear polite words in Britain. The national habit of the British is queuing, they join the queue and wait for their turn at any place, for example, at bus stops, in banks and post offices and in many other places. Some people think that isn't true. They consider that the typical Englishman is a heavy drinker and smoker. From TV and books we have another opinion of the real Englishman. These people are older, visit bars and pubs, like to smoke and talk about the weather.

2. Architecture combines both science and art. There are many architectural buildings amazing people all over the world. Among them there is an unusual building located on the Swedish side of the Oresund strait. It was designed by the Spanish architect Santiago Calatrava and officially opened on the 27th of August, 2005. The tower reaches a height of 623 feet with 54 storeys. It is the tallest building in the EU and the second tallest residential building in Europe, after the 870 feet – high Triumph-Palace in Moscow.

3. Throughout the world people are keen on sports. Sport is a matter of importance and it is very popular among both young

and old people. Sport and physical culture make men strong and healthy. Thousands of people devote their leisure time to outdoor and indoor sports. Sport is practiced everywhere in a plant, at school or at the institute. It also makes people more organized and better disciplined in their daily activity.

4. Thunderstorms, tornadoes, hurricanes, and typhoons can create a spectacular display of weather, a display that also can be dangerous. Such unstable conditions result from certain combinations of temperature, moisture, atmospheric pressure and wind. Each year the National Hurricane Center in Coral Gables, Florida, chooses an alphabetical listing of names to identify the season's storms. The names selected for the first three hurricanes of 1989 were Allison, Barry and Chantal.

5. Although the Dutch explorers visited Australia as early as 1643, its discovery and colonization is connected with the name of James Cook. European explorers and cartographers had long referred to the great land mass in the Southern Ocean "Terra australis incognita". Many explorers, spurred on by trade and by constant reports by Chinese and Malays who were frequent visitors to that place, sailed to the Southern ocean. Native population of Australia existed in almost total isolation for about 40000 years.

6. Running is widespread among people of any age. For people who go in for sports there are a lot of sports grounds, stadiums and tracks. But in New York there is a club that held its peculiar "vertical marathon" to find out who can get to the top of the Empire State Building. Runners start vertical marathon on the ground floor of the skyscraper, and finish on the 86th. The latest record is 10 minutes 59 seconds. Runners must be strong and hardy to overcome such difficulties.

1	2	3	4	5	6

## Вариант 5

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Pliable laws
- B) Real name
- C) Modern users
- D) Donation to the city
- E) Ancient discovery
- F) Fascinating tale
- G) Multitasking

1. From the earliest time people have been trying to do several things at once. They can listen to music, read a book, and make dinner or just talk. As cars have appeared the time, when people can do many things simultaneously, has increased. They drive, eat, listen to the radio and smoke in their cars at the same time. Multifunctionality makes people's stressful lives even more stressful. Experts say that although a lot of people believe that multifunctionality enhances their productivity, in fact it can reduce it.

2. The most popular Internet service is e-mail. Most of the people, who have access to the Internet, use the network only for sending and receiving e-mail messages. However, other popular services are available on the Internet, reading USENET NEWS, using the World-Wide WEB, telnet, Ftp and Gopher. In many developing countries the Internet may provide businessmen with a reliable alternative to the expensive and unreliable telecommunications systems of these countries.

3. The Constitution is established by the country's political system and is the basis for its laws. During the history of any country it has greatly grown and changed. Yet the Constitution works as well today as when it was written. One reason is that the

Constitution can be amended, for example as is in the USA, where it gave black Americans and women the right to vote. Another reason is that the Constitution is flexible: its basic principles can be applied and interpreted differently at different times.

4. We often use the word “Yankee” in different meanings. But we don’t know the real meaning of this word. We call “Yankee” the people who live in the USA. But the real meaning of this word means a New Englander. The peculiar feature of the character of the New England Yankee was formed by the history and geography of the place. Puritans settled this territory in the 17th century. They left England because they did not agree with some teachings of the Church of England.

5. In the late 1860s Tretyakov was inspired by the popular at the time of enlightenment idea of the prominent role of the personality in the history conceived the creation of the portrait gallery of the outstanding Russian culture and art figures. The collector bought ready portraits of Russian writers, composers and artists and also ordered portraits from contemporary artists. It is interesting that Tretyakov himself couldn’t stand posing for a portrait and throughout his lifetime made exceptions only twice for artists Repin and Kramskoy.

6. One of mankind’s earliest and greatest inventions was the wheel. Without it there could be no industry, little transportation or communication, only farming, no electric power. Nobody knows when the wheel was invented. There is no trace of the wheel during the Stone Age, and the American Indians did not know it until the White Man came. In the Old World it came into use during the Bronze Age, when horses and oxen were used as work animals. At first all wheels were solid disks.

1	2	3	4	5	6

## Вариант 6

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Thorough search of energy
- B) Enchanting sight
- C) Imitations compete with natural
- D) Space observers
- E) Be engaged in research
- F) Unusual research
- G) Scientific research

1. The land surface of the globe is well-known today, but we do not know much about the bed of the sea, particularly the floor of the deep ocean. In the past there were four large oceanographic expeditions from different countries studied oceans' depths. These expeditions were equipped for the exploration of the sea at any depth. They have all the necessary instruments — hydrological, hydro chemical and geological. The materials collected by the expeditions are of great scientific interest.

2. The Kluchevskaya volcano is a great hole some 2000 feet across. The top of the mountain is covered with snow and ice, and the main crater cannot be seen. But, during an eruption the lava also comes out through the weak places at the sides of the mountain. The fountain of fire rises to a height of about ten miles. At its top there is a large black cloud. The fire could be seen at a distance of about 250 miles and the noise could be heard 200 miles away.

3. All energy on the earth is the transformed heat of the sun. For many centuries man has used this transformed solar heat in the form of wood, coal and oil or natural gas, and in a million other ways. But, though natural fuel supplies are great, they will



come to an end. So today we must find another fuel. Now we use power from the sun to dry fruits and vegetables. It can also be used to heat and boil water and even to get steam for small factories. This energy is renewable.

4. Artificial sapphires produced at a chemicals factory in Nizhny Novgorod rival the natural stones. They are almost as beautiful and much bigger in size. The stones in the man-made collection include a bluish-green aquamarine and alexandrite that appears green in the daytime and changes colour in artificial light to red. The output of Russian synthetic sapphires is increasing.

5. Two American scientists recently conducted tests to determine the ideal time to pick tomatoes. A tomato is ripen, when plant sugar has stopped moving into the fruit. The experiments could determine through their tests just when this movement stopped. Scientists traced sugar movement through the leaf, into the plant and into the fruit. They discovered that a tomato is at its peak of ripeness and makes the best eating 'about six days after the first appearance of colour'. Tomatoes must be picked up then.

6. The first satellite was the first step towards the conquest of space by man. But, for many reasons the second man-made moon was expected to supply more data and to solve a number of problems. Nearly seventy research centers and some thirty-radio clubs conducted observations on sputniks. The new sputnik was a real cosmic laboratory where automatic instruments registered solar radiation and temperature and pressure in cosmic space. The data transmitted by the instruments were compared with data collected by ground observers. They are sorely studied.

1	2	3	4	5	6

## Вариант 7

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Recent invention
- B) Strange find
- C) World without litter
- D) Scientific research
- E) Modern research
- F) People's discovery
- G) Unexpected windfall

1. No one knows how long man has used iron. Iron ore is to be found in almost all countries, and primitive man in many lands knew how to use it many centuries ago. One can only guess as to the way man first learned that ore could be melted and used for his tools. Perhaps some primitive man's camp fire first smelted iron by accident. The fact is that their product was as good as, and even better, than most of the iron we have today. We have learned merely how to make iron more easily and more cheaply that's why now iron is not good enough.

2. In many cities in Japan people live without any wastes. Their residents have to compost all their food waste and sort other rubbish into 34 different categories. Citizens say the scheme has prompted them to cut down waste generally and food waste in particular. Today people have to take full responsibility for everything they throw away. Kitchen waste has to be composed. Non-food waste is processed either in local shops which accept goods for recycling or in Waste Centre. Residents have to sort plastic bottles, because PET is more valuable when it is separated out.

3. At the end of the year 1848 and the beginning of 1849 news began to reach people farther east that gold had been discovered in California. At first the people laughed at such a story. But the story was repeated again and again, and finally men began to listen. Within a few months the news spread all over the East. Men sold their houses to get money enough to go to California. People from different countries throughout the world joined in the rush.

4. The Pamirs are a natural laboratory for the study of cosmic radiation, which is being studied at the high mountain research camp at Ak-Akhrar, nearly 3,5 miles above sea level. The Pamirs are extremely rich in power resources, for they are the source of powerful mountain rivers like the Vakhsh. Archeologists recently made an amazing discovery in the Pamirs — the remains of a 10–12th century mining town, high above the clouds. This town is 12,540 feet above sea level, and graves have been found containing a great quantity of things that throw much light on the history of the area.

5. A rich grave, almost 5,000 years old, has been found inside a hill in the Northern Caucasus. It is made of slabs of volcanic rock, some of them weighing over a ton. It contained the bodies of a man and a woman, together with household utensils and golden ornaments and jewelry, possibly of Sarmatian and Hunnish origin. One of the most interesting points was the height of the man, over 7 ft. He would have been a giant today, let alone 5,000 years ago, when most researchers suggest that men and women were generally very much shorter than at present.

6. The mechanism by which cancer spreads from one place in the body to many has been the subject of intensive research by scientists for many years. What may be an answer to that question — and a suggestion as to how metastasis might be inhibited — came from the Institute of Cancer Research. The report in the journal *Science* suggests a possibility. This is that cancer cells or viruses leak their genes in the form of deoxyribonucleic

acid, or DNA into the bloodstream, and the DNA then travels to places where it invades normal cells and transforms them to malignant ones.

1	2	3	4	5	6

### Вариант 8

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Voiceless convicts
- B) Panacea
- C) National meal
- D) Real risk
- E) Original food
- F) Sacred plant
- G) Imminent disease

1. Waste containing unenriched uranium has leaked into two rivers from a nuclear plant in southern France. Officials banned in three nearby towns fishing, using water from wells, swimming in the rivers or using river water on their crops. The French nuclear safety agency said the substance was toxic but the risk to human health was slight. France's nuclear safety watchdog has ordered a plant to temporarily close. But it's a serious threat for European countries. France is one of the world's most nuclear-dependent countries, with 80 % of its electricity coming from nuclear power.

2. Every year since 1994 there is a mountain of uncollected waste in Naples. EU sues Italy over rubbish crisis. Many tones of rubbish are rotting on the city's streets, and the EU argues not enough has been done to get rid of it. Italy could face a heavy

fine if the European Court of Justice decides that Rome has infringed EU laws on waste. People are unable to tolerate the smell from the rubbish, because a smell is made worse by recent warm weather. They are afraid that approaching summer, heat would bring a growing risk of disease.

3. A lot of people all over the world migrate every year, but none of them know how to live in foreign country without understanding its language. It is a difficult task to learn how little English some elderly migrants can understand even after some 30 years in the UK. Many no longer live with their families and cannot get on trains or buses on their own because they cannot read bus numbers, information on destinations and even signboards that might give them a clue as to where and how to get on and off. As such, many are reduced to become virtual prisoners in their own homes.

4. Olive oil is used for our homes, people and beauty, almost everything in short. Perhaps it is the reason we have not been able to escape our passion. An American researcher discovered 101 ways to embellish our lives with olive oil. Olive oil is an exceptional nutrient with innumerable health benefits. Thus it is an indispensable thing for those brought up in Aegean and Mediterranean cultures. It works for anything from cleaning furniture and nursing babies to feeding pets, cooking special treats and preparing masks.

5. People in other countries and nationalities like plants and flowers. Some of them like trees, another like flowers. But nobody knows that an olive tree is capable of surviving for 3,000 years, the roots revive even if the body decays or dries out. Unfortunately a small number of people are aware of its amazing fertility. Celestial religions also attribute holiness to the olive. And people believe it.

6. Dog-known as fragrant meat — is eaten by some Chinese for purported medicinal properties. The ban, issued by the Beijing Catering Trade Association, forbids all designated Olympic restaurants from offering dog and urges other food outlets to

remove the meat from menus. If a customer orders dog meat, the restaurant staff should patiently suggest another entrée. The measure has been implemented to “respect the habits of many countries and nationalities, to avoid foreign visitors being amused or offended by local customs.”

1	2	3	4	5	6

### Вариант 9

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Means of payment
- B) Local residents
- C) Scientific proof
- D) Natural resources
- E) Return of cats
- F) Cultural communication
- G) Goods and services

1. Salt comes from dead, dried-up seas or living ones. It can bubble to the surface as brine or crop out in the form of salt licks and shallow caverns. Below the skin of the earth it lies in white veins, some of them thousands of feet deep. It can be evaporated from salt «pans», boiled down from brine, or mined, as it often is today, from shafts extending half a mile down. The history of the world according to salt is simple: animals wore paths to salt licks; men followed; trails became roads, and settlements the diet. But the underground deposits were beyond reach, and the salt sprinkled over the surface was insufficient.

2. At least 20 tigers have resurfaced in a tropical rainforest in western India, almost three decades after it was thought that poaching had wiped them out forever. The big cats were sighted

over 300 square miles of mountainous forest in the western state of Maharashtra, bringing rare good news in a country that is rapidly losing its wildlife to poaching and habitat destruction. India is believed to have half the world's surviving tigers, but according to a census in 2001 and 2002, their numbers have dwindled to 3,642 from 40,000 a century ago.

3. Many people dreamed to measure the Earth some centuries ago. But Eratosthenes measured the size of the earth, and proved it was round in the year 200 BC. He went out and measured the midday shadow of a long vertical pole on the summer solstice in Alexandria and it measured 7, 2 degrees. There are 360 degrees in a circle. He divided 360 by 7, 2 and found that 7, 2 degrees was about one-fiftieth of a circle. He then had a special surveyor trained to walk with equal steps measuring the distance between Syene and Alexandria. Multiplying the distance between these cities by 50, he calculated the circumference of the earth to be 24,662 miles.

4. Australian aboriginals existed in almost total isolation for well over 40,000 years. They had no written history; so we now have only fragments of legends, cave paintings and rock etchings to record their remarkable past. There were about 600 aboriginal tribes on the Australian mainland before European contact. Each tribe lived within its own tribal boundaries, where they hunted or gathered food. Although different explorers came to Australia, people consider that its discovery and colonization is connected with the name of the captain James Cook.

5. Diverse cultures have diverse attitudes about time, about formalities, about religion. In some Latin American countries, a dinner party scheduled for 8.00 may not really begin until near midnight. In other cultures, arriving later than 8.00 would insult your hosts. In some cultures a designated time is a flexible guideline, in others it is a specific target. Syrians often embrace new acquaintances. Pakistanis shake hands, though never man with a woman. Zambians shake hands with the left hand supporting the right. Japanese almost never use first names in business settings.

6. The task of commerce is the exchange of goods. In earlier times it was done on the basis of barter, i.e. goods were exchanged for goods. The huntsman, who had more meat than he or his family could eat, exchanged some meat for some fish of which his neighbor had too much. The Phoenician merchants took the spices of the East and the purple dyes of Tyre to the coasts of Cornwall in exchange for tin, or to the Baltic for much-prized amber.

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### Вариант 10

Установите соответствие между темами А–Г и текстами 1–6. Занесите свои ответы в таблицу. Используйте каждую букву только один раз. В задании одна тема лишняя.

- A) Inestimable collection
- B) Goods and services
- C) Place of goods exchange
- D) Representation of the past
- E) Diverse collection of art
- F) Science representation
- G) Representation of the discoveries

1. In almost countries now the market plays a central role in determining what gets produced, how and for whom. We can think of markets as particular places where some people bring goods to sell and others come to buy, for example, markets in many cities. Or we can think of a market such as the stock market where people call on the telephone to buy and sell stocks. But we do not need to go into these details. We use instead a general definition of a market that fits those cases and others.



2. The Museum in London is the largest museum in the world. It presents the story of London and its residents, the design in our everyday life, the large display of toy dolls, children's clothes, which go back to the 18th century. Among them we can see the displays of the unique furniture, old cars, graphics and ceramics. The outstanding people who lived in the past presented these works. Almost every kind of object that illustrates society and culture in the past and present is represented. They are costumes and textiles, Chinese silk, photographs, glass, signs, paintings, machinery and metalwork.

3. The Science and Technology Museum of Atlanta has over 100 exhibits that help to show the principles of science in our everyday life. Every exhibit is designed for you to do more than just look at. Visitors can experiment with the equipment to know more about science. There are many Halls with the diverse exhibits: the exhibit of Bernoulli principle, the Hall of Electricity and Magnetism, the Hall of Light, Colour, and Perception. People can see there performances and demonstrations about electricity, bubbles, and Newton's Laws of Motion.

4. The National Museum of Russian Fine Art, the State Tretyakov Gallery, is one of the largest museums in the world. Its collections embrace the period from the 10th to 20th century and all schools of Russian painting — from ancient icons to avant-garde. After Tretyakov's death a new façade designed by Vasnetsov was attached to the old estate. This Russian styled façade became the symbol of the Gallery. By the end of the 20th century the State Tretyakov Gallery became one of the world richest treasuries of Russian fine art. The Gallery treasures priceless collection of Old Russian icons, paintings, sculptures and graphics of the 18th-20th centuries.

5. In South Kensington there are several large museums. The largest among them is the Victoria and Albert Museum with a magnificent collection of fine and applied arts that also includes a wide-ranging display of ceramics, metalwork and a selection of Constable's masterpieces that are well worth seeing. John

Constable was a famous English painter. Many people throughout the world valued his art. Nowadays his works are displayed not only in this place, but in different countries as well.

6. The Natural History Museum contains plants, animals and minerals. The Hall of Human Biology enables visitors to learn about their bodies and the way they work. Exhibits in the Science Museum display the discovery of the past years and development of such inventions as the steam engine, photography, glass making, printing and atomic physics. There is a gallery where children can experiment with working models.

1	2	3	4	5	6

# Варианты заданий группы В3

## Вариант 1

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Against Fur

Last year in North America, people killed nearly 13 million animals because of their fur.

For some people, fur is a symbol of 1. For others, it's a cruel and stupid business.

In many European countries, there have been long campaigns 2 trade. Often these have been very successful — in Britain fur sales have fallen by 75 %.

But for Americans, fur is still a part of the way of life. The fur trade is one of the oldest businesses in North America. Europeans started 3 from the Indians over 350 years ago.

Today it is a \$2 billion industry. Now some Americans want to stop the fur trade. Their 4 is that there are many natural alternatives to fur. It is easy to produce wool and cotton without cruelty to animals or damage to the environment.

But still there are others who strongly support 5 fur farms and animal hunting. The industry gets fur in two ways. The first way is getting fur from trappers who 6 wild animals. The second way is getting fur from farmers. Farmers keep animals in special fur farms and then kill them when they want their fur.

- A) health, wealth and success
- B) the idea of increasing
- C) set traps to catch and kill

- D) against the fur
- E) luxury, wealth and success
- F) buying furs
- G) strongest argument

1	2	3	4	5	6

## Вариант 2

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–G. Из частей в списке А–G одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

## Mother's Day

Every child thinks celebrating Mother's Day once a year is a very good idea. So we decided to have a special celebration of Mother's Day. We believed it was a nice idea. We knew how much Mother did for us and so we decided that we should do everything we could to \_1\_.

We wanted to decorate the house with flowers and balls. We asked Mother to arrange the decoration because she always does it on holidays. My sisters got new hats for such an important day. We wanted to buy a new hat for Mother too, but she said that she liked \_2\_ and didn't want a new one.

Well, after breakfast we decided to take Mother for a beautiful drive away into the country. Mother is never able to go to the country because she is busy in the house nearly all the time. But then we changed the plan a little. Father decided to \_3\_.

When everything was ready for the trip we asked Mother to prepare some sandwiches. Well, when the car came to the door, we saw that there was not enough room in it for us all. Father said that he could stay at home and work in the garden. Then the two girls, Anne and Mary, said that they could stay at home, but as they had new hats, it would be a pity if no 4. In the end it was decided that Mother could stay at home and make dinner. Mother doesn't like fishing. So we all drove away, and Mother stood and watched us from the verandah as long as she could see us.

Well, we had a very nice day in the country. Father caught a lot of big fish and the girls met some friends and they talked about hats. 5 when we got back.

At last everything was ready and we sat down to a 6. Mother got up and down many times during dinner; she brought things from the kitchen and carried the dishes away.

When the dinner was over all of us wanted to help Mother to wash the dishes. But Mother said that she could do it herself, and so we let her because we wanted to make her happy.

It was quite late when it was all over, and when we all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes.

- A) to prepare different fish
- B) wonderful dinner
- C) one looked at them
- D) It was quite late
- E) her old hat better
- F) take Mother fishing
- G) make Mother happy

1	2	3	4	5	6

### Вариант 3

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

#### Bats

Birds fly and bats fly too. Is a bat a kind of bird or are bats and birds different animals? A bat is not a kind of birds, for a bat has four legs and a bird has only two. Bats have teeth and birds have none; bats have large ears but birds' ears are only holes in the head.

The head and body of a bat is something like the head and body of a mouse. The bat's legs help it to fly. 1 join them together. These pieces of skin act like wings.

Small bats eat flying insects. Larger bats also eat insects. Some large bats eat fruit. Nearly all bats eat at night and not in the daytime.

In the evening bats fly 2 in the air and catch insects. Their little teeth can bite hard insects.

Bats are busiest in the evening. In the daytime they usually sleep in a dark place. Bats do not do us any harm. They help us because they eat insects which 3.

In South America there is a bat that lives only on blood. Its throat is so narrow that only 4 it. This bat is not very big, only about four inches long, with wings about eight inches long when they are wide open. This little bat drinks the blood of animals and even of men. At night it flies into the house and comes down on the sleeping person's arm or leg. It touches the skin so quietly that the man does not feel anything. Then the bat makes 5 with its teeth and begins to drink blood. The bat is so small that it does not drink a great deal of blood, but it takes enough to make the person feel ill.

Some people think that bats cannot see, but that is not *true*. They have eyes and they can see, though they cannot see very well. But they have better ears than men have and they can hear things which we cannot hear. Bats can feel where a thing is though they do not touch it. That is why they can fly about in the dark and 6 which they cannot see.

- A) about up and down
- B) a very small bite
- C) so big sting
- D) wide pieces of skin
- E) catch little insects
- F) liquids can pass down
- G) we do not like

1	2	3	4	5	6

### Вариант 4

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–G. Из частей в списке А–G одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Wolverines

Wolverines belong to the musteline family, a group that includes badgers and weasels. With its broad face and bone-crushing jaws, a wolverine looks more like a bear than like the weasels that are its 1.

Wolverines are skillful, fierce and 2 that control large territories. They can lope along tirelessly, covering many kilometers

a day. Also wolverines can climb trees as quickly as they are able to move on the ground. Winter is the season when wolverines rule. Their widespread toes are perfect for 3. Wolverine eat a wide range of food, from small rodents, like lemmings to large animals like elk and deer, bird eggs, berries. The fierce little beasts take surprise attacks and kill by biting neck. Although it is a relatively small animal, it has been known to drive even 4 away from its kills.

Wolverines don't care whether their food is dead or alive when they find it. Their menu also includes dead animals. Having found a dead body, a wolverine may 5 and hide the pieces in several different places. Because of their great appetites wolverines have got another name: they are also called gluttons.

But these 6 have themselves been hunted in many parts of the world. Arctic peoples value their skins because ice crystals don't stick to the fur.

- A) aggressive hunters
- B) remarkable animals
- C) impolite hunters
- D) true relatives
- E) grizzly bears and cougars
- F) tear it apart
- G) galloping around on top of the snow

1	2	3	4	5	6



## Вариант 5

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Healthy eating

A healthy weight is the natural weight you can reach through good eating, regular physical activity, managing stress, and not smoking. Reaching a specific weight is not as important as the \_1\_ you make to become healthy.

Weight is only one component of health. Even if you carry some extra weight, by eating right and getting \_2\_, you'll feel better, have more energy, and reduce your risk of weight-related diseases. In fact, you may be healthier than a thin person who eats poorly and isn't physically active.

While a diet may help you lose \_3\_, following a strict diet long-term is unrealistic and requires extraordinary strength of will. Once you stop dieting and exercising, the weight comes back. Some people fall into an unhealthy cycle of losing and gaining weight, which may be worse for the body than just being overweight.

It's also difficult to overcome the obstacles to weight loss: lack of time for exercise, huge portions at restaurants, holidays centered on food, and illness or injury.

Research shows that people who are most \_4\_ have chosen a healthier lifestyle rather than targeted weight loss. A lifestyle of healthy eating and regular physical activity will improve your health and quality of life, no matter what you weigh.

First you'll need to learn the skills to make lifelong changes and find the support you need to create a healthy lifestyle that's right for you. Look for balanced, realistic, and enjoyable ways to \_5\_.

Making small changes, such as being aware of your portion sizes, eating more fruits and vegetables, and adding a few more steps to your daily routine, can improve your health.

To be successful in making lifestyle changes:

Don't diet. 6 that you'll go on a diet and quickly lose a certain amount of weight. This approach almost always fails. Instead, create a plan to eat healthier that works for you.

- A) a few pounds quickly
- B) fit healthful changes into your life
- C) lifestyle changes
- D) abandon the idea
- E) many pounds slowly
- F) successful in improving their health
- G) plenty of physical activity

1	2	3	4	5	6

## Вариант 6

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### The House of Parliament

The first Westminster Palace was built by Edward the Confessor in about 1050 and was used as 1, then as the seat of Government and finally, after 1547 as the meeting place for Parliament. The fire of 1834 destroyed most of the original buildings. Sir Charles Barry designed the new building for Parliament in 1840. The general style is Gothic.

There are two Chambers or Houses of Parliament that of the Commons and that of the Lords. The more 2 of these is the House of Commons, whose members are elected by the public. The Prime Minister and most of the Government are Members of the House of Commons. The House of Lords is made up of Lords who 3 and the right to sit in the House, and “life peers” who are appointed by the Queen on the advice of the Government of the day.

Half of the building of Parliament is used by the Commons and 4 by the Lords. At the Westminster Bridge end is the residence of the Speaker, who 5 of the House of Commons and at the other end is the residence of the Lord Chancellor, who presides over the House of Lords.

Parliament’s most important function is 6. Before a new law or Bill can come into effect, it must pass through three stages in each House and be given the Queen’s approval. It then becomes an Act of Parliament.

- A) have inherited their titles
- B) presides over meetings
- C) the making politics
- D) a royal residence
- E) the other half
- F) important and powerful
- G) the making of laws

1	2	3	4	5	6

### Вариант 7

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–G. Из частей в списке А–G одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Sports and Games

People throughout the world are 1 sports and games. That is one thing in which people of every class and nationality are united.

The most popular 2 are hockey, hunting, shooting and in the countries where the weather is frosty and there is much snow skating, skiing and tobogganing. Some people 3 figure skating and ski jumping.

Summer affords excellent opportunities for swimming, boating, yachting, cycling, gliding and many other sports. Among outdoor games football takes the first place in public interest; this game is played in 4. The other games that have firmly established themselves in favour in different countries are golf, lawn tennis, cricket, volleyball, basketball, and so on. Badminton is also very popular.

All the year round many people include in boxing, wrestling, athletics, gymnastics and track and field events. Scores 5 go in for calisthenics.

Among indoor games the most popular are billiards, table tennis, draughts and some others, but the great international game is chess, of course. The results of chess tournaments 6 By thousands of enthusiasts in different countries.

So we may say that sport is one of the things that makes all people kin.

- A) outdoor winter sports
- B) all the countries of the world
- C) of young girls and women
- D) of young boys and men
- E) very keen on
- F) are studied and discussed
- G) greatly enjoy

1	2	3	4	5	6

## Вариант 8

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### British Isles

We live in one of the most beautiful islands in the world. This is a fact we are always forgetting. When beautiful islands \_1\_ we think of Trinidad and Tahiti. These are fine, romantic places, but they are not really as elegantly beautiful as our own Britain. Before \_2\_ came, and long before we went from bad to worse with our arterial roads and petrol stations and horrible brick bungalows, this country \_3\_ a charm. Even now, after we have been busy for so long flinging mud at this fair pale face, the charm still remains.

Sometimes I doubt if we deserve to possess it. There can be few parts of the world in which \_4\_ commercial greed and public indifference have combined to do more damage than they have here. The process continues. It is still too often assumed that any enterprising fellow after quick profits has a perfect right to destroy a loveliness that is the heritage of the whole community.

The \_5\_ is as hard to define as it is easy to enjoy. Remembering other and larger countries we see at once that one of its charms is that it is enormously varied within a small compass. We have here no vast mountain ranges, no illimitable plains. But we have superb variety. A \_6\_ is packed into little space. I suspect that we are always faintly conscious of the fact that is a smallish island, with the sea always round the corner.

- A) must have been
- B) are mentioned
- C) great deal of everything

- D) commercial greed and public indifference
- E) clubs and cafes
- F) the mines and factories
- G) beauty of our country

1	2	3	4	5	6

### Вариант 9

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–Г. Из частей в списке А–Г одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Travel on foot

When scientists turn their attention to the 20th century, they will surely name this century “Legless Man”. They say that in this century people forgot how \_1\_. Men and women moved about in cars, buses and trains from a very early age. The surprising thing is that they didn’t use their legs even when they \_2\_. They built cable railways, ski lifts and roads to the top of every huge mountain.

The future history books might also record that we did not use our eyes. In our hurry to get from \_3\_, we failed to see anything on the way. Air travel gives you a bird’s-eye view of the world. Car drivers in particular, never want to stop. The typical 20th century traveler is the man who always says “I have been there” — meaning, “I drove through it at 100 miles an hour on the way to somewhere else”.

When you travel at \_4\_ the present means nothing, because you live mainly in the future, you spend most of your time looking forward to arriving at some other place. But actually arrival

when achieved is meaningless. You want to move on again. The traveler on foot, on the other hand, lives constantly in the present. He experiences to present moment 5, his ears and the whole of his body. At the end of his journey he feels a delicious 6. He knows that sound satisfying sleep will be his; the just reward of all true travelers.

- A) went on holiday
- B) with his eyes
- C) high speeds
- D) to use their legs
- E) to use their arms
- F) physical weariness
- G) one place to another

1	2	3	4	5	6

### Вариант 10

Прочитайте текст и заполните пропуски 1–6 частями предложений, обозначенными буквами А–G. Из частей в списке А–G одна лишняя. Занесите букву, обозначающую соответствующую часть предложения, в таблицу.

### Doctors

If you have a toothache, you should go to 1. He will examine your teeth, and if the aching tooth is not too far-gone, he'll stop it. If it is too bad, he'll take it out.

If you don't feel well, you should consult a doctor. If you feel too ill to go to the doctor's, you'll have to send for him. He'll ask you to describe to him 2. Then he'll feel your pulse, look at your tongue and examine you thoroughly. Finally he'll prescribe the treatment and write out a prescription.



Doctors' prescriptions are made up 3. At chemists' shop in the USA you can also get patent 4, lotions, tonics, cough-mixtures, baby-foods, aspirin, pills, ointment, bandages, adhesive plaster and so on. You can buy 5, vacuum flasks, hot water bottles, sponges, tooth-brushes and tooth pastes, powder-puffs, lipsticks, shaving-soap and shaving-brushes and a hundred and one other things.

If you are interested in photography, you can also get cameras and films at most chemists'. They'll develop and print your films for you, too. Some chemists are 6, and if your eyesight's faulty they'll test your eyes and prescribe glasses for you.

A) the symptoms of your illness

B) razors and razor-blades

C) by a chemist

D) also qualified opticians

E) medicines of all kinds

F) toys and sweets

G) your dentist

1	2	3	4	5	6

# Варианты заданий группы B4–B10

## Вариант 1

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### The Blue Whales

The Blue whale is **\_B4\_ (large)** animal that has ever lived. A fully-grown one can be more than 100 feet long. That's longer than three school buses parked bumper to bumper. Just the tongue of a blue whale is larger than a car. The huge creature may weigh up to 180 tons.

Although they are the world's biggest and strongest creatures, blue whales are in danger. Just 150 year ago, there were over 150,000 of them in the world's seas. Today there are only about 600 to 3,000. Why? For years, the blue whale was a prize catch for whalers. Its huge body **\_B5\_ (contain)** more than 20 tons of **\_B6\_ (value)** oil. Thousands of blue whales **\_B7\_ (kill)** each year. Before long, fewer and fewer of the giant creatures **\_B8\_ (sight)**. The blue whale was dying out.

In 1965, whaling countries agreed to stop **\_B9\_ (kill)** blue whales. Even so, whalers still accidentally kill some. Others died from sickness and old age. Soon there may not be enough baby blue whales to replace all the ones that die. Because of human greed, **\_B10\_ (mighty)** creature that ever lived may one day disappear.

## Вариант 2

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Alligator

American alligator is a large and **\_B4\_ (danger)** creature. The older alligator, the bigger its prey. Baby alligators eat mostly insects. As they grow, their diet **\_B5\_ (change)** to frogs, snakes, and fish. And big, old alligators eat everything they can catch — fish, birds, muskrats, and even try to grab a deer from time to time.

Alligators, like all crocodilians, **\_B6\_ (be)** good parents. The female makes a nest for her eggs and stays near to guard them. When the young are ready to hatch, they make specific sounds, and their mother **\_B7\_ (gentle)** cracks the eggs to help them break free. Then she carries them to water. If the babies yelp for help, any adult alligator will rush to the rescue, as a grown-up is always nearby.

Inside an alligator's mouth, there are always new teeth **\_B8\_ (grow)** under all the existing teeth. When one tooth gets **\_B9\_ (knock)** out a new tooth underneath is ready for action. That's why there are teeth of **\_B10\_ (differ)** sizes in the alligators' mouths.

### Вариант 3

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Flower Bouquets

Australians **\_B4\_ (usual)** send flowers for special occasions, such as the birth of a baby, weddings, birthdays, and funerals. Australia has a special day called "Daffodil Day" on **\_B5\_ (one)** of September. On this day it is a tradition to buy a bunch of daffodils as a sign of respect for cancer **\_B6\_ (suffer)**. All proceeds from sales that day go towards cancer research.

**\_B7\_ (popular)** type of flower arrangement is the bouquet. They are hand-held and less expensive than arrangements in baskets and bowls. There can be a **\_B8\_ (vary)** of flowers in a bouquet or just one type of flower.

Bright, vibrant flowers seem to be more popular with people today. More modern flowers such as lilies are now being combined with old favourites like the Iris and Chrysanthemum. The tulip is another very popular flower. In Australia the tulip is in season from April until September or October.

Bright yellows, oranges and reds often **\_B9\_ (put)** together in baskets, bowls and bouquets. Green foliage such as Eucalyptus **\_B10\_ (leaf)** is added to break up the color.

## Вариант 4

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Prizes from the Games

Sporting **\_B4\_ (compete)** were very popular in Greece. As well as the great Olympic Games there were many local festivals. Every four years — the Great Panathenaic games **\_B5\_ (hold)** in Athens. The prize for each event was a quantity of olive oil contained in fine **\_B6\_ (paint)** vases or “amphorae”.

These amphorae always have a picture of the goddess Athena on one side. The inscription says, “I am one of the prizes from Athens”. The other side **\_B7\_ (show)** the sport. This prize **\_B8\_ (win)** by a champion boxer.

Long after the oil ran out the amphorae **\_B9\_ (value)** as fine vases. When the vase with the boxers on it got broken the owner did not throw it away. He **\_B10\_ (drill)** holes in the pieces and clamped them together again with lead staples.

## Вариант 5

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Einstein for a Day

Albert Einstein is one of the world's most brilliant and respected scientists. He **\_B4\_ (know)** for formulating the theory of relativity, which played a **\_B5\_ (critic)** role in the development of atomic energy. Einstein **\_B6\_ (have)** a fine sense of humour.

There's an amusing story about how Einstein was traveling to universities in a chauffeured car, giving lectures on relativity. One day the chauffeur said, "Dr. Einstein, I've heard this lecture about 30 times. I know it by heart, and I bet I could give it myself."

"Well, I'll give you the chance," said Einstein. "They won't recognize me at the school. When we get there I **\_B7\_ (put)** on your cap, and you introduce yourself as me and give the lecture."

The chauffeur gave Einstein's lecture without a single mistake. When he **\_B8\_ (finish)**, he started to leave, but one of the professors **\_B9\_ (stop)** him to ask a complex question. The chauffeur thought fast. "That problem **\_B10\_ (be)** so simple," he said, "It's a surprise that you're asking. In fact, to show you how simple it is, I'm going to ask my chauffeur to come up here and answer your question."

## Вариант 6

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### My University

After finishing my school I   B4   (**decide**) to enter this University. I had to prepare for my entrance exams to the University. As both my mother and father are teachers I have made up my mind to be a teacher too. People say   B5   (**teach**) is a noble profession. I passed all my exams with excellent marks. Now I am a   B6   (**one**) year student at the Moscow State Teacher Training University.

The building of our university is fine and old with its beautiful columns. The first students entered it more than 120 years ago.

There are 18 faculties at our University which train teachers in many subjects: Russian, Mathematics, Biology, Physics, Geography, Chemistry, Foreign Languages and others. Many well-known professors teach at our University.

There are good libraries and reading rooms and for those who go in for sports there   B7   (**be**) good gymnasiums and a stadium.

There is an English-speaking club at our faculty. It   B8   (**give**) us a good opportunity to master the language. There is a good language laboratory at our faculty where we work with cassette-recorders. It   B9   (**help**) us to find out our mistakes and to get rid of them in the shortest possible time. I   B10   (**be**) proud of studying here. I advise you to enter this University.

## Вариант 7

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### English Weather

In Great Britain the weather is very changeable, that's why people constantly speak about the weather. They say that they have three ways of weather. When it **\_B4\_ (rain)** in the morning, when it rains in the evening, when it rains the whole day.

Or perhaps the day is dull, it is raining a little, the sky is grey, and everyone is wearing a mackintosh or carrying an umbrella. As the cars and buses go along the street, they splash the water and mud on the passers-by.

Gradually it **\_B5\_ (get)** darker: a thick fog is spreading over London. The lamps **\_B6\_ (light)** in the streets and in the shops and offices; cars and buses put on their lights and can only crawl along.

Then **\_B7\_ (come)** winter. There has been a good country walk; let us have a tramp down the country lanes. The ground is like iron and rings under our feet, the frost sparkles on the branches, and icicles hang from the houses.

The rivers and the ponds **\_B8\_ (freeze)** over. There are crowds of people on them sliding and skating, and here is a merry group of schoolchildren having a fight with snowballs. It is very pleasant while the frost lasts; the unpleasant time comes when the thaw **\_B9\_ (begin)**.

A few months have passed and it is a beautiful spring day. After heavy raining the soft white clouds are floating across the



blue sky, the sun is shining brightly. Raindrops and dewdrops shine on every small green leaf and every blade of young grass. In a few months autumn and harvest time **\_B10\_ (come)**.

### Вариант 8

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Have a Picnic

Picnics are very popular with children and women and some men who know how to make a fire. Children **\_B4\_ (be)** keen on picnics mainly because, as a rule, there are no tables at picnics and consequently no table manners and because they have an excellent opportunity to eat things that do not agree with them. Since picnic lunches are always just about the same and therefore require little imagination, women do not have to trouble about thinking up a meal.

Much **\_B5\_ (depend)** of course, upon the day. Typical picnic weather is of three kinds. Either it is dark and threatening with occasional showers in the morning, clearing in the afternoon or it is hot and clear in the morning, with thunder showers in the afternoon; or there is a steady drizzle all day long. But as most of the lunch **\_B6\_ (prepare)** ahead of time, nothing much can be done about it. After all, there is not much choice between eating a picnic lunch that **\_B7\_ (wait)** a day or two and getting a soaking. Picnic grounds usually **\_B8\_ (situate)** on a body of water at some high altitude.

Quite the most important feature of the picnic is the lunch. Fried chicken is always popular. Then there should be hard-boiled eggs. Almost everything else that **\_B9\_ (come)** in a can or a paper bag is good for a picnic lunch.

As soon as the food and other equipment **\_B10\_ (unpack)** it is in order to start a fire. After the lunch has been eaten a picnic is mostly anticlimax.

### Вариант 9

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### A Narcissus

Long, long ago, when birds and flowers and trees could talk a beautiful fountain sprang up in the midst of a forest. Little sunbeams crept between the leaves, and, as they fell upon it, made it shine like silver.

One day a lad, who had been hunting in the forest, lost sight of his friends. While looking for them, he **\_B4\_ (see)** the fountain shining in the sunlight through the trees. He at once turned to it, for he was hot and thirsty.

He **\_B5\_ (stoop)** down to bathe his burning forehead, and to cool his dry hot lips. But as he bent over the water, he saw his own face in it, as in a glass. He thought it must be some lovely water-fairy, that **\_B6\_ (live)** within the fountain, and as he looked he forgot to drink. The bright eyes, the curly hair, the round cheeks, and the red lips were beautiful to him; and he fell in love with that image of himself, but knew not that it was his

own image. It smiled when he **\_B7\_ (smile)**, and as he spoke, the lips of the face moved as though speaking too, though no sound came from them.

"I love you with all my heart", said the lad. The image smiled and held out its arms, but still was dumb. The lad **\_B8\_ (speak)** to it again and again and getting no answer, he at last began to cry. The tears fell upon the water, and ruffled it, so that the face looked wrinkled. Thinking it was going away, he said: "Only stay, beautiful being, and let me look at you, even if I may not touch you. " He forgot everything but that lovely face. Day after day, night after night, he stayed there, till he **\_B9\_ (grow)** thin and pale, and at last died. Just at the water's edge, where the lad had died, there grew one strange little flower, all alone. "He has been changed into a flower," his friends said. "Let us call it after our dead friend." So they named the flower Narcissus in memory of him and it **\_B10\_ (call)** Narcissus to this very day.

### Вариант 10

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B4–B10**, так, чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию группы **B4–B10**.

### Culture

Today it is no secret that people throughout the world prefer to eat diverse kinds of food. These preferences **\_B4\_ (be)** their customs and traditions of their own culture. And it is very important to know about it especially for people who work in the sphere of service.

For instance, Japanese eat meals with chopsticks. They usually eat soup from the bowls. They raise their soup bowls to their lips and sip. It is very comfortable for them. They **\_B5\_ (use)** to do it every day, even in the trains, buses and airplanes.

People who live in India consider that cows are sacred animals in their country, that's why they **\_B6\_ (not eat)** beef products. They prefer to eat more vegetables and fruit.

In England hot tea with cold milk **\_B7\_ (take)** every day around 4:00 or 5:00 o'clock in the afternoon, usually with small sandwiches and cakes. They prefer a roast beef with chips for afternoon dinner.

In America people eat simple food; they have not enough time to cook meal at home. They **\_B8\_ (go)** to the supermarket and buy fast-food or sometimes they order something tasty at the restaurants or cafes. American kids usually drink Diet Coke or Coca-Cola Light, but often prefer to have fruit juices.

Russian Cuisine **\_B9\_ (be)** rich and varied. But Russian people like to eat borshch, ookha, Siberian pelmeni, blini, Russian salad, soups in season — okroshka, Russian pies and the most famous dish is Goorievskaya kasha. This dessert dish **\_B10\_ (make)** in honour of the victory over Napoleon in the war of 1812. Welcome to national cuisine.

# Варианты заданий группы B11–B16

## Вариант1

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Martin Luther King

Martin Luther King was born in Atlanta, Georgia, in the family of a black pastor. He received his **\_B11\_ (educate)** at Boston University, where he earned a doctor's degree in theology in 1955.

King was appointed pastor of a Baptist church in Montgomery, which was a stronghold of **\_B12\_ (race)**.

About one-third of the city's population was black and lived in the conditions of strict **\_B13\_ (segregate)** in all aspects of daily life.

King believed in non-violent, or **\_B14\_ (peace)**, protest, when blacks were denied their rights.

He was brave. He wanted people of all races to march together for peace and love. King organized a march in Washington D.C., in which 250000 Americans took part.

Dr. Martin Luther King was assassinated by a white man in 1968. The whole nation was shocked and **\_B15\_ (deep)** mourned his death.

Martin Luther King was a simple and modest man in his private life, but he recognized his **\_B16\_ (policy)** significance and his mission.

## Вариант 2

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### O'Henry

The real name of the   **B11**   (**write**) was William Sydney Porter. He was born in the State of North Carolina in the family of a doctor.

He was brought up by his aunt, because his mother had died when he was a little boy. After finishing school at the age of 15, he worked as a clerk in his uncle's chemist's shop for five years.

After going to Texas he tried working on farms some time   **B12**   (**late**) he found a job of a clerk at an office, at last he got a job at a small bank.

During this period he studied languages and became interested in literature. Soon after getting married a daughter was born, he was very happy. But his   **B13**   (**happy**) did not last long.

One day somebody stole a thousand dollars from the bank, he left the town. Soon he heard that his wife was very ill, he returned home and was put into prison for three years.

While he was in prison, his wife died, and his daughter was taken by his relatives. He felt very   **B14**   (**happy**).

To get some money for a present for his daughter, he decided to write a story and send it to one of the magazines. He signed the story "O'Henry", the first name that came into his head. Very soon he became one of the most popular short-story writers in America.

During the short period of his literary **\_B15\_ (act)**, O'Henry wrote 273 short stories and one novel.

His stories won great **\_B16\_ (popular)** and have been translated into many languages.

### Вариант 3

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Fenimore Cooper

Fenimore Cooper is the first well-known American **\_B11\_ (novel)**. Readers everywhere in the world connect his name with his books about the Indians, though he wrote other novels, some of them **\_B12\_ (history)** and some about travelling.

Fenimore Cooper was a son of a rich landowner, who was brought up on the family estate, Cooperstown. At the age of 13 he entered the University. After failing his exams he had to leave the University.

At the age of 17 he went to sea and spent six years as **\_B13\_ a (sail)** and later as an officer. He left the ship only when he got married.

In 1826 Fenimore Cooper went to Europe. He wanted to give his children a good European **\_B14\_ (educate)**.

After returning to the USA he began writing novels. These novels were **\_B15\_ (forget)**, because they were about **\_B16\_ (usual)** people who lived in the world.

## Вариант 4

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Chuck Jones

Charles Martin Jones is a popular American **\_B11\_ (animate)**. He was born in 1912 in Spokane, Washington, but grew up in Los Angeles, California. His family moved around a lot, so they lived in rented houses. His parents **\_B12\_ (strong)** encouraged him to read.

The houses where his family lived had a library. Once Chuck said: “We didn’t have a photograph until I was twelve, a radio until I was seventeen or a television until I was forty-six”.

One **\_B13\_ (fate)** day his family moved into a rented house, furnished with a complete set of Mark Twain, and his life changed forever.

Chuck **\_B14\_ (frequent)** read Mark Twain’s stories, he especially liked the description of a coyote, which inspired the creation of one of Jones’ most popular characters, Wile E. Coyote. Chuck Jones also perfected Bugs Bunny and Duffy Duck and created the Roadrunner.

Chuck Jones also helped to design an **\_B15\_ (exhibit)** at the Capital Children’s Museum in Washington D.C. The exhibition is a **\_B16\_ (wonder)** animation studio where children learn how to animate cartoons.



## Вариант 5

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Elvis Presley

Elvis Presley was known as “The King” of rock’n’roll. He was born in Mississippi in 1935. At the age of 13 Elvis and his family moved to Memphis, Tennessee. There he recorded his **\_B11\_ (one)** song in 1954. He sold millions of records, served in the army, moved to Hollywood and appeared in 33 films.

Elvis brought together the **\_B12\_ (music)** sounds of the black in America and of country people. His songs started a new period in American music.

Elvis was the most popular **\_B13\_ (perform)** of his day. At the news of his death in 1977, thousands of people gathered outside his home in Memphis.

Elvis’ songs are still popular today. People love to imitate **\_B14\_ (he)**. There is even an Elvis Presley **\_B15\_ (impersonate)** Society. Elvis impersonators dress up like Elvis and sing on stage. Some of them **\_B16\_ (real)** wish they were Elvis.

## Вариант 6

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Christopher Wren

Sir Christopher Wren was the famous English architect. Thanks to his skills and experience the modern Londoners are proud of their capital. More than fifty new churches and a large number of houses were designed by Wren. The **B11** (**beauty**) building which was designed by Wren in the Gothic style was St. Paul's Cathedral.

In the Great London Fire of 1666, 3000 buildings, houses and 97 churches were destroyed. After the Fire, London was **B12** (**success**) rebuilt, but the new houses were built of the stone and brick instead of wood.

The streets were made **B13** (**wide**) and open space was left for **B14** (**attract**) squares. An opportunity to plan the new city of London was given to Sir Christopher Wren.

Among **B15** (**remark**) buildings which were built by Wren was St. Paul's Cathedral with its huge dome and rows of columns. It is the **B16** (**history**) building and is considered to be a fine specimen of Renaissance architecture. In one of its towers hangs one of the largest bells in the world. Great Paul, weighing about 17.5 tons. Nelson, Wellington and other great men of England are buried in the Cathedral.

## Вариант 7

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Girl Scouts

If you like having fun, making new friends and trying new things, you may join an **\_B11\_ (organize)** called Girl Scouts.

Girl Scouts of the United States of America is the largest organization for girls in the world. In Girl Scouting, girls aged 6 to 17 and of all races and creed are welcomed. They meet together **\_B12\_ (regular)** to find out about new things and share **\_B13\_ (excite)** and adventures.

This organization began its work in 1912 after Juliette Gordon Low met Lord Baden-Powell, **\_B14\_ (found)** of the Boy Scouts. In some countries members are called Girl Scouts. In other countries they are called Girl Guides. Girl Scouts and Girl Guides around the world make the same Promise such as to be **\_B15\_ (friend)**, honest and **\_B16\_ (cheer)**.

## Вариант 8

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Los Angeles

Los Angeles is known as the centre of movie industry. Many film stars live in or near Los Angeles. It is a rich and **B11** (**glamour**) place. The Beverly Hills area is famous for its **B12** (**beauty**) mansions and high-priced shops.

Los Angeles is rapidly-growing city. Its suburbs are not **B13** (**real**) suburbs: they have developed many business of their own. Los Angeles keeps spreading out into farmland and even desert.

The city is not only a centre of **B14** (**entertain**) and tourism. It is also a big centre of manufacturing, finance, oil and trade. The port of Los Angeles handles more cargo than New York.

The growth of trade is due to close contacts with Asian countries. Asian companies have invested a lot of money in Los Angeles; as a result, three-fourths of downtown Los Angeles is owned by foreign companies, **B15** (**most**) by Japanese.

With the growth of distances in Los Angeles, the **B16** (**important**) of the car has greatly increased. Los Angeles's highways are busiest in North America. There are days, when the "rush hour" lasts not an hour, but the whole day.

## Вариант 9

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### New Orleans

New Orleans is not a **\_B11\_ (type)** American city. It is a city, the main business of which is pleasure.

New Orleans was founded by the French in 1718. It became part of the United States only in 1803.

So, for nearly a hundred years, it was more like a city of the French Caribbean than of North America. By taking many elements of **\_B12\_ (differ)** cultures, it has created its own unique culture.

The city began with what is now the French Quarter. The beautiful houses of the rich planters of the South built for their pleasure and comfort, have **\_B13\_ (space)** courtyards and cosy patios, richly decorated interiors with high ceilings and large windows.

New Orleans is the place where jazz and the blues really began.

At lunch time **\_B14\_ (visit)** can taste local **\_B15\_ (tradition)** dishes: alligator soup and crawfish pie.

Mardi Gras festival is held the week before Lent. During this festival many parades are organized, and even spectators dress in fancy costumes, people with the **\_B16\_ (amaze)** watch this holiday.

## Вариант 10

Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные жирно в скобках, обозначенных номерами **B11–B16**, так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **B11–B16**.

### Lower Manhattan

The Wall Street Area. The first **B11\_ (Europe)** to settle in Manhattan were the Dutch. To protect themselves from **B12\_ (possibility)** attacks, they built a strong wooden wall. This wall, which is now destroyed, gave its name to a street in Lower Manhattan, and this street became a synonym of American capitalism.

Both the New York Stock Exchange and the American Stock Exchange are located in the Wall Street area, as well as many banks and offices of many large corporations.

The twin towers of the World Trade Centre, which rise up to 1,350 feet above the city were destroyed on the 11<sup>th</sup> of September in 2001. They were magnificent and **B13\_ (believe)** buildings.

The Lower East Side was an elegant district. By mid-1800's the Lower East Side had greatly changed. It had become an area in which **B14\_ (immigrate)** settled. **B15\_ (one)** there were many Irish, then came many Jews from **B16\_ (East)** Europe. In recent years many Jews have moved to other places, and a new immigrant group has settled here — Puerto Ricans and other Hispanics.

# Раздел 3. Тестовые задания части С

## Варианты задания С1

### ПИСЬМО

#### Рекомендации по выполнению данного задания

Данный раздел состоит из двух письменных заданий, которые следует выполнить за 60 минут. В первой части задания предлагается написать личное письмо другу по переписке, продолжив по смыслу заданную форму и тематику. Вторая часть задания — задать три вопроса.

Цель задания — выявить способность формулировать свои мысли с элементами рассуждения (написать 100–140 слов).

Первоначально задание можно выполнить на черновике, где допускаются зачеркивания, исправления, отдельные пометки, что не оценивается и никак не влияет на результат. Окончательный вариант письма и вопросы к другу нужно внимательно переносить в Бланк ответов № 2.

Для того чтобы успешно справиться с заданием, нужно знать основные положения грамотного оформления писем, поэтому предварительно повторите предлагаемый ниже материал:

- как и где указать адрес отправителя и получателя;
- возможные варианты написания даты написания письма;
- допустимые сокращения;
- структура письма;
- распространенные виды приветствий и обращений;
- что обычно пишется в начале?
- рекомендуемые варианты прощаний и окончаний писем.

Письмо условно можно разделить на несколько частей.

**1. В заголовке, который располагается в правом верхнем углу, указывается адрес получателя. В англоязычных странах принят следующий порядок написания (противоположный русскому):**

- квартира
- номер дома
- название улицы
- город
- регион
- страна.

**2. Ниже адреса, как правило, через строчку пишется дата. Можно записать несколькими способами:**

- **число; месяц; год** 10 September 2009
- **месяц и число как порядковое числительное** September 10<sup>th</sup>
- **числовое обозначение даты через косую черту** 10/09/09.

**3. С красной строки пишется обращение. В неформальных письмах обычно используют простые дружеские обращения типа:**

- Dear Mr. Jackson (обращение к мужчине по фамилии),
- Dear Miss Brown (обращение к незамужней женщине по фамилии),
- Dear Mrs. Brown (обращение к замужней женщине по фамилии),
- Dear Ann (обращение по имени),
- My dear Bill,
- Dear Mum / Mother (обращение к члену семьи, например к маме),
- Dearest Jean (обращение к близкому другу по имени),
- Pamela dear (имя друга и обращение),



• My darling/precious (обращение к любимой девушке / парню),

• Dear friend (обращение без указания имени).

**Помните! Сразу после обращения ставится запятая.**

4. Через строку или с красной строки следует основная часть письма.

Рекомендуется придерживаться следующих схем.

*Письмо, содержащее извинение за длительную паузу при переписке или за то, что сразу не смогли ответить.*

В первом абзаце вам следует принести свои извинения, после этого указать, по какой причине у вас не было возможности написать. Последующие два-три абзаца должны раскрывать суть вашего ответа согласно указанному заданию, поэтому постарайтесь детально описать какие-либо события или факты. Поскольку личное письмо относится к неформальному стилю, то целесообразно использовать слова-связки, отображающие ваши эмоции. В конце через строчку от основной части напишите вопросы на заданную тему. Например:

— I'm so sorry I couldn't answer your letter. The last month has been such a busy one for me.

— I am sure you will forgive me. I had to help to my parents with documents. So you see, I had very little spare time.

— I am sorry I haven't answered earlier but I was really busy with my current work at school.

*Письмо, содержащее благодарность:*

В первом абзаце вам следует поблагодарить друга по переписке за его письмо или поздравления по какому-либо случаю, поэтому можно использовать фразы, передающие восторг, восхищение, радость. Например:

— Thank you so very much for sending me your letter and photos. It was so touching!

— Thanks a lot for your letter. It was great to hear from you again!

Далее вы можете написать свое отношение к той информации, которую написал вам друг. Например:

— If I were you / at your place I would...

— Good news!

— I see you had a great time...

— I am glad that you had a good result...

Во втором и третьем абзаце опишите, согласно заданию, наиболее интересные моменты своей жизни, используя такие фразы или слова-связки, как *actually, as for me, to tell the truth, as I know*.

В отдельном абзаце запишите логически связанные по смыслу вопросы.

5. В конце, как правило, пишется фраза, которая говорит о том, что вы заинтересованы в продолжении переписки и с нетерпением ждете ответа:

— Write back soon!

— Keep in touch!

— Hope to hear from you soon!

— Drop me a letter when you can.

— I can't wait to hear from you!

— Take care.

— I am looking forward to hearing from you soon.

6. Через строчку справа от основной части указывается завершающая фраза, после которой всегда ставится запятая.

— Love,

— Lots of love,

— All my love,

— Best wishes,

- All the best,
- Very best wishes and kind regards,
- Yours sincerely,
- Yours faithfully,
- Sincerely yours,
- Yours.

7. Под завершающей фразой пишется имя автора письма без указания фамилии.

Поскольку в данном задании нужно уложиться в заданный объем (100–140 слов), **заранее** подсчитайте:

- количество слов, которые вы обязательно употребите;
- количество слов, которые помещаются на одной строке в среднем, чтобы на экзамене ориентироваться по количеству строк при подсчете общего числа слов.

**Помните!** При превышении объема письма на 10 % будет проверяться и учитываться только та часть письма, которая укладывается в заданный словарный объем.

**Вашему вниманию предлагаются наиболее употребляемые фразы и выражения при написании письма и говорении (C3) в зависимости от ситуативности.**

## **ENGLISH CONVERSATIONAL FORMULAS**

### *Saying you are sure:*

- I'm a hundred per cent certain...
- There can't be any doubt (as to / about)...
- It's quite certain...
- It's my conviction...
- I'm (quite) convinced...
- That is my conviction.

### *Saying you are not sure:*

- I'm not at all convinced (about)...
- One can't say with any certainty (about)...
- There is surely some doubt (as to / about)...
- This rouses a good deal of doubt.
- It is hardly likely that...
- That sounds very doubtful to me.

### *Expressing likes:*

- There is nothing I like more than...
- I'm (really) sold on...
- What I particularly enjoy is...
- I have a particular fondness for...

### *Expressing dislikes:*

- I'm not very keen on...
- There is nothing I like less (than)...
- I'm not over enthusiastic (about)...
- ...is not one of my favorite...

*Saying what you prefer:*

- I'd prefer... (if possible).
- My preferences / choice would always be...
- I would (generally) choose ... in preference to...
- (On balance,) ...appeals to me more than...

*Asking if someone approves:*

- Are you for...?
- Do you approve of...?
- Could I ask for your reaction to...?
- Are you in favor of...?
- Is... acceptable?

*Saying you approve:*

- That's the way it should be.
- ...is just what I had in mind.
- ...sounds just right / fine.
- I'm all for...
- I can see no reason to oppose...

*Saying you do not approve:*

- I'm (certainly) not in favor of...
- I'm dead against... (usually to an idea or suggestion)
- (Well), I'm (definitely) opposed to...
- (I must say) I disapprove of...

*Comparing:*

- If you compare... and ..., ...
- You just can't compare... and...
- I don't see how you can talk about... and... in the same breath.
- There's (absolutely) no comparison between... and...(i.e. one is superious)

*Saying something is not important:*

- ...doesn't (really) make any difference.
- ...has got nothing to do with it, (surely).
- I don't think... matters.
- Does... matter?
- ...doesn't affect the question under discussion (at the moment)

*Asking for someone's opinion:*

- What's your opinion of / about...?
- What's your reaction to...?
- What would you reckon?
- Do you have any particular views on...?
- Do you have any opinion on...?
- I'd be glad/ grateful to have your view (opinion) on...?

*Giving your opinion:*

As I see it, ...

- From where I stand, ...
- I'm convinced that...
- My own view of the matter (problem) is...
- It's my considered opinion that...
- With all due respect, ...(usually before you make an adverse critic)

*Trying to change someone's opinion:*

- But don't you think...?
- But if we look at it in another light, ...
- But there are other considerations. For example, ...
- I wonder if you have taken everything into account. For instance, ...
- I respect your opinion, of course. However, ...
- Well, I think others might say...

*Asking if someone is interested:*

- Do you find... interesting (at all)?
- Are you keen on... (at all)?
- I wonder if you have any interest in... (at all)?
- Do you share my interest in... (at all)?

*Saying you are interested:*

- I'm (very) keen on...
- ...fascinates me (a great deal).
- ...has always fascinated me.
- I have a passion for...

*Saying you are not interested:*

- (I'm afraid)... leaves me cold.
- (I'm afraid)... just isn't my cup of tea.
- I can't say I find... so very fascinating.
- I can't say... concerns me a great deal.

*Giving reasons:*

- I think... is right for the following reasons...
- I think... warrants (justifies)...
- I believe he (she) is fully justified in saying that...
- He (she) has every justification for his (her) decision (opinion).

*Asking if someone agrees:*

- ..., or am I talking nonsense?
- ..., or am I talking through my hat?
- Wouldn't you say so?
- Can I ask if you (would) agree with...?

*Agreeing:*

- I can't help thinking the same.
- I couldn't agree more.
- I'm all for it.

- No objections.
- I (absolutely / entirely) agree...
- I'm with you there.
- I'm of exactly the same opinion (as...).
- I see eye to eye with you...
- I don't think anyone could / would disagree (with...)
- Hear, hear (at a public meeting or debate)

*Disagreeing:*

- Not really.
- You must be joking!
- (I'm afraid) I (absolutely / entirely) disagree with...
- (I'm afraid) I can't accept...
- I can't say I share your view.
- I see things rather differently myself.
- Personally, I tend to agree with... (when you are agreeing with one of several speakers)

*Saying you are partly agree:*

- I don't entirely agree with...
- I see what you mean, but...
- To a certain extent, yes, but...
- There's a lot of what you say, but...
- Yes, but on the other hand,...
- I agree in principle, but...
- I take your point, but...
- I think we're very much in agreement on this.  
However, ...
- In spite of what you say, I think perhaps...

*Saying you have reached agreement:*

- (Good), that's agreed then.
- Well, that's settled, (then / isn't it?)
- So, we're agreed, (then / aren't we?)
- (Well, basically,) we seem to be saying the same thing.



- Looks like we're agreed... .
- So what are we arguing about? (to bring an argument to an end)
- We seem to be in complete agreement (that / on)...

*Checking that you have understood:*

- I'm sorry if I seem a little slow, but I'm not sure I understand.
- Do you mean...?
- (Sorry,) I'm not quite with you. You mean...?
- In other words... (Right)?
- If I've got it right, then... .

*Checking that someone has understood you:*

- Do you see what I mean?
- Does that seem to make sense?
- Know what I'm getting / driving at?
- Do I make myself clearer?

*Saying something in another way:*

- What I mean is... .
- Let me put it in another way... .
- Perhaps it would be more accurate to say... .

*Taking up a point:*

- Sorry to interrupt, but did I hear you say...?
- Sorry to butt in, but did I hear you say...?
- Hang on, can we stick with that point about ...? (when you want to stop someone from changing the subject)

*Giving yourself time to think:*

- (Er,) let me see, ... .
- ..., just let me get this right, ...
- (Now) how can I best say this...?

- ..., how shall I put it...? (when you are trying to think of the right word or phrase)
- ...sort of...(when you are trying to think of the right word or phrase)

*Changing the subject:*

- (Just) to change the subject (for a moment), ...
- If we could move on now to...
- On an entirely different matter, now, ...
- The next item on the agenda is (when the meeting is working specifically to a written agenda)

*Saying you want to add something:*

- In this connection I'd like to add that...
- In view of all this I'd like to add that...
- That's right but there's one more thing that should be noted.
- Moreover...
- More than that...
- What is more...
- I might as well add that...

*Inviting the audience to contribute:*

- Are there any questions to...?
- Does anyone have questions?
- Would anyone else like to speak?
- Are there any more comments on...?
- Is there anyone who would like to answer this question in more detail?
- That's interesting but I think... may have a different point of view.

*Commenting on a question or a point of view expressed:*

- That's a good question. Thank you for asking it.

- It's a difficult / intricate question. I can't give a detailed answer to it now.
- I'm glad you've asked me this question.
- Oh, yes. Your remark is quite relevant. Thank you for reminding me that...
- Would you mind if I came back to your question later?
- I'm not sure this question should be answered. It's not quite relevant to the subject discussed.
- I'm afraid you misunderstood me. I didn't mean to say that... .
- I'm afraid I'm not prepared to give a detailed answer to this all at once. All I could say is... .

*Summarizing a discussion:*

- Summarizing the discussion, ...
- Summing all up I would like to say...
- I would like to summarize the discussion by saying that ...
- If I may sum up then, it seems that most of us think that... Others argue that...
- Weighing up all pros and cons I would like to say...
- On the whole...
- In the long run...
- In conclusion I'd like to say...

## Вариант 1

*You have 20 minutes to do this task.*

*Your English-speaking pen-friend Ann writes to you and asks about*

... You asked me in your last letter whether I was reading English books. Now I am. At the beginning of the Academic year I read English books with great difficulty, but now I can read books in the original with enjoyment. However, I still have some trouble. You see this is a very real achievement. I shall enjoy seeing you again after so long.

How are you getting on? Could you tell me about your school and your achievements this Academic year?

**Write a letter to Ann.**

In your letter

— tell her about English books that you have read

— ask 3 questions about her plans

**Write 100–140 words.**

**Remember the rules of writing.**

## Вариант 2

*You have 20 minutes to do this task.*

*You have received a letter from your English-speaking pen-friend Joyce who writes*

... I've never been in Russia and it will be great to visit Moscow or Sochi. I want to spend my summer holiday at your place. What do you think about it? What could you tell me about the specifics of Russian climate? May be you have ideas what we might to do and to see.

**Write a letter to Joyce.**

In your letter

— tell her about Moscow or Sochi and summer weather

— ask 3 questions about her interests

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 3**

*You have 20 minutes to do this task.*

*This is a part of a letter from Bill, your English-speaking pen-friend*

...I was born in a small English town and plan to stay in it all my life. I like friendly people, clean air, everyone think about the beauty of nature. I spend all my spare time playing with my friends and dogs on fresh air in the garden. Do you like your town or where would you like to live in?

**Write a letter to Bill.**

In your letter

— tell him about your native town or city

— ask him 3 questions about places of interest

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 4**

*You have 20 minutes to do this task.*

*Your English-speaking pen-friend Julia writes to you in her letter about her summer.*

...I'm so sorry I couldn't answer to your letter. The last month has been such a busy one for me. I had to help my parents with documents. I am sure you will forgive me. So you see, I had very little spare time.

I was so happy to know that you visited Spain during this summer holidays. You know that to visit this country was my dream! What made a great impression on you...

**Write a letter to Julia.**

In your letter

— tell her about the country that you dream to visit

— ask 3 questions about the cities she has visited

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 5**

*You have 20 minutes to do this task.*

*You have received a letter from your English-speaking pen-friend Nill who writes.*

...My best friend and I have a spare time every day after school. We don't know how to spend it and decided to think about hobby. When I was seven my parents couldn't buy the piano so I offered my friend to play the piano or guitar. What do you think about it? How do you spend your free time?

**Write a letter to Nill.**

In your letter

— tell him about your hobby

— ask 3 questions about music

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 6**

*You have 20 minutes to do this task.*

*Your English-speaking pen-friend Mike asked about,*

...Don't you think the household is shared equally in the family?  
Do you have any home duties?

It is not easy to manage the house. That's why I help my parents to do house-cleaning on Saturday. I wake up early in the morning and begin with my mother to do cleaning. My father doesn't do much about the house. My sister is too small to help, she is only four...

**Write a letter to Mike.**

In your letter

— tell him about your home duties

— ask 3 questions about his room

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 7**

*You have 20 minutes to do this task.*

*This is a part of letter from Pamela, your English-speaking pen-friend.*

...I was happy to receive your letter, you enclosed photos. I see you and your parents. I like them. It is really great. Tell me about your pets and how you take care of them.

As for me, I dream to have a kitten but my parents don't allow. They said that we have no special place in our flat, any garden or park around our place of living. I think that it is easy to look after a kitten...

**Write a letter to Pamela.**

In your letter

— tell her about your native town or city

— ask 3 questions about places of interest

**Write 100–140 words.**

**Remember the rules of writing.**

### **Вариант 8**

*You have 20 minutes to do this task.*

*You have received a letter from your English-speaking pen-friend Tom who asked.*

...I like to read sport magazines and discuss the news with my friends. My favorite sport is tennis. I am fan of Maria Sharapova. Do you like sport and what kind? Have you ever been at a sport competition? Do you watch sport channel at home or in a sport bar?

**Write a letter to Tom.**

In your letter

— tell him about sport

— ask 3 questions about the sport news

**Write 100–140 words.**

**Remember the rules of writing.**



## Вариант 9

*You have 20 minutes to do this task.*

*You have received a letter from your English-speaking pen-friend Andrew who writes.*

...I am not fond of traveling. For me to travel is to go through a gradual state of nerve wrecking. I prefer to stay at home and watch TV programmers on Discovery channel. I like to read interesting books about places of interest. May be you are thinking that I am lazy. No! Every weekend I have a hard trip to the forest with my friends. I enclose my photos with the most breathtaking scenery you've ever seen.

**Write a letter to Andrew.**

In your letter

— tell him about places of interest that you have visited

— ask 3 questions about animal world and plant life

**Write 100–140 words.**

**Remember the rules of writing.**

## Вариант 10

*You have 20 minutes to do this task.*

*You have received a letter from your English-speaking pen-friend Jim who asked.*

...As me you are on the road to choose your career. It is not easy to do it. Now I think that education is changing but good teachers will always be at the center of good schools. I am a humanitarian and now it's time to pass the exams. What exams did you choose? What will be your future profession?

**Write a letter to Jim.**

**In your letter**

— tell him how well you are ready for exams and what will you be

— ask 3 questions about his favorite subject

**Write 100–140 words.**

**Remember the rules of writing.**

## Варианты задания С2

### Сочинение с элементами рассуждения

#### Рекомендации по выполнению данного задания

Для успешного написания творческого задания — сочинения с элементами рассуждения на заданную проблематику — следует принимать во внимание основные правила написания.

Ознакомившись с предлагаемой проблематикой, постарайтесь определить, какой тип сочинения вы будете писать: «свою точку зрения» или «преимущества и недостатки данного явления в современном обществе».

Заранее отработайте логически связанную последовательность изложения материала, взяв за основу устойчивые фразы, которые отображают ваше отношение.

Попытайтесь в первом абзаце перефразировать заданную проблему другими словами, так, как вы ее понимаете. Для этого лучше всего использовать синонимы, не повторяя слова самого задания. Старайтесь не исказить основной смысл проблемы, указанной в задании.

В сочинении типа «мое мнение» не рекомендуется приводить примеры из личной жизни, доказывая свою правоту. Во втором абзаце напишите свое мнение, определив моральные, психологические, социальные, экономические, политические и правовые аспекты заданной проблемы, обосновав двумя-тремя аргументами. В третьем абзаце сформулируйте основные противоположные аргументы, объяснив, почему вы с ними не согласны, приведите два-три аргумента.

В сочинении типа «преимущества и недостатки» нужно привести по два обоснованных аргумента. Во втором абзаце рассмотреть преимущества, а в третьем — недостатки.

В заключении сформулируйте основную мысль, сделайте вывод или напишите рекомендации, как решить данную проблему. Обязательно перечитайте свое сочинение, проверяя грамматику, пунктуацию, орфографию.

Заранее подсчитайте количество слов, помещающихся на одной строке, чтобы по количеству строк определить общее количество слов в сочинении. Поскольку задан объем 200–250 слов, помните, что сочинение объемом менее 180 слов проверяться не будет, а при превышении объема на 25 слов будет проверяться и учитываться только основная часть работы.

**Не рекомендуется:**

- писать слова в сокращенном виде;
- использовать пояснительные скобки, восклицательные знаки;
- излагать материал слишком простыми предложениями;
- избегать неформального стиля написания.

**Вариант 1**

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*It is not easy to be young and independent.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

## Вариант 2

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Most parents are strict and they want their children to be polite.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

## Вариант 3

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Some like to have many pen-friends and have no best friend in need.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

### **Вариант 4**

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Ecologists suggest that we must protect our planet from global ecological problems for future generations.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

### **Вариант 5**

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*You couldn't buy happiness for money but it allow you to have things that make you happy.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

## Вариант 6

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Many people dream about a million of dollars that could solve their problems.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

## Вариант 7

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Fast food is not good for our health but people prefer it every day and even some times a day.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so.
- summarize all you said.

## **Вариант 8**

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Young people spend all their spare time playing computer games. It is not useful for our brain and health.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

## **Вариант 9**

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*Young people want to earn money for all they need combining it with the studying in high school.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.



## Вариант 10

**You have 40 minutes to do this task.**

**Comment on the following statement.**

*We need to know theory at school only for good marks but in real life — experience and skills.*

What is your opinion? Do you agree or disagree with this statement?

Write 200–250 words.

Use the following plan:

- make an introduction;
- express your personal opinion and give arguments;
- give reasons for the other point of view and why do you think so;
- summarize all you said.

# Варианты задания С3

## ГОВОРЕНИЕ

(МОНОЛОГИЧЕСКОЕ ВЫСКАЗЫВАНИЕ В СООТВЕТСТВИИ  
с заданной коммуникативной ситуацией)

### Задание 1

Task 1 (3–3.5 minutes)

Give a talk on **television**

**Remember** to discuss:

- whether modern Russian television is more interesting than American
- whether reality show will disappear in future or not
- which is better — written or oral advertisement
- what channel you prefer, why

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

### Задание 2

Task 1 (3–3.5 minutes)

Give a talk on **traveling**

**Remember** to discuss:

- whether you want to go abroad, why
- why it is important to know a foreign language
- what country would you like to visit and why
- which is better — to travel by car or by train

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

### **Задание 3**

Task 1 (3–3.5 minutes)

Give a talk on **religion**

**Remember** to discuss:

- what is your confession
- which is better — to study religion at school or at home
- why it is important to know about other confessions
- what traditions are kept in your family

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

### **Задание 4**

Task 1 (3–3.5 minutes)

Give a talk on **music**

**Remember** to discuss:

- how music have changed over your feeling
- what music you prefer when you are alone
- whether it is good to listen music everywhere
- how do you find modern club music

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## Задание 5

Task 1 (3–3.5 minutes)

Give a talk on **sport**

**Remember** to discuss:

- why people go in for sports
- what is better — summer or winter kinds of sport
- what kind of sport you prefer
- what sportsman you admire, why

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## Задание 6

Task 1 (3–3.5 minutes)

Give a talk on **Russia**

**Remember** to discuss:

- what unofficial symbols of Russia you know
- whether Russia has a unique culture, why
- why people want to go to Moscow and St. Petersburg
- when you are proud of your country

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## Задание 7

Task 1 (3–3.5 minutes)

Give a talk on **Great Britain**

**Remember** to discuss:

- what unofficial symbols of Great Britain you know
- what British traditions you know

- what cities would you like to visit
- why people like to speak about weather

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## Задание 8

Task 1 (3–3.5 minutes)

Give a talk on **friendship**

**Remember** to discuss:

- whether it is good to have only “a friend in need”, why / why not
- why people prefer to discuss problems with friends
- what is better — written or oral communication with friends
- how you can help your friends

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## Задание 9

Task 1 (3–3.5 minutes)

Give a talk on **hobby**

**Remember** to discuss:

- what activities you enjoy, why
- what you are doing when you have spare time
- how hobby have changed over your mood
- which is better — active or passive style of living

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

## **Задание 10**

**Task 1 (3–3.5 minutes)**

**Give a talk on your future profession**

**Remember** to discuss:

- what skills you need to earn money
- why it is important to continue education in higher school
- which is better — to work for a salary or to have one's own

business

- what school subjects will be useful for you in future and why

You will have to talk for 1.5–2 minutes. The examiner will listen until you have finished. Then she / he will ask you some questions.

# Варианты задания С4

## ГОВОРЕНИЕ

(обсуждение с партнером коммуникативной задачи и принятие общего решения)

### Задание 1

#### Task 1 (3–4 minutes)

**You and your friend are discussing**

Discuss the following global problems of modern society and choose the one you both find the most serious:

- ecology;
- terrorism;
- God's act;
- epidemics and infections.

You begin the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 2**

### **Task 1 (3–4 minutes)**

#### **You and your friend are discussing**

Discuss the following means of connecting with your friends and choose the only one:

- call over the phone;
- chatt by ICQ;
- write an ordinary letter to a pen friend;
- sending SMS;
- use sky link.

You begin the conversation. The examiner will play the part of your friend.

#### **Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 3**

### **Task 1 (3–4 minutes)**

#### **You and your friend are discussing**

Discuss the following ways to prepare for examinations and choose the one you both find the most effective:

- reading additional literature;
- listening lectures;
- learning main information by heart;
- test training.

You begin the conversation. The examiner will play the part of your friend.



**Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

**Задание 4**

**Task 1 (3–4 minutes)**

**You and your friend are discussing**

Discuss the following places for a walk and choose your favorite one:

- park;
- embankment;
- sport yard;
- central street or squares.

You begin the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 5**

### **Task 1 (3—4 minutes)**

#### **You and your friend are discussing**

Discuss the following variants of spending a weekend and choose the one you like most:

- stay at home;
- go to the barbecue party with your friends;
- go shopping
- go on a trip.

You begin the conversation. The examiner will play the part of your friend.

#### **Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 6**

### **Task 1 (3—4 minutes)**

#### **You and your friend are discussing**

Discuss the following kinds of cinema and choose the one you both find the most interesting:

- a melodrama;
- a thriller;
- a comedy;
- a detective.

You begin the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

**Задание 7****Task 1 (3–4 minutes)****You and your friend are discussing**

Discuss the following presents for a birthday you would like to have and choose the one you both find the most pleasant:

- a souvenir;
- a potter flower;
- cosmetics;
- money.

You begin the conversation. The examiner will play the part of your friend.

**Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 8**

### **Task 1 (3–4 minutes)**

#### **You and your friend are discussing**

Discuss the following books you like to read and choose the one you both find the most useful:

- poems;
- encyclopedia;
- novels;
- fairy tails.

You begin the conversation. The examiner will play the part of your friend.

#### **Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 9**

### **Task 1 (3–4 minutes)**

#### **You and your friend are discussing**

Discuss the following means of traveling and choose the one you both find the most convenient:

- by car;
- by train;
- by aircraft;
- by bus.

You begin the conversation. The examiner will play the part of your friend.

#### **Remember to:**

- discuss all the options
- take an active part in the conversation and be polite

- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

## **Задание 10**

### **Task 1 (3–4 minutes)**

#### **You and your friend are discussing**

Discuss the following places where you would like to spend your holidays and choose the one that supports your health:

- at the forest;
- on the seaside;
- in the country;
- at home in your bed.

You begin the conversation. The examiner will play the part of your friend.

#### **Remember to:**

- discuss all the options
- take an active part in the conversation and be polite
- come up with ideas
- give good reasons
- find out your friend's attitudes and take them into account
- invite your friend to come up with suggestions
- come to an agreement

# Раздел 4

## Грамматика английского языка.

### Справочный материал

#### Порядок слов в английском предложении

Повествовательное предложение в английском языке имеет строгий порядок слов, необходимый для точного выражения отношений между словами.

Подлежащее	+	сказуемое	+	дополнение	+	<u>обстоятельство</u>
кто? что?		что делать?		что? кому?		<u>где? когда?</u>
		что сделать?		и др. вопросы косвенных падежей		<u>почему?</u> и др. вопросы

В отрицательных предложениях частица **not** ставится после глагола-сказуемого (если отрицается существительное, то перед ним ставится частица **no**. *ex. I have no brother*).

*ex. His sister was not at the lessons yesterday.*

Вопросительные предложения представлены в английском языке четырьмя типами вопросов: общими, специальными, альтернативными и разделительными.

#### Общие вопросы:

*ex. Was she at the lessons yesterday?*

*Do you like coffee?*

#### Специальные вопросы:

*ex. Where does she go?*

*What was she doing?*

When will they come?  
Why do you cry, Willie?

### Альтернативные вопросы / Alternative questions:

*ex.* Do you like coffee or tea?  
Can he play tennis or football?  
Is he at the tennis court or in the swimming pool?

### Разделительные вопросы / Tag questions:

*ex.* You like to play tennis, don't you? Вы любите играть в теннис, не так ли?

She can speak English, can't she?

They have seen that movie, haven't they (have they not)?

John will come, won't he? (will he not?)

He is not in the city, is he? Его нет в городе, не правда ли?

They haven't seen that movie, have they?

Alice couldn't be there that time, could she?

## Имя существительное (the Noun)

**Имя существительное** — часть речи, которая обозначает предмет. Предметом в грамматике называют все то, о чем можно спросить:

**who is this?** (кто это?) или **what is this?** (что это?).

*ex.* **boy** (мальчик), **dog** (собака), **river** (река), **book** (книга), **peace** (мир), **honour** (честь), **happiness** (счастье), **news** (новости)

### Число имен существительных (the Number)

Большинство существительных в английском языке имеют два числа: единственное (*singular*) и множественное (*plural*).

<p>man — men</p> <p>woman — women</p> <p>foot — feet</p> <p>tooth — teeth</p> <p>goose — geese</p>	<p>child — children</p> <p>mouse — mice</p> <p>louse — lice</p> <p>sheep — sheep</p> <p>deer — deer</p>
<p>brush — brushes</p> <p>box — boxes</p> <p>church — churches</p> <p>business — businesses</p> <p><b>HO</b> ox — oxen</p>	<p>cargo — cargoes</p> <p>hero — heroes</p> <p>mosquito — mosquitoes</p> <p>potato — potatoes</p> <p>tomato — tomatoes</p>
<p>leaf — leaves</p> <p>half — halves</p> <p>wolf — wolves</p> <p>knife — knives</p> <p><b>HO</b> roof — roofs</p> <p>chief — chiefs</p> <p>relief — beliefs</p> <p>hoof — hoofs</p>	<p>baby — babies</p> <p>lady — ladies</p> <p>army — armies</p> <p>city — cities</p> <p>body — bodies</p> <p><b>HO</b> donkey — donkeys</p> <p>day — days</p> <p>guy — guys</p>
<p>fellow-student—fellow-students</p> <p>school-girl — school-girls</p> <p>Englishman — Englishmen</p> <p>man-servant — men-servants</p>	<p>passer-by — passers-by</p> <p>man of war — men of war</p> <p>sister-in-law — sisters-in-law</p> <p>woman-writer — women-writers</p>



Множественное число существительных образуется путем прибавления окончания *-s* к существительному в единственном числе. Некоторые английские существительные имеют свою собственную форму множественного числа.

## Падежи имен существительных (the Case)

В английском языке имена существительные имеют два падежа: *the Common Case* (общий падеж) и *the Possessive Case* (притяжательный падеж), который используется для обозначения принадлежности предмета какому— либо лицу (лицам) или другому предмету.

В Общем падеже существительные не имеют окончаний.

*ex.* The English **lesson** begins at 9 a.m. sharp. We are at the English **lesson** now. Урок английского языка начинается ровно в 9 утра. Мы сейчас на уроке английского.

В *Притяжательном падеже* существительное является определением к следующему за ним существительному и отвечает на вопрос *whose?* чей? и имеет особое окончание *'s* (апостроф и буква *s*). Это окончание принимают в основном имена существительные, обозначающие живых людей и одушевленные предметы. Окончание *'s* произносится по правилам чтения буквы *s* в конце слова.

*ex.* Whose pen is that? — It is **Pete's** pen. Это чья ручка? — Это ручка Петра.

Let's meet at our **friend's** tonight. Давайте встретимся сегодня вечером у нашего друга.

Притяжательный падеж существительных во множественном числе образуется только прибавлением апострофа к окончанию существительного.

*ex.* We can hear the **boy's** voices in the yard. Во дворе слышны голоса мальчиков. I like to read my **friend's** books. Я люблю читать книги моих друзей.

Существуют также следующие особенности образования притяжательного падежа во множественном числе:

*ex.* The **children's** toys are in the box. Детские игрушки находятся в коробке.

The **women's** hats are on fashion again. Женские шляпки снова в моде.

The **men's** voices are too loud sometimes. Мужские голоса иногда очень громкие.

Окончание *'s* используется также в следующих случаях:

*ex.* a **month's** vacation, **today's** news, a **kilometer's** distance; our **country's** best opera and ballet-house (лучший в нашей стране театр оперы и балета).

## Род имен существительных (the Gender)

Существительное в английском языке, в отличие от русского, не имеет грамматической категории рода. Родовая принадлежность показывается в предложении местоимением (*she, he, it*) или иногда добавлением суффикса *-ess*.

*ex.* tiger — tigress тигр — тигрица; waiter — waitress официант — официантка; lion — lioness лев — львица.

## Артикль (the Article)

В английском языке перед существительным обычно стоит определенный артикль **the** или неопределенный артикль **a** (**an**). Форма **a** ставится перед согласными, форма **an** — перед гласными.

*ex.* a dog, a ball, an apple, an orange.

Артикль в английском языке выполняет две важные функции:

1. Он указывает на то, что следующее за ним слово является именем существительным.

2. Он показывает, идет ли речь в предложении об уже известном, ранее упомянутом предмете или этот предмет впервые вводится в разговор.

Артикли **the**, **a** (**an**) не имеют собственного отдельного значения и не переводятся на русский язык.

Артикли не употребляются:

— перед исчисляемыми существительными во множественном числе, упоминающими профессию человека:

*ex.* They are teachers;

— перед исчисляемыми существительными, обозначающими принадлежность к какому-либо классу.

*ex.* He is fond of cars;

— перед существительными, стоящими перед именами и фамилиями людей.

*ex.* President Lincoln, Doctor Rota, King Charles I;

— с абстрактными существительными.

*ex.* Money is always limited. Happiness is an abstract notion;

— в устойчивых словосочетаниях.

*ex.* at home, by plane, on foot;

— с названиями городов, с большинством названий улиц, стран.

*ex.* Washington, Picadilly Circus, Whitehall, Russia, Australia;

— если после существительного стоит цифра.

*ex.* in chapter 5, at school 22.

# Имя прилагательное (the Adjective)

**Прилагательное** — это часть речи, которая употребляется для обозначения признака предмета.

**ex.** an **interesting** book интересная книга, a **pretty** girl хорошенькая девочка, **fresh** butter свежее масло, a **cold** winter холодная зима.

Прилагательное в английском языке имеет три формы степеней сравнения: положительную (*positive degree*), сравнительную (*comparative degree*) и превосходную (*superlative degree*).

## Степени сравнения (прилагательных и наречий)

Односложные и двусложные (с окончанием -y, -er, -ow, -ple)	Многосложные и большинство двусложных	Особые случаи
big — bigger — the biggest	interesting — more interesting — the most interesting	good — better — the best
busy — busier — the busiest		bad — worse — the worst
narrow — narrower — the narrowest	important — more important — the most important	much } more — many } most
simple — simpler — simplest		
clever — cleverer — the cleverest	honourable — more honourable — the most honourable	little — less — the least
		old — elder — the eldest
low — lower — the lowest sweet — sweeter — sweetest	beautiful — more beautiful — the most beautiful	far { farther the farthest further furthest

**Примечание:** Перед существительным с прилагательным в превосходной степени всегда ставится определенный артикль **the**, что показывает уникальность данного явления или действия.

## Местоимение (the Pronoun)

**Местоимение** — это часть речи, которая употребляется в предложении вместо имени существительного или имени прилагательного. Местоимение не называет лицо, предмет или признак, оно лишь отсылает нас к лицу, предмету или признаку, уже упомянутому ранее.

*ex.* Peter gives Mary a **book**. She takes **it**. Петя дает Маше книгу. Она ее берет.

Здесь местоимение **she** отсылает нас к лицу, выраженному существительным **Mary** — Маша, а местоимение **it** — к предмету, выраженному существительным **book** — книга.

*ex.* These are **coloured** pencils. I want to have **such** pencils. Это цветные карандаши. Я хочу иметь такие карандаши.

Местоимение **such** отсылает нас к признаку, выраженному прилагательным **coloured** цветные.

В английском языке есть следующие основные группы местоимений: личные, притяжательные, указательные, вопросительные, неопределенные, отрицательные, возвратные, относительные.

Личные, притяжательные и возвратные местоимения изменяются по лицам, числам и родам.

Имени- тель- ный падеж	Объектный падеж		Притяжательные местоимения <i>whose?</i> (чей)		Возврат- ные местоиме- ния
<i>who?</i> <i>кто?</i>	<i>whom?</i>	кого? кому?	атрибу- тивная форма	абсолют- ная форма	— сам -ся
I	me	меня, мне	my	mine	myself
you	you	вас, вам	your	yours	yourself
he	him	его, ему	his	his	himself
she	her	ее, ей	her	hers	herself
it	it	его (ее), ему (ей)	its	its	itself
we	us	нас, нам	our	ours	ourselves
you	you	вас, вам	your	yours	yourselves
they	them	их, им	their	theirs	themselves

**ex.** I have a book with **me**. I give it (a book) to **my** brother.  
У меня с собой / (мною) книга. Я даю ее **своему** (моему)  
брату. Is it your pen? — No, it is not **mine**. It's **his** / **her** pen.  
Это **твоя** ручка? — Нет, не **моя**. Это **его** / **ее** ручка.

## Имя числительное (the Numeral)

**Числительное** — это часть речи, которая обозначает количество предметов или порядок предметов при счете.

Имена числительные делятся на количественные и порядковые.

Числительные, которые обозначают количество предметов, называют *количественными* числительными.

Количественные числительные от 1 до 12 — простые. Они не имеют специальных окончаний.

**ex.** **one** один, **seven** семь, **eight** восемь, **ten** десять, **eleven** одиннадцать.

Количественные числительные от 13 до 19 оканчиваются на *-teen* и имеют двойное ударение.

*ex.* 'thir'teen тринадцать, 'four'teen четырнадцать.

Количественные числительные, обозначающие десятки, оканчиваются на *-ty*.

*ex.* 'twenty двадцать, 'forty сорок, 'thirty five тридцать пять.

*Порядковые* числительные обозначают порядок предметов при счете. Перед порядковыми числительными всегда ставят определенный артикль **the** и добавляют окончание *-th*.

*ex.* What date is it today? — Today is the seventh of April. Two weeks ago it was the twenty fourth of March (no the first, second, third).

## Наречие (the Adverb)

Наречие — это часть речи, которая обозначает признак действия или другой признак.

В английском языке есть простые наречия, которые не имеют специального суффикса: *often* часто, *never* никогда, *seldom* редко, *still* все еще.

Но большинство наречий образуется прибавлением суффикса *-ly* к основе прилагательного:

*ex.* *slow* — *slowly* медленный — медленно, *warm* — *warmly* теплый — тепло.

Если прилагательное оканчивается на *-y*, то при образовании наречия *-y* меняется на *i* и прибавляется окончание *-ly*.

*ex.* *easy* — *easily* легкий — легко, *happy* — *happily* счастливый — счастливо.

# Глагол (the Verb)

## Личные формы глагола (the Verb, the Finite forms of the Verb)

Глагол — это часть речи, которая обозначает действие или состояние лица или предмета. Глаголы могут быть смысловыми, вспомогательными, связками и модальными.

Большинство английских глаголов — смысловые, или полнозначные. Полнозначные глаголы могут выражать значение действия или состояния самостоятельно.

*ex. to read* читать, *to go* идти, уходить, *to swim* плавать.

Вспомогательные глаголы и глаголы-связки не имеют самостоятельного значения. Вспомогательные глаголы входят в состав глагольных форм, например: будущего времени, отрицательной и вопросительной форм и др.

*ex. I shall go there.* Я пойду туда. *Do you see this cat?* Ты видишь эту кошку? — *No, I don't.*

Глаголы-связки употребляются только в составе составного именного сказуемого.

*ex. Pete is a very good pupil.* Петя — очень хороший ученик. *She is not a pupil, she is a student.* Она — не ученица, она — студентка.

## Модальные глаголы (Modal verbs)

Модальные глаголы обычно образуют составное глагольное сказуемое.

*ex. Kate can read.* Катя умеет читать. *We must study well.* Мы должны хорошо учиться. *May I come in?* Можно войти?

К модальным глаголам относятся глаголы **can**, **must**, **may**. Особенностью модальных глаголов является то, что они:



- не имеют полного самостоятельного значения и употребляются только в сочетании с инфинитивом смыслового глагола (без частицы *to*);

- не имеют неличных форм (*инфинитива, причастия, герундия*);

- не имеют окончания *-s* в 3-м лице единственного числа настоящего времени:

*ex.* He **can** help you. Он может помочь тебе;

- не имеют формы прошедшего времени, кроме **can (could)**, **may (might)**, и аналитических форм (*будущего времени, продолженного вида, перфектных форм и форм страдательного залога*);




- образуют вопросительную и отрицательную формы без вспомогательного глагола:

*ex.* **May** I take your dictionary? Можно взять твой словарь?

He **cannot** drive a car. Он не умеет водить машину.

## Эквиваленты (синонимы) модальных глаголов

Эквиваленты модальных глаголов имеют самостоятельное лексическое значение и восполняют недостающие временные формы модальных глаголов.

<p>to be able to</p> <p>can </p> <p>to be unable to</p>	<p>to be allowed to</p> <p>may </p> <p>to be permitted to</p>	<p>to be to</p> <p>must </p> <p>to have to</p> <p>to have got to</p>
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*ex.* She **was permitted** to work in the lab. Ей разрешили работать в лаборатории. The train **is to arrive** at 5 p.m. Поезд должен прибыть в 5 часов вечера.

Для выражения долженствования употребляются также глаголы **should, ought, need, shall**.

# Времена английских глаголов

## The Present Indefinite Tense

	Утвердительная	Вопросительная	Отрицательная
Ед. ч.	I (you) <b>ask</b> he (she, it) <b>asks</b>	Do I (you) <b>ask</b> ? Does he (she, it) <b>ask</b> ?	I (you) <b>do not ask</b> He (she, it) <b>does not ask</b>
Мн. ч.	We (you, they) <b>ask</b>	Do we (you, they) <b>ask</b> ?	We (you, they) <b>do not ask</b>

Обстоятельства, которые употребляются с этой временной формой: *always* всегда, *usually* обычно, *often, frequently* часто, *seldom, rarely* редко, *sometimes* иногда, *never* никогда. Они занимают второе место после подлежащего.

Следующие обстоятельства занимают, как правило, место в конце предложения:

*every day / week / month / year* каждый день / неделю / месяц / год

*every day / morning / evening* каждый день / утро / вечер  
*in the morning / afternoon / evening* утром / днем / вечером

## The Past Indefinite Tense

	Утвердительная	Вопросительная	Отрицательная
Ед.ч.	I (you) he (she, it) <b>asked</b>	Did I (you) <b>ask</b> ? Did he (she, it) <b>ask</b> ?	I (you) <b>did not ask</b> . He (she, it) <b>did not ask</b>
Мн.ч.	We (you, they) <b>asked</b>	Did we (you, they) <b>ask</b> ?	We (you, they) <b>did not ask</b>

Обстоятельства, которые употребляются с этой временной формой:

*yesterday evening / morning / afternoon / in 1995* вчера вечером / вчера утром / вчера в полдень / в 1995

*the day before yesterday* позавчера

*last week / month / year* на прошлой неделе, в прошлом месяце, в прошлом году

*two weeks / many years ago* две недели / много лет назад

*often* часто, *always* всегда, *sometimes* иногда, *never* никогда

### The Future Indefinite Tense

	Утвердительная	Вопросительная	Отрицательная
Ед.ч.	I shall ask You (she, he, it) will ask	Shall I ask? Will you (she, he, it) ask?	I shall not ask You (he, she, it) will not ask
Мн.ч.	We shall ask You (they) will ask	Shall we ask? Will you (they) ask?	We shall not ask. You (they) will not ask

Обстоятельства, которые употребляются с этой временной формой:

*tomorrow, in a day / week, etc.* завтра, через день / через неделю и т. д.

*tomorrow morning / afternoon / evening* завтра утром / в обед / вечером

*some other day / time* в какой-нибудь другой день / какое-нибудь другое время

*the day after tomorrow* послезавтра

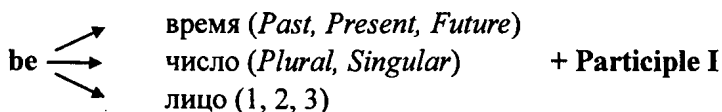
*next day / week / month / year* на следующий день / неделю / месяц / год

*in two days* через два дня

*one of these days* на днях

## Continuous Tenses

Употребляются для выражения действия, которое совершается в момент речи или одновременного действия (т. е. данный, определенный момент) и длится как процесс. Образуется при помощи вспомогательного глагола **to be** (*стоящего в требуемом времени, числе и лице*) и причастия I смыслового глагола.



*ex. She is reading a new magazine now.* Она сейчас читает новый журнал.

*What are you doing now?* Что вы сейчас делаете?

*What will you be doing at 5 p.m.?* Что вы будете делать в 5 часов вечера?

*I was working at 6 p.m. yesterday.* Я работал вчера в 6 часов вечера.

*They were playing tennis when I came in.* Они играли в теннис, когда я вошел.

Глаголы, не употребляемые в формах **Continuous**: to see, to hear, to know, to wish, to want, to (dis)like, to hate, to seem, to understand.

Глаголы, употребляемые в **Present Continuous Tense** для выражения **будущего времени**: to go, to come, to leave, to start.

*ex. She is coming in a week.* Она приезжает через неделю.

*He is leaving for Kiev tomorrow.* Он уезжает в Киев завтра.

## Perfect Tenses


Выражают действие, завершившееся к определенному моменту:

в настоящем времени — *Present Perfect Tense*,

в прошедшем времени — *Past Perfect Tense*,

в будущем времени — *Future Perfect Tense*.

Образуются при помощи вспомогательного глагола **to have** (стоящего в требуемом времени, числе и лице) и причастия II смыслового глагола.

**have**  время (*Past, Present, Future*)  
число (*Plural, Singular*) + **Participle II**  
лицо (1, 2, 3)

## Present Perfect Tense

Обстоятельства времени, которые употребляются с этой временной группой:

*today* сегодня

*this morning / week / season, etc.* сегодня утром/на этой неделе / в этом сезоне

*ever* когда-нибудь

*never* никогда

*already* уже

*yet* еще не

*resently / lately* недавно

*up to now / so far* к настоящему моменту.

**ex. Have you been at the lectures today?** Ты был сегодня на лекциях?

**I've known this man for years.** Я давно знаю этого человека.

**I haven't met her lately (yet).** Я давно ее не встречала (Я ее еще не встречала).

## Present Perfect Continuous Tense

Это время выражает действие, начавшееся в прошлом и продолжающееся сейчас.

Образуются при помощи вспомогательного глагола **to have** (стоящего в требуемом времени, числе и лице), прича-

**ствия II** вспомогательного глагола времен группы Continuous **to be** и **причастия I** смыслового глагола.

**have** → время (*Past, Present, Future*)  
 → число (*Plural, Singular*) + **been** + **Participle I**  
 → лицо (1, 2, 3)

*ex. My friend has been living in the States since 1990.* Моя подруга живет в Штатах с 1990 года.

Обстоятельства времени, употребляющиеся с этой временной формой:

*for some hours / days / weeks / years* в течение часа / дня / недели / года

*since early morning / last month / yesterday* с раннего утра / с прошлого месяца / со вчерашнего дня

*all this time* все это время

*since then / last year / 1988* с того времени / с прошлого года / с 1988 года

*for ages* целую вечность

### Таблица временных форм глагола в действительном залоге

	Indefinite	Continious	Perfect	Perfect Continious
Present	I do it	I am doing it	I have done it	I have been doing it
Past	I did it	I was doing it	I had done it	I had been doing it
Future	I shall do it	I shall be doing it	I shall have done it	—
Future-in-the-Past	I should do it	I should be doing it	I should have done it	—

# Страдательный залог (The Passive Voice)

Таблица временных форм глагола  
в страдательном залоге

	Indefinite	Continuous	Perfect
<b>Present</b>	I am invited	I am being invited	I have been invited
<b>Past</b>	I was invited	I was being invited	I had been invited
<b>Future</b>	I shall be invited	—	I shall have been invited
<b>Future-in-the-Past</b>	I should be invited	—	I should have been invited

Страдательный оборот употребляется тогда, когда в центре внимания говорящего находится лицо или предмет, в отношении которого совершается действие, или когда нет необходимости упоминать лицо, совершающее действие, в этом случае глагол стоит в страдательном залоге.

Временные формы страдательного глагола употребляются согласно тем же правилам, что и соответствующие им временные формы действительного залога. Образуются при помощи вспомогательного глагола **to be** (*стоящего в требуемом времени, числе и лице*) и **причастия II** (*Past Participle*) вспомогательного глагола.

be      ↗ время (*Past, Present, Future*)  
          ↘ число (*Plural, Singular*)      + **Participle II**  
          ↘ лицо (1, 2, 3)

*ex.* The USA **is washed** by the Atlantic and Pacific oceans.  
 США омываются Атлантическим и Тихим океанами.

The question **was discussed** at the meeting. Вопрос обсудили на собрании.

# Неличные формы глагола

## The Infinitive / Инфинитив

TENSE	ACTIVE	PASSIVE
Indefinite	to help	to be helped
Continuous	to be helping	—
Perfect	to have helped	to have been helped
Perfect Continuous	to have been helping	—
I am glad to help him	Я рад помочь ему	
I am glad to be helping him	Я рад, что сейчас помогаю ему	
I am glad to have helped him	Я рад, что помог ему	
I am glad to have been helping him	Я рад, что помогал ему (на протяжении некоторого времени)	
I am glad to be helped	Я рад, что мне помогают	
I am glad to have been helped	Я рад, что мне помогли	

**Инфинитив** — неличная форма глагола, которая только называет действие и выполняет функции как глагола, так и существительного.

*ex.* He liked **to read** books in the evenings. Он любил читать книги по вечерам. I'm very glad **to see** you. Я очень рада вас видеть.

Перед инфинитивом обычно употребляется частица *to*.

## Объектный падеж с инфинитивом (Objective with the Infinitive)

Это инфинитивный оборот, выступающий в роли сложного дополнения:

**существительное + инфинитив**  
(или местоимение  
в объектном падеже)



Он называется «Объектный падеж с инфинитивом» (*Objective with the Infinitive*) или *Complex Object* и употребляется после глаголов: **to want, to like, to prefer, to know, to think, to advise, to ask, to tell, to help** и некоторых других.

*ex.* I want you **to help** me. Я хочу, чтобы вы помогли мне.

I ask you **not to be late** this time. Я прошу тебя в этот раз не опаздывать

После глаголов: **to let, to make, to hear, to see, to watch** и некоторых других инфинитив употребляется без частицы **to**.

*ex.* I saw him **cross** the street. Я видела, что он перешел улицу.

She watched the children **play** in the yard. Она наблюдала, как дети играют во дворе.

### Инфинитивный оборот с предлогом **for** (**For — Phrase**)

Оборот

**for + существительное (или местоимение) + инфинитив:**

*ex.* It's difficult **for me to read** English technical texts. Мне трудно читать английские технические тексты.

Он употребляется в качестве сложного подлежащего (с вводным **it**), именной части сказуемого, сложного дополнения, определения или обстоятельства.

*ex.* It's necessary **for me to know** this topic. Мне необходимо знать эту тему (сложное подлежащее).

This is **for you to decide**. Это тебе решать (именная часть сказуемого).

## Именительный падеж с инфинитивом (nominative with the infinitive)

Этот оборот, выступающий в роли сложного подлежащего, состоит из **существительного** (или личного местоимения в именительном падеже), стоящего **перед** сказуемым, и **инфинитива**, следующего за сказуемым. Он называется также *Complex Subject*. Этот оборот употребляется, когда сказуемое выражено глаголами: **to think, to know, to suppose, to hear, to see, to say, to report, to describe, to advise, to ask, to order** и некоторыми другими в страдательном залоге, а также глаголами **to seem, to happen, to appear** в действительном залоге.

*ex.* **He is said to be** a very talented writer. Говорят, что он очень талантливый писатель.

**They were asked to come** earlier. Их попросили прийти пораньше.

**He seems to know** English. Похоже, он знает английский.

## Герундий (The Gerund)

### Форма и значение герундия

**Герундий** — неличная форма глагола, которая выражает процесс, происходящий во времени. Действие, обозначаемое герундием, всегда соотносится с каким-либо лицом или предметом, которое выполняет это действие или на которое это действие направлено. В русском языке герундий отсутствует.

*ex.* **I like swimming.** Я люблю плавать.

**Go on reading** the text. Продолжайте читать текст.

Герундий в форме *Indefinite* употребляется для обозначения действия, которое происходит одновременно с действием,

выраженным глаголом в личной форме, действия в будущем или действия безотносительно ко времени его совершения.

*ex.* I am ready for **taking** part in this competition. Я готов принять участие в этом состязании. She was fond of **painting** when she was a child. В детстве она увлекалась рисованием.

Герундий в форме *Indefinite* образуется от первой основной формы глагола при помощи **-ing**, и по форме он совпадает с отглагольным существительным и причастием настоящего времени.

Обратите внимание на орфографические особенности образования герундия:

**И форма**    *stand*    *play*    *try*    *write*    *run*

**Герундий** *standing* *playing* *trying* *writing* *running*

Герундий обладает свойствами глагола и свойствами существительного. Часто эти свойства мы можем наблюдать одновременно. Как и глагол, герундий может иметь дополнение и может определяться наречием:

*ex.* I remember **our visiting** the Kuprin museum two years ago. Я помню наше посещение музея Куприна два года назад. Thank you for **helping us with our research**. Спасибо за вашу помощь в нашем исследовании.

I don't like **reading aloud**. Я не люблю читать вслух.

Как и существительное, герундий может употребляться с предлогами и определяться притяжательным местоимением или существительным в притяжательной форме.

*ex.* I am fond of **reading** travel books. Я обожаю читать книги о путешествиях. Do you mind **my opening** the window? Не возражаете, если я открою окно? He knew **of his aunt's coming** for the holidays. Он знал о том, что на праздники придет его тетюшка.

Герундий *отличается от отглагольного существительного* с суффиксом **-ing** тем, что:

— не употребляется с артиклем;

— у него нет формы множественного числа;

— он может иметь прямое дополнение;

— определяться наречием.

От причастия *настоящего времени герундий* отличается тем, что:

- перед герундием может стоять предлог;
- герундий может определяться притяжательным местоимением или существительным в притяжательной форме.

### Функции герундия в предложении

По своим функциям, месту в предложении и переводу на русский язык герундий во многом схож с инфинитивом. В предложении герундий встречается в роли любого члена, кроме простого сказуемого. Так как в русском языке герундий отсутствует, то его перевод на русский язык зависит от того, каким членом предложения он является, какие предлоги им управляют и какие слова его определяют.

При переводе на русский язык герундий передается отглагольным существительным, неопределенной формой глагола или придаточным предложением (изъяснительным, определительным или обстоятельственным). Герундий в сочетании с предлогом может также переводиться деепричастием.

Герундий может служить в предложении:

#### 1. Подлежащим:

*ex. Travelling is a very pleasant and useful thing.* Путешествовать / путешествие очень приятно и полезно.

#### 2. Именной частью сказуемого:

*ex. His hobby is collecting stamps.* Он увлекается собиранием марок.

#### 3. Дополнением:

*ex. I enjoy listening to classical music.* Обожаю слушать классическую музыку.

*Thank you for helping me.* Спасибо за вашу помощь.

#### 4. Определением:

*ex.* I don't like your idea of **walking** in the rain. Мне не нравится твоя идея прогуляться под дождем.

There is no hope of our **getting** there before ten o'clock. Вряд ли мы будем там до 10 часов.

#### 5. обстоятельством:

*ex.* He left the room without **saying** a word. Он вышел из комнаты, не сказав ни слова.

You must wash your hands before **having** a lunch. Обязательно мойте руки перед обедом.

Герундий и предшествующее ему притяжательное местоимение или существительное в притяжательной форме образуют комплекс — *герундиальный оборот*, который переводится чаще всего придаточным предложением.

*ex.* I hope to see you before **my leaving** the town. Надеюсь увидеться с вами до своего отъезда из города.

Did you agree to **Lena's going** on the excursion? Вы не возражаете, чтобы Лена поехала на экскурсию?

## Причастие (The Participle)

### Формы и значения причастия

Причастие в английском языке представляет собой неличную форму глагола, которая соответствует в русском языке причастию и деепричастию. В английском языке нет отдельной формы, соответствующей русскому деепричастию.

*ex.* Look at the girl **standing** at the window. Посмотрите на девушку, стоящую у окна. He sat in an arm-chair **looking** through the magazine. Он сидел в кресле, просматривая журнал.

Английское причастие, как и причастие в русском языке, обладает свойствами прилагательного, наречия и глагола.

Как и прилагательное, причастие выполняет в предложении функцию определения к существительному.

**ex. A broken cup lay on the floor.** На полу лежала разбитая чашка.

Как и наречие, английское причастие, подобно русскому деепричастию, выполняет функцию обстоятельства, определяющего действие, выраженное сказуемым.

**ex. They passed me talking loudly.** Они прошли мимо меня, громко разговаривая.

Глагольные свойства причастия выражаются в том, что оно может иметь прямое дополнение и может определяться наречием.

**ex. Entering the room he found all the students present.** Войдя в комнату, он увидел, что все студенты были на месте.  
**He liked to rest in the evening walking slowly in the park.** Он любил отдыхать по вечерам, гуляя в парке.

Причастие в английском языке может быть различных видов.

1. Причастие *настоящего времени* (*The Present Participle*, или *PI*) чаще всего обозначает действие, происходящее одновременно с действием, выраженным глаголом в личной форме.

**ex. Looking out of the window I saw some of my group mates.** Выглянув из окна, я увидел несколько своих однокурсников.

Причастие настоящего времени образуется от первой основной формы глагола при помощи окончания *-ing*, и по форме оно совпадает с отглагольными существительными и герундием. На русский язык переводится с суффиксами *-ущ-, -ющ-, -ащ-, -ящ-, -ем-*.

**ex. laughing people** смеющиеся люди.

## Орфографические особенности образования причастия настоящего времени.

I форма      talk      know      copy      make      sit

Причастие  
настоящего

времени      talking      knowing      copying      making      sitting

В отличие от отглагольного существительного с суффиксом *-ing* причастие настоящего времени не употребляется с предлогом и не может определяться притяжательным местоимением или существительным в притяжательной форме.

2. Причастие *прошедшего времени* (*The Past Participle, или PII*) обозначает законченное действие. На русский язык переводится с суффиксами **-енн-, -анн-, -ши-, -вши-**.

*ex.* Have you heard anything about the child lost in the forest?  
Вы ничего не слышали о ребенке, заблудившемся в лесу?

Причастие прошедшего времени представляет собой третью основную форму глагола: **watched, made, done, built, put**. У правильных глаголов оно образуется от первой основной формы глагола с помощью окончания *-ed* и по форме совпадает с *Past Indefinite*.

## Орфографические особенности образования причастия прошедшего времени.

I форма      ask      want      like      stop      carry      play

Причастие

прошедшего

времени      asked      wanted      liked      stopped      carried      played

## Функции причастия в предложении

Причастие обладает свойствами прилагательного и наречия. При переводе на русский язык английские причастия передаются причастием или деепричастием или же придаточным предложением.

Причастие может служить в предложении:

**1. Определением:**

*ex.* Watches **made** in Switzerland are very popular in world. Часы, изготовленные в Швейцарии, популярны во всем мире.

**2. Именной частью составного сказуемого:**

*ex.* Victor **was missing** from the last lesson. Виктор отсутствовал на последнем уроке.

**3. обстоятельством:**

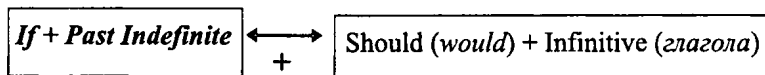
*ex.* When **crossing** the street, first look to the left then to the right. Переходя улицу, сначала посмотрите налево, а затем направо.

Not **knowing** what to do they wrote a letter to their professor. Не зная, что делать, они написали письмо своему преподавателю.

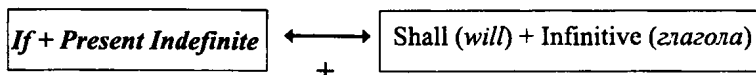
## Условные предложения (Conditional Sentences)

**Условные предложения I типа (*Real Condition*)** выражают реальные, осуществимые условия, обычно относящиеся к настоящему или будущему времени.

*ex.* You **may take** the book if you **need** it. Ты можешь взять книгу, если она тебе нужна.



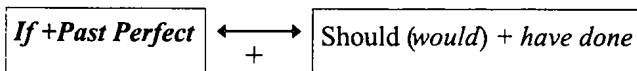
**Условные предложения II типа (*Unreal Condition in the Present (Future)*)** выражают маловероятные и нереальные условия, относящиеся к настоящему или будущему времени.



*ex.* If I **had** time now, I **should go** to the concert. Если бы у меня сейчас было время, я бы пошла на концерт (но я занята).



Условные предложения III типа (*Unreal Condition in the Past*) выражают условия, не реализованные в прошлом и, следовательно, совершенно невыполнимые.



*ex. If I had had time yesterday, I should have gone to the concert.* Если бы у меня было вчера время, я бы пошла на концерт (но я была занята).

## Словообразование (Wordbuildin)

В английском языке существуют следующие способы словообразования: **словосложение**, **словопроизводство** (с помощью аффиксации, чередования ударения, чередования гласных и согласных), а также переход из одной части речи в другую без изменения формы слова — **конверсия**.

### Словосложение

Словосложение заключается в соединении двух слов или основ слов для образования одного слова:

*Сложные существительные*: newspaper газета, blackboard доска, classroom класс, *man-of-war* военный, *mother-in-law* свекровь, теща, etc.

*Сложные прилагательные*: water-proof водостойкий, first-class первоклассный, etc.

*Сложные местоимения*: nobody никто, somebody кто-либо, something что-либо.

*Сложные причастия*: well-known известный, wide-spread распространенный, first-come первый, etc.

## Словопроизводство

Словопроизводство включает в себя два способа образования новых слов: аффиксацию и чередование.

**Аффиксация** — это способ образования новых слов с помощью суффиксов и префиксов (приставок).

### Суффиксы (Suffixes)

Положительные:

#### Имя существительное

<b>-er, -or</b> worker, investor	<b>-ment</b> agreement, development
<b>-ness</b> aggressiveness, readiness	<b>-ity</b> flexibility, integrity
<b>-sion</b> regression, expression	<b>-ant</b> assistant, participant
<b>-tion</b> revolution, demonstration	<b>-dom</b> dukedom, wisdom
<b>-age</b> knightage, vintage	<b>-hood</b> motherhood, brotherhood
<b>-ance</b> assistance, guidance	<b>-ship</b> friendship, kinship
<b>-ence</b> difference, preference	<b>-body</b> studentsbody, busybody
<b>-ure</b> failure, structure	<b>-ist</b> communist, socialist
<b>-edge</b> knowledge	<b>-ism</b> communism, socialism
<b>-ess</b> tiger — tigress, lion — lioness	

#### Имя прилагательное

<b>-able</b> comfortable, customable	<b>-some</b> cumbersome
<b>-ible</b> inexhaustible, invisible	<b>-ic</b> heroic, economic
<b>-ous</b> dangerous, courageous	<b>-al</b> literal, instrumental,
<b>-ish</b> bookish, greenish	<b>-an</b> Russian, Italian
<b>-proof</b> rustproof, dustproof	<b>-ive</b> productive, expressive
<b>-y</b> windy, sunny	<b>-ful</b> beautiful, wonderful
<b>-ent</b> different, consistent	

Отрицательный суффикс **-less** truthless, lawless

#### Глагол

<b>-ate</b> decorate, facilitate	<b>-en</b> shorten, blacken
<b>-ize, -ise</b> criticize, organise	<b>-fy</b> specify, electrify

## Имя числительное

Количественные числительные:

**-teen** thirteen, seventeen      **-ty** thirty, seventy

Порядковые числительные

**-th** seventh, seventieth

## Наречие

**-ly** hardly, really, surely

**-ward** forward, northward

## Префиксы (Prefixes) / Приставки

### Отрицательные

**in-** inactive, indifferent

**ir-** irregular

**un-** undo, unlock, unfair

**dis-** dislike, disbalance

**anti-** anti-war, antipode

**im-** impossible, important

**il-** illegal, illiteral

**non-** nonessential, nonprofitable

**mis-** misfortune, misprint

### Положительные

**be-** bewitch, bewilder

**ex-** ex-husband, ex-president

**en-(em-)** encage, embody, empurple

**re-** re-do, re-fuel, reread

**pre-** prehistoric, pre-revolutionary

**inter-** interaction, international

**sur-** surplus, surpass

**under-** underground, understand

**sub-** submarine, subway

**super-** superman, supermarket

**ab-** abnorth, abroad

**Чередование** — словообразование при помощи чередования гласных и согласных:

to sing — song

to live — life

to feed — food

to choose — choice

to prove — proof

to advise — advice

Словообразование при помощи чередования звуков:

aggregate ['ægrɪt] — *n* in the ~ в совокупности

['ægrɪ,geɪt] — *v* составлять

separate ['sepəreɪt] — *adj.* отдельный, особый

['sepəreɪt] — *v* отделять; разлучать

Словообразование при помощи чередования ударения:

conduct ['kɒndəkt] — *n* проведение, поведение

[kən'dɒkt] — *v* провести; вести себя

subject ['sʌbdʒəkt] — *n* предмет

[səb'dʒekt] — *v* подвергать

Примечание: У существительных ударение падает на первый слог, а у глаголов — на второй.

## Конверсия

Конверсией называется совпадение написания и произношения слов, являющихся разными частями речи. По месту слова в предложении можно определить, к какой части речи оно относится:

*ex.* We usually **iron** our clothes with an iron. Мы обычно **гладим** свою одежду утюгом (глагол, существит.). «The **Iron Heel**» is a novel by Jack London. «**Железная** **пята**» — роман Джека Лондона (прилаг.).

The whole family was sitting at the **round** table. Вся семья сидела за **круглым** столом (прилаг.). He fell down after the 3rd **round**. Он упал после 3-го **раунда** (существит.). They sat down **round** the table. Они уселись **вокруг** стола (предлог). She suddenly turned **round**. Она внезапно обернулась (вокруг себя) (наречие).

## Предлоги (Prepositions)

При слабо развитой системе падежных окончаний в английском языке предлоги, играющие существенную роль для выражения грамматических отношений, то есть показывающие связь между существительными, местоимением и другими словами в предложении. К таким предлогам относятся **of, to, by, with**. В этих случаях они, как правило, на русский язык не переводятся.

**ex.** In the middle **of** the room stood a round table. В центре комнаты стоял круглый стол.

### Времени

Группа предлогов времени употребляется, для того чтобы указать на временные отношения между действиями и событиями. Некоторые предлоги времени совпадают по форме с предлогами места и направления.

Основные предлоги времени:

<b>before</b> перед, до	<b>on</b> в	<b>for</b> в течение
<b>after</b> после	<b>in</b> через	<b>during</b> во время
<b>since</b> с	<b>at</b> в	

**ex.** I shall return **before** classes. Я вернусь до начала занятий.

We shall meet **after** the concert. Мы встретимся после концерта.

I haven't seen Jim **since** last May. Я не видела Джима с прошлого мая.

I shall see them **on** Friday. Я увижусь с ними в пятницу.

He will come **in** three hours. Он придет **через** три часа.

The classes begin **at** 9 a.m. Занятия начинаются в 9 часов утра.

I haven't been there **for** a long time. Я не была там в течение долгого времени.

I met them **during** the conference. Я встретила их во время конференции.

## Места

Предлоги места употребляются для того, чтобы определить расположение предмета относительно других предметов. Вот самые распространенные и нужные в речи предлоги места:

<b>in</b> в	<b>between</b> между
<b>on</b> на	<b>among</b> среди
<b>at</b> у, около	<b>by</b> около, у
<b>over</b> над	<b>inside</b> внутри
<b>above</b> над	<b>outside</b> снаружи
<b>in front of</b> перед	<b>beside</b> рядом
<b>behind</b> сзади, за	<b>next to</b> рядом
<b>opposite</b> напротив	<b>under</b> под

*ex.* The cat is **under** the table. Кошка сидит под столом.

Sam is **in** the cabin of the airplane. Сэм находится в кабине самолета.

My videocamera is **on** the rack. Моя видеокамера висит на вешалке.

My umbrella is **at** the suitcase. Мой зонтик лежит около чемодана.

If you want to call the stewardess, push the button **over** your seat. Если хотите вызвать стюардессу, нажмите на кнопку над своим сидением.

There is a beautiful blooming branch **above** my head. Над моей головой — прекрасная цветущая ветка.

The car is **in front of** the house. Машина стоит перед домом.

There is a small garden **behind** the school. За школой есть маленький садик.

The bookshop is **opposite** the chemist's. Книжный магазин находится напротив аптеки.

The post office is **between** the school and the church. Почта находится между школой и церковью.

We can see a small house **among** tall trees. Между деревьями можно увидеть небольшой домик.

He leaves his bicycle **by** the wall. Он оставляет свой велосипед у стены.

It is dark **inside** the cave. В (внутри) пещере — темно.

There are many flowers **outside** the house. Снаружи у дома — много цветов.

**Beside** the house there is a cafe. Возле дома есть кафе.

The post office is **next** to school. Почта — рядом со школой.

### Направления / Движения

Основные предлоги направления:

<b>into / onto</b> в	<b>through</b> через, сквозь
<b>round</b> за	<b>out of</b> из
<b>to</b> к	<b>down</b> вниз, по, с
<b>towards</b> по направлению, к	<b>from</b> — от
из <b>up</b> вверх, по, на	<b>about</b> по, вокруг
<b>by</b> мимо	<b>across</b> через
<b>for</b> — в	

**ex.** The professor comes **into** the classroom. Преподаватель входит в аудиторию.

We got **onto** the train. Мы сели в / на поезд.

He takes an article **out of** his case. Он достает статью из своего портфеля.

We like to walk **about** the town. Мы любим гулять по городу.

The car turns **round** the corner. Машина сворачивает за угол.

We walk **towards** the lake. Мы идем к озеру.

I can't see anything **through** the fog. Я ничего не вижу сквозь туман.

We go **to** the University every day. Мы каждый день ходим в (к) университет.

He comes **from** the library usually at 4. Он обычно приходит **из** библиотеки в 4 часа.

We pass **by** a beautiful cathedral. Мы проходим **мимо** красивого собора.

We walked **down** the hill. Мы спустились **по** холму **вниз**.

The mouse ran **up** the clock. Мышка взбежала **вверх по** часам.

He ran **across** the road. Он перебежал **через** дорогу.

A taxi **for** the airport, please. Такси **в** аэропорт, пожалуйста.

There is a letter **from** Paul. Там письмо **от** Павла.

## Отношения

Предлоги, при помощи которых обозначаются отношения между лицами и предметами в ситуации:

**of** (передается формой родительного падежа)

**for** для

**by** (передается формой творительного падежа)

**about** о

**because of** из-за

**ex.** Some students **of our group** sing very well. Некоторые студенты **нашей группы** поют очень хорошо.

There is a letter **for** Albert. Вот письмо **для** Альберта.

I am invited **by** my friends. Меня пригласили мои друзья (Я приглашен **моими друзьями**).

We talk **about** literature. Мы говорим о литературе.

I have to stay home **because of** my illness. Мне пришлось остаться дома **из-за** болезни.



## Таблица неправильных глаголов

Инфинитив	Прошедшее время	Причастие прошедшего времени	Перевод
1	2	3	4
1. arise	arose	arisen	подняться, возникнуть
2. be	was, were	been	быть, существовать
3. bear	bore	born	нести; родить
4. become	became	become	становиться
5. begin	began	begun	начинать
6. befall	befell	befallen	случиться
7. bind	bound	bound	связать
8. blow	blew	blown	дуть
9. break	broke	broken	разбить, сломать
10. bring	brought [bro:t]	brought [bro:t]	приносить
11. broadcast	broadcast	broadcast	передавать по радио
['broud'ka:st]			
12. build [bild]	built [bilt]	built	строить
13. burst	burst	burst	разразиться,
14. buy	bought	bought	взорваться купить
15. can	could [kud]	—	мочь, уметь
16. cast	cast	cast	отбирать
17. catch	caught	caught	поймать
18. choose	chose	chosen	выбирать
18. come	came	come	приходить
19. cost	cost	cost	стоять
20. cut	cut	cut	резать
21. deal	dealt	dealt	иметь дело (с кем-либо)
22. do	did	done [dʌn]	делать (совершить поступок)
23. drink	drank	drunk	пить
24. drive	drove	driven [drɪvn]	вести машину
25. eat	ate [et, eit]	eaten	есть
26. fall	fell	fallen [fo:lən]	падать
27. find	found	found	находить
28. fly	flew	flown	летать, лететь
29. feed	fed	fed	кормить, питать
30. feel	felt	felt	чувствовать
31. fight	fought	fought	бороться, драться

1	2	3	4
32. forget	forgot	forgot(ten)	забывать
33. forgive	forgave	forgiven	прощать
34. get	got	got	получать; добираться
35. give	gave	given [givn]	давать
36. go	went	gone [gon]	идти
37. grow	grew	grown	расти(ть)
38. have	had	had	иметь
39. hear	heard [hɜ:d]	heard [hɜ:d]	слышать
40. hide	hid	hidden [hidn]	прятать, скрывать
41. hit	hit	hit	ударять
42. keep	kept	kept	держать, хранить,
43. know	knew	known	знать
44. leave	left	left	покидать, оставлять
45. lend	lent	lent	давать в долг
46. let	let	let	позволять
47. light	lit	lit	осветить
48. lose [lu:z]	lost	lost	проиграть, потерять
49. make	made	made	делать
50. mean	meant [ment]	meant [ment]	иметь в виду
51. meet	met	met	встречать(ся)
52. pay	paid	paid	платить
53. put	put	put	положить, класть
54. read	read [red]	read [red]	читать
55. ride	rode	ridden [ridn]	ехать
56. run	ran	run	бежать
57. say	said [sed]	said [sed]	сказать
58. see	saw	seen	видеть
59. sell	sold	sold	продавать
60. send	sent	sent	посылать
61. set	set	set	ставить, размещать
62. shake	shook	shaken	трясти
63. sing	sang	sung	петь
64. sit	sat	sat	сидеть
65. sleep	slept	slept	спать
66. speak	spoke	spoken	говорить
67. spend	spent	spent	проводить (время)
68. spin	span	spun	прясть; кружить
69. spring	sprang	sprung	вскочить;
70. stand	stood	stood	возникнуть, стоять

1	2	3	4
71. string	strung	strung	нанизать
72. swim	swam	swum	плавать
73. swear	swore	sworn	клясться, присягнуть
74. take	took	taken	брать
75. teach	taught	taught	преподавать
76. tear	tore	torn	рвать
77. tell	told	told	рассказывать
78. think	thought	thought	думать
79. undertake	undertook	undertaken	предпринимать
80. understand	understood	understood	понимать
81. wake	woke	woken	просыпаться; будить
82. wear	wore	worn	носить
83. win	won [wʌn]	won [wʌn]	выиграть, победить
84. wind [waɪnd]	wound	wound	заводить часы
85. write	wrote	written [rɪtɪn]	писать

## Английский алфавит (Alphabet)

A a [eɪ]	N n [en]
B b [bi:]	O o [əʊ]
C c [si:]	P p [pi:]
D d [di:]	Q q [kjʊ:]
E e [i:]	R r [a:]
F f [ef]	S s [es]
G g [dʒi:]	T t [ti:]
H h [eɪf]	U u [jʊ:]
I i [aɪ]	V v [vi:]
J j [dʒeɪ]	W w [ˈdʌbljʊ:]
K k [keɪ]	X x [eks]
L l [el]	Y y [waɪ]
M m [em]	Z z [zed]

# Краткая фонетика английского языка в таблицах и правилах (Phonetics)

## Гласные (Vowels\*)

Phonetic Symbol	Examples
i:	he, tree, feed, lead, reach, people, receive, piece
i	ship, it, ticket, this, king, shilling, rich
e	bed, egg, pen, men, well, menu, lead, endeavor
æ	bad, that, pan, man, can, Spanish, black
a:	dark, arm, car, are, pass, mast, vastly, staff, draft
o	not, lot, song, from, coffee, wash, what
o:	forty, morning, small, ball, author, warm, walk
u	put, full, look, good, foot, chose, book
u:	blue, June, who, move, do, too, noon, soup, group
ʌ	up, cup, much, sun, but, some, come, done
ɜ:	her, Thursday, burn, third, thirteen, worm, work
ə	a, the, únder, fáther, addréss, sérvant, Sátorday

## Дифтонги (Diphthongs\*)

ei	say, baby, plate, table, wait, Spain
ou	those, rose, Poland, hotel, show, snow, coat, toast
ai	five, nine, ice, side, kite, wise, why, my, eye
au	count, cloud, house, flower, how, now, wow
oi	boy, toy, noise, boil, voice
iə	dear, clear, deer, really, ear
ɛə	where, their, chair, hair, care, mare

oə	<b>four, door, your, more, floor</b>
uə	<b>sure, poor, tour, dour</b>
ju:	<b>puma, humus, Punic, nudist, tube</b>

### Трифтонги (Triphthongs\*)

juə	<b>pure, cure, lure, during, fury</b>
aɪə	<b>fire, shire, wire, hire, tyre, lyre</b>

### Согласные (Consonants\*)

Phonetic Symbol	Examples
p	<b>pen, pay, people, pull, open, help, cup, apply, surprise</b>
b	<b>be, bath, boy, bad, husband, obey, goblet, pub, Bob</b>
t	<b>train, tree, tea, table, sit, inkpot, hotel, stop</b>
d	<b>door, day, desk, sad, kind, world, Friday, Sunday</b>
k	<b>cold, car, class, back, clock, king, kick, cuckoo</b>
g	<b>gold, girl, bag, dog, begin, regard, grass, greet</b>
f	<b>fine, safe, flower, fifteen, after, sufficient, phrase, philosophy</b>
v	<b>very, save, vegetable, seven, never, ever, ivy, velvet</b>
θ	<b>thank, thick, thin, nothing, think, twentieth, bath</b>
ð	<b>then, that, there, weather, with, together, bathe</b>
s	<b>so, sit, sleep, thinks, place, cinema, Saturday</b>
z	<b>zero, zest, has, knives, comes, plays, noise, rose</b>
ʃ	<b>ship, sharp, shilling, short, ash, fish, English, push</b>
ʒ	<b>pleasure, measure, treasure, leisure, beige</b>

<i>tʃ</i>	<b>Charles, change, each, Richard, much, match, fetch</b>
<i>dʒ</i>	<b>John, judge, age, Japan, language, fledge, Eugene</b>
<i>h</i>	<b>his, happy, here, help, unhappy, ahead,</b>
<i>m</i>	<b>man, make, many, my, swim, firm, lemon, swimming</b>
<i>n</i>	<b>name, near, then, finish, Finland, Spaniard</b>
<i>ŋ</i>	<b>song, thing, working, English, king, nothing, meaning</b>
<i>r</i>	<b>around, very, rich, every, sorrel, room, red</b>
<i>l</i>	<b>leave, long, full, pull, greatly, last, easily, lilac, plan</b>
<i>w</i>	<b>will, work, away, when, window, wash, whammy, while</b>
<i>j</i>	<b>yellow, year, you, young, yes, yacht, piano</b>

\*В таблицах приведены примеры произношения различных буквосочетаний гласных и согласных в словах английского языка для тренировки правильного чтения.

## Правила чтения отдельных букв английского алфавита

1. В английском языке все гласные читаются по двум основным типам слога.

**I тип слога (I)** — абсолютно открытый, который на слух заканчивается на гласный звук, а в написании — на гласную букву: *ex. me, no, pie, gun* или условно открытый слог, который на слух заканчивается на согласный звук, а в написании — на немую гласную букву *e*.

*ex. Pete, note, game, muse.*

**II тип слога (II)** — закрытый, заканчивающийся на слух на согласный звук, а в написании — на согласную букву.

*ex. pin, sat, on, nut.*

Чтение ударных гласных букв в различных типах слога различно.

**А а** [ei] plate, mane, same, ace, fate, age — (I)

[æ] flat, man, cat, act, fat, rat, mad — (II)

Если в ударном положении после звука [w] за буквой **А а** стоит согласная буква, то она читается как краткое [o]:

*ex.* was, want, water, watch, quadrate, quantity, qualify, quarrel — или как долгое [o:].

*ex.* warm, warrant, wallet, walk.

Перед согласными **n, ss, st, sk, ft, th** буква **А а** читается как [a:].

*ex.* enhance, pass, past, task, draft, bath.

В безударном положении буква **А а** читается как [ə].

*ex.* and, a, at, an, am — служебные слова.

**Е е** [i:] he, she, Pete, see, tree, meet, feed (I)

[e] men, fed, set, met, pet, let (II)

**И и** [ai] fine, kite, lie, five, lime, nine, time, wine (I)

[i] split, fit, hiss, limb, fill, kick, did, kill (II)

В следующих случаях и буквосочетаниях буква **И и** читается по типу чтения гласных в открытом слоге:

*ex.* mind, find, grind, bind, kind, blind, wind (заводить часы) /  
**но** wind [wind] (ветер)

wild, mild, child

**О о** [ou] rose, hose, alone, phone, so (I) / **но** chose, lose, move, prove [...u...]

[o] spot, lock, top, rock, log, sorry (II)

В безударном положении буква **О о** читается как звук [ə] или совсем не читается.

*ex.* to go [tə'gou], button ['bʌtn].



Перед буквами **m, n, v, th** буква **O o** в большинстве случаев читается как [ʌ].

*ex.* some, son, love, mother / **но** move [mu:v].

Перед буквосочетанием **ld** буква **O o** читается по типу чтения гласных в открытом слоге.

*ex.* cold, old, mold [...ou...].

**U u** [ju:] mute, queue, tune, perfume, muse (I)

[ʌ] hut, much, bucket, public, Bunny (II) / **но** put, full, push, pull [...u...].

После букв **r** и **l** буква **U u** в большинстве случаев читается как [u:].

*ex.* true, truth, crude, blue, include / **но** rubble, construct, structure [...ʌ...].

**Y y** [wai]

[ai] cry, dry, why, my, gye (I)

[i] gym, gypsy (II)

В безударном слоге **Y y** читается как [i].

*ex.* pretty, pity, frosty, many, icy, wallaby, gypsy.

В ударном слоге **Y y** читается как [ai].

*ex.* cyber, cycle, rely, deny, apply.

**2.** В английском языке, кроме того, имеется еще два типа слога:

**III тип** слога — это буквосочетание **гласный + r**.

*ex.* park, fork, her, first, myrtle, fur, work.

**IV тип** слога — это буквосочетание **гласный + r + e**.

*ex.* a + r + e [ɛə] fare, care, mare / **но** are [ɑ:].

e + r + e [iə] here, mere / **но** there [ðeə], where [weə], were [wɜ:].

u + r + e [juə] pure, cure / **но** sure [ʃuə].

**i + r + e** [aɪə] hire, fire, wire.

**o + r + e** [o:] more, lore, fore.

### 3. Чтение некоторых согласных в английском языке.

В следующих случаях в английских словах **не** читаются выделенные согласные буквы:

**honest, honour, hour, honourable**

**castle, bustle, thistle, whistle, mistletoe, apostle**

**fasten, christen, often, soften**

**bouquet, ballet, buffet, crochet, chalet**

**wrong, write, wrangler, wreath, wreck, wrestle**

**knight, know, knee, knick-knack, knife, knock, knit**

**gnarled, gnash, gnome, gnat, gnu**

**psychology, psyche** [saiki:], **psalm** [sa:m]

**bomb, comb, lamb, limb, crumb, numb, nimb**


**doubt, doubtful, debt, prompt, attempt**


4. В буквосочетании **wh** читается буква **h**, если за ней стоит буква **o**, если за ней стоит другая гласная, то читается буква **w**.

**ex. [ h ] whole, who, whose, whom**

**[ w ] where, when, which, while, why, what**

5. Буквы **C c** и **G g** в случае, когда они стоят перед гласными **e, i, y**, произносятся так же, как в алфавите.

**C c [s]**  **e ice, face, fence**  
**i cinema, circle, Cinderella, decide**  
**y cycle, icy, cyber**

**G g [dʒ]**  **e George, age, general / no get**  
**i giant, ginger / no girl, give, begin**  
**y gym, gypsy**

### **Особые случаи.**

[...ʌf...] rough, tough, enough, laugh, draught.

[...aɪ...] tight, might, sight, night, light.

### **Ударение в английских словах**

В **двусложных английских словах** ударение падает на первый слог, если он не приставка.

*ex.* 'figure, 'symbol, 'common, 'Asia, 'office / **но** re'turn, be'gin.

В словах, состоящих из трех или четырех слогов, ударение падает на третий слог от конца слова, и гласная в нем читается по II типу слога (кратко, независимо от количества согласных за ней).

*ex.* 'Africa, 'serious, 'deputy, ex'periment, 'factory / **но** 'funeral ['fʃʊnərəl].

**Двойное ударение в английских словах** ставится в следующих случаях:

1. В словах, состоящих из пяти и более слогов, главное ударение ставится на третий слог от конца слова, второстепенное — через слог от ударного.

*ex.* 'uni'versity, 'sense'tivity, en'cyclo'pedia.

2. В количественных и порядковых числительных от **13 до 19** ставится два ударения, оба являются главными.

*ex.* 'fifteen, 'thir'teen, 'six'teenth, 'eigh'teenth.

3. В словах с приставками, дающими новое значение слову.

*ex.* disarrange ['disə'reɪndʒ], rewrite ['ri'raɪt].

В сложных словах в большинстве случаев ударение падает на первый элемент слова.

*ex.* 'blackboard, 'schoolchildren, 'headline, 'background.

При определении ударного слога грамматические окончания и суффиксы не принимаются во внимание.

*ex.* 'demonstrate, 'demonstrated, 'demonstrating / **но** de'mostrative [di'monstrətiv].

В словах, имеющих суффиксы **-ion (-tion, -sion), -ity, -ic (-ical)**, ударение падает на гласный звук перед суффиксом.

*ex.* ad'dition, de'cision, 'density, eco'nomical, a'tomic.

Приставки в большинстве случаев не несут ударения. Ударение несет следующий за ними слог.

*ex.* a'bout, be'gin, com'pare, dis'like, mis'take, under'stand, il'legal, in'different, im'portant, ir'regular, can'cell, con'vince, com'bine, per'cent, prehis'toric, **но** 'concept, 'Congress, 'conference, 'impact, 'income, 'reanimate.

## Краткий урок географии: страны, языки, национальности

### The map of Europe and the European countries Карта Европы и Европейских стран

*Poland is a country.  
The people of Poland are Poles.  
They speak Polish.*

*Serbia is a country.  
The people of Serbia are Serbians.  
They speak Serbian.*

*The people of Germany are Germans. They speak German.*

*The people of Portugal are Portuguese.  
They speak Portuguese.*



Страна	Язык	Отдельный представитель	Народ
<b>Denmark</b> Дания	Danish	a Dane	the Danes
<b>England</b> Англия	English	an Englishman / woman	the English
<b>France</b> Франция	French	a Frenchman / woman	the French
<b>Finland</b> Финляндия	Finnish	a Finn	the Finns
<b>Germany</b> Германия	German	a German	the Germans
<b>Holland</b> Голландия	Dutch [dʌtʃ]	a Hollander	the Hollanders
<b>Italy</b> Италия	Italian	an Italian	the Italians
<b>Norway</b> Норвегия	Norwegian [no:ˈwi:dzjən]	a Norwegian	the Norwegians
<b>Poland</b> Польша	Polish	a Pole	the Poles
<b>Portugal</b> Португалия	Portuguese [po:tjuˈgi:z]	a Portuguese	the Portuguese
<b>Russia</b> Россия	Russian	a Russian	the Russians
<b>Scotland</b> Шотландия	Scottish	a Scot	the Scots
<b>Sweden</b> Швеция	Swedish	a Swede [swi:d]	the Swedes
<b>Switzerland</b> Швейцария	Swiss	a Swiss	the Swiss

## The map of Asia and the Asian countries Карта Азии и Азиатских стран

Страна	Язык	Отдельный представитель	Народ
<b>Turkey</b> Турция	Turkish	a Turk	the Turks
<b>Saudi Arabia</b> Саудовская Аравия	Arabic	an Arab	the Arabs
<b>India /Hindu/</b> Индия	'Indian	an Indian	the Indians
<b>China</b> Китай	Chinese [tʃai'ni:z]	a Chinese	the Chinese
<b>Japan</b> Япония	Japa'nese	a Japanese	the Japanese
<b>Viet Nam</b> / Vietnam / Вьетнам	Vietna'mese	a Vietnamese	the Vietnamese
<b>Java</b> ['dʒa:və] Ява	Java'nese	a Javanese	the Javanese



# The map of America and the American countries

## Карта Америки и Американских стран

Страна	Язык	Отдельный представитель	Народ
<b>North America</b> Северная Америка			
<b>Canada</b> Канада	Canadian	a Canadian	the Canadians
<b>the USA</b> США	American English	an American	the Americans
<b>Central America</b> Центральная Америка			
<b>Mexico</b> Мексика	Mexican	a Mexican	the Mexicans
<b>South America</b> Южная Америка			
<b>Brazil</b> Бразилия	Brazilian	a Brazilian	the Brazilians
<b>Columbia</b> [kə'lʌmbiə]	Columbian	a Columbian	the Columbians





# The map of Africa and the African countries

## Карта Африки и Африканских стран

Страна	Язык	Отдельный представитель	Народ
<b>Congo</b> Конго	Congolese [kɒŋgə'li:z]	a Congolese	the Congolese
<b>Egypt</b> ['i:ɢɪpt] Египет	Egyptian [i'ɢɪptʃiən]	an Egyptian	the Egyptians



Name the countries where these cities are capitals:

Назовите страны, в которых столицами являются эти города:

*Peking* ['pi:kɪŋ] — Пекин

*London* ['lʌndən] — Лондон

*Edinburgh* ['edɪnbərə] — Эдинбург

*Madrid* ['mædrɪd] — Мадрид

*Moscow* ['moskou] — Москва

*Stockholm* ['stokhoum] — Стокгольм

*Mexico City* ['meksikəu] — Мехико

*Canberra* ['kænbərə] — Канберра

*Berlin* [bə:lin] — Берлин

*Prague* [pra:g] — Прага

*Delhi* ['deli] — Дели

*Oslo* ['ozlou] — Осло

*Budapest* ['bjʊ:də'pest] — Будапешт

*Paris* ['pæris] — Париж

*Tokyo* ['toukjou] — Токио

*Rome* [roum] — Рим

*Hanoi* [hæ'noi] — Ханой

*Ankara* ['æŋkərə] — Анкара

*Belgrade* [bəl'greɪd] — Белград

*Istanbul* [ɪstæn'bu:l] — Стамбул

# Приложение А

## Тексты для аудирования

### Text 1

#### Modern examinations

Most teachers and students would probably agree that examinations — spoken or written — are unsatisfactory. Students dislike taking them, teachers dislike giving them and scoring students' answers. During examinations teachers and students are expected to act like machines, there is nothing very human about the examination process.

In spoken examinations success or failure greatly depends upon the examiner's feelings at the time of examination. If he is feeling tired or bored, the students may receive a lower mark than he should. Very often attendance is taken into account, too.

From this standpoint written examinations give the students a fairer chance.

Two types of tests are commonly used nowadays. The first type is sometimes called an "objective" test (or multiple choice questions). To make it up the teacher writes a series of questions, each of which has only the correct answer. Alongside with each question the teacher writes the correct answer and also three statements that look like answers to the students who have not studied the material properly. The students must recognize the correct answer and circle it (or copy the letter / number on his examination paper).

For testing some kind of learning, however, such a test is not satisfactory: a lucky student may guess the correct answer without really knowing the material.

To get a clear picture of what the students knows, most teachers use “essay” tests, which require students to write long answers to broad general questions.

One advantage of the essay test is that it reduces the element of luck. Another advantage is that shows the examiner more about the student’s ability to put facts together into a meaningful whole. Sometimes, though, essay tests have disadvantages. Some students are able to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

As you see, written examinations also have their pros and cons.

## **Text 2**

Michael is a University student and he has his first session. He has failed the exam in Geometry and his mother demands an explanation from him.

**Mother:** Well, Michael, what have you got to say for yourself?

**Michael:** I don’t think it’s as bad as all that. After all, I did quite well in some subjects — one or two. You can’t expect to be good at everything.

**Mother:** I am not going to argue with you, Michael. You know very well that you didn’t attend your studies in earnest. What’s your father going to say? Hm?

**Michael:** I tried my hardest. I really did.

**Mother:** Hm. If you paid more attention to your academic work as you do with football there would be no problems.

**Michael:** But Mum, everybody should have a hobby. Surely you don’t begrudge me my one small hobby, do you?

**Mother:** Obsession, more like. (Pause.) Look, Michael, I’m not nagging, but you’d better not be sitting around watching

TV or reading your football magazines when your father comes in. And you'd better start thinking up an explanation for your failure right now.

**Michael:** I still think you're being a bit hard on me. I bet you sometimes failed too when you were in college.

**Mother:** Come on, Michael. Stop making excuses. I suggest you be on your best behavior tonight, and just hope that your father is in a good mood.

**Michael:** Oh, I'm sure he will be in a good mood. His favorite football team is on television tonight. I daresay I shall watch the match with him.

**Mother:** (laughing) Michael, you are incorrigible!

### Text 3

#### The uniform in high school

##### *It's a passage from a letter of an unknown student*

I attend a high school, which requires that a certain uniform should be worn. The outfit consists of a navy blue and white herringbone skirt, a white shirt with a collar, either a navy or white sweater or school sweatshirt, navy or white socks to match and shoes. The point of the uniform is to have everyone look the same, thus eliminating competition and the expense of buying popular brands of clothes. That's all well and good, but let's face it, uniforms are boring! After all, who wants to look like a clone of everyone else? We're all females!

One common approach students take to the problem is simply to wear unauthorized articles of clothing and hope that no one notices. Popular illegal garments include collegiate sweatshirts, turtlenecks, jeans jackets, colored sweaters and long johns (a real favorite in the winter). The challenge, of course, is to escape detection. Others spend their time avoiding teachers, hiding in

groups, slumping in their desk, and skulking — whatever it takes to remain inconspicuous. Surprisingly, this approach occasionally works, mainly because of the dilemma faced by teachers: how can you check five thousand items of clothing worn in your classroom each day and still have time to teach a class?

Unfortunately, there's a price to be paid for ignoring the rules. For one thing, students may find that their teachers tend to nag and lecture them. Worse yet, the offender runs the risk of having her clothes confiscated. Worst of all, breaking the rules can backfire, resulting in an even stricter dress code. For instance, a couple of years ago we were permitted to wear any plain white or navy sweatshirt, but students started pushing too far by wearing other colors. The penalty was that for a long time have been smart enough to foresee this possibility, but it's probably in our nature to "push things to the limit".

A second approach to the uniform blues is the "proper" one — using authorized methods in a creative way. Most students choose this approach, either because they prefer it or because it's just easier. Individual hairstyles, make-up, shoes, jewellery, and school bags are just some of the areas we are allowed to be creative with. Sticking to the rules can be very beneficial at times, especially in obtaining extra privileges. For instance, we are now allowed to wear other sweatshirts on Fridays. Another good point about dressing "properly" is that it helps get teachers off your back.

You might think from what I've said here that I oppose the uniforms. Actually, I like them for their simplicity. As for the boredom, hey, look on the bright side — if we didn't have the uniforms to overcome, we might lose our "creative edge". They also save a lot of time and money. In a strange way, we'd also probably end up looking like students everywhere else! How's that for a contradiction?

## Eating Out

London offers something for everyone, rich or poor. For the one who also wants a little style, London offers a big choice, in London's top restaurants one pays not just for the food, but also for the bands, the show and the name. They are famous for superb French and English cuisine and must be treated with respect—no open-necked shirts or trouser-suits here. You must also be rich enough not to worry about the bill.

For the working Londoner many cheap cafes offer the same monotonous menus of “meat and two veg”, “fish and chips”, “beans on toast”. In the busy main streets American-style fried chicken and hamburger bars are highly popular.

In the City there are many lunch places. A fixed menu of three courses there may cost less than that at one of the greater establishments. Extremely popular with the office personnel, who may have “luncheon vouchers” from their employer, they provide the main meal of the day to many regulars. The food can be unexcitingly English: steak-and-kidney pie, spotted dick, roly-poly pudding and custard. But at least the service is quick, and the bill is modest.

There are now hundreds of fast food restaurants in Great Britain. They all serve the same food. Everywhere people eat the same hamburger (cheeseburger, fish burger), chips (fries), apple pie. And they drink the same drinks: coffee, cola, orange drink or thick milk shakes.

There are several foreign food centres in the West End that sell dishes peculiar to their countries. The Norwegian Centre serves a particularly good lunch of smoked fish. The Ceylon Tea Centre also has an excellent restaurant, specializing in serving many different varieties of Ceylon teas.

The food shops cover most national specialties, and offer some very unusual foods as well. The selection of English and French cheeses is enormous, the variety of game, fish and poultry is endless, and in the fruit and vegetable department you can buy exotic fruits, or strawberries out of season. Some specialize in tinned and bottled foods from all over the world, and also have a mouth-watering selection of sweets and chocolates.

The English pub is a unique institution — it is a home from home. A long tradition stands behind the British pub (“pub” is short for “public house”). In earlier times Britons met in pubs to talk politics, strike a bargain or prepare for wars. Now, the pub serves many useful purposes. First, it is neutral ground, a place where you can entertain a friend. Also it is a place that is easy to leave, without all the formalities of a home visit. Secondly, the pub is classless; people of different social levels visit it. Surprisingly, many pubs in the middle of London have delightful gardens, attractive courtyards or tables outside where one can enjoy some fresh air. The pub may be decorated with old clocks, copper and frosted decorated windows and have pleasant furnishings. Every pub has a name and a sign outside the door with the name on it.

The pub garden is one of the ways that the Englishman can happily use when taking children to a pub at lunchtime, and while they tuck in to a plate of shepherd’s pie or bangers and mash, the father can sip that much needed pint of beer.



## Text 5

### Going on a trip

Some may be fond of traveling. For me to travel is to go through a gradual state of nerve wrecking.

Once my wife and I decided to take a holiday trip. So I went to an agency to book a cabin on a ship. While I was away my wife was supposed to be packing. To my astonishment it was only half done when I returned as my wife was in doubt whether to take a trunk or just a few suitcases to carry our things in.

It was no use urging her to hurry or to be ready at a certain time because she was not the person to be hurried or ordered about. An attempt to speed her up was a way to make her excited and bad-tempered.

With only an hour to spare, the packing to do and the city to cross, I could not but be impatient, so I simply began to throw the things into the suitcases without folding them. The suitcase nearly burst, but I was willing to burst a dozen suitcases to catch the train. I knew my wife would have to iron everything again. But I thought it would teach her not to put things off to the last moment. Within 20 minutes or so we were ready to go.

I immediately found a taxi which seemed almost too good to be true and requested the driver to hurry and get us to the station in time. How the taxi-driver managed to get us to the station alive is difficult to understand because he drove at breakneck speed through the heavy traffic of the city. We got to the station, though strange not to be late, quite safely to find the train still there and with a few minutes to spare. Some acquaintances were waiting on the platform to see us off, but we hardly had time to say "hullo" to them. We were almost the last passengers to arrive. This was no time for me to be genteel. Up went the mountain of luggage; down sank my wife in a corner, and away went the train.

In the compartment we were not the only ones to want to put our luggage on the racks. Our fellow passengers wanted to put theirs as well, only to find there had been no room left to speak of. It was enough to make anyone angry. When they tried to dump their suitcases in the corridor, the conductor would not have them do it. They tried to convince him that it was nothing to make a fuss about but he-replied that corridors were to walk through, not to store luggage in. In the end the conductor calmed down. But the people were just bursting to tell us a thing or two.

When we had to change stations to go aboard the ship, my wife wanted me to carry all the luggage. She didn't want to waste money on porters when she had a strong, muscular husband to do it for her. But I had no desire to take the risk of breaking my back and so I went on strike. In the end my wife gave in.

It took the porter three trips to transfer it all and when he had finished he had no breath left to speak of. And the beauty of it was that my wife had us drag all that luggage only to leave half of it unopened when we did get there.

## Text 6

### Talking about English meals

Housewarmings are becoming more and more frequent nowadays. In most of new flats people are moving into, you find all modern conveniences, such as gas, electricity, running water, and central heating. But it is the kitchen that wins the hearts of housewives! The kitchen is planned in such a way as to make good housekeeping easy. There's a gas or electric cooker with an oven for baking. The snow-white sink has taps for cold and hot water. There are fitted units and a pantry. Such kitchens are easily kept spick and span.

In the kitchen we cook our food. Sometimes we have our meals in the kitchen.

Here's something about English meals, and food, and cooking.

The usual meals are breakfast, lunch, tea and dinner, or in simpler homes, breakfast, dinner, tea and supper.

The usual English breakfast is porridge (made of oats and water) or cornflakes with milk or cream and sugar, bacon and eggs, marmalade (made from oranges) with buttered toast and tea or coffee.

Lunch is about one o'clock. We have cold meat (left over probably from yesterday's dinner), potatoes, salad and pickles, with a pudding or fruit to follow. Sometimes we have a chop, or a steak and chips, followed by biscuits and cheese.

Afternoon tea you can hardly call a meal but it is a sociable sort of thing, as friends often call in then for a chat while they have their cup of tea, cake or biscuit.

In some houses dinner is the biggest meal of the day. But in a great many English homes, the midday meal is the chief one of the day, and in the evening we have a much simpler supper — an

omelet, or sausages, sometimes bacon and eggs and sometimes just bread and cheese, a cup of coffee or cocoa and fruit.

We have «high tea» between 5 and 6 o'clock, and we have ham or tongue and tomatoes and salad, or tinned fish, or sausages with good strong tea, plenty of bread and butter, the stewed fruit, or a tin of pears, apricots or pine-apples with cream and pastries or a good cake.

Purchasing. I think it will be useful to know where we buy food. At the grocer's you buy bacon, tea, cereals etc., while at the butcher's one buys meat. At the greengrocer's (which is also fruiterer) we are supplied with fruit and vegetables. At the dairy we get milk, cream and eggs. At the fishmonger's you will find all sorts of fish. Bread and cake are bought at the baker's (he is the confectioner as well).

Cooking. We cook our food in different ways. We can boil our food (meat, fish, eggs, vegetables, milk, etc.). For this purpose pans are used.

Meat and other food may also be either roasted or fried. When frying food we use a frying pan. There are special pans called stewing pans and saucepans.

Water for tea is boiled in a kettle. We put tea into a teapot and pour boiling water into it and let it brew. Coffee is made in a coffeepot. We have our coffee white or black. The sugar we take with our tea or coffee is kept in a sugar bowl while butter is kept in a butter dish.

A good cook will only use good quality fresh food.

## A Cup of Tea

**Mrs. Smith:** How nice of you, Mrs. Brown, to drop in. I'm so glad to see you. Jane and I are just having a cup of tea. Do join us.

**Mrs. Brown:** Thank you ever so much. I've been doing some shopping, as you can see, and I am a bit thirsty. I'd enjoy a cup with you.

**Mrs. Smith:** Jane, lay the table for Mrs. Brown and bring some fresh buns and rolls from the pantry. I haven't any cake to offer you today, Mrs. Brown, but I can treat you to a wide choice of jams I've made this year. I'm especially fond of strawberry and black currant, while Jane prefers cherry. We always have several jars of raspberry jam in the house in case of colds. It's a good remedy, you know. Strong tea or weak, Mrs. Brown?

**Mrs. Brown:** Weak tea, please. What tasty buns you have here! Are they from the baker's?

**Mrs. Smith:** Jane did the baking today. She rather likes cooking.

**Mrs. Brown:** Would you mind telling me how to make such buns?

**Mrs. Smith:** Most willingly. All you need is a few cups of flour, some shortening (fat), a little yeast, four egg-yolks, a glass of milk and sugar. You knead the dough stiff, and then cut it up into tiny buns. When the dough has risen, you bake the buns in a hot oven for 20–25 minutes. It's a rather quick work and not much troublesome. Served with tea, they are delicious. Help yourself to some more, Mrs. Brown.

**Mrs. Brown:** They're simply wonderful with strawberry jam. I must have another.

**Mrs. Smith:** Won't you have another cup of tea?

**Mrs. Brown:** I've had quite enough, thank you.

## Traveling by Train in Britain

One of the first things a foreigner notices about British railways is the platforms. They are higher than in most parts of the world. The platform is almost on a level with the floor of the carriages. You do not, therefore, have to climb up into a railway carriage in Britain. This makes it a little easier to get in and out of the carriage with your luggage. The trains that go to and from London are very crowded at the times when people are traveling to work each day. There are cheap tickets after a certain time of the day, usually about 9.30 when everyone has gone to work. These are called cheap day return tickets. It is often nearly 50 % (fifty per cent) cheaper to travel to London after 9.30 than before this time.

On many fast trains to London there is a dining-car in which you can buy lunch, dinner or coffee. On others there is a buffet at which it is possible to buy snacks and drinks. Sometimes a waiter from the dining-car brings round cups of coffee to the passengers.

There are only two classes in Britain — first and second. A first-class ticket costs 50 % more than a second-class ticket. On long journeys there is a ticket inspector, who visits every passenger to see if he has the right ticket and is not traveling in the wrong class.

In England train passengers seldom converse with their fellow-travelers even on a long journey — this is more a national custom than a matter of etiquette.

When the passenger reaches the end of his journey and leaves the train, he has to give his ticket to the ticket collector at the exit before he can leave the station. If he has luggage and wants someone to carry it for him to a waiting car or taxi, he must ask a porter. The porter does not make a charge for this service, but he expects a tip.

## Text 9

### British Transport

Today it is very easy to travel from one place to another. But for thousands of years people had to walk or travel in horse-drawn vehicles.

In 1829 an Irishman called Shillibeer started the first bus-service in London. His bus was very different to the buses you can see in London today! It was drawn by three horses and looked very much like a large carriage.

The first double-decker bus was built in 1851, but the upper deck did not have a roof until about 1930. The passengers were given raincoats to put on if it started to rain!

In 1885 the first buses driven by a petrol-engine instead of a horse appeared in London. It was built in 1919 and its speed was 12 miles per hour!

The first trains, like the first buses, were drawn by horses but they were not passenger-trains! They were used in mines and factories to carry materials from one place to another. The first steam train, too, was used in iron-works in South Wales. It was built by a man called Richard Trevithick in 1804.

The first passenger railway in England — and in the world — was the Liverpool and Manchester Railway. In 1829 this company offered a prize of £500 for the best steam train. The prize was won by George Stephenson, with his famous train, the Rocket. It could travel at 29 miles per hour, which was very fast at that time!

Lots of people were afraid of the railways when they first began, and tried to stop them being built. People were afraid of accidents; farmers would not let the rails be laid on their land because they said that the trains would make their animals ill. But the rails were laid and, in 1842, people had to accept them. Why? Because Queen Victoria, herself, traveled in a train from Slough to Paddington!

Do you know the world record speed for a steam train? The record-breaking train, Mallard, is now in the museum at Clapham. This train was built in 1938 and, in July of that year, it traveled at 126 miles per hour!

## Text 10

### A student in Economics

That afternoon Charlie Wingate had to go to see the Dean. Eddie stuck his face in at Charlie's door just as the alarm-clock was giving one last feeble tap. He came into the chilly room. The only sound was the long regular Charlie's breathing. Eddie went over to the study table where a large water jug stood, took it and splashed a whole cupful on Charlie's head. Charlie sat up quickly staring dully. All at once he flopped back down on the bed, sound asleep again. "Hey!" Eddie cried. "Come out of that! Wake up! You can't sleep any more if you got to see the Dean at two-thirty." "I worked all night. I had classes till noon today. Two hours sleep was all I got today. And a little more yesterday or the day before."

Charlie Wingate went up the steps of the administration building, hurried through the long hall to the Dean's Office. The Dean got up as he entered.

"Ah, this is Charlie Wingate, isn't it? Well, I suppose you are anxious to know why I sent for you. The unpleasant truth is, Wingate, you don't seem to be doing so well in your college work. Your fresh-man adviser spoke with you twice about this, and this week he turned your case over to me. My purpose, of course, is to help you. Now, to be quite frank, you are on the verge of flunking out. Less than a third of the semester remains, and you are very poor at English, Psychology and Military Training. But on the other hand you are an excellent student in Spanish. How will you explain this?"



"To tell you the truth, sir, I got behind with my written work in English, and I've never been able to catch up. And I don't really have to study Spanish. My father is a railway section foreman and he's always had a gang of Mexicans ever since I was a kid."

"That's fine, Wingate. But it appears to me that it's high time you were getting busy on some other subjects. You did unusually well in your entrance exams. Graduated from high school with honors. What's the trouble, Wingate? Tell me!"

"I don't know, sir, except I work at night."

"How many hours do you work?"

"Ten hours, sir. From nine till seven. I eat and go to eight o'clock class when I get off."

"Very interesting, Wingate. But don't you suppose that it would be advisable to attend a little more closely to your college work?"

"I couldn't work fewer hours and stay in school, sir."

"Can't you arrange for a little financial support from home?"

"No, sir, I'm afraid I couldn't. I have two brothers and two sisters at home younger than I am. It wouldn't be right for me to ask my father to send money out of what he makes."

"Well, there's this about it, Wingate. The university is not here for the purpose of training young people to be waiters in restaurants. And, so far as I can see, that's about all you are deriving from your university career. So it occurs to me that you should make a choice: either find some way to devote more attention to your college work or drop out of school altogether."

"I'd hate to have to go back home like that, sir. Mother's proud of me because I'm working my way through college. I believe I'll try to stick it through, sir, maybe I can luck through on my finals."

"I hope you can, Wingate. As long as you feel that way about it, good luck to you."

# Тексты к заданиям А8-А15

## Text 1

### The world of Walt Disney

Try to imagine a world without Walt Disney. A world without his magic, fantasy, and optimism. Walt Disney transformed the entertainment industry into what we know today. He pioneered in the fields of animation and found new ways to teach and educate.

Walt's optimism came from his unique ability to see the entire picture. His views and visions came from the memory of the past and the persistence for this future. Walt loved history. He connected it to his ongoing mission of making life more enjoyable and fun. Walt was our bridge from past to the future. During his 43-year Hollywood career, which spanned the development of the motion picture industry as a modern American art, Walter Elias Disney established himself and his innovations as a genuine part of Americana. Walt Disney could take the dreams of America and make them come *true*. He was a creator, an imaginative and aesthetic person. Even thirty years after his death, we still continue to grasp his ideas and his creations, remembering him for everything he's done for us.

Walt wasn't a typical Hollywood mogul. Instead of socializing with the "who's who" of the Hollywood entertainment industry, he would stay home and have dinner with his family. In fact, socializing was a bit boring to Walt Disney.

Usually he would dominate a conversation, and hold listeners spellbound as he described his latest dreams or ventures. The people that were close to Walt were those who lived with him and his ideas.

Walt Disney's dream of a clean and organized amusement park came *true* as Disneyland Park opened in 1955. As a fabulous \$17-million magic kingdom it soon had increased its investments tenfold, and by the beginning of its second quarter-century, had entertained more than 200 million people, including presidents, kings and queens, and royalty from all over the globe.

## Text 2

### What the British think of Americans

British people have mixed opinions about the Americans, reflecting the close but sometimes troubled relationship between the two nations. When people get to know Americans as individuals they have a lot more respect and affection for them than the popular, rather negative, stereotype based on a casual meeting or on television programmes might suggest.

For many British people the US is associated with power in international politics, Hollywood, money and violence. The British are a little jealous of America's power. But although Americans believe they rule the world, few of them know much about anything outside the US. The British think that money matters more than anything else to Americans, and they do not really approve of this and do not like brash displays of wealth. They also believe that the US is a dangerous place where you cannot walk in the streets or subways without fear of being attacked. Despite this, many want to go there for their holidays. Young people generally have a much more positive attitude and love everything that comes out of America.

Many people see and hear American tourists in Britain and this influences their opinion of Americans in general. The average American man visiting Britain appears to be middle-aged or old, wealthy, and wearing a colorful shirt or check 'pants'. He is fat, because of the unhealthy foods that Americans eat, and friendly,

but can easily become excited and rude. His wife has permed hair and wears little white socks, trainers and 'pants', and has a Burberry in case it rains. She finds everything British 'cute' or 'quaint', especially anything to do with the royal family.

Seriously, however, there are, many more positive aspects of the American character. British people who visit Americans in their own country find them friendly and welcoming to visitors. They have no worries about class, they work hard, they enjoy the best living standards and the most advanced technology in the world, and they have an open attitude to life that is refreshing.

### **Text 3**

## **What Americans think of the British**

The US once belonged to Britain, and many Americans have British ancestors, so when Americans think of Britain, they think of a place that seems very familiar. Americans watch British television programmes, especially period dramas, see James Bond films, and read detective stories by Agatha Christie. As children, they read British books like "Winnie-the-Pooh". On the basis of these experiences, which are common even to people who are not of British origin, most Americans know more about Britain than about any other country. Although only a few Americans travel to Britain, almost all have an opinion of the British.

Many Americans would have difficulty drawing a map of Britain. They think the country consists of London and a village in Scotland where one of their ancestors came from. London itself is covered in fog. The average British man wears a bowler hat and carries an umbrella. He waits in a queue for the bus, eats fish and chips, and drinks a lot of tea.

Americans admire the behavior of the British, although they themselves would never want all their social rules. Americans think of the British as being perfectly polite and proper always

knowing which knife and fork to use. The violence associated with football matches is not widely known about in the US. Britons are also famous for their reserve and their not giving their opinion or showing their feelings in public, which makes them seem formal and distant.

The view of Britain as a country where everybody behaves in a strange but nice way is not realistic, and Americans who have been to Britain have some negative impressions to add to the positive. The British are snobbish and do not seem very friendly. The famous British reserve seems cold to Americans who are more used to an open, enthusiastic way of communicating. British people cause confusion by not saying what they mean. But in spite of these negative things the view of Britain from the US is general, and for many Americans, going to Britain is almost like going home.

#### **Text 4**

### **Student life**

The popular image of student's life is that of young people with few responsibilities enjoying themselves and doing very little work. This is often not true. Many older people now study at a college or a university, sometimes on a part-time basis while having a job and looking after a family. These students are often highly motivated and work very hard.

Younger students are often thought to be lazy and careless about money but this situation is changing. In Britain reduced government support for higher education means that students can no longer rely on having their expenses paid for them. Formerly, students received a grant towards their living expenses. Now most can only get a loan which has to be paid back. In the US students have to pay for tuition and room and board. Many get financial aid package which may include grants, scholarships and loans.

The fear of having large debts places considerable pressure on students and many take part-time jobs during the term and work full-time in the vacations.

Many students in Britain go to a university away from their home town. They usually live in a hall of residence for their first year, and then move into a rented room or share a house with other students. They may go back home during vacations, but after they graduate most leave home. In the US too, many students attend colleges some distance from where their parents live. They may live on campus in one of the dorms. Some students, especially at larger universities, join a fraternity or sorority, a social group usually with its own house near the campus. Many US colleges and universities encourage an atmosphere of political correctness to try to help students get on together.

## **Text 5**

### **Why more students are living at home**

Leaving home to go to university is no longer automatic. A pilot study of 2,000 students by psychologists at Leeds University has found that those staying with their parents are far happier than those living in university halls. Students living in flats are the most dissatisfied, the survey found.

One of the problems facing thousands of students preparing to go to university is the issue of where they will live. Traditionally, taking up a place in halls, lodgings or a shared house has been regarded as one of the rites of passage for students seeking independence.

Staying at home with parents is undoubtedly cheaper and more comfortable, but do students miss out by doing so? Oliver Taylor, 20, who has completed two years at Guildhall University in the City of London, lives with his parents in Surrey. "I looked at Aberystwyth and Oxford Brookes. At first the thought of living

away from home did not bother me, but as time went on I began to see the advantages of being at home,” he says. “Financially it has made an incredible difference. I have to pay £45 to £50 a week travel costs because I have to go during peak times when I can’t use my Young Person’s Rail card. But my parents give me an allowance and I don’t have any of the expenses of living in a flat or a shared house.

Some of my friends have had to take part-time jobs to see them through and they always have gas or electricity bills piling up. I think all students are fairly hard up but some have to think twice about going for a drink. Academically, living at home has been a huge advantage. I have my own space and peace and quiet to work, whereas friends in a shared house say they find it hard to concentrate. I am living free in relative luxury, in a warm house where the fridge is full of food and we never run out of coffee. The disadvantage is obviously in the social life, and I felt that particularly in my first year when everyone was settling in and making friends.”

## **Text 6**

### **Early Roots of April Fool’s Day**

The origin of April Fool’s Day remains clouded in obscurity. Basically no one knows exactly where, when, or why the celebration began. What we do know is that references to ‘All Fool’s Day’ (what April Fool’s Day was first called) began to appear in Europe during the late Middle Ages. All Fool’s Day was a folk celebration and elite participation in it appears to have been minimal (that is why it’s so difficult to trace the exact origin of the day, because the people celebrating it back then weren’t the kind of people who kept records of what they did). But what is clear is that the tradition of a day devoted to foolery had ancient

roots. As we look back in time we find many ancient predecessors of April Fool's Day.

Throughout antiquity numerous festivals included celebrations of foolery and trickery. The Saturnalia, a Roman winter festival observed at the end of December, was the most important of these. It involved dancing, drinking, and general merrymaking. People exchanged gifts, slaves were allowed to pretend that they ruled their masters, and a mock king, the Saturnalia prince (or Lord of Misrule), reigned for the day. By the fourth century AD the Saturnalia had transformed into a January 1 New Year's Day celebration, and many of its traditions were incorporated into the observance of Christmas.

In late March the Romans honored the resurrection of Attis, son of the Great Mother Cybele, with the Hilaria celebration. This involved rejoicing and the donning of disguises.

Northern Europeans observed an ancient festival to honor Lud, a Celtic god of humor. And there were also popular Northern European customs that made sport of the hierarchy of the Druids.

All of these celebrations could have served as precedents for April Fool's Day.

## **Text 7**

### **Mythological Roots of April Fool's Day**

There have been quite a few attempts to provide mythological explanations for the rise of April Fool's Day. For instance, it was once popular to attempt to christianize the celebration by locating its origin somewhere in Biblical traditions. In one such version, the day's origin is attributed to Noah's mistake of sending a dove out from the ark before the flood waters had subsided (thereby sending the dove on a fool's errand). A second story tells that the day commemorates the time when Jesus was sent from Pilate to Herod and back again. The phrase "Sending a man from Pilate



to Herod” (an old term for sending someone on a fool’s errand) was often pointed to as proof of this origin theory.

British folklore linked April Fool’s Day to the town of Gotham, the legendary town of fools located in Nottinghamshire. According to the legend, it was traditional in the 13th century for any road that the King traveled over to become public property. The citizens of Gotham, not wishing to lose their main road, spread a *false* story to stop King John from passing through their town. When the King learned of their deception, he sent a messenger to demand that they explain their actions. But when the messenger arrived in Gotham he found the town was full of lunatics who were engaged in foolish activities such as drowning fish or attempting to cage birds in roofless fences (though, of course, their foolery was all an act). The King fell for the ruse and declared the town too foolish to warrant punishment. And ever since then, April Fool’s Day has supposedly commemorated their trickery.

## Text 8

### Australians ‘were first Americans’

The first people to colonize America were Australians, according to a contentious study of a “lost tribe” that perished in California in the 18th century.

A team of geoarchaeologists has analyzed human remains, including those of the extinct Pericues people, which have led to the new theory on the colonization of the Americas, one that promises to rewrite the history books.

Conventional theory says that settlers walked across the Bering Straits, from Russia to Alaska, at the end of the last ice age 12,000 to 15,000 years ago and that four tribes are responsible for populating the continent. But the new idea says the first Native Americans were seafarers who took an “island hopping” route from Australia and Polynesia, when sea levels were lower, to the

west coast. The theory was set out at the festival by a team from the Natural Environment Research Council led by a Mexican scientist, Silvia Gonzalez.

Members are analyzing the DNA of skulls with markedly different shapes to Native American Indians. They are long and narrow, skin to Australian aborigines and those of the Pericues, rather than the broader, rounder features of Siberia.

The earliest round-faced ancestor is 9,000 years old. Yet the earliest example of the long, narrow skulls, at 13,000 years, is the oldest so far found in the Americas.

The skull came from a 26-year-old woman who died during the last ice age on the edge of a giant prehistoric lake around an area now occupied by the sprawling suburbs of Mexico City. The 8,400-year-old Kennewick Man skeleton found in Oregon in 1996 had a similarly narrow skull.

“These, and other examples, appear more similar to southern Asians, Australians and populations of the South Pacific Rim than to northern Asians,” said Ms Gonzalez, of Liverpool John Moores University. “But Native Americans sometimes get very upset with me.” She believes that colonization of the Americas began up to 30,000 years ago.

## **Text 9**

### **How not to behave badly abroad**

Traveling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be exactly on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. Soon people began to realize that they have a lot to learn about how to behave with their foreign business friends.

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they seldom drink at lunchtime.

The Germans like to talk business before dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people, would be shocked. Showing the soles of your feet is very bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behavior. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is important to establish everyone's status and position.

## **Thames Festival 18 & 19 September**

The festival closes busy streets and transforms the river, parks and open spaces with a rich programme of new creative commissions, a riverside bazaar and night market, family oriented activities, street theatres, music and more.

A Children's Pleasure Garden by the London Eye features performers from Japan's Kanto Festival balancing poles rigged like sails with candle-lit lanterns. Children can make origami birds and watch them fly from a huge sculptural Birdcage. After dark the area is transformed with lanterns and other illuminations including the Bajra Peacock Boat, lit by a quarter of a million flickering lights and the river god Olokun, made with the help of 4,000 school children.

The Golden Jubilee Bridges are decorated with hundreds of banners, each one has an original design by budding visual artists from London secondary schools. A ballroom floor by Oxo Tower Wharf has cabaret to dress up for and music to dance to. There are mass adult and children's choirs who 'Sing for Water', a whole raft of Latin entertainment including Silleteros flower sculptures from Medellin in Colombia and on the floating stage, hauntingly beautiful music by The Jocelyn Pook Ensemble.

There are jaunts on the river, opportunities to get down onto the Thames beach and many stalls and exhibitions to learn more about the river and its environment.

The festival's Night Carnival with its thousands of people, music, dance, lights and costumes is a magical spectacle — the UK's most exciting procession. Then a spectacular mid-river display for the festival's fireworks finale takes place. All events are free. The whole South Bank area has undergone extensive development and is now one of the most exciting areas of London.

# Тексты к заданиям В1

## Вариант 1

**Speaker 1.** Moscow is the capital of Russia. Millions of visitors come to Moscow every year to go sightseeing. Red Square has witnessed many important events in the life of Russian people. It is the heart of Moscow. Though time has changed, but the face of Red Square has remained. Visitors from home and abroad stream here to watch the beauty of the historic buildings and monuments of which the Kremlin comes first.

**Speaker 2.** The Kremlin is the heart of Moscow. It represents centuries of Russian history and one is usually struck by the austere and powerful appearance of its walls and towers. The Kremlin was rebuilt many times. By the end of the 15th century Ivan the III the Grand Prince of all Russia launched reconstruction of the Kremlin on a large scale, having invited a number of master builders from Italy for this purpose.

**Speaker 3.** In the centre of Red Square by the Kremlin wall is the Lenin Mausoleum, erected in 1930 by A. Shchusev. The architect interpreted the traditions of the pyramids in a modern way and gave the monument a laconic architectural form which was popular in the twenties. Behind the Mausoleum there is a necropolis of some outstanding statesmen and political leaders.

**Speaker 4.** Moscow is a wonderful city. Modern and ancient buildings coexist in Moscow. There is St. Basil's Cathedral on the southern side of Red Square. It is a masterpiece of ancient Russian architecture. It was built in 1555–1561 in memory of the victory over Kazan. Nowadays you can see this renewed Cathedral, which name is Vasily Blazheny.

**Speaker 5.** In front of the St. Basil's Cathedral in Moscow you can see the monument. It tells us of the people's victory over the Polish invaders in 1612. The inscription on the monument reads:

“To Citizen Minin and Prince Pozharsky from grateful Russia”. The monument is a work of I. Martos, the famous sculptor.

**Speaker 6.** The main and the tallest tower of the Kremlin is the Spasskaya tower. It has long since become one of the symbols of Moscow. People all over Russia listen to the Kremlin clock on the Spasskaya tower striking midnight and it seems to them that they are listening to the beating of the heart of our capital.

## Вариант 2

**Speaker 1.** London is one of the most famous cities in the world. There are a lot of places of interest. Among them there is a large museum which is called the Victoria and Albert Museum with a magnificent collection of fine and applied arts which also includes a wide-ranging display of ceramics, metalwork and a selection of Constable's masterpieces which are well worth seeing.

**Speaker 2.** If you have free time you may visit another London Museum — the Natural History Museum. There you can see different kinds of plants, various species of animals and diverse minerals. The guide of this museum shows and tells you about every kind of these exhibits. You have a good time there.

**Speaker 3.** In London in South Kensington there is the Hall of Human Biology. It enables visitors to learn about their bodies and the way they work. You have a fine chance to know how these exhibits work, to test yourself. Thousands of visitors from different cities come to this museum every day.

**Speaker 4.** Among various places of interest there is the Science Museum. Exhibits of this museum display the discovery and development of diverse inventions. You can see the exhibit of the steam engine created by James Watt, photography, glass-making exhibits, printing and especially the exhibits of atomic physics. There is a gallery where children can experiment with working models.

**Speaker 5.** The Museum of London in the City presents the biography of London, from the founding of London by Romans to the Greater London of today. There are many different exhibits, pictures, paintings and panoramas. Every thing attracts attention to children and adults. This museum is visited by many people every day.

**Speaker 6.** The British Museum is the biggest Museum in London. It contains a priceless collection of different things such as ancient manuscripts, coins, sculptures, etc. The British Museum is famous for its library, one of the richest in the world. In 1973 the library of the British Museum and four other biggest libraries were joined into one. In its circular reading room Marx, Engels and later Lenin used to work.

### Вариант 3

**Speaker 1.** London is the capital and the oldest city which was founded more than twenty centuries ago. Traditionally London is divided into several parts: the City, the Westminster, the West End and the East End. London has its own history and narrow, old streets and pavements. There are many old two-storeyed buildings and wonderful cathedrals, castles, towers and bridges. Londoners are proud of their history.

**Speaker 2.** The London Underground is the oldest one in the world. The first line was opened in 1870. It was like a tube, that's why it was called the Tube. The old tube runs across the centre. It has got many stations and is very long — about three hundred kilometers. Some of them are closed on Saturdays and Sundays. The price of tickets is not low. It depends on the distance. There are comfortable seats in the carriages at the Underground.

**Speaker 3.** London is full of parks and green places. Hyde Park, originally a royal hunting forest, is the largest park in London. You can walk along its shady avenues, sit on the grass, admire its beautiful flower-beds or watch swans and ducks float-

ing on the ponds, it is a very calm and nice picture. Kensington Gardens is another royal park. There is a nice statue of Peter Pan. In the north of London is Regent's Park with a Zoo and an open-air theater.

**Speaker 4.** The most wonderful and ancient building in London is the Tower of London. It was founded by Julius Caesar and rebuilt by William the Conqueror in 1066. It was used as a fortress, a royal residence and a prison. Now it is a museum of amour and also the place where the Crown Jewels are kept. In present days, just as many centuries ago, the Ceremony of the Keys takes place at its gates.

**Speaker 5.** The heart of London is the City. It is commercial and business centre. There are a lot of banks and business offices in this district. The City of London is the centre of commerce, sometimes called the square mile, is the centre for money matters. Here the Bank of England is in Threadneedle Street. Fleet Street near St. Paul's Cathedral used to be a busy street of London, provincial and foreign newspaper offices such as The Daily Express, The Daily Telegraph.

**Speaker 6.** London is the capital of Great Britain and the oldest city, it is also the sea port. The river Thames runs across the city. The river Thames is like a highway. The boats go up and down every minute. There are seventeen bridges across the river. It is very interesting for tourists to take a trip along the Thames in a boat as it gives a striking panorama of London.

## Вариант 4

**Speaker 1.** The Moscow underground is one of the oldest and the best in the world. It connects the centre of the city with almost all districts and suburbs of Moscow. The underground is the fastest and most convenient means of transport. Its stations are cozy and beautiful. There are more than 190 of them. Every



year many new stations are open. More than one million people are carried in metro every day.

**Speaker 2.** Moscow is a city well-known all over the world. Many foreigners come to our country to visit the capital and to see its places of interest and attractions. Moscow is famous for its oldest and unusual history, also its beautiful streets, squares and parks, wonderful monuments and museums, cathedrals and churches, theaters and sports grounds. This city is worth seeing.

**Speaker 3.** There are many plants and factories in Moscow. One of the best well-known plants produces lorries, and the other one produces cars. Moscow city transport carries some million people every day; they are buses, trolley-buses, trams, metro and others. There are nine railway stations and some airports around the city. Millions of people come and leave our capital every day.

**Speaker 4.** Moscow is the railway, highway and airway cross-roads. The city of Moscow stands on the Moskva River. It is the port of five seas. There is a beautiful passenger port. The ships from different cities and countries call at this port every year. If you have a chance to travel you may travel by modern passenger liners. It will be a very wonderful voyage.

**Speaker 5.** Moscow is the industrial, cultural and educational centre. Among a lot of different kinds of the institutes and universities, there is a new building of the University on the Vorobyevy Hills. Many famous and outstanding persons graduated from this university. It is a very beautiful and old building; the first students entered this university more than fifty years ago.

**Speaker 6.** The cultural life of the capital is very rich. Muscovites are proud of their museums: The Tretyakov Gallery, the Museum of Fine Arts named after A.S. Pushkin, the Kuskovo Museum and others. The most famous among them is the Tretyakov Gallery where the visitors can see a lot of remarkable paintings by Russian artists, such as A. Ivanov, V. Perov, I. Kramskoy, I. Repin.

## Вариант 5

**Speaker 1.** It is the largest country in the world. Its total territory is about 17 million square kilometers. This country stretches across both Europe and Asia. From West to East it spans almost ten thousand kilometers and has eleven time zones. Russia borders on many countries including Latvia, Estonia, Poland, Ukraine, Mongolia and others.

**Speaker 2.** British Isles consist of some countries such as Wales, Scotland, England and Northern Ireland. Wales had become part of English administrative system by the 16th century. Scotland was not completely united with England until 1707. The United Kingdom is a name which was introduced in 1801 when Great Britain became united with Ireland.

**Speaker 3.** People consider that America was discovered by Christopher Columbus in 1492. We use the word «America» when we mean the United States. The United States is a part of North America. Today the country is divided into fifty states, each of which has its own capital. Washington D.C. (District of Columbia) is the capital of the whole country, but it doesn't belong to any state. It was named in honour of the first President, George Washington.

**Speaker 4.** It is a country and a continent, located in the south-west of the Pacific Ocean. It is The Commonwealth of Australia, a self-governing federal state. It is the latest continent discovered by James Cook in 1770. The Dutch were the first Europeans to visit Australia. This country consists of six states: New South Wales, Victoria, Queensland, South Australia, Western Australia, Tasmania and two internal territories.

**Speaker 5.** New Zealand is an independent and self-governing state. It is situated to the south — east of Australia. The climate of this country is moist. There are many mountains in New Zealand, the highest is Mount Cook. The longest river is the Waikato. There are many native animals in the country among them is kiwi. Kiwis cannot fly. These birds do not go out in the daytime; they come out

only at night to find food. Now the government does not permit the hunting of kiwis. Kiwi is a symbol of this country.

**Speaker 6.** Canada is a federation of ten provinces and two northern territories. It has a democratic parliament. Ottawa is a capital, the place where the country parliament seats. Parliament consists of the House of Commons, whose members are elected and the Senate, whose members are appointed. The leader of the party that wins the largest number of seats in a newly elected House of Commons is asked to form the government.

## Вариант 6

**Speaker 1.** In Britain schooling is compulsory for children from 5 to 16 years of age. Any child may attend a school without paying fees. Over 90 % of children of compulsory school age go to state schools. Full-time education is compulsory up to the middle teenage years. There are three stages in education. The first stage is primary education; the second is secondary education; the third is further education at a university or a college.

**Speaker 2.** Before going to a primary school children receive nursery education. Some children attend pre-school play-groups. It's the first age of education. Around half of 3–4 years children old in Britain receive nursery education. Children of nursery age need care as well as education. Social, emotional and physical needs must be taken into consideration.

**Speaker 3.** Compulsory primary education begins at the age of 5. Children start their education in an infant school and move to a junior school at 7 years old. Primary schools vary in size and location. Pupils study different subjects such as English, Maths, Science, History, Geography, Music, Art, Physical education. Over 80 % of all primary schools are mixed.

**Speaker 4.** Education in Britain is compulsory. At the age of 15–16 years old school children take public exams. They are not usually set up by the government rather by the independent

examining boards. Each school or Local Education Authority decides which exams their pupils are to take. Usually a wide range of subjects is offered for school children.

**Speaker 5.** Before leaving school at the age of 16 pupils take public exams. Many pupils want to continue their education, but only 1/3 of all leave school at the age of 16 have to look for a job. Some of them find job immediately and many take part in training schemes, which means job combined with part-time college courses.

### **Вариант 7**

**Speaker 1.** Almost all people like to travel. When you have got free time or holidays you can travel by car, by bus, by train, by plain and by sea. People like to travel by sea, but it is the most expensive pleasure and of course it takes a lot of time. But you have some privileges; you have your own comfortable cabin. You can spend a lot of time on the deck, watching the seagulls, the ships passing not far from your ship.

**Speaker 2.** There are many people who like to travel by air. It is more comfortable, more convenient and of course far quicker than any other way. You can't see the dust and dirt of a railway or car journey, no trouble of changing from train or steamer and then to another train. Besides, flying is a thrilling thing.

**Speaker 3.** People in different countries think differently about ways of traveling. Many of them prefer to travel by train. You have speed, comfort and pleasure, while you are at the train carriage. From the comfortable seat of your carriage you have a fine view of the whole countryside. If you are hungry or thirsty you can have a meal in the dining-car, if you want to sleep you may have a wonderful bed in a sleeper.

**Speaker 4.** Traveling by bus is the best way to see the city and very interesting places. From the top of the bus you may see everything. Special tourist buses go on two-hour circular tours.

You may go to other cities and countries by bus. Bus tours have many advantages such as comfortable seats, you can see many places in a short time, especially landscapes.

**Speaker 5.** Many people who have cars like to travel by car. You may go everywhere, to that place you like best of all. It takes not much time to go to any place. You can stop when and where you like, you need not buy tickets or carry heavy suitcases. You need only free time to travel by car.

## Вариант 8

**Speaker 1.** If you are hungry and you want to have dinner, you may go to the restaurant. At the restaurant you choose the place at the table, for example, near the window. You ask the menu and look through it. After that you ask the waiter to bring a starter and of course, the main course. If you prefer to eat meat, you may order a steak in wine sauce with some mashed potatoes and for dessert you may order ice-cream with nuts and fruits.

**Speaker 2.** All people work, they have only one-hour break, that's why they often go to the café or pub or canteen to have a bite. At lunchtime you can get sandwiches or a ploughman's lunch (bread and cheese). In Britain a pub is a place with a friendly atmosphere where people can meet their friends and talk over a drink, and often over a meal.

**Speaker 3.** If you want to have a snake or have a cup of tea the best time to do it — is lunch time. As far as you know Britons like to drink tea. They drink a quarter of all the tea grown in the world each year. Many of them drink it on at least eight different occasions during the day. They drink it between meals and at meals. They drink it watching television, reading newspapers or journals.

**Speaker 4.** Lunch is usually eaten at one o'clock. It is based on plain, simply-cooked food. It starts with soup or fruit juice. The more important course consists of meat, poultry or fish ac-

accompanied by plenty of vegetables. For dessert people prefer puddings or apple-pies. Finally a cup of coffee, black or white.

**Speaker 5.** Dinner is the most substantial meal of the day. The usual time is about seven o'clock and all the members of the family sit down together. They begin with a plate of soup, and then comes the second course: meat or fish, sometimes the traditional roast beef of old England. Then the dessert is served: some kind of sweet or pies.

### Вариант 9

**Speaker 1.** Sheremetyevo — 2 is an international airport in Moscow. If you are traveling abroad the first time you have to be very careful there. This airport is quite big and firstly you need to buy a ticket beforehand or there, to come there beforehand to check your flight time and flight number on the Departures board. Then you go to the Customs and fill in your declaration.

**Speaker 2.** Aeroflot is the cheapest and the most reliable Russian company. The best and coziest planes work at this company. If you are at the airport you need to check your flight details. At the desk you do a lot of things to check your luggage. It is very important that your luggage is not heavier than 20 kilos. If it is more than that you will have to pay for every extra kilo. After that you need to check your ticket and your passport.

**Speaker 3.** Moscow is a transport centre in Russia. There are many airports in Moscow. Some of them are local and only two are international. If you want to go abroad, for example, to London, you need to have a valid visa for the country of your destination. There are two biggest airports near London. Heathrow and Gatwick are the largest airports in England.

**Speaker 4.** If you have holidays and learn English, you have a nice chance to go to London. From the airport Sheremetyevo -2 your airplane will land either in Heathrow or in Gatwick. It will take you 3 hours and a half to get to England. First of all

you will need to fill in your embarkment card. In this card you will fill in your name, address, nationality, purpose of your visit and your address in the United Kingdom.

**Speaker 5.** Now you are in Heathrow. From this airport you can get to the city centre by the underground. London is worth seeing. There are many places of interest there. Among them there is The Tower of London, St. Paul's Cathedral, Westminster Abbey, the famous bell Big Ben, Trafalgar Square, the National Gallery, the British Museum, and of course, the finest Hyde Park.

### Вариант 10

**Speaker 1.** Shopping is a favorite occupation for people especially for women. If you want to buy food, you'd better go to the market or supermarket. If you need milk, butter, cream or cheese, you can go to the dairy. If you have hardly any bread in your house, let's go to the baker's. Today if your children want fried beef or chicken then you go to the butcher's. If you have run out of vegetables or fruit, take the bag, don't grumble and go to the greengrocer's.

**Speaker 2.** Women like to go to the Department Store. There are many departments in it. A ready-made clothes department, footwear, millinery, knitted goods, leather goods, textiles hosiery, haberdashery, and cosmetics are different departments in the store. The great Fair store is the best place with the crowds of shoppers. People pause and excite at each article of clothing.

**Speaker 3.** The jewellery department is the place where you can buy different things made of gold, silver and precious stones. There are many wonderful ear-rings, bracelets, pins, chains, rings, brooches, watches and others. This department is served especially for girls and women. The middle-aged men prefer to call in it.

**Speaker 4.** The ready-made clothes is the place where you can buy dresses, coats, skirts, trousers, blouses, shirts and so on. The jackets are the greatest attraction, among them some are with large mother-of-pearl buttons. They are the fashion this fall. Some of them made of velour, others made of wool.

**Speaker 5.** If you need the clothes or things made of leather such as bags, purses, gloves, belts, you have to go to the leather goods. You can visit footwear department, there are many boxes of boots and shoes filled the shelves. Green, black, white and brown shoes and boots made of leather and textile hang about shop doors and windows. You may choose everything you like.



# Приложение В

## Ответы к тестовым заданиям

### Раздел 1. Задания группы А

№ варианта	A1–A7	A8–A14	A15–A21	A22–A28
1	3221121	2132131	2343323	2324314
2	2231211	3221313	3443223	3134432
3	3211322	3211213	4224244	1424312
4	2112322	2131333	3334322	1313241
5	2311122	3212113	3423232	3441212
6	1111123	1322123	2442333	4123131
7	1211122	1232313	3333421	2441233
8	2111112	1232133	3434123	3244112
9	2121221	1331211	4322343	2313421
10	1211123	1233322	1244432	2341314

### Раздел 2. Задания группы В

№ варианта	B1	B2	B3
1	CEAFGD	EADFC	EDFGBC
2	FCGAEB	FDEBCA	GEFCDB
3	CADFEB	ECBDFA	DAGFBE
4	FABDGC	BFAECD	DAGEFB
5	DAGBCF	GCAFDE	CGAFBD
6	CEAFB	EBACGD	DFAEBG
7	DFABE	FCGABD	EAGBCF
8	CBDAF	DGABFC	BFADGC
9	CFDAB	DECBFA	DAGCBF
10	EADFC	CDFAEG	GACEBD

№ варианта	B4-B10		B11-B16	
1	B4	thelargest	B11	education
	B5	contains	B12	racism
	B6	valuable	B13	segregation
	B7	arekilled	B14	peaceful
	B8	weresighted	B15	deeply
	B9	killing	B16	political
	B10	themighttest		
2	B4	dangerous	B11	writer
	B5	changes	B12	later
	B6	are	B13	happiness
	B7	gently	B14	unhappy
	B8	growing	B15	activity
	B9	knocked	B16	popularity
	B10	different		
3	B4	usually	B11	novelist
	B5	the first	B12	historical
	B6	sufferers	B13	sailor
	B7	themostpopular	B14	education
	B8	variety	B15	unforgettable
	B9	are put	B16	unusual
	B10	leaves		
4	B4	competitions	B11	animator
	B5	wereheld	B12	strongly
	B6	painted	B13	fateful
	B7	shows	B14	frequently
	B8	waswon	B15	exhibition
	B9	werevalued	B16	wonderful
	B10	drilled		
5	B4	wasknown	B11	first
	B5	critical	B12	musical
	B6	had	B13	performer
	B7	shallput	B14	him
	B8	finished	B15	impersonation
	B9	stopped	B16	really
	B10	is		

6	B4	decided	B11	beautiful
	B5	teaching	B12	successfully
	B6	thefirst	B13	wider
	B7	are	B14	attractive
	B8	gives	B15	remarkable
	B9	helps	B16	historic
	B10	am		
7	B4	rains	B11	organization
	B5	gets	B12	regularly
	B6	arelit	B13	excitement
	B7	comes	B14	founder
	B8	arefrozen	B15	friendly
	B9	begins	B16	cheerful
	B10	willcome		
8	B4	are	B11	glamorous
	B5	depend	B12	beautiful
	B6	isprepared	B13	really
	B7	haswaited	B14	entertainment
	B8	aresituated	B15	mostly
	B9	comes	B16	importance
	B10	havebeenunpacked		
9	B4	saw	B11	typical
	B5	stopped	B12	different
	B6	lived	B13	spacious
	B7	smiled	B14	visitors
	B8	spoke	B15	traditional
	B9	grew	B16	amazement
	B10	iscalled		
10	B4	are	B11	europeans
	B5	used	B12	possible
	B6	don'teat	B13	unbelievable
	B7	is taken	B14	immigrants
	B8	go	B15	first
	B9	is	B16	eastern
	B10	wasmade		

## Приложение С

## Бланки ответов

[illegible][illegible]

Заче-на- оценок-на ответов на заде-на тип А	A	1	2	3	4	A	1	2	3	4	A	1	2	3	4	Резултат - 6		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Заче-на- оценок-на ответов на заде-на тип А	A	1	2	3	4	A	1	2	3	4	A	1	2	3	4	Резултат - 7		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	A	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Результаты выполнения заданий 1-10 в форме 1	
81	811
82	812
83	813
84	814
85	815
86	816
87	817
88	818
89	819
90	820

ЗВМЗНА ОЛИКОМЪХ ОН ДОТОУНЪХ ДОДАНА ТИПЪХ			
В	-	В	-
В	-	В	-
В	-	В	-

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Открытка на заднем плане: С. плавание в море и разбросанные предметы на берегу.  
На заднем плане: Ильян "Код Фрейда", "Код Дарвина", "Насилие в семье", "В БАНКА РЕДСТАЙЛ" (Слева направо: Ильян "Код Фрейда", "Код Дарвина", "Насилие в семье", "В БАНКА РЕДСТАЙЛ")

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*Без репетитора*

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