

## 10 и 11 классы

### 1 задание

Определите ударный слог в выделенных *курсивом* словах в соответствии с произносительной нормой британского варианта английского языка. Если ударение падает *на первый* слог, внесите цифру *1* в талон ответов, если на *второй* – цифру *2*.

- a) A lot of people took to the streets, *protesting* against the new legislation.
- b) It is a *reprint* of the old manuscript.
- c) The bank refused to *transfer* my money.
- d) Is the *contract* through yet?
- e) She has a terrible stomach *upset*.

[[ 2, 1, 2, 1,1]]

+++++

Определите ударный слог в выделенных *курсивом* словах в соответствии с произносительной нормой британского варианта английского языка. Если ударение падает *на первый* слог, внесите цифру *1* в талон ответов, если на *второй* – цифру *2*.

- a) They *exported* their goods to France.
- b) He got sued for unprofessional *conduct*.
- c) It's on the *record*.
- d) Please *contact* us at any convenient time.
- e) Who is going to *record* the programme?

[[2,1,1,1,2]]

+++++

Определите ударный слог в выделенных *курсивом* словах в соответствии с произносительной нормой британского варианта английского языка. Если ударение падает *на первый* слог, внесите цифру *1* в талон ответов, если на *второй* – цифру *2*.

- a) The book under *review* is McFall's latest novel.
- b) Journalists will be able to *preview* the exhibition tomorrow.
- c) Who can be *contacted* in an emergency?
- d) The *content* of the media course includes scripting and editing.
- e) The walls are painted with *graffiti*.

[[2, 1, 1, 1, 2]]

+++++

Определите ударный слог в следующих парах в соответствии с произносительной нормой британского варианта английского языка. Если ударение падает *на один и тот же* слог в обоих словах, в талоне ответов под соответствующей буквой (a) – e) укажите цифру *1*, если на *разные* – цифру *2*.

- a) *ideal – idealistic* b) *nation – national* c) *public – publicity* d) *theatre – theatrical* e)  
*advertise – advertisement*

[[2,1, 2,2,2]]

+++++

Определите ударный слог в выделенных курсивом словах в соответствии с британской произносительной нормой. Если ударение падает на *первый* слог, в талон ответов внесите цифру 1, если на *второй* – цифру 2.

- a) They *purchased* the entire batch of goods.  
b) Who is going to *conduct* the survey?  
c) He is a natural *rebel*.  
d) These two pieces of machinery are *rejects*.  
e) Please *contrast* these two works of art.

[[1, 2, 1, 1, 2]]

+++++

Определите ударный слог в выделенных курсивом словах в соответствии с британской произносительной нормой. Если ударение падает на *первый* слог, внесите цифру 1 в талон ответов, если на *второй* – цифру 2.

- a) a new *convict* b) fresh dairy *produce* c) to pay smb a *compliment* d) a scandalous *misuse* of funds e) to *import* ideas

[[1,1, 1, 2, 2]]

+++++

Определите ударный слог в следующих парах в соответствии с британской произносительной нормой. Если ударение падает на *один и тот же* слог в обоих словах, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если на *разные* – цифру 2.

- a) *Parent – parental* b) *nation – national* c) *public – publicity* d) *theatre – theatrical*  
b) *a contrast – contrasting*

[[2,1,2,2,2]]

+++++

Определите ударный слог в следующих выделенных курсивом двусложных словах в соответствии с британской произносительной нормой. Если ударение падает на *1-ый* слог, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если на *2-ой* – цифру 2.

- a) Put it in the *cupboard*.  
b) The numbers are going to *decrease*.  
c) What would you like for *dessert*?  
d) Several soldiers were reported to *desert*.  
e) What is the average *estimate* for this?

[[1,2,2,2,1]]

+++++

Определите ударный слог в следующих *выделенных курсивом* словах. Если ударение падает на *1-ый* слог, в талоне ответов под соответствующей буквой (а) – е) укажите цифру *1*, если на *2-ой* – цифру *2*.

- a) Please *contact* us any time.
- b) He *rejected* the idea as odd.
- c) She is my only *contact* here.
- d) Here is an *extract* from my latest essay.
- e) Metal *contracts* as it cools.

[[1,2 1,1, 2]]

+++++

Определите ударный слог в следующих парах в соответствии с британской произносительной нормой. Если ударение падает на *один и тот же* слог в обоих словах, в талоне ответов под соответствующей буквой (а-е) укажите цифру *1*, если на *разные* – цифру *2*.

- a) *real* – *realistic* b) *icon* – *iconic* c) *fashion* – *fashionable* d) *theory* – *theoretical* e) *poetry* - *poetic*

[[2,2,1,2,2]]

+++++

## 2 задание

Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру *1*, если неодинаково – цифру *2*.

- a) *suede*-*Swede* b) *pulpit* — *toolkit* c) *fear* – *beer* d) *pear* – *pair* e) *mouth*-*mousse*

[[2,1,1,1, 2]]

+++++

Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с британской произносительной нормой. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру *1*, если неодинаково – цифру *2*.

- a) *wood* – *flood* b) *fear* – *mere* c) *Putney* – *pudding* d) *glower* – *glow* e) *mouse* – *moose*

[[2,1,1,2 2]]

+++++

Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру *1*, если неодинаково – цифру *2*.

a) *moose – mousse* b) *pudding – puff* c) *brooch – coach* d) *receipt – ceiling* e) *wrought – mouth*  
[[1,2,1,1,2]]

++++  
Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *bowler – howler* b) *peer – rear* c) *wear – wary* d) *uncouth – mouth* e) *near – wear*  
[[2,1,1,2, 2]]

++++  
Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *roller – bowler* b) *aye – eye* c) *tomb – comb* d) *nearly – dreary* e) *straight – fright*  
[[1,1,2,1,2]]

++++  
Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *roller – bowler* b) *uncouth – booth* c) *nay – straight* d) *sieve – thief* e) *mouth – soothe*  
[[1,1,1,2, 2]]

++++  
Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *bowl – howl* b) *coal – shoal* c) *trait – bright* d) *freight – trait* e) *now – dough*  
[[2,1,2,1,2]]

++++  
Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *crow – dough* b) *bush – brush* c) *close – gross* d) *push – slush* e) *mooch- brooch*  
 [[1, 2,1, 2, 2]]

+++++

Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *Moss – gross* b) *crow – how* c) *roach - brooch* d) *promise - coerce* e) *caste - haste*  
 [[2,2,1,2,2]]

+++++

Определите, как произносятся ударные слоги в следующих комбинациях слов в соответствии с произносительной нормой британского варианта английского языка. Если одинаково, в талоне ответов под соответствующей буквой укажите цифру 1, если неодинаково – цифру 2.

a) *commerce - promise* b) *fast – caste* c) *weary – dreary* d) *hairy – wary* e) *bear – weary*  
 [[1, 1, 1, 1, 2]]

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### 3 задание

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                                  |   |
|----------------------------------|---|
| What would you like for dessert? | a) I'd prefer <i>carrot</i> (1) <i>cake</i> (2).                      |
| What's the name of this street?  | b) It's <i>Green</i> (1) <i>Crescent</i> (2).                         |
| What's her job?                  | c) She is a <i>Spanish</i> (1) <i>teacher</i> (2).                    |
| Is there anything you need?      | d) Yes, I'll take two <i>cucumber</i> (1) <i>sandwiches</i> (2).      |
| What's the matter?               | e) I haven't got my <i>Debenhams'</i> (1) <i>voucher</i> (2) with me. |

[[1, 2, 1, 2,1]]

+++++

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                             |   |
|-----------------------------|---|
| Who's that man over there?  | a) He's my <i>brother</i> (1) <i>-in- law</i> (2).  |
| What's the problem?         | b) I've lost my <i>wedding</i> (1) <i>ring</i> (2). |
| What is she suffering from? | c) <i>Athlete's</i> (1) <i>foot</i> (2).            |

|                              |   |
|------------------------------|---|
| What's the matter?           | d) I haven't got my <i>Debenhams'</i> (1) <i>voucher</i> (2) with me. |
| Is Ann a University student? | e) No, she is still at <i>high</i> (1) <i>school</i> (2).             |

[[1, 1, 2, 1, 1]]

+++++

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                               |  |
|-------------------------------|--|
| Where's Mike gone?            | a) He's off on a <i>training</i> (1) <i>run</i> (2).                 |
| What's the matter?            | b) She's suffering from <i>food</i> (1) <i>poisoning</i> (2).        |
| What would you like to drink? | c) I'd like some <i>sparkling</i> (1) <i>water</i> (2).              |
| Is Ann a University student?  | d) No, she is still at <i>high</i> (1) <i>school</i> (2).            |
| Can I help at all?            | e) You could warm up the <i>dinner</i> (1) <i>plates</i> (2) for me. |

[[1, 1, 2, 1, 1]]

+++++

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                                 |   |
|---------------------------------|---|
| Where was it issued?            | a) The local <i>passport</i> (1) <i>office</i> (2).                     |
| What's the matter?              | b) This book has got some <i>dirty</i> (1) <i>marks</i> (2) on it.      |
| What shall I take with me?      | c) You need to bring your <i>running</i> (1) <i>shoes</i> (2) with you. |
| Is she making anything special? | d) My favourite <i>Christmas</i> (1) <i>cake</i> (2).                   |
| Where is he studying?           | e) He's a freshman in <i>Goldsmith's</i> (1) <i>College</i> (2).        |

[[1, 2, 1, 1, 2]]

+++++

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                            |  |
|----------------------------|--|
| What's the problem?        | a) The cheese is past its <i>sell-by</i> (1) <i>date</i> (2).        |
| Where shall we meet?       | b) In <i>Leicester</i> (1) <i>Square</i> (2).                        |
| What are you looking for?  | c) I've lost my <i>gold</i> (1) <i>ring</i> (2).                     |
| Can I help at all?         | d) You could warm up the <i>dinner</i> (1) <i>plates</i> (2) for me. |
| Who's that man over there? | e) He's my <i>brother</i> (1) <i>-in-law</i> (2).                    |

[[1, 2, 2, 1, 1]]

+++++

Прочитайте ответы (a) – e) на вопросы и определите, какое из выделенных *курсивом* слов должно быть произнесено с главным ударением. Внесите в талон ответов номера слов (1) или (2) в порядке их следования под соответствующей буквой (a) – e).

|                                     |   |
|-------------------------------------|---|
| What do you still need?             | a) Some <i>cooking</i> (1) <i>oil</i> (2).                            |
| Where is he studying?               | b) He's a freshman in <i>Goldsmith's</i> (1) <i>College</i> (2).      |
| What are your plans for the summer? | c) I'm going to work during my <i>summer</i> (1) <i>vacation</i> (2). |
| What's his job?                     | d) He's an <i>estate</i> (1) <i>agent</i> (2).                        |
| Who's that woman over there?        | e) She's my <i>sister</i> (1) <i>-in-law</i> (2).                     |

[[1, 2, 2, 1, 1]]

+++++

#### 4 задание

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) a comma 2) a semicolon 3) a colon 4) a dash 5) no punctuation mark

- a) Mary Shelly's works are entertaining\_\_they are full of engaging ideas.  
b) The situation is dangerous \_\_ but there is still one chance of escape.  
c) To begin with\_it will be hard to convince the board.  
d) Violence\_\_the kind you see on television e) \_\_is not honestly violent.

[[2, 1, 1, 4, 4]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) a comma 2) a semicolon 3) a colon 4) a dash 5) no punctuation mark

- a) Man proposes\_God disposes.  
b) Depopulation in the Scottish Highlands\_\_a statistical survey  
c) There's no more to be said\_the matter is closed.  
d) He had climbed every mountain in the French Alps\_ or so he told me once.  
e) Mary Shelly's works are entertaining\_\_for they are full of engaging ideas.

[[1, 3, 2, 4, 1]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Для e) указывается одна общая цифра.

1) a comma 2) a semicolon 3) a colon 4) a dash 5) no punctuation mark

- a) I decided to leave earlier today\_\_ so that I could watch the football finals.  
b) Dickens is my favourite author \_\_Trollope is a close second.

- c) The situation is dangerous \_\_ but there is still one chance of escape.
- d) To begin with\_it will be hard to convince the board.
- e) Violence\_\_the kind you see on television\_\_is not honestly violent.

[[5 2 1 1 4]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *a comma* 2) *a semicolon* 3) *a colon* 4) *a dash* 5) *no punctuation mark*

- a) The situation is dangerous\_\_but there is one chance of escape.
- b) Man proposes\_God disposes.
- c) Depopulation in the Scottish Highlands\_a statistical survey
- d) There's no more to be said\_the matter is closed.
- e) He had climbed every mountain in the French Alps\_ or so he told me once.

[[1, 1, 3, 2, 4]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *a comma* 2) *a semicolon* 3) *a colon* 4) *brackets* 5) *no punctuation mark*

- a) Josh or Nick\_\_I'm not sure which\_\_ will pick you up from the station tomorrow.
- b) The Life of Oscar Wilde\_Tragedy or Farce?
- c) Dickens is my favourite author \_\_Trollope is a close second.
- d) It was the longest\_\_most boring journey I've ever had in my life.
- e) As the train pulled into the station\_\_ heads popped out of every window.

[[4,3,2,1,1]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *a comma* 2) *a semicolon* 3) *a colon* 4) *brackets* 5) *no punctuation mark*

- a) You shouldn't regard it as a setback\_\_see it instead as a pause for reflection.
- b) Here is the fruit you asked me to get\_\_a pound of grapes and four oranges.
- c) Politics is an art\_\_ not a science.
- d) It is nearly past five\_\_and we cannot reach town before dark.
- e) Sandy writes better\_\_ than I.

[[2,3,1,1,5]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *a comma* 2) *a semicolon* 3) *a colon* 4) *quotation marks* 5) *no punctuation mark*

- a) Walking slowly down the road\_\_he saw a woman with two children.



- b) I've heard the arguments\_\_but I am still unconvinced.
- c) I think\_\_Horace admires Jessica more than I.
- d) Here are the vegetables you asked me to get\_\_a pound of potatoes and four tomatoes.
- e) The Life of Oscar Wilde\_Tragedy or Farce?

[[1,1,5,3,3]]

+++++

Выберите знаки препинания в соответствии с правилами пунктуации. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) a comma 2) a semicolon 3) a colon 4) a dash 5) no punctuation mark

- a) I'm sure I've packed everything\_\_suntan lotion, swimwear and a mosquito repellent.
- b) It's all curled into a ball\_\_so you can't see its head.
- c) I still don't know\_\_which is yours.
- d) Harry\_\_have you got a moment?
- e) He said\_\_ "What do you mean by that?"

[[3,5,5,1,1]]

+++++

### 5 задание

Определите, какие слова из предложенного списка (1) – 6) не могут образовывать сложные слова с указанными под буквами (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) HEAD: 1) master 2) line 3) mister 4) hunter 5) ache 6) quarters
- b) FINGER: 1) pot 2) nail 3) tip 4) print 5) plate 6) click
- c) FOOT: 1) work 2) plate 3) loose 4) rest 5) path 6) illness
- d) BOTTOM 1) line 2) drawer 3) dollar 4) most 5) gear 6) free
- a) HEAVY: 1) eater 2) rock 3) noise 4) weather 5) features 6) use

[[3, 1,6, 6, 2]]

+++++

Определите, какие слова из предложенного списка (1) – 6) не могут образовывать сложные слова с указанными под буквами (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) HEAVY: 1) eater 2) rock 3) noise 4) weather 5) features 6) use
- b) LIGHT: 1) weight 2) sleeper 3) cheese 4) reading 5) year 6) bang
- c) GRAND: 1) jury 2) son 3) opera 4) slam 5) landlord 6) piano
- d) HIGH: 1) five 2) seas 3) table 4) lands 5) tea 6) coffee
- c) FOOT: 1) work 2) plate 3) loose 4) rest 5) path 6) illness

[[2, 6, 5, 6, 6]]

+++++

Определите, какие слова из предложенного списка (1 – 6) не могут образовывать сложные слова с указанными под буквами (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) HEAD: 1) quarters 2) line 3) count 4) hunter 5) ache 6) man  
b) FINGER: 1) bowl 2) board 3) tip 4) print 5) pot 6) mark  
c) LIGHT: 1) show 2) pen 3) cheese 4) reading 5) year 6) thud  
d) GRAND: 1) house 2) son 3) opera 4) landlady 5) slam 6) piano  
e) HIGH: 1) five 2) seas 3) coffee 4) lands 5) tea 6) table

[[6, 5, 6, 4, 3]]

+++++

Образуйте антонимы от выделенных курсивом прилагательных при помощи одного из аффиксов, приведенных под цифрами (1-6). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) *il* 2) *un* 3) *ir* 4) *dis* 5) *in* 6) *im*

- a) Johnson is a very *efficient* manager. b) It happens at *regular* intervals. c) Her essay is *perfect*.  
d) She is a *caring* person. e) What the company is doing is *legal*.

[[5, 3, 6, 2, 1]]

+++++

Образуйте существительные при помощи одного из предложенных суффиксов и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Варианты не должны повторяться.

- 1) *-ness* 2) *-er* 3) *-ist* 4) *-ity* 5) *-al* 6) *-(s)ion* 7) *-ment*

- a) arrive b) physics c) admit d) wash e) ready

[[5, 3, 6, 2, 1]]

+++++

Образуйте антонимы от приведенных ниже прилагательных при помощи префиксов и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *un* 2) *im* 3) *ir* 4) *dis* 5) *in* 6) *mis*

- a) It is absolutely *\_\_material* whether you like it or not. b) We were *\_\_fortunate*, unlike the other farmers! c) She *\_read* my intention. d) She gave me a(n) *\_\_sincere* smile. e) We need to *\_\_prove* the statement.

[[2, 1, 6, 5, 4]]

+++++

Образуйте антонимы от выделенных курсивом слов при помощи одного из аффиксов, приведенных под цифрами (1) – 6). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *un* 2) *im* 3) *dis* 4) *in* 5) *il* 6) *ir*

- a) He has chosen the most *convenient* time for his departure.
- b) It is *legal* to drive without a licence.
- c) Further research is *possible* without more money.
- d) These are the most *comfortable* shoes I have ever had.
- e) John has attended school *regularly*.

[[4,5,2,1,6]]

При помощи приведённых ниже аффиксов образуйте подходящие по смыслу однокоренные слова от слов, выделенных в отрывке *курсивом*. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Если в образовании слова используется более одного аффикса, указывается номер последнего словообразовательного элемента. Внимание: вариантов больше, чем необходимо.

- 1) *-er* 2) *-ous* 3) *-al* 4) *-or* 5) *-ion* 6) *-ic* 7) *-tion* 8) *-ist* 9) *-ful*

Veronica is on a a) *resident* course this weekend in Devon. She got an b) *invite* a few days ago. The course is for people from different c) *education* backgrounds such as d) *economics* or e) *law*.

[[3, 5, 3, 8, 1]]

Образуйте антонимы от выделенных курсивом слов при помощи одного из аффиксов, приеденных под цифрами (1) – 7). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *il* 2) *un* 3) *ir* 4) *dis* 5) *in* 6) *im* 7) *-less*

a) We need to *prove* the thesis. b) This is a very *logical* step. c) What a *practical* decision! d) It sounds *reasonable*. e) It is totally *relevant* to the matter.

[[4, 1, 6, 2, 3]]

Образуйте сложные существительные на основе существительных (a) – e), используя в качестве первого элемента подходящие по смыслу слова из предложенного списка (1) – 9). Внимание: Вы можете использовать слова из списка (1) – 9) только один раз. Укажите номера выбранных вариантов в талоне ответов в порядке их следования под буквами (a) – e).

- a) *board* b) *house* c) *work* d) *mate* e) *centre*

- 1) *play* 2) *mug* 3) *glass* 4) *plate* 5) *forward* 6) *water* 7) *paper* 8) *town* 9) *cup*

[[9,3,7,1, 8]]

Образуйте сложные существительные на основе слов (a) – e), используя в качестве первого элемента подходящие по смыслу слова из предложенного списка (1) – 7). Внимание: Вы можете использовать слова из списка (1) – 7) только один раз. Укажите номера выбранных вариантов в талоне ответов в порядке их следования под буквами (a) – e):

a) *forward* b) *town* c) *way* d) *strain* e) *about*

1) high 2) snow 3) middle 4) round 5) down 6) over 7) centre

[[7,5,1,6, 4]]

+++++

**6 задание**

Завершите высказывания, выбрав подходящие по смыслу омонимы, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) Do you fancy a game of 1) *drafts* 2) *draughts* – it’s a lot easier than chess!
- b) After five days of play the cricket match ended in a 1) *draw* 2) *drawer*.
- c) I like to 1) *browse* 2) *brows* around art galleries in my spare time.
- d) I’m particularly fond of oil on 1) *canvas* 2) *canvass*.
- e) I don’t understand the 1) *rational* 2) *rationale* behind this decision.

[[2, 1, 1, 1, 2]]

+++++

В каждом из пяти случаев определите, какое из выделенных курсивом слов (1, 2 или 3) подходит к данному контексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) Keep out of the new boss’s way; apparently, he’s got a very 1) *quick* 2) *rapid* 3) *fast* temper.
- b) You’ll find that Mr Waters doesn’t suffer fools 1) *gladly* 2) *happily* 3) *at all*, so watch what you say.
- c) She’s a very dominant woman; she certainly has her husband under her 1) *finger* 2) *thumb* 3) *toe*.
- d) This idea isn’t working. I think we’re on the wrong 1) *road* 2) *track* 3) *side*.
- e) She can twist her brother round her little 1) *toe* 2) *hand* 3) *finger*.

[[1, 1, 2, 2, 3]]

+++++

Завершите высказывания, выбрав подходящие по смыслу омонимы, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) I am not into 1) *bored* 2) *board* games really.
- b) Theresa plays the 1) *base* 2) *bass* guitar in a rock band.
- c) She belongs to the Townswomen’s 1) *Gild* 2) *Guild*.
- d) In the warmer weather we like to go to 1) *fêtes* 2) *fates* and other outdoor festivals.
- e) This is one of the 1) *quay* 2) *key* characteristics of the process.

[[2, 2, 2, 1, 2]]

+++++

В каждом из пяти случаев определите, какое из выделенных курсивом слов (1, 2 или 3) подходит к данному контексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) If someone looks a million dollars, they 1) *are rich* 2) *look great* 3) *are wearing expensive clothes*.

- b) Don't wear this dress any more, it 1) *adds years on* 2) *puts years on* 3) *takes pounds off* you.  
c) I was really glad to 1) *look up to* 2) *see off* 3) *see the back of* those criminals.  
d) I don't believe him at all: he is 1) *tagging me along* 2) *pulling my leg* 3) *edging me out*.  
e) Signing the agreement was a 1) *historical* 2) *historic* 3) *historian* event.

[[2,2, 3, 2, 2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу омонимы, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) It happened during the 1) *reign* 2) *rain* of Elizabeth I.  
b) Will you hold the 1) *fought* 2) *fort* for me for an hour?  
c) 1) *Martial* 2) *Marshall* arts are an excellent form of self-defence.  
d) The four generations of the family have had liberal views. Her great-grandfather was one of the most prominent 1) *wigs* 2) *Whigs* in the country.  
e) This part of Maine is home to the 1) *moose* 2) *mousse*.

[[1,2,1,2,2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу слова, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) Excuse me, there is a(n) 1) *heir* 2) *hair* in my mousse.  
b) She is very romantic and likes reading stories about chivalrous 1) *nights* 2) *knights* and their brave deeds.  
c) Wandering through the woods, I came across a bear's 1) *layer* 2) *lair*.  
d) John MacEnroe, the 1) *raining* 2) *reigning* champion was beaten in the second round.  
e) The café served meals at all 1) *ours* 2) *hours*.

[[2, 2, 2, 2,2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу слова, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) Oxen are very good 1) *draft* 2) *draught* animals.  
b) Now that it is free it is all 1) *ours* 2) *hours*.  
c) He is an 1) *hair* 2) *heir* apparent.  
d) Rocks lie in 1) *lair*s 2) *layer*s.  
e) He disappeared overnight, in a puff of dust, like a 1) *gin* 2) *genie*.

[[2,1,2,2,2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу слова, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) Have you finished the 1) *draft* 2) *draught* yet?  
b) There was a thick 1) *layer* 2) *lair* of dust on the bookshelves.

- c) I was led into the courtroom by a 1) *marshal* 2) *martial*.
- d) What is the most 1) *rationale* 2) *rational* plan?
- e) The subtropical vegetation grew 1) *luxuriously* 2) *luxuriantly* in the gardens.

[[1,1,1,2,2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу слова, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) There is a new, higher tax on 1) *luxury* 2) *luxurious* goods.
- b) There was a massive public 1) *meeting* 2) *demonstration* yesterday.
- c) She has a 1) *heavy* 2) *dark* complexion, just like her father, a boxer.
- d) She was cooking chicken 1) *bullion* 2) *broth* for dinner.
- e) He is a 1) *personal* 2) *personable* young man.

[[1,2,2,2,2]]

+++++

Завершите высказывания, выбрав подходящие по смыслу слова, и укажите номера выбранных вариантов под соответствующей буквой (a) – e).

- a) She stretched 1) *luxuriantly* 2) *luxuriously* in a new armchair.
- b) What would you like for 1) *desert* 2) *dessert*?
- c) She was spotted outside the store called 1) “*Whigs and Extensions*” 2) “*Wigs and Extensions*”.
- d) She was the sole 1) *air* 2) *heir* to a vast estate.
- e) The presence of the guard was supposed to 1) *instil* 2) *install* awe and fear in us.

[[2,2,2,2,1]]

+++++

### 7 задание

Определите корректность толкования выделенных курсивом идиом. Если объяснение верное, в талон ответов внесите цифру 1, если нет - цифру 2.

- a) If you *play it by ear*, you start out with a clear plan of what you want to do.
- b) If there is *a meeting of minds* between you and your boss, you understand each other.
- c) If you liked your job *from the word go*, it means you liked it from the beginning.
- d) If somebody is *in the clear*, they have escaped.
- e) If *your heart is in your mouth*, you’re feeling very good about something.

[[2, 1, 1, 2, 2]]

+++++

Определите корректность толкования выделенных курсивом идиом. Если объяснение верное, в талон ответов внесите цифру 1, если нет - цифру 2.

- a) If you *are struck by* a new colleague’s personality, you don’t like them.

- b) If someone can *stick up for* themselves, they can defend themselves.
- c) If someone *won't lift a finger*, they probably have an injury.
- d) If *your heart is in your mouth*, you're feeling very good about something.
- e) If you *have cold feet* about an exam, you are afraid you are going to fail.

[[2, 1, 2, 2, 1]]

+++++

Определите корректность толкования выделенных курсивом идиоматических выражений. Если объяснение верное, в талон ответов внесите цифру 1, если нет - цифру 2.

- a) Someone who is *not a little shy* is very proud.
- b) He *didn't half like it*. In fact, he hated it.
- c) When you say "*Finders keepers*" you mean that you have the right to keep the thing you've found instead of giving it back to the person who has lost it.
- d) "*For crying out loud!*" suggests that you are happy about something you've heard or seen.
- e) "*He is too clever by half*" was the comment made by a teacher about an arrogant student.

[[2,2,1,2,1]]

+++++

Соотнесите идиомы, содержащие названия музыкальных инструментов, с их значениями, представленными в правой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |   |  |
|---|--|
| a) Jack is constantly blowing his own trumpet.                    | 1) Jack owns a very good instrument.   |
| b) Why don't you face the music?                                  | 2) Nobody can understand why you keep hating Jack.                           |
| c) Jack harps on his son's talents.                               | 3) I wonder why you can't talk to your critics openly.                       |
| d) Why don't you change your tune? Jack is better than you think. | 4) I can't understand what makes Jack so excited and fussy.                  |
| e) Why is Jack making a song and dance?                           | 5) Jack keeps talking every minute how clever his little boy is.             |
|   | 6) Nobody can understand why you keep doing things differently all the time. |
|   | 7) Jack keeps telling everyone how wonderful he is.                          |
|   | 8) I wonder why you can't listen to it.                                      |
|   | 9) He is critical of his son.  |

[ 7, 3, 5, 2, 4 ]

+++++

Выберите подходящие объяснения идиоматических выражений, представленных в левой колонке (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e). Внимание: вариантов больше, чем необходимо.

- |   |  |
|---|--|
| a) He never played second fiddle at school.                                       | 1) When I saw him, he was playing around with his fiddle.                        |
| b) What makes her strike the right note all the time?                             | 2) I returned home to find him restless and nervous.                             |
| c) This word doesn't ring a bell.   | 3) He always reported on his classmates to the Head.                             |
| d) He always blew the whistle on his classmates, that's why they never liked him. | 4) The word doesn't sound nice.  |
| e) When I came, he was fiddling about.  | 5) I wonder why she always knows what to say and do.                             |
|   | 6) I don't know the expression.  |
|   | 7) He was good at whistling and always did it for his classmates.                |
|   | 8) When he was a pupil, he never took a secondary part in whatever he had to do. |
|   | 9) I wonder why she always knows what and how to play.                           |

[[8, 5, 6, 3, 2]]

+++++

Завершите фразы из левой колонки, выбрав подходящие по смыслу идиомы из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |  |                          |
|--|--------------------------|
| a) My book got a great review, so I am__             | 1) a gatecrasher.        |
| b) I have to do many jobs, in a sense I am _         | 2) walking on thin ice.  |
| c) If one comes to a party uninvited, one is _       | 3) a soft touch.         |
| d) Self-confident and bossy, Jack is_                | 4) a biscuit.            |
| e) When it comes to lending money, ask Jim. He is __ | 5) a jack of all trades. |
|  | 6) walking on air.       |
|  | 7) a queue jumper.       |
|  | 8) a hat trick.          |
|  | 9) a tough cookie.       |

[[6, 5, 1, 9, 3]]

+++++



Завершите *выделенные курсивом* идиоматические выражения, выбрав подходящие по смыслу прилагательные. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *orange* 2) *green* 3) *blue* 4) *red* 5) *black* 6) *brown* 7) *yellow* 8) *white*

- a) There is a lot of \_\_\_ *tape* to fight if you want to get things done.  
b) If you are good at gardening, you are said to have \_\_\_ *fingers*.  
c) \_\_\_ *pudding* is a traditional Scottish dish.  
d) It isn't quite common to have \_\_\_ *Christmas* in England.  
e) He was wearing a jacket that was \_\_\_ *with age*.

[[4, 2, 5, 8, 2]]

+++++

Завершите сравнительные обороты, выбрав подходящее слово из правой колонки.

Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |             |                      |
|-------------|----------------------|
| a) big as   | 1) a bear            |
| b) clear as | 2) falling off a log |
| c) cold as  | 3) water             |
| d) easy as  | 4) snow              |
| e) fast as  | 5) all outdoors      |
|             | 6) ice               |
|             | 7) mud               |
|             | 8) a pea soup        |
|             | 9) lightning         |

[[5,7,6,2,9]]

+++++

Завершите сравнительные обороты, выбрав подходящее слово из правой колонки.

Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |             |                          |
|-------------|--------------------------|
| a) green as | 1) rain                  |
| b) fresh as | 2) all outdoors          |
| c) pure as  | 3) an angel              |
| d) good as  | 4) a forest              |
| e) right as | 5) grass                 |
|             | 6) the driven snow       |
|             | 7) gold                  |
|             | 8) a daisy               |
|             | 9) as your Maths teacher |

[[5, 8, 6, 7, 1]]

+++++

Завершите сравнительные обороты, выбрав подходящее слово из правой колонки.

Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |              |                      |
|--------------|----------------------|
| a) old as    | 1) nails             |
| b) hot as    | 2) a feather         |
| c) light as  | 3) the moon          |
| d) sturdy as | 4) ginger            |
| e) hard as   | 5) the hills         |
|              | 6) the rolling stone |
|              | 7) blazes            |
|              | 8) an oak            |

[[ 5, 7, 2, 8, 1]]

+++++

Завершите определения, выбрав подходящие по смыслу слова/словосочетания из указанных под цифрами (1) – 8). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *a couch potato* 2) *a lazy-bones* 3) *a big-head* 4) *a know-all* 5) *a slow-coach*  
6) *the teacher's pet* 7) *top of the class* 8) *a pain in the neck*

- a) An irritating person who thinks s/he knows everything is called \_\_\_\_.  
b) Someone who takes his/her time doing things is called \_\_\_\_.  
c) The one who gets the best marks is called \_\_\_\_.  
d) The person who is the teachers' favourite is called \_\_\_\_.  
e) Someone who thinks they are the best and says so is called \_\_\_\_.

[[4, 5, 7, 6, 3]]

+++++

### 8 задание

В каждом из пяти случаев выберите восклицание в соответствии с коммуникативной ситуацией. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) \_\_\_\_\_ ! This tastes disgusting, I can't eat any more of it!

1) *Ugh* 2) *Yippee* 3) *Pooh* 4) *Phew*

b) \_\_\_\_\_ ! That really hurts!

1) *Tut tut* 2) *Phew* 3) *Hooray* 4) *Ouch*

c) \_\_\_\_\_ ! I shouldn't have told her, should I? I thought she already knew!

1) *Yuk* 2) *Oops* 3) *Fantastic* 4) *Wow*

d) \_\_\_\_\_ ! I think that's a great idea, let's do it!

1) *Bother* 2) *Oh no* 3) *Aargh* 4) *Brilliant*

e) \_\_\_\_\_! They've only known each other for two weeks and they're getting married already!

1) *Hooray* 2) *Gosh* 3) *Whoops* 4) *Yippee*

[[1, 4, 2, 4, 2]]

+++++

В каждом из пяти случаев выберите восклицание в соответствии с коммуникативной ситуацией. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) \_\_\_\_\_ that really hurt!

1) *Tut tut* 2) *Phew* 3) *Hooray* 4) *Ouch*

b) \_\_\_\_\_! They've only known each other for two weeks and they're getting married already!

1) *Hooray* 2) *Gosh* 3) *Whoops* 4) *Yippee*

c) \_\_\_\_\_! I've just missed the last bus. I'll have to walk home.

1) *Damn* 2) *Phew* 3) *Yuk* 4) *Cheers*

d) \_\_\_\_\_! You shouldn't have done that.

1) *Cheers* 2) *Tut tut* 3) *Phew* 4) *Wow*

e) \_\_\_\_\_! That smells revolting. Has it gone sour?

1) *Ouch* 2) *Pooh* 3) *Phew* 4) *Bother*

[[4, 2, 1, 2, 2]]

+++++

В каждом из пяти случаев выберите восклицание в соответствии с коммуникативной ситуацией. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) \_\_\_\_\_! It's hot out.

1) *Tut tut* 2) *Phew* 3) *Hooray* 4) *Ouch*

b) Cornflakes! Not again! \_\_\_\_\_!

1) *Damn* 2) *Phew* 3) *Yuk* 4) *Cheers*

c) \_\_\_\_\_! You look amazing!

1) *Cheers* 2) *Tut tut* 3) *Phew* 4) *Wow*

d) You've answered back? \_\_\_\_!

1) *Tut tut* 2) *Phew* 3) *Hooray* 4) *Cheers*

e) Here's the book you wanted. – Oh, \_\_\_\_!

1) *Whoops* 2) *Phew* 3) *Hooray* 4) *Cheers*

[[2,3,4,1,4]]

+++++

Завершите минидialogи, выбрав подходящие по смыслу ответные реплики из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|   |   |
|---|---|
| a) Why do you look so tired this morning? | 1) Well, I didn't make it, so don't expect me to clear it up!         |
| b) Why haven't you set your alarm clock?  | 2) Of course! I'll back you up, let's go and see the manager.         |
| c) Joe's missed a lot of lessons.         | 3) I'm afraid not. I've used it all up.                               |
| d) John's very polite, isn't he?          | 4) Yes. It'll be very hard for him to catch up.                       |
| e) Look at the mess all over the floor!   | 5) Because I have to get up early.                                    |
|   | 6) Because my next door neighbours stayed up late watching the match. |
|   | 7) Of course not. You'll have to dress up.                            |
|   | 8) Yes, he's been very well brought up.                               |
|   | 9) Because I can lie in a little.                                     |

[[6, 9, 4, 8, 1]]

+++++

Завершите минидialogи, выбрав подходящие по смыслу ответные реплики из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|   |  |
|---|--|
| a) Why are you so exhausted this morning? | 1) Sorry, I'll clear it up in a minute.              |
| b) Why haven't you set your alarm clock?  | 2) Yes, he has no manners.                           |
| c) Joe's missed a lot of lessons.         | 3) I'm afraid not. I've used it all up.              |
| d) Harry's very polite, isn't she?        | 4) Yes. It'll be very hard for him to catch up.      |
| e) Look at the mess all over the floor!   | 5) Because I have to get up early.                   |
|   | 6) Because they closed down for the night very late. |
|   | 7) Of course not. You'll have to dress up.           |
|   | 8) Yes, he's been very well brought up.              |
|   | 9) Because I can lie in a little.                    |

[[6, 9, 4, 8, 1]]

+++++

Определите коммуникативную функцию выделенных *курсивом* фраз в левой колонке и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|   |                                   |
|---|-----------------------------------|
| a) <i>Anyway, as I was saying earlier, I wasn't happy there.</i>  | 1) Avoiding a topic               |
| b) <i>To cut a long story short, we didn't get there on time.</i> | 2) Introducing a topic            |
| c) <i>By the way, did you know that John's got a new job?</i>     | 3) Going back to a previous topic |
| d) <i>Actually, it was he who gave her flowers.</i>               | 4) Breaking surprising news       |
| e) <i>I'm sorry but I can't make it by 3 p.m.</i>                 | 5) Breaking bad news              |
|   | 6) Summarizing                    |
|   | 7) Stressing the main point       |
|   | 8) Suggesting a topic             |

[[3, 6, 2, 4, 5]]

+++++

Определите коммуникативное намерение человека, говорящего фразы, приведённые в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|  |                                 |
|--|---------------------------------|
| a) Why not take a break?                               | 1) Giving an instruction        |
| b) I think you should go now.                          | 2) Dissuading                   |
| c) The fact is that he's a great speaker.              | 3) Suggesting an action         |
| d) I can assure you that we've done everything we can. | 4) Expressing one's opinion     |
| e) Look, well... what I was going to say...            | 5) Attracting attention         |
|  | 6) Making a statement           |
|  | 7) Speaking about a possibility |
|  | 8) Persuading                   |
|  | 9) Distracting attention        |

[[3, 4, 6, 8 5 ] ]

+++++

Определите коммуникативное намерение человека, говорящего фразы, представленные в левой колонке, и укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|  |                         |
|--|-------------------------|
| a) I wouldn't do this if I were you.       | 1) Admitting a mistake  |
| b) I didn't break your watch, Jane!        | 2) Suggesting an action |
| c) Why don't you phone your parents?       | 3) Refusing something   |
| d) Oh, no! I forgot to go to the bank.     | 4) Denying something    |
| e) In fact, it was me who lost the papers. | 5) Giving advice        |
|  | 6) Criticising          |
|  | 7) Offering something   |
|  | 8) Realizing a mistake  |

[[5,4,2,8,1]]

+++++

Завершите фразы, приведенные в левой колонке, выбрав подходящие по смыслу варианты из правой колонки. Укажите их номера в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

|  |                         |
|--|-------------------------|
| a) I had been looking forward to seeing the show but in the end we couldn't get tickets. I was ___.                      | 1) <i>chuffed</i>       |
| b) I asked the teacher a question but I didn't understand her explanation. I was ___.                                    | 2) <i>flabbergasted</i> |
| c) At the party, this attractive man asked me if I knew the man who was behaving so badly. It was my brother. I was ___. | 3) <i>thrilled</i>      |
| d) I knew I shouldn't have made those unkind remarks to her. I was ___.  | 4) <i>disgusted</i>     |
| e) Instead of offering to help clear up after the party, they just left the flat in a terrible state. I was ___.         | 5) <i>embarrassed</i>   |
|  | 6) <i>confused</i>      |
|  | 7) <i>excused</i>       |
|  | 8) <i>ashamed</i>       |
|  | 9) <i>disappointed</i>  |

[[9, 6, 5, 8, 4]]

+++++

### 9 задание

Завершите описание ситуации, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

There are many a) \_ to homeschooling children; b) \_ schools continue to climb, homeschooling is a c) \_ option; homeschooling allows more educational flexibility and can be scheduled d) \_ around other family activities; and the curriculum and learning environment can be tailored e) \_ your child's individual needs.

- a) 1) disadvantages 2) profits 3) benefits 4) privileges 5) drawbacks  
 b) 1) when fees in state 2) while prices of public 3) when scholarships in 4) as costs of private  
 c) 1) cheapest 2) more expensive 3) less reasonable 4) more affordable  
 d) 1) comfortably 2) loosely 3) chaotically 4) conveniently 5) well  
 e) 1) to fit into 2) to suit 3) to equal 4) to be down to

[[3, 4, 4, 4, 2]]

++++  
Завершите описание ситуации, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

In 1985, a) \_\_\_ was found b) \_\_\_ ocean floor c) \_\_\_. A group of American and French scientists d)\_\_\_ the ship. Some believe that the ship was simply too large for the technology available; vibrations from its massive engines e)\_\_\_.

- a) 1) a wreck of the Titanic 2) the accident of Titanic 3) the wreck of the legendary Titanic  
b) 1) lying in two halves at 2) laying in halves at the 3) lying upright in two pieces on the  
c) 1) at a depth of 4,000 m 2) at the depth of four thousand meters 3) at a depth of about 4 thousands of meters  
d) 1) looked in 2) researched 3) explored 4) looked up and down  
e) 1) must have caused the crack of the ship parts 2) could have resulted in the wreck 3) may have played some part in the loosening of the hull plates

[[ 3, 3, 1, 3, 3]]

++++  
Завершите описание ситуации, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

A woman a)\_ hospital after her car collided with a lorry near London yesterday. She b)\_ to go home after the check-up. The motorway c)\_ for an hour after the accident and the traffic had d)\_. The woman was lucky, she e)\_.

- a) 1) took to 2) was taken to 3) was taken in a 4) was put to  
b) 1) was allowed 2) was let 3) left 4) had allowed  
c) 1) was blocking 2) was blocked 3) was stopped 4) blocked  
d) 1) diverted 2) to be diverted 3) to divert 4) delayed 5) had diverted  
e) 1) was badly injured 2) had been badly injured 3) must be badly injured 4) could have been badly injured.

[[2,1,2,2,4]]

++++  
Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Trees are amongst the biggest and longest-living things on Earth. Some go back longer than the oldest buildings. But a)\_\_\_ being nice to look at, trees also b)\_\_\_ an important role in improving the quality of our lives.

On a world-wide c)\_\_\_\_, forests help to slow down the effects of global warming by using up the gas d)\_\_\_ as carbon dioxide and giving e)\_\_\_ the oxygen we need to breathe.

a) 1) as far as 2) as long as 3) as soon as 4) as well as

b) 1) act 2) show 3) play 4) serve

c) 1) size 2) scale 3) range 4) area

d) 1) called 2) known 3) titled 4) referred

e) 1) in 2) away 3) up 4) out

[[4, 3, 2, 2, 4]]

+++++

Завершите описание ситуации, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Many people a)\_ large cities today suffer b)\_ loneliness. They know c)\_ and do not know how to make friends. They have d)\_ the dangers of the big city and so mistrust people they meet e)\_.

a) 1) coming in 2) coming at 3) arriving in 4) arriving at

b) 1) of 2) of the 3) from the 4) from

c) 1) none 2) no one 3) someone 4) anyone

d) 1) warned of 2) been warned from 3) been warned of 4) telling about

e) 1) in the street 2) on a street 3) on streets 4) in a street

[[3,4,2,3,1]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a)\_\_\_, Cape Town remains one of b)\_\_\_ relaxed cities, and most of it is reasonably safe c)\_\_\_ a false sense of security. Tourists d)\_\_\_ and be aware of what is going on around them when they e)\_\_\_.

a) 1) In spite of the increase of street crime recently 2) Because of an increase in street crime in recent years 3) In spite an increase in the street crime lately 4) Although the increase in street crime in recent years 5) Despite an increase in street crime in recent years

b) 1) Africa most 2) the Africa most 3) the African least 4) Africa's most 5) the Africa's most

c) 1) which can give 2) that can produce 3) , which can give 4) what can make



d) 1) *can be reasonable* 2) *must use their sense* 3) *should use their common sense* 4) *may be careful*

e) 1) *sightseeing or travelling* 2) *sightsee or travelling* 3) *are sightseeing or travel* 4) *are sightseeing or travelling*

[[5, 4, 3, 3, 4]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

An important thing to mention is that many foreigners a) 1) *which* 2) *who* 3) *already* 4) *when* 5) *that* have learnt b) 1) *the Latin and Greek in school* 2) *the Latin and Greek languages in the school* 3) *Latin and Greek in school* 4) *Latin and Greek languages at school* discover with amazement and satisfaction that c) 1) *an* 2) *the* 3) -- English language has absorbed a huge amount of ancient Latin and Greek expressions, and they d) 1) *understand that it is more easier* 2) *see that it much more easier* 3) *realize that it is much easier* 4) *comprehend that it is more easy* to learn these expressions e) 1) *that much simpler* 2) *then many simple* 3) *than a more difficult* 4) *than the much simpler* English words.

[[2, 3, 2, 3, 4]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Fortunately for life a)\_, b)\_ production of heat is quite consistent. But scientists are aware that even a small change c)\_grave circumstances for the future, triggering d)\_ new ice age e)\_ global warming.

a) 1) *of Earth* 2) *on the land* 3) *on the soil* 4) *on planet Earth* 5) *on Earth*

b) 1) *Sun's* 2) *the Sun's* 3) *the sun* 4) *a sun's* 5) *sunny*

c) 1) *will have had* 2) *would have had* 3) *would have* 4) *will not have*

d) 1) *neither a* 2) *either a* 3) *either the* 4) *neither the*

e) 1) *or a* 2) *nor the runaway* 3) *or runaway*

[[5, 2, 3, 2, 3]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Environmentalists said our planet was doomed to die. Now one man says they are wrong.

"a)\_\_\_ knows the planet is in bad shape," thundered a magazine article last year. Species b)\_\_\_ to extinction at record rates, and the rivers are c)\_\_\_ that d)\_\_\_ are e)\_\_\_ on the surface, dead.

- a) 1) *Each* 2) *Each one* 3) *Every* 4) *Everyone*
- b) 1) *is driven* 2) *drive* 3) *are being driven* 4) *are going*
- c) 1) *such poisonous* 2) *so poisonous* 3) *such poisoned* 4) *very poisoned*
- d) 1) *fishes* 2) *fish* 3) *the fish*
- e) 1) *swimming* 2) *floating* 3) *lying* 4) *laying*

[[4, 3, 2, 3, 2]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a)\_ spends only half an hour a day b)\_, and c)\_ in sports, clubs, music or other traditional hobbies. d)\_ they spend their time e)\_ their friends in shopping malls.

- a) 1) *An average American fourteen-years-old* 2) *The average American fourteen-year-old*  
3) *Average American teenager* 4) *The average American fourteen years' old*
- b) 1) *to do a home assignment* 2) *making homework* 3) *to do housework* 4) *doing homework*
- c) 1) *less than a fifth of teenagers participate* 2) *more than a fifth of young people play* 3) *more than a fifth teenagers take part* 4) *less than a fifth of young people participate*
- d) 1) *In contrast, many teenagers agree* 2) *Instead, most teenagers say* 3) *In spite of that many claim* 4) *Besides that the most teenagers say*
- e) 1) *on speaking over their phones and going out with* 2) *talking on their cell phones and entertaining* 3) *chatting on their mobiles and hanging out with* 4) *playing on their mobiles and hanging out*

[[2, 4, 4, 2, 3]]

+++++

### **10 задание**

Соотнесите названия районов Англии (1) – 6) с их описаниями (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: один вариант лишний.

- a) important historical cities, the main passenger ports and airports, world famous resorts, a highly populated region
- b) a farming region with a lot of small family farms, used to be known for pirates, the principal cities – Bath, Bristol, the famous Stonehenge
- c) the heart of England, university city of Oxford, the birth place of William Shakespeare
- d) the famous University of Cambridge, a lot of farms, more than half of the area is surrounded by the sea

e) has the largest concentration of food and drink industries, famous for its rhubarb.

1) *Yorkshire* 2) *East Anglia* 3) *the Midlands* 4) *the Southeast* 5) *the Southwest* 6) *the North of England*

[4,5,3,2, 1]

++++  
Выберите верное толкование американских реалий и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: один вариант лишний.

- |                   |   |
|-------------------|---|
| a) the Black Belt | 1) the Great Lakes Region and the Northeastern United States  |
| b) the Grain Belt | 2) southern, hot-weather states stretching from coast to coast  |
| c) the Corn Belt  | 3) northeastern and central northern states with heavy industry, manufacturing, and associated industries |
| d) the Frost Belt | 4) Midwestern states of Iowa, Indiana, Illinois, and Ohio   |
| e) The Rust Belt  | 5) the US prairie-region states   |
|                   | 6) a region of fertile farmlands in the Southeast with a high ratio of African-American residents.        |

[[6,5,4,1,3]]

++++  
Соотнесите названия английских городов и районов с описаниями известных культурно-развлекательных мероприятий, проходящих там. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: один вариант лишний.

- |                 |  |
|-----------------|--|
| a) Chelsea      | 1) the biggest art festival in the world   |
| b) Notting Hill | 2) the famous illuminations                |
| c) Edinburgh    | 3) the most famous flower show             |
| d) Blackpool    | 4) the most famous food and drink festival |
| e) York         | 5) the annual West Indian Carnival         |
|                 | 6) the famous boat regatta                 |

[[3, 5, 1, 2, 4]]

++++  
Соедините названия регионов, представленные в левой колонке, с названиями находящихся в них городов, перечисленными в правой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |                     |                |
|---------------------|----------------|
| a) Scotland         | 1) Belfast     |
| b) Texas            | 2) Edinburgh   |
| c) Wales            | 3) Los Angeles |
| d) Northern Ireland | 4) Cardiff     |

e) California

5) Brighton

6) Dallas

[[2, 6, 4, 1, 3]]

+++++

Соотнесите названия спортивных событий с их описаниями. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |                       |                                      |
|-----------------------|--------------------------------------|
| a) Wimbledon          | 1) the steeplechase                  |
| b) The Derby          | 2) the famous motorbike road race    |
| c) The Cup Final      | 3) the annual football competitions  |
| d) The Grand National | 4) the annual horse race             |
| e) Henley Regatta     | 5) the open lawn tennis championship |
|                       | 6) the famous rowing event           |

[5, 4, 3, 1, 6]]

+++++

Определите, какие из перечисленных реалий соотносятся с Великобританией, какие – с США. В талоне ответов американские реалии обозначьте цифрой 1, британские – цифрой 2.

- a) *The Great Canyon* b) *baseball* c) *Royal Ascot* d) *the frontiers* e) *the Midlands*

[[1, 1, 2, 1, 2]]

+++++

Определите, какие из перечисленных реалий соотносятся с Великобританией, какие – с США. Американские реалии обозначьте цифрой 1 в талоне ответов, британские – цифрой 2.

- a) *The Corn Belt* b) *baseball* c) *Royal Ascot* d) *the frontiers* e) *the Lowlands*

[[1, 1, 2, 1, 2]]

+++++

Определите, какие из перечисленных реалий соотносятся с Великобританией, какие – с США. Американские реалии обозначьте цифрой 1 в талоне ответов, британские – цифрой 2.

- a) *The Highlands* b) *association football* c) *shamrock* d) *pioneers* e) *a salad bowl*

[[2, 2, 2, 1, 1]]

+++++

Выберите верные ответы на вопросы и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) What is Orlando famous for? 1) *For its climate* 2) *For its amusement park* 3) *For its film industry* 4) *For its nature reserves*

- 2) What is the longest river in the USA? 1) *The Amazon* 2) *The Yukon* 3) *The Colorado* 4) *The Thames* 5) *The Missouri*
- 3) What city do the Americans call “The Big Apple”? 1) *Chicago* 2) *New York* 3) *Philadelphia* 4) *San Francisco* 5) *Any city with a round lay-out*
- 4) What is the US “windy city”? 1) *San Francisco* 2) *New York* 3) *Los Angeles* 4) *Chicago* 5) *Any city or town in the coastal area*
- 5) What is Silicon Valley famous for? 1) *For its climate* 2) *For its nature reserves* 3) *For its waterfalls* 4) *For its automobile industry* 5) *For its computer industry*

[[2, 5, 2, 4, 5]]

+++++

Какие из перечисленных реалий традиционно относятся к Великобритании, а какие – к США? Британские реалии обозначьте цифрой 1 в талоне ответов, американские – цифрой 2.

- a) morris dance b) the Muppets c) a Whig d) Monday morning quarterback e) brownstones

[[1, 2, 1, 2, 2]]

+++++

### 11 задание

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *still* 2) *yet* 3) *already* 4) *no longer* 5) *not any more* 6) *any more*

a) He was born in that house but he \_\_\_ lives there.

Is she b) \_\_\_ married to that pop star? No, they’re not together c) \_\_\_\_. The marriage is d) \_\_\_ over. But they are not divorced e) \_\_\_.

[[4, 1, 6, 3, 2]]

+++++

Заполните пропуски в фразах, выбрав подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *on* 2) *with* 3) *from* 4) *about* 5) *in* 6) *no preposition*

a) Your sister doesn’t care \_\_\_ who she’s cheeky to.

b) I’m afraid I’m getting bored \_\_\_ my job.

c) Do you like hotels? – It depends \_\_\_ the hotel.

d) There’s been an increase \_\_\_ price of land recently.

e) The situation is becoming serious. We’ve got to discuss \_\_\_ it.

[[4, 2, 1, 5, 6]]

+++++

Завершите фразы, используя подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

*1) on 2) at 3) before 4) in 5) for 6) during*

- a) She's been working there \_\_\_ six years now.
- b) It's not good for Chris to spend so long \_\_\_ the computer.
- c) The express train often arrives \_\_\_ time, unlike the local one.
- d) You shouldn't have spent so much \_\_\_ a computer.
- e) He paints \_\_\_ oils.

[[5, 2, 1, 1, 4]]

+++++

Завершите фразы, выбрав подходящие по смыслу предлоги, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Варианты не должны повторяться. Вариантов больше, чем необходимо.

*1) at 2) in 3) over 4) while 5) for 6) on 7) during*

- a) I didn't hear anything \_\_\_ the night. I was fast asleep.
- b) I fell and hurt my arm \_\_\_ I was climbing a tree.
- c) Felicia is never active \_\_\_ class.
- d) The course is aimed \_\_\_ those aged 16 and over.
- e) We usually go to see our relatives \_\_\_ Christmas Eve.

[[7, 4, 2, 1, 6]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

*1) even 2) despite 3) although 4) in spite 5) even if 6) however 7) because*

- a) \_\_\_ it was drizzling, we enjoyed our holiday.
- b) We enjoyed our outing, \_\_\_ of feeling cold.
- c) They are usually friendly dogs. \_\_\_, they can be vicious sometimes.
- d) \_\_\_ I become rich, I'll live a modest life.
- e) It is much heavier, \_\_\_ being the same length.

[[3, 4, 6, 5, 2]]

+++++

Завершите фразы, употребив подходящие по смыслу наречия *1) already, 2) yet, 3) still, 4) any more*. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) It isn't time to contact him \_\_. b) This old equipment is \_\_ used today. c) It's only 5 minutes since the beginning of the interview. Have you completed your questionnaire \_\_? d) It is the case of \_\_ more funding. e) I've grown out of pop music. I don't enjoy it \_\_.

[[2, 3, 1, 2, 4]]

+++++

Завершите описание ситуации, употребив подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *After a week* 2) *In a week's time* 3) *In a week time* she is going away.  
b) I hope I'll still be working 1) *after ten years* 2) *ten years later* 3) *ten years from now*.  
c) The book came out three weeks 1) *after* 2) *later* 3) *later on*.  
d) 1) *After* 2) *Since the* 3) *Since then* 4) *From* 5) *From the* early 1990s the production of cheese has increased.  
e) I'll get 1) *again* 2) *back* 3) *on* to you when I have read your draft.

[[2, 3, 2, 2, 2]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу предложениями. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) My father was trembling \_\_ rage. 1) *of* 2) *with* 3) *from*  
b) Why are you talking \_\_ such a loud voice? 1) *with* 2) *in* 3) *by*  
c) Fill in the form \_\_ ink. 1) *with* 2) *by* 3) *in*  
d) The parcel should be delivered \_\_hand. 1) *at* 2) *from* 3) *with* 4) *by*  
e) Someone threw a stone \_\_the car. The window's cracked. 1) *to* 2) *at* 3) *over*

[[2, 2, 3, 4, 2]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *however* 2) *even if* 3) *although* 4) *in spite of* 5) *in contrast* 6) *even*

- a) \_\_it was drizzling, we enjoyed our holiday.  
b) We enjoyed our holiday, \_\_ feeling cold.  
c) They are usually friendly dogs. \_\_, they can be vicious.  
d) \_\_ I become rich, I'll live a modest life.  
e) It is much heavier, \_\_being the same length.

[[3, 4, 1, 2, 4]]

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Каждый вариант может быть употреблен один раз. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *even* 2) *except* 3) *as long as* 4) *unless* 5) *whether*

- a) I'll be there on Sunday, \_\_\_ I ring you or not.
- b) He does everything in the house \_\_\_ you give him time.
- c) I'm going, \_\_\_ if you object.
- d) I'm going to play tennis later \_\_\_ it rains.
- e) He'll keep his promise \_\_\_ he isn't pressed too hard.

[[5,3,1,4,3]]

### 12 задание

Завершите фразы, выбрав подходящие по смыслу глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

1) *test* 2) *control* 3) *revise* 4) *review* 5) *proofread* 6) *check*

- a) I'm sure we answered their letter, but could you \_\_\_?
- b) They \_\_\_ ed the book very favourably in the newspapers.
- c) This discovery made them \_\_\_ their old ideas.
- d) There are a number of typos in the letter so you'll have to \_\_\_ it before sending it off.
- e) She was \_\_\_ ed for diabetes.

[[6, 4, 3, 5, 1]]

Завершите фразы, выбрав подходящие по смыслу слова. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) My brother pretends to be tough, but he's very 1) *sensible* 2) *insensitive* 3) *sensitive* 4) *senseless* and easily hurt.
- b) Carol reluctantly 1) *claimed* 2) *acknowledged* 3) *proved* that she was guilty.
- c) He 1) *performed* 2) *made* 3) *did* all he could to help us.
- d) His voice was quiet, and he had a blank, 1) *impassioned* 2) *passionate* 3) *impassive* expression on his face.
- e) She is a good person, energetic, lively and 1) *temperamental* 2) *vigorous* 3) *listless*.

[[3, 2, 3, 3, 2]]



Завершите фразы, выбрав подходящие по смыслу глаголы (1-6). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

1) *find* 2) *get to know* 3) *meet* 4) *discover* 5) *find out* 6) *know*

He'd like to be an astronomer and a) \_\_\_ new stars.

I b) \_\_\_ her from school. She is very sociable but many people c) \_\_\_ her rather flippant and unreliable.

The story goes like this. They d) \_\_\_ at university, e) \_\_\_ each other on the course, and then get married.

[[4, 6, 1, 3, 2]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

1) *few of* 2) *a number of* 3) *few* 4) *a bit* 5) *a bit of* 6) *a while* 7) *while* 8) *number of*

a) We've got quite a \_\_\_ Americans working here.

b) I'd like to order more boxes of chocolate; we sold quite \_\_\_ them last summer.

c) They had quite \_\_\_ money in their Clients' Account.

d) How often do you go to Japan? - I've been to Japan quite \_\_\_ this year.

e) How long have you been studying the language? - I've been studying English for quite \_\_\_ now.

[[3, 2, 5, 4, 6]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

a) Felix is feeling very \_\_\_ about his relationship with his girlfriend Sally – he thinks she may be seeing another man.

b) The fans of the opposing football team found it difficult to forgive the \_\_\_ kicking incident of ten years ago.

c) Clive found it impossible to remain \_\_\_ to the plight of the refugees.

d) The coach lacks competence and appears to be \_\_\_ of doing his job properly.

e) I would have enjoyed the play were it not for the fact that the lead actor spoke in an almost \_\_\_ voice.

1) *audible* 2) *secure* 3) *famous* 4) *indifferent* 5) *incapable* 6) *insecure* 7) *inaudible* 8) *infamous*  
9) *unable*

[[6, 8, 4, 5, 7]]

+++++

Завершите описание ситуаций, заполнив пропуски подходящими по смыслу словами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: варианты не должны повторяться. Один вариант лишний.

1) *alone* 2) *lonely* 3) *only* 4) *single* 5) *unique* 6) *one*

a) I can assure you, Madam, that this house is \_\_\_\_. You won't find anything like it anywhere else.

They liked the house very much. They hadn't b) a(n) \_\_\_\_ complaint to make.

The fact that she was a(n) c) \_\_\_\_ child influenced her future life.

d) I've stayed \_\_\_\_ because the person I wanted to marry was already married to someone else.

e) It's \_\_\_\_ if you have no one to talk to.

[[5, 4, 3, 1, 2]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *advantage* 2) *behalf* 3) *cost* 4) *profit* 5) *sake* 6) *benefit*

a) He has sold his house for a very good \_\_\_\_, much more than he paid for it.

b) It's a wonderful opportunity and you should take \_\_\_\_ of it.

c) They say that if you suffer from stress, keeping a cat is a/an \_\_\_\_ to your health.

d) On \_\_\_\_ of all animal lovers, I'd like to thank you for the efforts you have made.

e) He's retired to the country for the \_\_\_\_ of his health.

[[4, 1, 6, 2, 5]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: варианты не должны повторяться. Один вариант лишний.

1) *accident* 2) *opportunity* 3) *luck* 4) *occasion* 5) *destiny* 6) *possibility*

a) If you have the \_\_\_\_ of going round the world, you should take it.

b) He has \_\_\_\_ to travel quite a lot in the course of his work.

c) We met in the street, quite by \_\_\_\_.

d) I met him on several \_\_\_\_s.

e) There is a strong \_\_\_\_ of an enemy attack.

[[2, 3, 1, 4, 6]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов

под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.  
Варианты не должны повторяться.

1) *beside* 2) *besides* 3) *except* 4) *nearby* 5) *next to* 6) *in* 7) *next* 8) *nearly*

We sheltered from the rain under some trees a) \_\_, b) \_\_ a mountain stream.

c) The sales figures don't look good \_\_ last year's results.

d) I enjoyed the holiday, \_\_ for the weather, which was very bad.

e) I don't think I'll have time to go on holiday this year. \_\_, I can't afford it.

[[4, 5, 1, 3, 2]]

+++++

Завершите описание ситуации, заполнив пропуски подходящими по смыслу лексико-грамматическими вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.  
Варианты не должны повторяться.

1) *crowded* 2) *full* 3) *plenty* 4) *galore* 5) *enough* 6) *busy* 7) *plentiful* 8) *much*

a) You'll find a \_\_ supply of food here.

b) The store is always \_\_\_\_ with people when the annual sales are on.

c) We're being \_\_ today with all the orders coming in at once.

d) There's no need to hurry. There's \_\_ of time before the shops open.

e) There are empty houses \_\_\_\_\_, many of them owned by the council.

[[7, 1, 6, 3, 4]]

+++++

### 13 задание

Что имеют в виду носители английского языка, когда употребляют идиоматические выражения (a) – e), представленные в левой колонке? Найдите соответствия в правой колонке (1) – 8) и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) I was chuffed.

1) relief

b) I've got cold feet.

2) physical discomfort

c) It threw me.

3) grief

d) I don't see eye to eye with you.

4) bewilderment

e) She hit the roof.

5) anger

6) disagreement

7) fear

8) pleasure

[[8,7,1,6, 5]]

+++++

Что имеют в виду носители английского языка, когда употребляют идиоматические выражения (a) – e), представленные в левой колонке? Найдите соответствия в правой колонке (1) – 8) и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- |                             |                        |
|-----------------------------|------------------------|
| a) I was flabbergasted.     | 1) relief              |
| b) I'm having kittens.      | 2) physical discomfort |
| c) I've blown it.           | 3) unfriendliness      |
| d) We are at loggerheads.   | 4) bewilderment        |
| e) I'm coldshouldering her. | 5) worry               |
|                             | 6) disagreement        |
|                             | 7) shock               |
|                             | 8) failure             |

[[4,5, 8, 6, 3]]

+++++

Выберите правильный вариант толкования сленговых выражений. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) Which of the following does NOT mean money?  
1) *Dosh* 2) *Brass* 3) *Loot* 4) *Freebie*
- b) How does she feel? "When she said she was leaving, I was *gobsmacked*."  
1) *Upset* 2) *Shocked* 3) *Happy* 4) *Worried*
- c) If you have *belly ache*, where is the pain?  
1) *In your head* 2) *In your leg* 3) *In your stomach* 4) *In your back*
- d) Which is the odd one out?  
1) *Lad* 2) *Bloke* 3) *Guy* 4) *Lass*
- e) Which of the following does NOT mean food?  
1) *Nosh* 2) *Grub* 3) *Eats* 4) *Loaf*

[[4, 2, 3, 4, 4]]

+++++

Выберите верное толкование американизмов и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) "That new play that opened in the local theatre last weekend bombed!" What's the meaning of *bombed* in American English?  
1) *It has been a tremendous success.*  
2) *It has been a tremendous failure.*  
3) *The cast is too large to fit on the stage.*  
4) *The cast is so small it's not worth seeing.*
- b) The American term 'slugfest' comes from German and means:

- 1) *A lot of slugs get together in the garden*
  - 2) *A boxing match with a lot of punching*
  - 3) *Whipped cream on top of coffee*
  - 4) *A place where parties happen.*
- c) The American term 'adobe' refers to:
- 1) *a style of outdoor painting*
  - 2) *a sun dried tomato*
  - 3) *a sun drenched plateau*
  - 4) *a sun dried brick*
- d) At a bus stop, the British form a queue. Americans \_\_\_\_\_.
- 1) *stand at line*
  - 2) *stand in line*
  - 3) *make a queue*
  - 4) *form a file.*
- e) She is a 'homely' lady means that she
- 1) *is very attractive.*
  - 2) *is houseproud.*
  - 3) *is a stay-at-home type.*
  - 4) *is rather plain.*

[[2,2, 4, 2, 4]]

+++++

Завершите высказывания (традиционные английские приметы), выбрав подходящие по смыслу варианты из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

- |   |   |
|---|---|
| a) To wish good luck, actors say “__”.        | 1) <i>find a four-leaf clover.</i>      |
| b) You will have bad luck if you__            | 2) <i>sneeze three times running.</i>   |
| c) When you blame your own bad luck you say _ | 3) <i>cross on the stairs.</i>          |
| d) It is unwise to__                          | 4) <i>come across an old horseshoe.</i> |
| e) When children are telling a lie they_____  | 5) <i>just my luck</i>                  |
|   | 6) <i>spill sugar.</i>                  |
|   | 7) <i>break a leg.</i>                  |
|   | 8) <i>keep their fingers crossed.</i>   |
|   | 9) <i>see one magpie.</i>               |

[[7,9,5,3, 8]]

+++++

Какие из приведённых ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения с незнакомыми или малознакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) Discussing politics
- b) Complimenting on another person's looks
- c) Discussing sport
- d) Speaking about the weather or service when you are waiting in a long queue
- e) Discussing health problems

[[2,2,1,1 2]]

+++++

Какие из приведённых ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения с незнакомыми или малознакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) Discussing religion
- b) Complimenting on another person's appearance
- c) Discussing latest sport events
- d) Discussing one's financial situation
- e) Discussing health problems

[[2,2,1,2, 2]]

+++++

Какие из приведённых ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения с незнакомыми или малознакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) Celebrity gossip
- b) Discussing past relationships
- c) Discussing sport
- d) Offensive jokes
- e) Discussing health problems

[[1,2,1,2, 2]]

+++++

Какие из приведённых ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения с незнакомыми или малознакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) Personal gossip
- b) Talking about one's age
- c) Discussing religion
- d) Discussing bus service while waiting for a bus

e) Discussing the weather

[[2,2,2,1,1]]

+++++

Завершите описания известных личностей, выбрав в каждом из пяти случаев подходящий вариант из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- |                           |  |
|---------------------------|--|
| a) Levi Strauss           | 1) <i>is the current queen of the UK and the Commonwealth.</i> |
| b) John Pemberton         | 2) <i>is the only female British Prime-Minister so far.</i>    |
| c) Sir Winston Churchill  | 3) <i>founded McDonald's fast food restaurants.</i>            |
| d) Elizabeth I            | 4) <i>founded the first company to manufacture blue jeans.</i> |
| e) Dame Margaret Thatcher | 5) <i>is a famous British researcher.</i>                      |
|                           | 6) <i>is a famous socialite.</i>                               |
|                           | 7) <i>is the inventor of Coca-Cola.</i>                        |
|                           | 8) <i>is one of England's greatest monarchs of the past.</i>   |
|                           | 9) <i>is an outstanding British politician.</i>                |

[[4, 7, 9, 8, 2]]

+++++

#### 14 задание

Определите, какими фразовыми глаголами из приведённых ниже Вы бы заменили выделенные курсивом глаголы и словосочетания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) *fall out* 2) *fall in with* 3) *fall through* 4) *fall off* 5) *fall behind* 6) *fall in* 7) *fall away* 8) *fall back*

- a) Attendance at sports events has *decreased* since they began to televise them.  
b) They took his TV set away because he had *failed to keep up* with his monthly payments.  
c) She had planned the match carefully with her coach and everything *resulted according to* plan.  
d) She was always very friendly with her tennis partner so I'm surprised they've *quarreled*.  
e) He applied for several jobs as a tennis coach but they all *came to nothing*.

[[4, 5, 2, 1, 3]]

+++++

Завершите фразы, употребив подходящие по смыслу фразовые глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *take up* 2) *come into* 3) *stand up* 4) *pay off* 5) *come at* 6) *pay back* 7) *get in* 8) *stay up* 9) *come over*

- a) Studying hard at university usually \_\_\_ later on.
- b) What's my role? Where do I \_\_\_ all this after all?
- c) The author \_\_\_s\_\_\_ a serious topic of generation gap in his story.
- d) We need to \_\_\_ the problem from all directions.
- e) I'm tired. I've been \_\_\_ing\_\_\_ all day.

[[4, 2, 1, 5, 3]]

+++++

Замените указанные в скобках глаголы на синонимичные фразовые глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).  
Внимание: вариантов больше, чем необходимо.

1) *put down to* 2) *stand up for* 3) *come in for* 4) *get down to* 5) *make up for* 6) *put in for* 7) *keep up with* 8) *come up with*

- a) We hope to (find) the solution in the near future.
- b) It is hard to (start) work after a long holiday.
- c) They will have to work very hard to (compensate for) the lost time.
- d) It is not difficult nowadays to (follow) new developments.
- e) I know the boss is going to criticize everything I have done. I hope you will (defend) me.

[[8, 4, 5, 7, 2]]

+++++

Завершите фразы, заменив *выделенные курсивом* слова и словосочетания подходящими по смыслу фразовыми глаголами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).  
Внимание: вариантов больше, чем необходимо.

1) *set(s) out* 2) *take(s) off* 3) *break(s) out* 4) *set(s) in* 5) *run(s) out* 6) *go(es) in for* 7) *break(s) up* 8) *run(s) off* 9) *come(s) in*

- a) I'd like to go on holiday before winter *establishes itself*.
- b) I'd like to *enter* the First Certificate examination soon.
- c) What time does your flight *depart*?
- d) They can't go any further because their food has *been used up*.
- e) The end of term is on December 21st. That's when school *ends for the holidays*.

[[4, 6, 2, 5, 7]]

+++++

Завершите фразы, выбрав подходящие по смыслу слова/словосочетания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).  
Внимание: вариантов больше, чем необходимо.

1) *let it slip* 2) *turnout* 3) *turnaround* 4) *let up* 5) *run out* 6) *let go of* 7) *turn down*



- a) I hope the rain will\_\_ soon and I'll be able to go out.
- b) Her patience has\_\_.
- c) They are planning a complete \_\_of the factory.
- d) She did\_\_that she had been promoted.
- e) \_\_ my hand.

[[4,5, 3, 1, 6]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу вариантами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).  
Внимание: вариантов больше, чем необходимо.

- 1) *work out* 2) *set off* 3) *turn away* 4) *crop up* 5) *work up* 6) *set back* 7) *turn down* 8) *fit out* 9) *fit in*

- a) Car clubs are \_\_\_ing\_\_\_with the sales pitch that you could save a packet and the planet at the same time.
- b) If you want the car from Monday to Friday, it will \_\_\_ you \_\_\_ £125.
- c) If you plan your time, make the most of public transport and walk or cycle, then car club membership can \_\_\_ to be cost effective.
- d) If you believe the reports, people applying for a credit have a good chance of being \_\_\_ed\_\_.
- e) The couple have annoyed neighbours in the conservation area of trendy Islington, who complain that the extension to the two-storey house doesn't \_\_\_.

[[4, 6, 1, 7, 9]]

+++++

Завершите фразы, выбрав подходящие по смыслу фразовые глаголы (1) – 9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).  
Внимание: вариантов больше, чем необходимо.

- 1) *buy off* 2) *rub it in* 3) *put by* 4) *put off* 5) *back(ed) away* 6) *file(d) away* 7) *pick up* 8) *wear off* 9) *step(ed) down*

Tom could not believe his luck at winning this holiday after entering a competition in a shopping mall in his home town of Michigan while waiting for his wife to a) \_\_\_ some groceries.

Mary realised that her charity was misguided, for her daughter's hair was the most beautiful in the entire school. To b) \_\_ with daily curls earned Maggie much envy and loathing.

As she c)\_\_\_, she flung her right arm up in the air, and slapped her left hand on its biceps in a mysterious gesture no one understood, but which the boys d) \_\_\_for future use.

We can get to Australia without begging from her; I have enough e) \_\_\_.

[[7, 2, 5, 6, 3]]

+++++

Завершите фразы, выбрав подходящие по смыслу фразовые глаголы или образованные от них существительные. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *bring up* 2) *build up* 3) *check in* 4) *shut down* 5) *stand by* 6) *stop over* 7) *stow away* 8) *take over* 9) *walk out*

- a) As the flight is so long, why not \_\_\_ in Singapore for a while?
- b) Her parents \_\_\_ Ethel \_\_\_ to know the difference between right and wrong.
- c) After the \_\_\_ of the firm several employees lost their jobs.
- d) One person managed to board the ship in Cairo and \_\_\_\_\_ amongst the cargo.
- e) We need you to \_\_\_\_\_ so you can fill in if someone doesn't turn up.

[[6,1, 8, 7, 5]]

+++++

Завершите фразы, выбрав подходящие по смыслу фразовые глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *Walk (ed) out on* 2) *make/made off with* 3) *get/got away with* 4) *move(ed) on to* 5) *add(ed) up to* 6) *come/came forward with* 7) *catch/caught up with* 8) *look(ed) back on* 9) *get/got ahead with*

- a) The burglar broke into the house and \_\_\_\_\_ all her jewels.
- b) Max's been absent from school for three weeks and missed a lot of work. When he comes back, I think he'll have to work hard to \_\_\_\_\_ the rest of the class.
- c) When I \_\_\_\_\_ my childhood, I have some wonderful memories.
- d) This is how the story goes. He rides past on a motorbike, snatches her handbag and \_\_\_s\_\_\_ it down the street.
- e) I think we've discussed that long enough. Can we \_\_\_\_\_ another topic now?

[[3,7,8, 2, 4]]

+++++

Завершите фразы, выбрав подходящие по смыслу фразовые глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *cut back on* 2) *fool around with* 3) *go out with* 4) *send away for* 5) *stand in for* 6) *miss out on* 7) *watch out for* 8) *walk (ed) out on*

- a) After years of being badly treated, she finally \_\_\_\_\_ her husband and was never seen again.
- b) This advertisement looks interesting. I think I'll \_\_\_\_\_ further details.
- c) Why is Justin spending so much time getting ready? – He's \_\_\_ing\_\_\_ his new girlfriend tonight.
- d) Be careful! \_\_\_\_\_ the ice on the roads!

e) We believe the fire was started by some children who had been \_\_\_ing\_\_\_ matches.

[[8,4,3,7,2]]

+++++

### 15 задание

Восстановите логическую последовательность предложений в отрывке. Укажите номера предложений в выбранном Вами порядке в талоне ответов под соответствующей буквой (a) – e). Внимание: одно предложение лишнее.

1. A splendid garden - though the one at Buckingham Palace is more of a park with rolling lawns and a lake and huge trees and bushes -- has a particular place in England's identity.
2. It is also why garden centres are booming.
3. The English have a veritable passion for gardens.
4. From city patios to country piles, from the suburban semi to the municipal allotment, the English want to plant and to cultivate, to create their own little patch of natural harmony and tranquillity.
5. And this is why gardening programmes on TV turn their presenters into household names.
6. This is why great gardens like Sissinghurst in Kent or Hidcote Manor in Gloucestershire attract enormous numbers of visitors every year.

[[3, 6, 2, 5, 4]]

+++++

Найдите логическое продолжение фраз, приведённых в левой колонке, выбрав подходящие по смыслу фразы из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- |   |  |
|---|--|
| a) Foreign dishes in England are  | 1) always imported food from abroad.   |
| b) The British have in fact   | 2) on British cooking was of course the weather.                                     |
| c) From the time of the Roman invasion foreign trade significantly influenced | 3) however, World War II changed everything.   |
| d) English kitchens, like the English language,                               | 4) the good old British rain gives us rich soil and green grass.                     |
| e) Another important influence  | 5) replacing traditional British food.   |
|   | 6) the Ministry of food.   |
|   | 7) managed to recover from the wartime attitude to food.                             |
|   | 8) absorbed ingredients from all over the world – chickens, rabbits, apples and tea. |

9) British cooking.

[[5, 1, 9, 8, 2]]

+++++

Восстановите логическую последовательность предложений в отрывке и укажите номера выбранных вариантов в талоне ответов в установленном Вами порядке под соответствующими буквами (a) – e).

Countries hit by last year’s devastating tsunami should erect natural buffer zones along their coasts. a) \_\_ The planting of trees, primarily mangroves, around shorelines would lessen the impact of disasters like the December 26 tsunami which killed nearly 290,000 people around the Indian Ocean. b)\_\_\_

United Nations Environment Programme estimates that reconstruction and rehabilitation costs could top \$12.6 billion. c)\_\_\_

Countries must heed the long-term environmental lessons of the tsunami, particularly the consequences of ripping out mangrove swamps and the destruction of coral reefs that protect coastlines. d)\_\_\_ In many parts of South-East Asia, mangroves have been systematically destroyed to make way for shrimp farms.

e)\_\_ “Buildings and other infrastructure need to be built in less vulnerable areas and to standards that will protect them and their inhabitants in the event of future tsunamis,” UNEP chief Klaus Toepfer says.

- 1) *In Indonesia, people who perished had built houses where mangroves were to be.*
- 2) *Sri Lanka, one of the hardest-hit countries, for example, has already decided to establish a no-build zone for hotels up to 200 metres from the average high tide line.*
- 3) *Priority should be given to near-shore forest development as trees are most likely to help absorb the energy of future tsunamis.*
- 4) *Otherwise, all the measures mentioned above might bring not much benefit.*
- 5) *Moreover, it could take as long as a decade to implement.*
- 6) *UNEP suggests that countries should enact strict building codes in coastal areas to keep construction away from sites known to be prone to high waves and flooding.*
- 7) *In addition to the immediate damage to lives and property caused by the tsunami, the disaster was compounded by the amount of debris and toxic substances it spread into marine eco-systems.*
- 8) *In the low-lying Maldives islands, dislodged asbestos and leaking fuel have mixed with human and animal waste to form a potentially lethal mix.*
- 9) *In addition to that, they should rebuild in less exposed areas to protect against future calamities.*

[[3, 9, 5, 1, 6]]

+++++

Восстановите логическую последовательность предложений в отрывке и укажите номера выбранных вариантов в талоне ответов в установленном Вами порядке под соответствующими буквами (a) – e).

One can argue a lot about advantages and disadvantages of technological progress. a)\_\_\_ For example, not so long ago, the typical New York sign-off used to be “Have a nice day.” b)\_\_\_ From Tokyo to London to Los Angeles, the craze of the facsimile machine is sweeping the world. c) \_\_\_ Here radio stations, for example, are taking record requests by fax. d) \_\_\_ To order lunch, you can zap off a completed “le fax menu” to your favourite restaurant. If you are looking for a partner for the evening, you fax your needs to a fax-dating service. Down in Greenwich Village, there are even artists busy developing the genre of fax art. Half the telephone calls from New York to Japan are between fax machines. e) \_\_\_

- 1) *The police in this connection have decreed that under no circumstances may you transmit from your car fax on the move.*
- 2) *The advertising companies which pack your letter box with “personalized” brochures and telephone you to offer their goods just as you are sitting down to dinner, have latched on to the fax with a vengeance.*
- 3) *The advantage is that office workers can do it without the boss hearing them telephone.*
- 4) *However, no city seems to have gone as fax mad as New York.*
- 5) *The consequences might be unpredictable.*
- 6) *This being New York, you can also, of course, use the machine to communicate with your “shrink” for some fax therapy.*
- 7) *Anyway, whichever way you look at it, electronic devices have penetrated our lives once and forever.*
- 8) *It is fast being replaced by a new one: “What’s your fax number?”*
- 9) *There is another hazard in faxing that can cause embarrassment – the wrong number.*

[[7, 8, 4, 3, 6]]

+++++  
Найдите логическое продолжение фраз, приведенных в левой колонке, выбрав подходящие по смыслу фразы из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- |   |   |
|---|---|
| a) ‘Neanderthals, often portrayed as grunting, club-carrying brutes,  | 1) known to be involved in speech, raising the possibility the species possessed some prerequisites for language.                             |
| b) A DNA analysis shows Neanderthals share with humans the FOXP2 gene | 2) about 30,000 years ago although controversial findings last year suggested they might have survived until as recently as 24,000 years ago. |
| c) Neanderthals were a dead-end offshoot of the human line            | 3) recently excavated from a site in Northern   |

Spain.

- d) Most researchers believe Neanderthals survived in Europe until the arrival of fully modern humans
- e) Nobody knows
- 4) language is a more sophisticated way to pass on knowledge to the next generation.
- 5) least a key genetic change required for speech.
- 6) able to retrieve nuclear DNA from Neanderthals.
- 7) who inhabited Europe and parts of West and Central Asia.
- 8) may have been capable of sophisticated speech,' researchers said on Thursday.
- 9) if Neanderthals could talk.

[[8, 1, 7, 2, 9]]

++++  
Восстановите логическую последовательность предложений в отрывке и укажите номера выбранных вариантов в талоне ответов в установленном Вами порядке под соответствующими буквами (a) – e).

I know you are just about to read this, but stop! Look down. What are you wearing right now? a) \_\_\_\_.

Like it or not, the world judges you by what you wear. b)\_\_\_\_. Clothes to some degree define you.

After having worked in the Russian market for over six years, Laurie Sagle says many people don't realize the importance of business dress. c)\_\_\_\_. "What is most appropriate generally tends to be pretty dull. There is a big confusion between fashion and business dress."

d)\_\_\_\_. The most important thing is simple grooming. "Make sure you are clean from your shoes to the top of your head," emphasises Sagle.

What is necessary or appropriate often depends on the line of work. e) \_\_\_\_ But whatever the sector, there are basic rules for office dressing. Leave the fashion pieces for social occasions and fashion business.

- 1) *In her opinion, it especially concerns women.*
- 2) *The more conservative business sectors, such as banking, and law, require gray, navy or black suits for both women and men.*
- 3) *This especially applies to the conservative areas of employment.*
- 4) *A misconception is thinking you need to spend a lot of money to improve your business image.*
- 5) *Take a moment to look at how you are dressed and the image you are projecting.*

- 6) *In this case it does not matter what level you may be with a company.*  
7) *Because you want to be hired for a position, you present yourself in the best possible way.*  
8) *At least on a first impression basis.*  
9) *Follow the above given pieces of advice and good luck.*

[[5, 8, 1, 4, 2]]

+++++

Найдите логическое продолжение фраз, приведенных в левой колонке, выбрав подходящие по смыслу фразы из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- |   |  |
|---|--|
| a) At an English lesson at the Nasser Secondary School the Scottish instructor, | 1) displayed by these Yemeni students, I might have stayed in the job a great deal longer.   |
| b) There were twenty very thin, very eager boys                                 | 2) half-way through a question, his voice was drowned by shouts of “Teacher! Teacher! Teacher!”  |
| c) They were part of that tiny educated leaven in a country                     | 3) to stumble over an answer the others fought to grab the question for themselves, bellowing for Teacher’s attention.                                     |
| d) They had been trained  | 4) one of three Britons employed in the Yemeni school, was drilling the class in the difference between the “present simple” and the “present continuous”. |
| e) The moment that the instructor was   | 5) aged between about fourteen and twenty-two.   |
|   | 6) to compete continually against each other so that the lesson turned into a kind of noisy greyhound race.  |
|   | 7) as if every minute spent in the classroom could make or break them.   |
|   | 8) would take them out of their villages and tenements.  |
|   | 9) which has an illiteracy rate of ninety per cent, and they had tense, ambitious faces.   |

[[4, 5, 9, 6, 2]]

+++++

Найдите логическое продолжение фраз, приведенных в левой колонке, выбрав подходящие по смыслу фразы из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

|                                   |  |
|-----------------------------------|--|
| a) She's really generous.         | 1) She's always working overtime.          |
| b) She's so disorganized.         | 2) She never thinks before she speaks.     |
| c) She's so choosy.               | 3) She won't ever do what she's told.      |
| d) She's so dishonest.            | 4) She's always buying me presents.        |
| e) She is incredibly house-proud. | 5) She's always telling lies.              |
|                                   | 6) She'll only wear designer clothes.      |
|                                   | 7) She never finishes anything she starts. |
|                                   | 8) She's always dusting and polishing.     |

[[4,7,6, 5, 8]]

+++++

Восстановите логическую последовательность предложений в отрывке и укажите номера выбранных вариантов в талоне ответов в установленном Вами порядке под соответствующими буквами (a) – e).

- 1) Unlike the gardens designed for the nobility in other countries - Louis XIV's Versailles, for example - the English estates were not created to radiate magnificence and power but rather expressed the classical fantasy of rural retreat and spiritual refreshment.
- 2) The result was that everyone who can do so apes a country gentleman in seeking to recreate the rural idyll.
- 3) These aspirations were shared by millions of others.
- 4) Englishness is inescapably bound up with an attachment to the idea of the rural idyll, which embodies qualities such as gentleness, harmony and orderliness.
- 5) This is by no means a new affection.
- 6) These qualities derived originally from those upper classes whose country parks and great estates originally sponsored horticultural creativity.

[[4,6,1,3,2]]

+++++

Восстановите логическую последовательность предложений в отрывке и укажите номера выбранных вариантов в талоне ответов в установленном Вами порядке под соответствующими буквами (a) – e).

- 1) Stimulation values may be less important because novelty and risk are more threatening.
- 2) This suggests several hypotheses.
- 3) Opportunities, demands, and constraints associated with life stages may cause age differences in values.
- 4) Strength, energy, cognitive speed, memory, and sharpness of the senses decline with age.
- 5) With age, security values may be more important because a safe, predictable environment becomes more critical as capacities to cope with change wane.



6) Although the onset and speed of decline vary greatly, the decline rarely reverses.

[[4,6,2,5,1]]

+++++

### **16 задание**

Прочитайте текст и выберите точные ответы на вопросы к тексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

When a group of young people was surveyed in 2005 by the American Academy of Dermatology, 80% said they were aware that getting a suntan can be dangerous for their skin. Still, 60% of them admitted that they had suffered at least one sunburn during the previous summer. While 38% said they knew someone who has or had skin cancer, 47% thought that people look healthier with a tan and 66% believed that people appear more attractive with a tan.

“There’s a big disconnect here,” says Professor Darrell S. Rigel of New York University, who led the survey, “especially when, in the US, there are more skin cancers than all of the other cancers combined.”

In 2005 California Governor Arnold Schwarzenegger signed a law that made teen visits to tanning salons illegal in California without parental consent. California isn’t the only one, as a number of states have begun to follow suit. Why are tanning beds such a problem? Because you’re getting ultra-violet radiation at a higher rate of exposure and that’s why tanning is faster on a tanning bed than in natural sunlight.

Like many dermatologists, Dr Richard Wagner of the University of Texas was frustrated by patients who, while they knew exposure to ultra-violet light was dangerous, continued to lie in the sun – even some who had developed cancer. “They told me they just couldn’t stop,” Dr Wagner says.

To investigate whether tanning truly can be addictive, he and his colleagues, using modified versions of two surveys that identify alcoholics and other drug addicts, interviewed 145 people on a Texas beach. Depending on the questionnaire used, 26% or 53% of the interviewees met the criteria for ultra-violet tanning addiction.

The scientists suggest that tanning dependence could stem from feel-good chemicals produced by skin that is exposed to ultra-violet light. Previous research, although inconclusive, has supported this hypothesis. The study was “an interesting, innovative way to look at whether there may be any biological basis to tanning,” says Dr Vikas Patel, a dermatologist in Washington. “But the biggest motivations for tanning are social and cultural. If people start to view sunbathing as an addiction, it may make them believe they cannot stop.”

If Dr Wagner's results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

- a) Why is skin cancer a very urgent problem in the US?  
1) *The climate is very hot.* 2) *Such cases outnumber all other kinds of cancer.* 3) *People don't realise the extent of the problem.* 4) *Most people don't care.* 5) *Most doctors see it as a problem and talk a lot about it.* 6) *Such cases outnumber all other skin conditions.*
- b) Why did Dr Wagner undertake his research?  
1) *Out of sheer curiosity.* 2) *Because there was no cure available at the moment.* 3) *Out of pity.* 4) *Because many people continued to behave recklessly.* 5) *Because a lot of people weren't informed about the dangers of suntanning.*
- c) What methods did Dr Wagner use for his research?  
1) *Techniques used to identify substance abusers.* 2) *Complex biological research methods.* 3) *Opinion polls.* 4) *Job interviews.* 5) *Drug addiction support groups.*
- d) What do scientists hypothesize about the appeal of tanning?  
1) *It is rooted in human physiology.* 2) *It is caused by the need of psychological comfort.* 3) *Tanning is fashionable.* 4) *It has a biological basis.* 5) *Tanning is about good looks.* 6) *Tanning is a must in certain cultures.*
- e) What will Dr Wagner's findings explain?  
1) *The danger of overexposure to UV rays.* 2) *The failure to convince people of the dangers of suntanning.* 3) *The success of certain efforts to keep people out of the sun.* 4) *The complexity of reasons behind the appeal of suntanning.* 5) *The rationale behind certain laws.*

[[2, 4, 1, 5, 2]]

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When a group of young people was surveyed in 2005 by the American Academy of Dermatology, 80% said they were aware that getting a suntan can be dangerous for their skin. Still, 60% of them admitted that they had suffered at least one sunburn during the previous summer. While 38% said they knew someone who has or had skin cancer, 47% thought that people look healthier with a tan and 66% believed that people appear more attractive with a tan.

"There's a big disconnect here," says Professor Darrell S. Rigel of New York University, who led the survey, "especially when, in the US, there are more skin cancers than all of the other cancers combined."

In 2005 California Governor Arnold Schwarzenegger signed a law that made teen visits to tanning salons illegal in California without parental consent. California isn't the only one, as a number of states have begun to follow suit. Why are tanning beds such a problem? Because you're getting ultra-violet radiation at a higher rate of exposure and that's why tanning is faster on a tanning bed than in natural sunlight.

Like many dermatologists, Dr Richard Wagner of the University of Texas was frustrated by patients who, while they knew exposure to ultra-violet light was dangerous, continued to lie in the sun – even some who had developed cancer. “They told me they just couldn't stop,” Dr Wagner says.

To investigate whether tanning truly can be addictive, he and his colleagues, using modified versions of two surveys that identify alcoholics and other drug addicts, interviewed 145 people on a Texas beach. Depending on the questionnaire used, 26% or 53% of the interviewees met the criteria for ultra-violet tanning addiction.

The scientists suggest that tanning dependence could stem from feel-good chemicals produced by skin that is exposed to ultra-violet light. Previous research, although inconclusive, has supported this hypothesis. The study was “an interesting, innovative way to look at whether there may be any biological basis to tanning,” says Dr Vikas Patel, a dermatologist in Washington. “But the biggest motivations for tanning are social and cultural. If people start to view sunbathing as an addiction, it may make them believe they cannot stop.”

If Dr Wagner's results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

a) How did some of the interviewees respond?

*1) They denied knowing people with skin cancer. 2) They acknowledged knowing people with skin conditions. 3) They claimed to be harmed by the UV rays. 4) They would like to have less exposure to sunlight. 5) They reported UV-related accidents.*

b) Why was a new law on tanning salons passed in certain American states?

*1) Because teenager hospital admissions ran high. 2) Because of inadequate sanitary conditions in tanning salons. 3) Because parents were against unsupervised suntanning. 4) Because of higher levels of radiation.*

c) Which word best sums up Dr Wagner's feelings regarding his patients?

*1) Anxiety 2) Fury 3) Lack of concern 4) Disgust 5) Irritation*

d) Who took part in Dr Wagner's survey?

*1) Patients with skin conditions. 2) Legal drug users. 3) Substance abusers. 4) General public. 5) All the four groups mentioned above.*

e) What are the main reasons for having a tan?

1) *The suntan lovers are driven by envy and jealousy.* 2) *The main reasons are cultural.* 3) *The reasons are purely biological.* 4) *Suntan is recommended by doctors.* 5) *The suntan lovers have mostly esthetical considerations in mind.*

[[ 2, 4, 5, 4, 5]]

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May 13, 2009

Dear Miss Manners,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly.

She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear Ignored,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people. So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

- a) Who has Ignored written a letter to?  
1) *Her favourite aunt* 2) *A newspaper editor* 3) *A friend of hers* 4) *A psychologist* 5) *A famous columnist*
- b) Why has Ignored written the letter?  
1) *She wanted to share a good experience.* 2) *She wanted to give advice.* 3) *She was seeking advice.* 4) *She was commenting on an earlier post.* 5) *She warned against a misuse of electronic devices.*
- c) How does Ignored generally feel about meeting up with her friend?  
1) *She is generally upset about it.* 2) *She anticipates it.* 3) *She is happy about it.* 4) *She feels that careful planning is needed to make it a success.* 5) *She has mixed feelings about it.*
- d) According to Miss Manners, why do people go out with their friends?  
1) *They do it because they feel like it.* 2) *They do it to show off their new phones.* 3) *They do it to get away from their everyday routine.* 4) *They do it to shop in company.* 5) *They do it because they miss each other a lot.*
- e) According to Miss Manners, what should Ignored do if her friend doesn't stop texting while in her company?  
1) *Ignore her.* 2) *Tell her to stop.* 3) *Reconsider her daily schedule.* 4) *Reconsider her time out with her friend.* 5) *Find a new, less phone-obsessive friend.*

[[5,3, 3, 3, 4]]

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May 13, 2009

Dear Angry Aunt,

Now that people are encouraged to turn off their cell phones in restaurants and movie

theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly.

She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*N*

May 15, 2009

Dear *N*,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than *Angry Aunt* with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, *Angry Aunt* suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Angry Aunt*

a) What is the behaviour described in the text often called?

1) *Stage phoning* 2) *Gadget addiction* 3) *Compulsive texting* 4) *Attention seeking* 5) *Bad table manners.*

b) What does the word “case” in “this is no longer the case” refer to?

1) *The suitcase* 2) *Texting* 3) *Shopping together* 4) *Sharing the latest events in the lives of N and her friend* 5) *Hoping to get her friend all to herself.*

c) What does the phrase “The same thing happened” mean?

1) *Meeting up with her friend* 2) *Following the same daily routine* 3) *Catching up on each other’s lives* 4) *Checking one’s phone* 5) *Giving her friend her full attention.*

d) What is N like compared to other people?

1) *She is similar to them.* 2) *She is more polite than most of them.* 3) *She is different from them.* 4) *She is busier than other people.* 5) *She needs company more than other people.*

e) What should people pay attention to?

1) *To how they speak on the phone.* 2) *To how they use the latest gadgets.* 3) *To their table manners.* 4) *To their manners when using technological devices.* 5) *To how busy their friends are.*

[[3, 5, 4, 3, 4]]

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Lexi bumped into someone at the mall. Curtis crashed into a parking meter. Ryan tripped over a bag at the airport. You’ve probably seen it, and maybe you’ve even laughed: people can end up in ridiculous situations when they text and walk at the same time.

Believe it or not, people can also get hurt.

The American College of Emergency Physicians warns people about texting on the move. Emergency room (ER) doctors who treat people like Curtis, who cracked his ribs in his encounter with the parking meter, say that we need to be more cautious about when and where we text.

### **What’s the Big Deal?**

The problem is multitasking. No matter how young and alert we are, the human brain just isn’t capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you’re thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you’re doing or

where you're going, and that significantly increases the risk of your getting hurt or injuring others.

It doesn't matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what's going on around you, something that's especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you're texting.

### **When Texting Turns Tragic**

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers' phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

### **Tips for Texting**

It's hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn't interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it's easy to find.
2. If you need to text right away, stop what you're doing or pull off the road.
3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) How does being preoccupied with texting affect your well-being and that of others?  
*1) It is not good manners. 2) It can annoy others. 3) You can get hurt. 4) Others can get injured. 5) It increases the risk of getting hurt or injuring others.*
- b) How does your brain react to doing two things simultaneously?  
*1) It gives more attention to texting. 2) It gives equal attention to both things you're doing. 3) It gives less attention to one of the two things you're doing. 4) It switches from one activity to the other quite easily. 5) It reacts naturally to it.*
- c) Why is it of utmost importance to avoid texting when you walk home at night?  
*1) You can get mugged. 2) You can't text because it is dark. 3) You can get hurt. 4) Your reaction time is slower. 5) You need to focus on other things.*
- d) To what is driving while texting compared?  
*1) Dangerous driving 2) Driving under the influence 3) Drinking alcohol 4) Taking medications 5) Taking drugs.*



e) When does it become crucial to deactivate our phones?

1) *At work* 2) *While driving* 3) *While walking* 4) *When in other people's company* 5) *When doing anything which requires full attention.*

[[4,3, 4, 2, 5]]

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To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) What is one of the emotional impacts of texting while moving?  
*1) A cut on your face. 2) A car accident. 3) Tripping over something. 4) Contempt. 5) A dark swollen knee. 6) Humiliation.*
- b) What does the expression “behind the wheel” mean?  
*1) To hide in a car. 2) Not to be able to drive fast. 3) To ride in somebody else's car. 4) To drive a car. 5) To change a wheel of a car.*
- c) What do you do when you pull off the road? You \_\_\_\_  
*1) have an accident 2) start moving after being stationary 3) drive faster 4) drive off the road in order to stop 5) suddenly stop in the middle of a road.*
- d) What do you mean when you say that something “is bound to happen”? Something \_\_\_\_  
*1) will never 2) might 3) is likely to 4) is hardly likely to happen.*
- e) What do you do when you multitask? You \_\_\_\_  
*1) fail a very difficult task 2) complete a demanding task 3) do one thing after another 4) stop doing one thing to complete another one 5) do several things at once 6) do one thing at a time.*

[[6,4,4,3,5]]

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Polar bears are a very new species that have developed from grizzly bears. In captivity, polar bears and grizzly bears have bred and produced their young. There is no evidence that they breed in the wild, however.

Grizzlies (including brown bears) range in weight from 750 to 1000 pounds and there are very few that are much smaller or larger than this. The size of polar bears seems to be limited more by the quality and quantity of food they eat when they are growing up. So fully grown polar bears will range in weight from 300 to more than 1500 pounds, but weights change throughout the year. Males are usually about 50% heavier than females, so large male polar bears reign as the largest carnivores on the earth.

Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales. While some bears hunt from within the water, they usually need a platform to hunt

from, such as sea ice. Polar bears feed mainly on seals. The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath. Also, many seals are born on the sea ice and live there until they learn to swim. Both breathing holes and seal dens are favorite sites to find a waiting polar bear. In addition, polar bears feed on fish and, occasionally, whales.

Polar bears everywhere seek a stable area to give birth to their young. So in the autumn, expectant females usually head for ice that is frozen to the shore and doesn't drift, or the nearby land where they will dig a den in the snow. The polar bears of the southern arctic also have to endure an ice-free period during the year when they cannot hunt seals and must come ashore.

The bears come ashore sometime during the ice melt period, which usually takes place after mid-July, but during the late 1990s, it has been occurring as early as late June. The earliest known date for Hudson Bay freezing enough for the bears to move out is 31 October during 1991. The latest date has been 18 December during 1998. The average date for freeze-up is the 15 November. This means that most bears will be on shore for 100-150 days each year. Expectant females will den up in the early autumn before the ice freezes so they will not be able to hunt for food at all. At this time of the year there is not enough snow accumulated to make a den. So the bears look for large peat banks along the lakes, rivers, and streams where they will dig a maternity den. They remain in or near the den until late February or March when the cubs are old enough to travel to the sea ice.

There are at least two reasons why polar bears are found in the Churchill region. Firstly, the melting sea ice usually lasts the longest along the coast of western and southern Hudson Bay, which gives the bears an opportunity to feed as long as possible. Before the last ice melts, the bears must swim and this part of the coast is the nearest shore. Secondly, polar bears are creatures of habit. They likely head for the area which is most familiar that is, where they were born and returned with their mother in subsequent summers.

a) Which type of bear is lighter at the lower end of its adult weight range?

1) *The grizzly* 2) *The polar bear* 3) *There is no exact information.*

b) What do bears normally require when they hunt?

1) *Time* 2) *Strength* 3) *A platform*

c) Which of the following is not identified as a polar bear food source?

1) *Seals* 2) *Fish* 3) *Whales* 4) *Grizzlies*

d) What is the latest recorded date on which Hudson Bay froze and bears were able to move out?

1) *December 18 1998* 2) *October 31 1991* 3) *November 15*

e) What material do expectant female polar bears use to make a den? 1) *Only snow* 2) *Snow or peat* 3) *Any material available*

[[2,3, 4, 1, 2]]

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### **Paragraph 1**

Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

### **Paragraph 2**

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

### **Paragraph 3**

Organic gardening is beneficial because it provides fresh vegetables and fruit which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

### **Paragraph 4**

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

### **Paragraph 5**

As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

### **Paragraph 6**

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that

future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

### Paragraph 7

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

- a) How is being green becoming a way of life?
  - 1) *More and more children are taught ecology at school.*
  - 2) *Recycling is becoming one of the most important industries.*
  - 3) *Plastic bags and cans are avoided in some households.*
  - 4) *More and more people change their lifestyles.*
  
- b) What is the goal of using new technologies to help construct green buildings?
  - 1) *Reducing construction costs.*
  - 2) *Making houses more attractive and comfortable to live in.*
  - 3) *Reducing the overall impact of building on human wellbeing and environment.*
  - 4) *Promoting "intelligent" housing.*
  
- c) How can contamination of water be avoided while gardening?
  - 1) *By using safe chemicals.*
  - 2) *By using new irrigation methods.*
  - 3) *By avoiding the use of chemicals.*
  - 4) *By using fresh rainwater.*
  
- d) How can we protect the endangered species and conserve the forests?
  - 1) *By establishing nature reserves.*
  - 2) *By eating vegetarian food.*
  - 3) *By practicing organic gardening.*
  - 4) *By sticking to the chosen course of action.*
  
- e) How can we change the situation for the better?
  - 1) *Only by shopping locally.*
  - 2) *By actively promoting everyday green living.*
  - 3) *By changing public opinion.*
  - 4) *By improving the state of economy.*

[[4, 3, 3, 4, 2]]

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*Lindor Reynolds feels that gym class should be teaching the lessons of life.*

Paragraph A

We have recently learned our children are growing into a collection of chubby players of video games, more interested in watching TV than going for a jog around the block. Are we shocked? No! We lead by example and we lead our kids straight to the sofa.

Paragraph B

Realizing that the average kid gets as much exercise as a 100-year-old Swede, American schools have decided to ban dodge ball, a game considered to be the bane of the weaker and slower students suffering from low self-esteem. It seems it just dawned on educators that lining up children and deliberately throwing a heavy ball at them might not be a psychologically sound way to develop a life-long love of sport. Moreover, school authorities are being encouraged to ban all activities requiring human targets.

Paragraph C

We, as parents, must do everything we can to stop this liberal ban. Ban human targets and you eliminate everything from hockey to soccer, from spit balls to tag, from rope climbing to high jump lessons. Gym class is not about building self-esteem. It's about draining the battery juice out of kids so they will return to class obedient and whimpering.

Paragraph D

But here's what the experts have to say. The notion of throwing things at people is a thing contrary to what we're teaching elsewhere in school - being supportive of each other, working together, says Judith Young, executive director of the overly-named National Association for Sport and Physical Education (PE). The best PE programs now try to be sensitive to getting kids to like physical activity. We want them to feel positive about exercise so they don't feel awkward whenever anyone suggests doing something active.

Paragraph E

Young is completely missing the point. You don't teach kids games to build their egos. You teach them games so they'll be ready for life. Dodge ball is a perfect metaphor for adulthood. You finish school. You apply for a job. You show up missing a tie or a reference. WHUMP! You get hit with a reality dodge ball. People don't automatically like you in the real world. People won't always take the time to find the good in you. This is what life is about. Life is dodge ball. The sooner our kids learn that the better they'll be.

a) What activity is most likely to be the result of parental influence?

1) *Going in for sports*

- 2) *Being well-educated*
- 3) *Being passive*
- 4) *Having a balanced life*
- 5) *Taking up an intellectual hobby.*

b) In paragraph B there is a phrase which the writer clearly does not intend us to read as a fact. Is this phrase:

- 1) *A game considered to be the bane of the weaker and slower students?*
- 2) *the average kid gets as much exercise as a 100-year-old Swede?*
- 3) *school authorities are being encouraged to ban all activities requiring human targets?*

c) What is dodge ball?

- 1) *It is a team game similar to football.*
- 2) *It is a ball game for one player.*
- 3) *It is a game where players try to avoid being hit by a ball.*
- 4) *It is a team game similar to squash.*

d) According to Judith Young, why do educators want students to enjoy PE?

- 1) *PE builds self-esteem.*
- 2) *PE is about being supportive and working in a team.*
- 3) *PE teaches students to like physical activity.*
- 4) *PE teaches one to rely on oneself and win at all costs.*

e) According to the writer, why is PE taught in schools?

- 1) *It boosts kids' ego.*
- 2) *It is a metaphor for life.*
- 3) *It prepares them for adult life.*
- 4) *It is on the National Curriculum.*

[[3,2,3, 3 ,3]]

+++++

Прочитайте текст и выберите точные ответы на вопросы к тексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

What is identity theft?

Identity theft occurs when someone steals your personal information to take over your credit accounts, open new ones, access bank accounts, or commit many other crimes in your name and at your expense.

When it happens the effects can be devastating. What's more, because it frequently involves no physical theft, identity theft may not be noticed by its victims until significant damage has been done - often several months and thousands of pounds later.

It's estimated that more than 100 000 people are affected by identity theft in the UK each year costing the British economy over £1.3 billion annually.

How does it happen?

These are some of the ways in which crooks get hold of your personal information:

- A

You may receive an email seemingly from, say, your bank requesting that you follow a link and key information into a website that looks very similar to your bank's own site but is in fact a fake.

- Pretext phone calls

A crook posing as an official from, for example, your bank may phone up asking you to give personal or account details as a security check. Or you might receive a letter asking you to fax bank details.

- B

If your bag has been snatched, your house broken into or any other crime committed where your documents, credit cards and so on have been stolen, there is a strong possibility that they may be used for identity fraud.

- C

Crooks trawl through your rubbish looking for personal information. A recent survey found that almost three-quarters of bins contained the full name and address of at least one household member, one in five contained a whole credit or debit card number, one in five a whole bank account number and sort code, and one in six a utility bill. Any of these details could be enough to steal your identity.

- D

If your mail is stolen before it arrives, your personal details may be used by crooks to have your post diverted to another address.

- Bogus websites

A website apparently selling some popular item may ask for your personal and card details and then state that your order cannot be processed at this time.

- E

Sometimes sales assistants, unbeknownst to you, swipe your card through a machine which records its details. At the workplace, a fellow employee or another company you deal with can use your personal details fraudulently.

How can you protect yourself?

Be careful who you give your personal details to, and tear up documents like credit-card slips before you discard them. Don't make this serious crime easy for crooks!

a) What is identity theft?



1) *Kidnapping a person.* 2) *Robbing a person.* 3) *Stealing personal information.* 4) *Mugging a person.*

b) How does identity theft primarily happen?

1) *Through email.* 2) *By phone.* 3) *In social networks.* 4) *There are several methods used.*

c) Who will hardly ever commit this crime according to the text?

1) *A postman.* 2) *A colleague.* 3) *Your bank.* 4) *A system administrator.*

d) What information is often enough to steal your identity?

1) *Just your first name.* 2) *A utility bill.* 3) *The name of your bank.* 4) *Your password.*

e) What does the author suggest to avoid identity theft?

1) *One should never talk to strangers.* 2) *One should destroy important financial documents.* 3) *One should never use the Internet.*

[[3,4, 3, 2, 2]]

+++++

### **17 задание**

Прочитайте текст и завершите фразы в соответствии с содержанием целого текста.

Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

When a group of young people was surveyed in 2005 by the American Academy of Dermatology, 80% said they were aware that getting a suntan can be dangerous for their skin. Still, 60% of them admitted that they had suffered at least one sunburn during the previous summer. While 38% said they knew someone who has or had skin cancer, 47% thought that people look healthier with a tan and 66% believed that people appear more attractive with a tan.

“There’s a big disconnect here,” says Professor Darrell S. Rigel of New York University, who led the survey, “especially when, in the US, there are more skin cancers than all of the other cancers combined.”

In 2005 California Governor Arnold Schwarzenegger signed a law that made teen visits to tanning salons illegal in California without parental consent. California isn’t the only one, as a number of states have begun to follow suit. Why are tanning beds such a problem? Because you’re getting ultra-violet radiation at a higher rate of exposure and that’s why tanning is faster on a tanning bed than in natural sunlight.

Like many dermatologists, Dr Richard Wagner of the University of Texas was frustrated by patients who, while they knew exposure to ultra-violet light was dangerous, continued to lie in the sun – even some who had developed cancer. “They told me they just couldn’t stop,” Dr Wagner says.

To investigate whether tanning truly can be addictive, he and his colleagues, using

modified versions of two surveys that identify alcoholics and other drug addicts, interviewed 145 people on a Texas beach. Depending on the questionnaire used, 26% or 53% of the interviewees met the criteria for ultra-violet tanning addiction.

The scientists suggest that tanning dependence could stem from feel-good chemicals produced by skin that is exposed to ultra-violet light. Previous research, although inconclusive, has supported this hypothesis. The study was “an interesting, innovative way to look at whether there may be any biological basis to tanning,” says Dr Vikas Patel, a dermatologist in Washington. “But the biggest motivations for tanning are social and cultural. If people start to view sunbathing as an addiction, it may make them believe they cannot stop.”

If Dr Wagner’s results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

- a) A lot of the interviewees 1) *denied knowing people with skin cancer* 2) *acknowledged knowing people with skin conditions* 3) *claimed to be harmed by the UV rays* 4) *would like to have less exposure to sunlight* 5) *reported UV-related accidents.*
- b) Skin cancer 1) *is not as widespread as other skin conditions in the US* 2) *is unheard of in the States* 3) *can be easily cured* 4) *is the worst type of cancer* 5) *is more common than any other type of cancer in the US.*
- c) Tanning salons are off limits for teenagers 1) *in LA* 2) *in many US states* 3) *only in California* 4) *in some US states including California.*
- d) Dr Wagner was 1) *anxious about* 2) *cross with* 3) *indifferent to* 4) *let down by* 5) *annoyed with some of his patients who wouldn’t listen to him.*
- e) Most people can’t give up suntanning because 1) *they are driven by social conventions* 2) *they just can’t do it* 3) *they believe they can’t do it* 4) *they believe it is safe.*

[[2,5, 4, 5, 3]]

+++++

Прочитайте текст и завершите фразы в соответствии с его содержанием. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

May 13, 2009

Dear Miss Manners,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear Ignored,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

- a) The behaviour described in the text is often called 1) *stage phoning* 2) *compulsive texting* 3) *gadget addiction* 4) *attention seeking*.
- b) The word "case" in "this is no longer the case" refers to 1) *a suitcase* 2) *texting* 3) *assuming Ignored will get her friend all to herself* 4) *shopping together* 5) *sharing latest events in each other's lives*.

- c) The phrase “The same thing happened” means 1) *meeting up with her friend* 2) *following the same daily routine* 3) *sharing latest developments in each other’s lives* 4) *checking her phone* 5) *giving her friend her full attention*.
- d) Ignored feels that she is 1) *similar to* 2) *ignored by* 3) *more polite than* 4) *different from other people*.
- e) People should pay attention to 1) *how they speak on the phone* 2) *the latest gadgets* 3) *their table manners* 4) *how busy their friends are* 5) *their manners when using technological devices*.

[[2,3, 4, 4, 5]]

+++++

Прочитайте текст и завершите фразы в соответствии с его содержанием. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

May 13, 2009

Dear *Angry Aunt*,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don’t know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear N,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not

to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than *Angry Aunt* with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, *Angry Aunt* suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Angry Aunt*

- a) The first letter is addressed to 1) a favourite aunt 2) an angry relative 3) a friend 4) a journalist 5) a psychologist.
- b) N has written her letter 1) to comment on an earlier post about etiquette 2) to give advice 3) to share a good experience 4) to break surprising news 5) to get advice 6) to warn against a misuse of electronic devices.
- c) Generally, N 1) is upset about a possible get-together with her friend 2) anticipates meeting her friend 3) is happy to meet her friend 4) feels that outings need to be planned beforehand 5) has mixed feelings about seeing her friend.
- d) According to *Angry Aunt*, people go out with their friends 1) because they feel like it 2) to show off their new gadgets 3) because they miss each other a lot 4) to shop in good company 5) to get away from their everyday routine.
- e) According to *Angry Aunt*, if her friend doesn't stop texting while in her company, N should 1) ignore her 2) tell her to stop 3) find a new, more considerate friend 4) rethink her daily schedule 5) reconsider her time out with her friend.

[[ 4, 5, 3, 3, 5]]

++++  
Прочитайте текст и завершите фразы в соответствии с его содержанием. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Lexi bumped into someone at the mall. Curtis crashed into a parking meter. Ryan tripped over a bag at the airport. You've probably seen it, and maybe you've even laughed: people can end up in ridiculous situations when they text and walk at the same time.

Believe it or not, people can also get hurt.

The American College of Emergency Physicians warns people about texting on the move. Emergency room (ER) doctors who treat people like Curtis, who cracked his ribs in his encounter with the parking meter, say that we need to be more cautious about when and where we text.

**What's the Big Deal?**

The problem is multitasking. No matter how young and alert we are, the human brain just isn't capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you're thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you're doing or where you're going, and that significantly increases the risk of your getting hurt or injuring others.

It doesn't matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what's going on around you, something that's especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you're texting.

### **When Texting Turns Tragic**

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers' phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

### **Tips for Texting**

It's hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn't interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it's easy to find.
2. If you need to text right away, stop what you're doing or pull off the road.
3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) One of the emotional impacts of texting while moving is 1) a cut on your face 2) a car accident 3) tripping over 4) a bruise on your knee 5) a blow to your ego.
- b) When you are behind the wheel 1) you are hiding in your car 2) you cannot drive fast 3) you are riding in somebody else's car 4) you are driving a car 5) you are changing a wheel of your car.
- c) When you pull off the road you 1) have an accident 2) suddenly stop in the middle of a road 3) turn into a minor road 4) start moving 5) drive fast.

- d) When something is bound to happen it 1) *will never* 2) *might* 3) *is likely to* 4) *is hardly likely to* happen.
- e) When you multitask you 1) *complete a very difficult task* 2) *do one thing after another* 3) *stop doing one thing to complete another one* 4) *do several things at once*.

[[4,4,3, 3, 4]]

++++  
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It doesn't matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what's going on around you, something that's especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you're texting.

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3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) When you text while moving 1) *it is not good manners* 2) *it can annoy others* 3) *you can get hurt* 4) *it increases the risk of getting hurt or injuring others* 5) *others can get injured.*
- b) When you are doing two things simultaneously, your brain 1) *gives more attention to texting* 2) *gives equal attention to both things you're doing* 3) *switches from one activity to the other quite easily* 4) *reacts naturally to it* 5) *gives less attention to one of the two things you're doing.*
- c) It is important to avoid texting when you walk home at night because 1) *you can get mugged* 2) *it is bad for your eyes* 3) *you can get hurt* 4) *you can't have your guard up* 5) *you need to focus on other things.*
- d) Driving while texting is compared to 1) *dangerous driving* 2) *drinking alcohol* 3) *taking medications* 4) *taking drugs* 5) *driving under the influence.*
- e) One should deactivate one's phone 1) *while walking* 2) *while driving* 3) *when in other people's company* 4) *when doing anything which requires full attention* 5) *at work.*

[[4, 5, 4, 5, 4]]

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Прочитайте текст и завершите фразы (a) – e), выбрав подходящие по смыслу варианты из правой колонки таблицы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

Polar bears are a very new species that have developed from grizzly bears. In captivity, polar bears and grizzly bears have bred and produced their young. There is no evidence that they breed in the wild, however.

Grizzlies (including brown bears) range in weight from 750 to 1000 pounds and there are very few that are much smaller or larger than this. The size of polar bears seems to be limited more by the quality and quantity of food they eat when they are growing up. So fully grown polar bears will range in weight from 300 to more than 1500 pounds, but weights change throughout the



year. Males are usually about 50% heavier than females, so large male polar bears reign as the largest carnivores on the earth.

Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales. While some bears hunt from within the water, they usually need a platform to hunt from, such as sea ice. Polar bears feed mainly on seals. The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath. Also, many seals are born on the sea ice and live there until they learn to swim. Both breathing holes and seal dens are favorite sites to find a waiting polar bear. In addition, polar bears feed on fish and, occasionally, whales.

Polar bears everywhere seek a stable area to give birth to their young. So in the autumn, expectant females usually head for ice that is frozen to the shore and doesn't drift, or the nearby land where they will dig a den in the snow. The polar bears of the southern arctic also have to endure an ice-free period during the year when they cannot hunt seals and must come ashore.

The bears come ashore sometime during the ice melt period, which usually takes place after mid-July, but during the late 1990s, it has been occurring as early as late June. The earliest known date for Hudson Bay freezing enough for the bears to move out is 31 October during 1991. The latest date has been 18 December during 1998. The average date for freeze-up is the 15 November. This means that most bears will be on shore for 100-150 days each year. Expectant females will den up in the early autumn before the ice freezes so they will not be able to hunt for food at all. At this time of the year there is not enough snow accumulated to make a den. So the bears look for large peat banks along the lakes, rivers, and streams where they will dig a maternity den. They remain in or near the den until late February or March when the cubs are old enough to travel to the sea ice.

There are at least two reasons why polar bears are found in the Churchill region. Firstly, the melting sea ice usually lasts the longest along the coast of western and southern Hudson Bay, which gives the bears an opportunity to feed as long as possible. Before the last ice melts, the bears must swim and this part of the coast is the nearest shore. Secondly, polar bears are creatures of habit. They likely head for the area which is most familiar that is, where they were born and returned with their mother in subsequent summers.

- |   |   |
|---|---|
| a) Many baby seals will live on the sea ice | 1) <i>around late February or March.</i>  |
| b) If a polar bear does not eat enough,     | 2) <i>because they have a better chance to feed as long as possible in a familiar area.</i> |
| c) In autumn, female bears head for ice     | 3) <i>while they are ice-free every year.</i>   |
| d) Bear cubs can usually leave the den      | 4) <i>it will not grow very big.</i>  |
| e) Polar bears come to Churchill            | 5) <i>until they have learned how to swim.</i>  |
|   | 6) <i>when they are old enough to travel to the</i>   |

*sea ice.*

7) *that is sometimes frozen to the shore.*

[[5, 4, 7, 6, 2]]

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Прочитайте текст и определите, какие из вопросов наиболее точно отражают основное содержание абзацев. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) Polar bears are a very new species that have developed from grizzly bears. In captivity, polar bears and grizzly bears have bred and produced their young. There is no evidence that they breed in the wild, however.
- b) Grizzlies (including brown bears) range in weight from 750 to 1000 pounds and there are very few that are much smaller or larger than this. The size of polar bears seems to be limited more by the quality and quantity of food they eat when they are growing up. So fully grown polar bears will range in weight from 300 to more than 1500 pounds, but weights change throughout the year. Males are usually about 50% heavier than females, so large male polar bears reign as the largest carnivores on the earth.
- c) Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales. While some bears hunt from within the water, they usually need a platform to hunt from, such as sea ice. Polar bears feed mainly on seals. The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath. Also, many seals are born on the sea ice and live there until they learn to swim. Both breathing holes and seal dens are favorite sites to find a waiting polar bear. In addition, polar bears feed on fish and, occasionally, whales.
- d) Polar bears everywhere seek a stable area to give birth to their young. So in the autumn, expectant females usually head for ice that is frozen to the shore and doesn't drift, or the nearby land where they will dig a den in the snow. The polar bears of the southern arctic also have to endure an ice-free period during the year when they cannot hunt seals and must come ashore.
- e) The bears come ashore sometime during the ice melt period, which usually takes place after mid-July, but during the late 1990s, it has been occurring as early as late June. The earliest known date for Hudson Bay freezing enough for the bears to move out is 31 October during 1991. The latest date has been 18 December during 1998. The average date for freeze-up is the 15 November. This means that most bears will be on shore for 100-150 days each year. Expectant females will den up in the early autumn before the ice freezes so they will not be able to hunt for food at all. At this time of the year there is not enough snow accumulated to make a den. So the bears look for large peat banks along the lakes, rivers, and streams where they will dig a maternity den. They remain in or near the den until late February or March when the cubs are old enough to travel to the sea ice.

*1) How big are polar bears and grizzlies? 2) What do polar bears eat? 3) Where did polar bears originally come from? 4) What do the bears eat when they are on shore? 5) How long do the bears stay ashore? 6) Why are polar bears found on the land?*

[[3, 1, 2, 6, 5]]

+++++

Прочитайте текст и завершите фразы в соответствии с его содержанием. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

#### Paragraph 1

Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

#### Paragraph 2

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

#### Paragraph 3

Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

#### Paragraph 4

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

#### Paragraph 5

As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

#### Paragraph 6

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that

future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

Paragraph 7

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

- |   |  |
|---|--|
| a) Water is contaminated when chemicals ...                     | 1) if it is promoted among the young.                          |
| b) Since recycled materials have already been processed, ...    | 2) evaporate into the air.                                     |
| c) When we preserve forests and protect endangered species, ... | 3) plastic bags replace cloth ones.                            |
| d) Global warming might decrease ...                            | 4) future generations find a place to live on this planet.     |
| e) Green living has value...                                    | 5) the recycling industry is becoming more and more expensive. |
|   | 6) are washed away in a rainstorm.                             |
|   | 7) when it slows down.   |
|   | 8) manufacturing new materials requires less energy.           |
|   | 9) when greenhouse emissions are stabilized.                   |

[[6, 8, 4, 9, 1]]

+++++

Прочитайте текст и озаглавьте части, обозначенные буквами А-Е, в соответствии с их содержанием. Заголовков больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

How does it happen?

These are some of the ways in which crooks get hold of your personal information:

- A  
You may receive an email seemingly from, say, your bank requesting that you follow a link and key information into a website that looks very similar to your bank's own site but is in fact a fake.
- Pretext phone calls  
A crook posing as an official from, for example, your bank may phone up asking you to give personal or account details as a security check. Or you might receive a letter asking you to fax bank details.

- B  
If your bag has been snatched, your house broken into or any other crime committed where your documents, credit cards and so on have been stolen, there is a strong possibility that they may be used for identity fraud.
- C  
Crooks trawl through your rubbish looking for personal information. A recent survey found that almost three-quarters of bins contained the full name and address of at least one household member, one in five contained a whole credit or debit card number, one in five a whole bank account number and sort code, and one in six a utility bill. Any of these details could be enough to steal your identity.
- D  
If your mail is stolen before it arrives, your personal details may be used by crooks to have your post diverted to another address.
- Bogus websites  
A website apparently selling some popular item may ask for your personal and card details and then state that your order cannot be processed at this time.
- E  
Sometimes sales assistants, unbeknownst to you, swipe your card through a machine which records its details. At the workplace, a fellow employee or another company you deal with can use your personal details fraudulently.

How can you protect yourself?

Be careful who you give your personal details to, and tear up documents like credit-card slips before you discard them. Don't make this serious crime easy for crooks!

*1) Mugging and burglary 2) Fake emails 3) Crooks 4) Bin raiding 5) Intercepting your post 6) Destroying important documentation*

[[2, 1, 4, 5, 3]]

+++++

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When a group of young people was surveyed in 2005 by the American Academy of Dermatology, 80% said they were aware that getting a suntan can be dangerous for their skin. Still, 60% of them admitted that they had suffered at least one sunburn during the previous summer. While 38% said they knew someone who has or had skin cancer, 47% thought that people look healthier with a tan and 66% believed that people appear more attractive with a tan. “There’s a big disconnect here,” says Professor Darrell S. Rigel of New York University, who led the survey, “especially when, in the US, there are more skin cancers than all of the other cancers combined.”

In 2005 California Governor Arnold Schwarzenegger signed a law that made teen visits to tanning salons illegal in California without parental consent. California isn't the only one, as a number of states have begun to follow suit. Why are tanning beds such a problem? Because you're getting ultra-violet radiation at a higher rate of exposure and that's why tanning is faster on a tanning bed than in natural sunlight.

Like many dermatologists, Dr Richard Wagner of the University of Texas was frustrated by patients who, while they knew exposure to ultra-violet light was dangerous, continued to lie in the sun – even some who had developed cancer. “They told me they just couldn't stop,” Dr Wagner says.

To investigate whether tanning truly can be addictive, he and his colleagues, using modified versions of two surveys that identify alcoholics and other drug addicts, interviewed 145 people on a Texas beach. Depending on the questionnaire used, 26% or 53% of the interviewees met the criteria for ultra-violet tanning addiction.

The scientists suggest that tanning dependence could stem from feel-good chemicals produced by skin that is exposed to ultra-violet light. Previous research, although inconclusive, has supported this hypothesis. The study was “an interesting, innovative way to look at whether there may be any biological basis to tanning,” says Dr Vikas Patel, a dermatologist in Washington. “But the biggest motivations for tanning are social and cultural. If people start to view sunbathing as an addiction, it may make them believe they cannot stop.”

If Dr Wagner's results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

- a) Skin cancer is a very urgent problem in the US because 1) *people don't realise the extent of the problem* 2) *the climate is very hot and damp* 3) *such cases outnumber all other kinds of cancer* 4) *most people don't care* 5) *most doctors consider it a problem and talk a lot about it.*
- b) Dr Wagner embarked on his research 1) *because he was curious* 2) *because he wanted to develop a new cure* 3) *because he felt obliged to help his patients* 4) *because many people continued to take risks* 5) *because the general public needed expert opinion on the dangers of suntanning.*
- c) To conduct his research, Dr Wagner used 1) *drug addiction support techniques* 2) *complex biological research methods* 3) *opinion polls* 4) *job interviews* 5) *techniques used to identify substance abusers.*
- d) According to experts, tanning is popular because 1) *it is a basic human need* 2) *it is a basic psychological need* 3) *it is fashionable* 4) *it helps to look good* 5) *it a social status symbol in certain societies.*
- e) Dr Wagner's findings can be used to explain 1) *the danger of overexposure to UV rays* 2) *the failure to convince people of the dangers of suntanning* 3) *the success of certain efforts to keep people out of the sun* 4) *the complexity of reasons behind the appeal of suntanning* 5) *the rationale behind Californian legislation.*

[[3, 4, 5, 4, 2]]

+++++

### **18 задание**

Прочитайте текст и определите, являются ли следующие высказывания ложными или истинными. В талоне ответов ложные высказывания обозначьте цифрой 1, истинные – цифрой 2.

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If Dr Wagner’s results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

- a) *Most young Americans know about the danger of suntanning.*
- b) *Professor Rigel believes the opinions of the young people he surveyed are logical.*
- c) *Teenagers in California have to get permission from their father or mother if they want to use a tanning salon.*
- d) *Indoor tanning is less dangerous than tanning on the beach.*
- e) *Dr Wagner’s research suggests that it is possible to become addicted to tanning.*

[[2, 1, 2, 1, 2]]

+++++

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- a) *Most young Americans are unconscious about the danger of suntanning.*
- b) *Professor Rigel believes the opinions of the young people he surveyed are inconsistent.*
- c) *Teenagers in California have to get permission from their school teacher if they want to use a tanning salon.*
- d) *Indoor tanning is less dangerous than tanning on the beach.*
- e) *Dr Wagner’s research suggests that tanning is similar to drug abuse.*

[[2,2,2,2,1]]

+++++

Прочитайте текст и определите, являются ли следующие утверждения ложными или истинными. В талоне ответов ложные высказывания обозначьте цифрой 1, истинные – цифрой 2.

May 13, 2009

Dear Miss Manners,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don’t know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear Ignored,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

- a) *Many people text because they have to keep their phones on silent in public places.*
- b) *People are absent-minded when they are sitting with their friends.*
- c) *People feel ignored when their friends text while talking to them.*
- d) *People do not often know how to tell their friends they are upset with them.*
- e) *People rarely use modern technology to annoy other people.*

[[2,1, 2, 1, 1]]

+++++

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- a) *People are absent-minded when they text their friends.*
- b) *Many people text because they have to keep their phones on silent in public places.*
- c) *People don't mind when their friends text while chatting to them.*
- d) *People do not often know how to tell their friends they are upset with them.*
- e) *People rarely use modern technology to annoy other people.*

[[1, 2, 1, 1, 1]]

+++++

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- a) *The addresser and the addressee are on close terms.*
- b) *Ignored is sure that she will get her friend's attention.*
- c) *For the most part the text is a monologue.*
- d) *Miss Manners doesn't sound very critical and judgmental.*
- e) *The text doesn't follow a particular format.*

[[2, 2, 2, 1, 2]]

+++++

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Lexi bumped into someone at the mall. Curtis crashed into a parking meter. Ryan tripped over a bag at the airport. You've probably seen it, and maybe you've even laughed: people can end up in ridiculous situations when they text and walk at the same time.

Believe it or not, people can also get hurt.

The American College of Emergency Physicians warns people about texting on the move. Emergency room (ER) doctors who treat people like Curtis, who cracked his ribs in his encounter with the parking meter, say that we need to be more cautious about when and where we text.

### **What's the Big Deal?**

The problem is multitasking. No matter how young and alert we are, the human brain just isn't capable of doing several things at once and giving full attention to all of them. So you can get into some major danger if you try to text in situations that require your full focus.

When you text you're thinking about what to say, concentrating on what your thumbs are doing, and reading constantly incoming messages rather than paying attention to what you're doing or where you're going, and that significantly increases the risk of your getting hurt or injuring others.

It doesn't matter if you can text without looking at the keypad. Even if texting feels like second nature, your brain is still trying to do two things at once – and one of them is bound to get less attention.

Texting also prevents you from paying close attention to what's going on around you, something that's especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you're texting.

### **When Texting Turns Tragic**

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers' phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

### **Tips for Texting**

It's hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn't interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it's easy to find.
2. If you need to text right away, stop what you're doing or pull off the road.
3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it’s a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you’re not putting yourself or others in harm’s way. And if you’re riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) *The main purpose of the text is to convince the reader of how harmful texting is.*
- b) *The author wants to help people avoid texting while moving.*
- c) *The author’s aim is to increase awareness concerning texting when moving.*
- d) *Most people are aware of the dangers concerning DWT.*
- e) *Driving while texting is not as dangerous as driving under the influence.*

[[1,1,2,1,1]]

+++++

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Texting also prevents you from paying close attention to what’s going on around you, something that’s especially important in situations where you need to have your guard up, like walking home after dark. Your reaction time is also likely to be much slower if you’re texting.

### **When Texting Turns Tragic**

Texting while walking can even be fatal. We know this because police and other authorities sometimes use walkers’ phone records to check for phone and text activity in the seconds and minutes before a fatal accident. As for driving while texting (DWT), people who text while behind the wheel are focusing their attention, and often their eyes, on something other than the road. In fact, DWT can be more dangerous than driving under the influence of alcohol or drugs.

### Tips for Texting

It's hard to live without texting. So the best thing to do is manage how and when we text. Here are three ways to make sure your messaging doesn't interfere with your focus or your life:

1. Always put your phone in an easily accessible place, like a specific pouch or pocket in your backpack or purse so it's easy to find.
2. If you need to text right away, stop what you're doing or pull off the road.
3. Turn off your phone completely when you're doing anything that requires your full attention like operating a machine or using the treadmill. That way there's less temptation to answer calls or texts.

To avoid an injury – whether it's a cut on your face or a bruise to your ego – or a horrible tragedy, try to use your best judgment. Text only when you're not putting yourself or others in harm's way. And if you're riding in a car with a driver who is texting, ask him or her to stop or try not to ride with that person again.

- a) *The main purpose of the text is to increase awareness concerning texting when moving.*
- b) *The author sounds subjective and biased towards DWT.*
- c) *The author gives practical advice only on how to avoid texting while driving.*
- d) *Most people are aware of the dangers concerning DWT.*
- e) *Driving while texting is more dangerous than driving under the influence.*

[[1, 2, 2, 2, 1]]

+++++

Прочитайте текст и определите, являются ли следующие утверждения истинными или ложными. В талоне ответов истинные утверждения обозначьте цифрой 1, ложные – цифрой 2.

A

Polar bears are a very new species that have developed from grizzly bears. In captivity, polar bears and grizzly bears have bred and produced their young. There is no evidence that they breed in the wild, however.

B

Grizzlies (including brown bears) range in weight from 750 to 1000 pounds and there are very few that are much smaller or larger than this. The size of polar bears seems to be limited more by the quality and quantity of food they eat when they are growing up. So fully grown polar bears will range in weight from 300 to more than 1500 pounds, but weights change throughout the year. Males are usually about 50% heavier than females, so large male polar bears reign as the largest carnivores on the earth.

C

Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales. While some bears hunt from within the water, they usually need a platform to hunt from, such as sea ice. Polar bears feed mainly on seals. The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath. Also, many seals are born on the sea ice and live there until they learn to swim. Both breathing holes and seal dens are favorite sites to find a waiting polar bear. In addition, polar bears feed on fish and, occasionally, whales.

D

Polar bears everywhere seek a stable area to give birth to their young. So in the autumn, expectant females usually head for ice that is frozen to the shore and doesn't drift, or the nearby land where they will dig a den in the snow. The polar bears of the southern arctic also have to endure an ice-free period during the year when they cannot hunt seals and must come ashore.

E

The bears come ashore sometime during the ice melt period, which usually takes place after mid-July, but during the late 1990s, it has been occurring as early as late June. The earliest known date for Hudson Bay freezing enough for the bears to move out is 31 October during 1991. The latest date has been 18 December during 1998. The average date for freeze-up is the 15 November. This means that most bears will be on shore for 100-150 days each year. Expectant females will den up in the early autumn before the ice freezes so they will not be able to hunt for food at all. At this time of the year there is not enough snow accumulated to make a den. So the bears look for large peat banks along the lakes, rivers, and streams where they will dig a maternity den. They remain in or near the den until late February or March when the cubs are old enough to travel to the sea ice.

There are at least two reasons why polar bears are found in the Churchill region. Firstly, the melting sea ice usually lasts the longest along the coast of western and southern Hudson bay, which gives the bears an opportunity to feed as long as possible. Before the last ice melts, the bears must swim and this part of the coast is the nearest shore. Secondly, polar bears are creatures of habit. They likely head for the area which is most familiar that is, where they were born and returned with their mother in subsequent summers.

- a) *The largest carnivore on earth is a male grizzly.*
- b) *Polar bears haven't been around for a long time, have they?*
- c) *The ice on which bears give birth must be stable.*
- d) *Some polar bears have to move ashore as early as late August.*
- e) *Most bears don't stay on shore for more than 6 months each year.*

[[2, 1, 1, 2, 1]]

+++++

Прочитайте текст и из предложенных ниже вариантов выберите пять, не противоречащих содержанию текста. Укажите номера выбранных вариантов в порядке их возрастания в талоне ответов под соответствующей буквой (a) – e).

Paragraph 1

Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

Paragraph 2

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of



greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

#### Paragraph 3

Organic gardening is beneficial because it provides fresh vegetables and fruit which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

#### Paragraph 4

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

#### Paragraph 5

As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

#### Paragraph 6

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

#### Paragraph 7

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

- 1) *More and more people are adopting green habits.*
- 2) *Constructing green buildings does not have an impact on our standard of living.*
- 3) *People and animals are negatively affected when chemicals are used in gardening.*
- 4) *In order to live green, we need to stop using electric equipment at home.*
- 5) *An example of recycling is using cloth bags instead of plastic ones.*
- 6) *We do not find many recycled products because the process is sophisticated.*
- 7) *A green lifestyle is adopted solely by adults.*
- 8) *An essential element in green living is recycling.*
- 9) *By performing simple actions, we can promote green living.*

[[1,3,5,8,9]]

+++++

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- a) *The text is a brochure.*
- b) *The author argues a particular point.*
- c) *The author sounds subjective and emotional.*
- d) *The author uses colourful English.*
- e) *There are no complex clauses in the text.*

[[2,1, 2, 2, 2]]

+++++

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What is identity theft?

Identity theft occurs when someone steals your personal information to take over your credit accounts, open new ones, access bank accounts, or commit many other crimes in your name and at your expense.

When it happens the effects can be devastating. What's more, because it frequently involves no physical theft, identity theft may not be noticed by its victims until significant damage has been done - often several months and thousands of pounds later.

It's estimated that more than 100 000 people are affected by identity theft in the UK each year costing the British economy over £1.3 billion annually.

How does it happen?

These are some of the ways in which crooks get hold of your personal information:

- A  
You may receive an email seemingly from, say, your bank requesting that you follow a link and key information into a website that looks very similar to your bank's own site but is in fact a fake.
- Pretext phone calls  
A crook posing as an official from, for example, your bank may phone up asking you to give personal or account details as a security check. Or you might receive a letter asking you to fax bank details.
- B  
If your bag has been snatched, your house broken into or any other crime

committed where your documents, credit cards and so on have been stolen, there is a strong possibility that they may be used for identity fraud.

- C

Crooks trawl through your rubbish looking for personal information. A recent survey found that almost three-quarters of bins contained the full name and address of at least one household member, one in five contained a whole credit or debit card number, one in five a whole bank account number and sort code, and one in six a utility bill. Any of these details could be enough to steal your identity.

- D

If your mail is stolen before it arrives, your personal details may be used by crooks to have your post diverted to another address.

- Bogus websites

A website apparently selling some popular item may ask for your personal and card details and then state that your order cannot be processed at this time.

- E

Sometimes sales assistants, unbeknownst to you, swipe your card through a machine which records its details. At the workplace, a fellow employee or another company you deal with can use your personal details fraudulently.

How can you protect yourself?

Be careful who you give your personal details to, and tear up documents like credit-card slips before you discard them. Don't make this serious crime easy for crooks!

*a) Identity theft is a severe physical threat in today's society.*

*b) Identity theft is costly to the victim as well as to society.*

*c) This serious form of theft is easily recognizable.*

*d) You should take care when inputting your credit card details on the Internet.*

*e) Most people are careful not to throw away any important personal documents.*

[[2, 1, 2, 1, 2]]

+++++

### **19 задание**

Прочитайте текст и из правой колонки выберите синонимы к словам в тексте, перечисленным под буквами (a) – e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

When a group of young people was surveyed in 2005 by the American Academy of Dermatology, 80% said they were aware that getting a suntan can be dangerous for their skin. Still, 60% of them admitted that they had suffered at least one sunburn during the previous

summer. While 38% said they knew someone who has or had skin cancer, 47% thought that people look healthier with a tan and 66% believed that people appear more attractive with a tan.

“There’s a big disconnect here,” says Professor Darrell S. Rigel of New York University, who led the survey, “especially when, in the US, there are more skin cancers than all of the other cancers combined.”

In 2005 California Governor Arnold Schwarzenegger signed a law that made teen visits to tanning salons illegal in California without parental consent. California isn’t the only one, as a number of states have begun to follow suit. Why are tanning beds such a problem? Because you’re getting ultra-violet radiation at a higher rate of exposure and that’s why tanning is faster on a tanning bed than in natural sunlight.

Like many dermatologists, Dr Richard Wagner of the University of Texas was frustrated by patients who, while they knew exposure to ultra-violet light was dangerous, continued to lie in the sun – even some who had developed cancer. “They told me they just couldn’t stop,” Dr Wagner says.

To investigate whether tanning truly can be addictive, he and his colleagues, using modified versions of two surveys that identify alcoholics and other drug addicts, interviewed 145 people on a Texas beach. Depending on the questionnaire used, 26% or 53% of the interviewees met the criteria for ultra-violet tanning addiction.

The scientists suggest that tanning dependence could stem from feel-good chemicals produced by skin that is exposed to ultra-violet light. Previous research, although inconclusive, has supported this hypothesis. The study was “an interesting, innovative way to look at whether there may be any biological basis to tanning,” says Dr Vikas Patel, a dermatologist in Washington. “But the biggest motivations for tanning are social and cultural. If people start to view sunbathing as an addiction, it may make them believe they cannot stop.”

If Dr Wagner’s results are confirmed, they could help explain the limited success of campaigns to keep people out of the sun, which assume that incentives for tanning are only about appearance even though the reasons seem to be more complex.

|               |                |
|---------------|----------------|
| a) Aware      | 1) Awake       |
| b) Especially | 2) Mainly      |
| c) Truly      | 3) Investigate |
| d) Modified   | 4) Informed    |
| e) Look at    | 5) Definitely  |
|               | 6) Changed     |
|               | 7) Consider    |

|  |            |
|--|------------|
|  | 8) Adapted |
|  | 9) Really  |

[[4, 2, 9, 8, 7]]

+++++

Прочитайте текст и из правой колонки выберите антонимы к словам в тексте, перечисленным под буквами (a) – e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

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|               |                  |
|---------------|------------------|
| a) Previous   | 1) Old-fashioned |
| b) Dependence | 2) Disagree      |
| c) Expose     | 3) Freedom       |
| d) Innovative | 4) Disprove      |
| e) Confirm    | 5) Protect       |
|               | 6) Banal         |
|               | 7) Future        |
|               | 8) Reliance      |
|               | 9) Following     |

[[9, 3, 5, 6, 4]]

+++++

Прочитайте текст и выберите точное толкование слов и словосочетаний, употреблённых в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

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- a) **Consent** 1) approval 2) allowance 3) agreement 4) permission 5) permit
- b) **To follow suit** 1) to set an example 2) to copy 3) to oppose 4) to imitate
- c) **Inconclusive** 1) not convincing enough 2) not leading to a clear result 3) disproving 4) lacking a conclusion
- d) **Frustrated** 1) feeling sad and depressed 2) experiencing a set-back 3) feeling angry and irritated 4) feeling let down
- e) **Addictive** 1) dependable 2) enjoyable 3) provoking excessive interest 4) compulsive

[[4, 2, 2, 3, 4]]

+++++

Почитайте текст и определите значения использованных средств связанности. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

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|             |  |
|-------------|--|
| a) Still    | 1) Used for comparison   |
| b) Although | 2) Stating a reason  |
| c) As       | 3) Stating a condition   |
| d) If       | 4) Emphasizing that two things are true at the same time           |
| e) While    | 5) Contrasting two ideas   |
|             | 6) Emphasizing that sth is the case                                |
|             | 7) Introducing a clause that makes the main clause seem unexpected |
|             | 8) Introducing a time clause                                       |
|             | 9) Introducing concession  |

[6,5, 2, 3, 9]

+++++

Прочитайте текст и определите прагматическую направленность следующих фраз в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е). Внимание: вариантов больше, чем необходимо.

May 13, 2009

Dear Miss Manners,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages. I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear Ignored,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

- |                         |               |
|-------------------------|---------------|
| a) Dear Miss Manners... | 1) Disbelief  |
| b) Could you please ... | 2) Relief     |
| c) Here we go again.    | 3) Salutation |
| d) Well, guess what?    | 4) Advice     |

- |   |                                |
|---|--------------------------------|
| e) It cannot be entertaining for you... | 5) Request                     |
|   | 6) Suggestion                  |
|   | 7) Annoyance                   |
|   | 8) Breaking surprising news    |
|   | 9) Asking a difficult question |

[[3,5, 7, 8, 1]]

+++++

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I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was **preoccupied** with her phone. She **stared** at it constantly.

She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

Dear Ignored,

May 15, 2009

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to **violate** the old rules against disturbing others with noise and ignoring people who have a **claim** on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

|                       |                         |
|-----------------------|-------------------------|
| a) <b>custom</b>      | 1) glance               |
| b) <b>preoccupied</b> | 2) establish            |
| c) <b>stare</b>       | 3) old tradition        |
| d) <b>violate</b>     | 4) happy                |
| e) <b>claim</b>       | 5) break                |
|                       | 6) practice             |
|                       | 7) right                |
|                       | 8) look for a long time |
|                       | 9) busy                 |

[[6, 9, 8, 5, 7]]

+++++

Прочитайте текст и из правой колонки выберите антонимы к словам в тексте, перечисленным под буквами (a) – e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

May 13, 2009

Dear Miss Manners,

Now that people are encouraged to turn off their cell phones in restaurants and movie theaters, the custom is to communicate with text messages.

I have a friend whom I get together with only about four times a year because of our busy schedules. We meet for dinner and shopping or for a few days at the beach. I look forward to catching up with her, and I assume she will give me her full time and attention.

Unfortunately, thanks to text messaging, this is no longer the case. Last summer, when we were at the beach having dinner, she was preoccupied with her phone. She stared at it constantly. She sent and returned e-mails even at the beach. She liked a new guy and was hoping to hear from him, so she was always checking her phone, even while chatting with me. The same thing happened at the movies a few months ago. My friend was texting another friend about our activities.

I want to say something to her so that she realizes her behavior makes me feel ignored, but I don't know what to say. Everyone except me seems to be obsessed with their cell phones these days.

Could you please advise me on the correct manners for the use of cell phones and text messaging, and could you also help me deal with my cell phone-obsessed friend?

*Ignored*

May 15, 2009

Dear Ignored,

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

|                |                      |
|----------------|----------------------|
| a) undisturbed | 1) relaxed           |
| b) vaguely     | 2) absent-mindedly   |
| c) constantly  | 3) endlessly         |
| d) obsessed    | 4) not worried       |
| e) ordinary    | 5) sharply           |
|                | 6) from time to time |
|                | 7) interrupted       |
|                | 8) addicted          |
|                | 9) special           |

[[7,5, 6, 1, 9]]

+++++

Прочитайте текст и выберите точное толкование слов и словосочетаний, употреблённых в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Dear Ignored,

May 15, 2009

Here we go again. Every time there is a new toy, people imagine that it is not covered by existing etiquette rules and therefore they feel free to use it to annoy other people.

So it was with cellular telephones. And, as you point out, people still need to be reminded not to use their telephones to violate the old rules against disturbing others with noise and ignoring people who have a claim on their attention.

Well, guess what? Texting also comes under the latter rule. Nobody sympathizes more than Miss Manners with the tedium of having to make this point to people who aren't paying attention. You could patiently explain that the idea of those jaunts is to get away from your ordinary demands so that you can enjoy each other's company undisturbed. You could propose specific times for checking in with others so that you can also have time together free of virtual visiting with others.

But if she looks at you vaguely while keeping her fingers on her telephone keyboard, Miss Manners suggests that you rethink this year's beach outing. It cannot be entertaining for you to be with someone who isn't really there.

*Miss Manners*

- a) is not covered by 1) is free from 2) is intentionally excluded 3) the rules partly apply 4) the rules do not apply
- b) latter 1) final 2) former 3) the latest 4) another spelling of "letter" 5) the second of the two just mentioned
- c) tedium 1) boredom 2) physical exhaustion 3) difficulty 4) good habit
- d) make this point 1) illustrate 2) get across a message 3) argue 4) show
- e) jaunt 1) a walking tour 2) a short business trip 3) a short trip for pleasure 4) a formal meeting 5) a picnic

[[3,5, 1, 2, 3]]

+++++

Прочитайте текст и выберите точное толкование фраз, употреблённых в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Polar bears are a very new species that have developed from grizzly bears. In captivity, polar bears and grizzly bears have bred and produced their young. There is no evidence that they breed in the wild, however.

Grizzlies (including brown bears) range in weight from 750 to 1000 pounds and there are very few that are much smaller or larger than this. The size of polar bears seems to be limited more by the quality and quantity of food they eat when they are growing up. So fully grown polar bears will range in weight from 300 to more than 1500 pounds, but weights change throughout the year. Males are usually about 50% heavier than females, so large male polar bears reign as the largest carnivores on the earth.

Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales. While some bears hunt from within the water, they usually need a platform to hunt from, such as sea ice. Polar bears feed mainly on seals. The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath. Also, many seals are born on the sea ice and live there until they learn to swim. Both breathing holes and seal dens are favorite sites to find a waiting polar bear. In addition, polar bears feed on fish and, occasionally, whales.

Polar bears everywhere seek a stable area to give birth to their young. So in the autumn, expectant females usually head for ice that is frozen to the shore and doesn't drift, or the nearby land where they will dig a den in the snow. The polar bears of the southern arctic also have to endure an ice-free period during the year when they cannot hunt seals and must come ashore.

The bears come ashore sometime during the ice melt period, which usually takes place after mid-July, but during the late 1990s, it has been occurring as early as late June. The earliest known date for Hudson Bay freezing enough for the bears to move out is 31 October during 1991. The latest date has been 18 December during 1998. The average date for freeze-up is the 15 November. This means that most bears will be on shore for 100-150 days each year. Expectant females will den up in the early autumn before the ice freezes so they will not be able to hunt for food at all. At this time of the year there is not enough snow accumulated to make a den. So the bears look for large peat banks along the lakes, rivers, and streams where they will dig a maternity den. They remain in or near the den until late February or March when the cubs are old enough to travel to the sea ice.

There are at least two reasons why polar bears are found in the Churchill region. Firstly, the melting sea ice usually lasts the longest along the coast of western and southern Hudson Bay, which gives the bears an opportunity to feed as long as possible. Before the last ice melts, the bears must swim and this part of the coast is the nearest shore. Secondly, polar bears are creatures of habit. They likely head for the area which is most familiar that is, where they were born and returned with their mother in subsequent summers.

**a) Most authorities think of polar bears as marine mammals that live in the oceans much like seals and whales.**

*1) In expert opinion, polar bears resemble sea animals. 2) Everybody thinks that polar bears are like fish. 3) Scientists regard polar bears similar to other sea animals that feed their babies on milk.*

**b) Polar bears feed mainly on seals.**

*1) All they eat is seals. 2) They eat a lot of other things besides seals. 3) Seals are their most important food.*

**c) The seals must either claw or chew an air hole in the sea ice which they use to come to the surface and take a breath.**

*1) The seals use their teeth or claws to breathe. 2) The seals breathe through a hole in the sea ice which they make themselves. 3) The seals use air holes made by polar bears to breathe.*

**d) Both breathing holes and seal dens are favorite sites to find a waiting polar bear.**

1) *Polar bears live near breathing holes and seal dens.* 2) *Polar bears are found by neither breathing holes nor seal dens.* 3) *Polar bears like to wait for their prey near either breathing holes or seal dens.*

**e) They remain in or near the den until late February or March.**

1) *They don't leave the den till after February or March.* 2) *It is only in February or March that they should leave the den.* 3) *The latest they leave the den is late February or March.*

[[3,3,2,3,1]]

+++++

Прочитайте текст и из правой колонки выберите синонимы к словам в тексте, перечисленным под буквами (a) – e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

Paragraph 1

Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

Paragraph 2

Being able to maintain a green home is extremely important for our health and standards of living. New homes are built with the use of new technologies to improve the construction of greener structures. These practices aim at reducing the overall impact of building on human health and the environment.

Paragraph 3

Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

Paragraph 4

Recycling is one of the most important benefits of green living. In effect, recycling is more than replacing plastic bags with cloth ones and keeping aluminium cans out of the garbage. It is an entire process that includes the collection of recyclable materials, their process into raw materials



and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

Paragraph 5

As the recycling industry is becoming increasingly sophisticated, more and more items are manufactured from recycled materials. Manufacturing new materials from recycled materials requires less energy than using raw materials because recycled materials have already been processed.

Paragraph 6

Green living has value if each one of us turns the thoughts of green living around and teaches our children how to live green. By showing a sustained commitment to protect the environment and ourselves, we will be able to conserve the forests and protect the endangered species so that future generations find a place to live on this planet. Greenhouse emissions are stabilized so that global warming possibly slows down.

Paragraph 7

To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

|                             |               |
|-----------------------------|---------------|
| a) embrace (Paragraph 1)    | 1) break      |
| b) violate (Paragraph 1)    | 2) important  |
| c) beneficial (Paragraph 3) | 3) hug        |
| d) commitment (Paragraph 6) | 4) dying out  |
| e) endangered (Paragraph 6) | 5) dangerous  |
|                             | 6) adopt      |
|                             | 7) break down |
|                             | 8) good       |
|                             | 9) loyalty    |

[[6, 1, 8, 9, 4]]

++++  
 Прочитайте текст и из правой колонки выберите антонимы к словам в тексте, перечисленным под буквами (a) – e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

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#### Paragraph 2

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Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

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To support the cause of a greener lifestyle, we need to unplug the equipment we don't use; close the taps tightly; print documents both sides; use compact fluorescent lamps; refurbish our furniture; shop locally; eat all our food; use cloth shopping bags. With small steps we can make giant changes provided we actively support green living.

|                                 |               |
|---------------------------------|---------------|
| a) improve (Paragraph 2)        | 1) loosely    |
| b) sophisticated (Paragraph 5 ) | 2) connect    |
| c) sustained (Paragraph 6)      | 3) continuous |
| d) unplug (Paragraph 7)         | 4) disprove   |
| e) tightly (Paragraph 7)        | 5) switch off |
|                                 | 6) firmly     |
|                                 | 7) worsen     |
|                                 | 8) irregular  |
|                                 | 9) simple     |

[[7, 9, 8, 2, 1]]

+++++

Прочитайте текст и определите значение союзов и союзных слов в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

#### Paragraph 1

Green living is increasingly becoming a way of life. More and more people change their routines to embrace a healthier lifestyle that can really protect the environment and the world we live in. The food we eat and the air we breathe are the most important benefits to living green. However, we must be able to live in a way that we do not deliberately violate the laws of nature. In other words, going green is useless if we do not do this actively and by example.

#### Paragraph 2

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#### Paragraph 3

Organic gardening is beneficial because it provides fresh vegetables and fruits which, in turn, help our bodies stay healthy. By avoiding the use of chemicals, not only do you grow organic, healthy products in your garden, but also you preserve the water from contamination when these harmful products are washed away in a rainstorm. The contaminated water contaminates the fish, which harms people and animals as they eat it.

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and their manufacture into new materials. However, in the context of a household, it's a good start to avoid plastic bags and aluminium cans.

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1) *Contrast* 2) *Time* 3) *Cause and effect* 4) *Condition* 5) *Concession* 6) *Addition* 7) *Purpose*

- a) ...**as** they eat it... (Paragraph 3)
- b) **However**, in the context of... (Paragraph 4)
- c) **As** the recycling industry...(Paragraph 5)
- d) ...**so that** future generations ...(Paragraph 6)
- e) ...**provided**...(Paragraph 7)

[[2, 5, 3, 7, 4]]

+++++

**20 задание**

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *cracker* 2) *biscuit* 3) *doughnut* 4) *cooker*
- b) 1) *handful* 2) *mindful* 3) *beautiful* 4) *dreadful*
- c) 1) *computer* 2) *monitor* 3) *scanner* 4) *programmer*
- d) 1) *legal* 2) *natural* 3) *arrival* 4) *logical*
- e) 1) *doctor* 2) *nanny* 3) *nurse* 4) *paramedic*

[[4,1,4,3, 2]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *political* 2) *ideological* 3) *economic* 4) *economical*
- b) 1) *sink* 2) *oven* 3) *tub* 4) *draining board*
- c) 1) *meter* 2) *mitre* 3) *mile* 4) *litre*
- d) 1) *rural* 2) *cultural* 3) *natural* 4) *approval*
- e) 1) *baby-sitter* 2) *nanny* 3) *nurse* 4) *governess*

[[4,3,2,4,3]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *UN* 2) *UNESCO* 3) *NATO* 4) *KKK*
- b) 1) *lettuce* 2) *leek* 3) *shamrock* 4) *rose* 5) *thistle*
- c) 1) *golf* 2) *soccer* 3) *tennis* 4) *fox hunting*
- d) 1) *St David* 2) *St Patrick* 3) *St Andrew* 4) *St Nicholas*
- e) 1) *A-levels* 2) *O-levels* 3) *university finals* 4) *Scottish Highers*

[[4, 1, 4, 4, 3]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *but* 2) *put* 3) *nut* 4) *hut* 5) *gut*
- b) 1) *traffic* 2) *road* 3) *zebra crossing* 4) *lane* 5) *runway*
- c) 1) *horse* 2) *race* 3) *jockey* 4) *turf* 5) *racist*
- d) 1) *freezer* 2) *bathtub* 3) *sink* 4) *toaster* 5) *fridge*
- e) 1) *horribly* 2) *awfully* 3) *lovely* 4) *beautifully* 5) *terribly*

[[2, 5, 5, 2, 3]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

- a) 1) *disapproval* 2) *arrival* 3) *cordial* 4) *survival*
- b) 1) *football* 2) *volleyball* 3) *basketball* 4) *jogging*
- c) 1) *metre* 2) *inch* 3) *foot* 4) *mile*
- d) 1) *typhoon* 2) *hurricane* 3) *breeze* 4) *tornado*
- e) 1) *passer-by* 2) *onlooker* 3) *cooker* 4) *housekeeper*

[[3, 4, 1, 3, 3]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

- a) 1) *the Fruit Belt* 2) *the Leather Belt* 3) *the Bible Belt* 4) *the Sun Belt*
- b) 1) *Dixieland* 2) *the Lowlands* 3) *the Highlands* 4) *the Midlands*
- c) 1) *farthing* 2) *guinea* 3) *quid* 4) *quarter*
- d) 1) *foot* 2) *yard* 3) *mile* 4) *metre*
- e) 1) *5 grams* 2) *3 stone* 3) *6 pounds* 4) *2 ounces*

[[2,1,4,4,1]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, грамматическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

- a) 1) *florid* 2) *sorry* 3) *lorry* 4) *horrid* 5) *worry*
- b) 1) *onlooker* 2) *passer-by* 3) *follower* 4) *cooker* 5) *leader*
- c) 1) *horse* 2) *race* 3) *jockey* 4) *turf* 5) *racist*
- d) 1) *freezer* 2) *bathtub* 3) *sink* 4) *toaster* 5) *fridge*
- e) 1) *horribly* 2) *hardly* 3) *lovely* 4) *surely* 5) *terribly*

[[5,4, 5, 2, 2]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

- a) 1) *weary* 2) *dreary* 3) *wary* 4) *dearly* 5) *nearly*
- b) 1) *horribly* 2) *hardly* 3) *lovely* 4) *surely* 5) *terribly*
- c) 1) *horse* 2) *race* 3) *jockey* 4) *turf* 5) *racist*
- d) 1) *freezer* 2) *bathtub* 3) *sink* 4) *toaster* 5) *fridge*
- e) 1) *foot* 2) *inch* 3) *mile* 4) *acre* 5) *yard*

[[3, 3, 5, 2, 4]]

+++++

Из каждой группы выберите одно слово, не относящееся к ней по лексическому, фонетическому, тематическому, смысловому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) 1) *New England* 2) *Wales* 3) *Scotland* 4) *Northern Ireland*
- b) 1) *Ohio* 2) *Texas* 3) *Kent* 4) *Vermont*
- c) 1) *egg-rolling* 2) *first foot* 3) *carol singing* 4) *fox hunting*
- d) 1) *put* 2) *but* 3) *butter* 4) *cut*
- e) 1) *freshman* 2) *postgraduate* 3) *undergraduate* 4) *sophomore*

[[1, 3, 4, 1, 2]]

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Из каждой группы выберите одно слово, не относящееся к ней по фонетическому, лексическому, грамматическому, тематическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов.

- a) 1) *land* 2) *wand* 3) *sand* 4) *band* 5) *hand*
- b) 1) *impress* 2) *depress* 3) *express* 4) *heiress* 5) *oppress*
- c) 1) *a cleaner* 2) *a smoker* 3) *a cooker* 4) *a drinker*
- d) 1) *company* 2) *campaign* 3) *firm* 4) *syndicate*
- e) 1) *useful* 2) *cupful* 3) *hopeful* 4) *forgetful*

[[ 2, 4, 3, 2, 2]]

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### **21 задание – Творческое задание**

- 1) Read the texts below and formulate in writing what theme(s) and issues they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

#### **Text 1**

He had already inherited, then, without ever having seen it, the big old one with the trap-ruined foot that in an area almost a hundred miles square had earned for himself a name, a definite designation, like a man: the long legend of corncribs broken down and rifled, of grown pigs and

even calves carried bodily into the woods and devoured, and traps overthrown and dogs mangled and slain, and shotgun and even rifle shots delivered at point-blank range yet with no more effect than so many peas blown through a tube by a child – a corridor of wreckage and destruction beginning back before the boy was born, through which sped, not fast but rather with the ruthless deliberation of a locomotive, the shaggy tremendous shape. It loomed and towered in his dreams before he even saw the unaxed woods where it left its crooked print: shaggy, tremendous, red-eyed, not malevolent, but just big, too big for the dogs which tried to bay it, for the horses which tried to ride it down, for the men and the bullets they fired into it; too big for the very country which was its constricting scope.

## Text 2

### Outlook for bears is “bleak”

#### *WWF says the loss of wild habitats threatens survival of the carnivores*

PAUL BROWN

The outlook for wild bears is bleak – and even the survival of some species outside zoos is in doubt, according to *Bears in The Wild*, a report published last week by the *World Wild Fund for Nature*. They were one of the world’s most numerous and successful big carnivores, with eight species adapted to survival in different climates from the far north to south of the equator. Gradually, they are being exterminated over large parts of the earth.

According to the report, the brown bear is likely to disappear in Western Europe, having been reduced to just six tiny populations. The most vulnerable groups are in France, Spain, and Italy, where they are unlikely to recover unless augmented by bears from other populations to ensure breeding success.

The survival of the bear in Europe is dependent on human attitudes. They are disappearing because of the loss of wild places, particularly forests, and are in conflict with humans because of their attacks on livestock and beekeepers’ hives. Poaching for body parts for Chinese medicine is also a problem.

In Britain bears were once numerous but were wiped out about 2,000 years ago. France had 300 bears at the end of the First World War but there are now only eight in the Pyrenees. Despite its precarious position in parts of Europe, the brown bear’s position is in some senses improving because of conservation efforts. But in other parts of the world where human population pressure is greater, the bear’s future is more precarious. The Mexican grizzly is believed to be extinct, and the panda, WWF’s logo, is struggling for survival in China despite attempts to protect it.

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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

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| <b>Breathless</b><br>Written at 21,200 feet (6,500m) on<br>23 May 1953<br>Heart aches, | <b>Mt. Everest: Why Do People Keep Climbing It?</b><br>Apr 22, 2014 02:31 PM ET // by Emily Sohn<br>Each spring, amidst stories of successful firsts, come |
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| <p>lungs pant<br/>dry air<br/>sorry, scant.<br/>Legs lift—<br/>why at all?<br/>Loose drift,<br/>heavy fall.<br/>Prod the snow<br/>easiest way;<br/>a flat step<br/>is holiday.<br/>Look up,<br/>far stone<br/>many miles<br/>far, alone.<br/>Grind breath<br/>once more then on;<br/>don't look up<br/>till journey's done.<br/>Must look up,<br/>glasses dim.<br/>Wrench of hand,<br/>faltering limb.<br/>Pause one step,<br/>breath swings back;<br/>swallow once,<br/>throat gone slack.<br/>Go on<br/>to far stone;<br/>don't look up,<br/>count steps done.<br/>One step,<br/>one heart-beat,<br/>stone no nearer<br/>dragging feet.<br/>Heart aches,<br/>lungs pant<br/>dry air<br/>sorry, scant.</p> <p style="text-align: right;"><i>by Wilfred Noyce</i></p> | <p>tales of overcrowding, fighting and tragedy on Mt. Everest, including last week's avalanche that killed at least 13 Sherpas who were setting ropes on the mountain's most popular climbing route.</p> <p>Nevertheless, hundreds of people from dozens of countries are at Base Camp right now, and many are planning to make a bid for the summit of the world's tallest peak in the next few weeks, though those bids may be complicated by news that Sherpas have decided to vacate the mountain for the season. Why does Everest continue to be so alluring, despite the costs, the crowds and the risks?</p> <p>The answer likely differs for each climber, and studies suggest that people who take risks tend to perceive them differently from people who avoid the same behaviours. But for adventurers who are drawn to Everest, the mountain's top is a lifelong dream that inspires intense preparation and a deep sense of reverence.</p> |
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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
  - 2) Write a 220-250-word commentary in response to what you have read.

### **Text 1**

Last year, teenagers and young adults spent almost \$ 2.3 billion on heavily caffeinated drinks with names like *Monster*, *Red Bull* and *Power Horse*.

Manufacturers of energy drinks make big promises. Some say they'll increase energy and alertness, others offer extra nutrition, and some even claim to boost your athletic performance or powers of concentration. But once you've cut through the hype and look past the flashy packaging, chances are what you're mostly getting is a stiff dose of sugar and caffeine.

So should you drink these products? As with everything, they're ok in moderation. The occasional energy drink is fine, but some people - who usually have several per day — are overdoing it.

Caffeine researchers, who've studied the effects of the stimulant, say there's nothing alarming about the amount of caffeine in a single can of these energy drinks. Teenagers, however, don't realize how much caffeine they're consuming and they don't know how easy it is to become dependent on the stimulant.

Nutritionist Liz Schmidt calls energy drinks a smart choice in some situations. "With so much going on in life, people feel tired and run down. Many skip a meal from time to time. So it's not surprising that energy drinks have flooded the market. Sometimes, this can be good news — like for people who have to skip breakfast or the athlete who doesn't have time to eat before practice. Food bars and energy drinks will never replace a well-balanced meal nutritionally." Despite these positive reviews, however, many health professionals consider energy drinks to be extremely unhealthy with little or no nutritional value.

### **Text 2**

For more than two decades, Red Bull has been using the slogan "Red Bull gives you wings," though according to some disappointed customers, that's just not true. And if you've bought a Red Bull in the past 12 years, you're eligible for a cash settlement.

According to industry publication BevNET, the energy drink company agreed to pay out \$13,000,000 to settle the U.S. class action lawsuit that had accused the energy drink company of false and misleading advertising claims.

Plaintiff Benjamin Careathers claimed he had been drinking Red Bull since 2002 before filing the lawsuit in 2013 in the U.S. District Court of the Southern District of New York. Careathers argued that Red Bull had mislead him and consumers about the product's excellence with the slogan "Red Bull gives you wings," and claims of increased performance, concentration and reaction speed.

"Such deceptive conduct and practices mean that (Red Bull's) advertising and marketing is not just 'puffery,' but is instead deceptive and fraudulent and is therefore actionable," the suit argued.

The settlement may include millions of people who had purchased at least one Red Bull can in the past 12 years. Red Bull has offered class members the option of choosing either a \$10 reimbursement, or \$15 worth of Red Bull products.

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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

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| <p><b>Text 1</b></p> <p><b>When I Grow Old</b></p> <p>I've had so much of houses and of 'things',<br/>So much of furniture, so much of stuff.<br/>When I grow old, some cozy cubby-hole,<br/>A three-room cottage, will be big enough.<br/>I've had so much of living in the world,<br/>So many busy days and people I have known.<br/>I feel the need of wisdom and of peace—<br/>When I grow old I'd like to be alone.<br/>But I must have green grass and gayest<br/>flowers,<br/>With trees before my door, for rest and shade.<br/>For I'll need Beauty when the time grows<br/>short.<br/>Surrounded thus, I shall not be afraid.<br/>I want to pass the evening of my days<br/>Calmed by a sunny garden's tranquil hours,<br/>After a hurried life, how sweet to stroll!<br/>To grow old gracefully, among the flowers!<br/><i>Marjorie Kinnan Rawlings (1926)</i></p> | <p><b>Text 2</b></p> <p>Inglehart demonstrated that older persons in much of the world give higher priority to materialist, as opposed to post-materialist, values than younger people do. He interpreted this as a cohort effect. People form values in adolescence that change little thereafter. The more economic and physical insecurity adolescents experience, the more important materialist values are to them throughout their lives. The lower priority on materialist values in younger cohorts is due to the increasing prosperity and security many nations have enjoyed during most of the past 50 years. What hypotheses does the cohort approach suggest for age differences in basic values? Most of the ESS participants, especially those in Western Europe and the northern periphery, have enjoyed an increase in security and prosperity over the past 50 years. These increases have reduced existential threats and dependence on extended primary groups for subsistence. They have increased individuals' opportunities to indulge themselves, to be more adventuresome, and to choose their own way. These changes imply that younger groups will give higher priority to hedonism, stimulation, self-direction, and, possibly, to universalism values, but lower priority to security, tradition, and conformity values.</p> <p><a href="http://essedunet.nsd.uib.no/cms/topics/1/2/2.html">http://essedunet.nsd.uib.no/cms/topics/1/2/2.html</a></p> |
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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

### Text 1

WATERS: If I've told you once, I've told you a thousand times. We work *through* laughter, not *for* it. If all you're about is raising a laugh, OK, get on with it, good luck to you, but don't waste my time.

MCBRAIN: Mr Waters...

WATERS: It's not the jokes. It's not the jokes. It's what lies behind 'em. It's the attitude. A real comedian – that's a daring man. He *dares* to see what his listeners shy away from, fear to express. And what he sees is a sort of truth, about people, about their situation, about what hurts or terrifies them, about what's hard, above all, about what they *want*. A joke releases the tension, says the unsayable, any joke pretty well. But a true joke, a comedian's joke, has to do more than release tension, it has to *liberate* the will and the desire, it has to *change the situation*. (*Pause.*) There's very little won't take a joke. But when a joke bases itself upon a distortion – (At PRICE, deliberately.) – a 'stereotype' perhaps – and gives the lie to the truth so as to win a laugh and stay in favour, we've moved away from a comic art and into the world of 'entertainment' and slick success. (*Pause.*) You're better than that, damn you. And even if you're not, you should want to be.

CONNOR: I want to be famous. I want to be rich and famous. What's wrong with that, Mr Waters?

WATERS: More than you want to be good?

MCBRAIN: What's wrong with being all three?

WATERS: Nothing. So long as you're good *first*. Because you'll never be good later.

### Text 2

Billy's real desire was to be as funny as ordinary people. He thinks it's magical to be in a bar around lunchtime with a bunch of people who are having a get-together. They might be office workers or nurses from the hospital along the road, or men who've been digging a hole out front. Maybe one of them is leaving, maybe there's been a birthday, or one of them might have been promoted. Billy says you can recognize this little mob by their explosive laughter. They'll talk away, then Boom! There'll be a huge, backslapping laugh. They'll talk away again, and then Boom! There'll be another. There isn't a comedian anywhere in sight. There's a wonderful, real quality to that laugh that show business doesn't have. It's unrehearsed.

Billy believes the catalyst for that hilarity is a particular kind of tension. Perhaps the individuals are oppressed or controlled by someone else, or else they might be bored or frustrated. Whatever the root cause of the tension might be, if it creates that type of siege mentality, it will often spark that intense jocularity. Billy seeks it passionately. While acknowledging that it's impossible for professionals to achieve it exactly, Billy attempts to create it spontaneously every time he goes on stage. He retains something up his sleeve in case it doesn't happen, but on those heavenly nights when he successfully puts himself out there on a limb, something happens that rehearsed material can never instigate in a million years. On those magical occasions, he knows he's flying and the

audience does too. He comes offstage after those shows and whimpers, ‘I wish I was in the audience tonight.’

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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

### **Text 1**

Billy’s real desire was to be as funny as ordinary people. He thinks it’s magical to be in a bar around lunchtime with a bunch of people who are having a get-together. They might be office workers or nurses from the hospital along the road, or men who’ve been digging a hole out front. Maybe one of them is leaving, maybe there’s been a birthday, or one of them might have been promoted. Billy says you can recognize this little mob by their explosive laughter. They’ll talk away, then Boom! There’ll be a huge, backslapping laugh. They’ll talk away again, and then Boom! There’ll be another. There isn’t a comedian anywhere in sight. There’s a wonderful, real quality to that laugh that show business doesn’t have. It’s unrehearsed.

### **Text 2**

Comedians may have one of the more difficult yet rewarding jobs. There is no one to rely on except themselves. Comedians become successful by fine-tuning their acts to fit their personality. Developing a style is a necessity to become a successful comedian. You must communicate to the audience why something is funny.

Instructions:

1. Determine which comedy style fits your personality. Do you speak loud or soft? Are you really animated or do you barely move? Can you tell long, funny stories or are you better with one liner jokes? Answering these questions will help you develop your style.
2. Study comedians that perform with your style. Attend comedy clubs, watch comedy specials and download video or audio (legally) of professional comedians. Observe speaking patterns, storytelling and punch line delivery.
3. Make your material personal. Make a list of your faults, insecurities and failures. Talk about topics that make you happy, sad or angry. Audiences want to feel a personal connection to you.
4. Try list jokes. These typically involve three ideas. The first two are similar and the third is opposite.
5. Use similes to enhance something by comparing it to something ridiculous. They give an audience a mental picture of absurdity.
6. Include observations in your material. These point out everyday absurdities. Jerry Seinfeld is the most famous comedian that uses observations.
7. Use mimicking as part of your act. This involves impersonating someone.
8. Get to the punch line fast. A long, drawn out setup will lose the audience's attention.
9. Practice your routine. The best way to adjust your timing is to perform in front of a group of strangers.

10. Perform as an amateur in comedy clubs. Once you have fine-tuned your act, find the nearest comedy club that will allow you to get on stage for a few minutes. This is the best way to start a reputation and network as a comedian.

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1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.

2) Write a 220-250-word commentary in response to what you have read.

**Text 1**

**DESIGN AN ADVERT FOR LIBRARIES!**

Help us celebrate National Libraries Week by taking part in the Big Idea Competition. We want you to come up with a Big Idea for an advert to persuade children all over the country to use libraries now and in the future.

The winning ideas will be turned into real adverts which people everywhere will see!

Win fabulous prizes from **Microsoft®** and Hodder Children's Books for you and your school.

So, if you are aged 4-15, read on to find out more . . .

*Supported by Hodder Children's Books*

The future. Literally.

3-9 November

*Organized by The Library Association*

**Text 2**

When was the last time you stepped into a library? Probably, not in a while. After all, when you have Google, you can look up anything with a smartphone or tablet.

As library attendance declines, officials facing tough budget cutbacks see them as easy targets. In 2011, nearly half of all states reported a drop in funding for three years in a row. California, in particular, cut the budget in half from 2011 to 2012, while Texas slashed two-thirds from its State Library and Archives Commission.

You may think libraries are a dying relic, but surprisingly, people still go there to use computers, often to look for work or beef up their tech skills. Small businesses and community organizations also use study rooms for office and meeting spaces. And according to a Bill and Melinda Gates Foundation report, nearly half of Americans living below the poverty line access e-mail and the Web from libraries, highlighting how they're still an important staple in the community.

Technology has hurt libraries, but they're also helping them keep apace, as more people pick up e-readers at the cost of physical books. In the past year, a quarter of Americans read an e-book, and as of November, about one-third reported owning an e-reader or tablet, according to a Pew survey.

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- 1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.
- 2) Write a 220-250-word commentary in response to what you have read.

### **Text 1**

I stumbled through the chaotic maze of boulders and scree. I sagged wearily against a boulder, letting my mind run haphazardly over my pain and sorrow. The thirst had become unbearable. My mouth was dry and I swallowed. What little saliva it produced failed to ease the discomfort. The descent had become a confused blur of endless boulder fields, burning midday sun, and the thirst. My legs felt weighted down and so weakened I fell repeatedly among the rocks. When loose rocks slipped suddenly under my feet, I found that I had no strength to prevent myself from falling. I used the axe to steady myself, and occasionally flung a hand out for support. Fingers slapped unfeeling against sharp boulders. The sun had failed to revive any sensation in them and after an hour I saw the rounded boulder, with water glistening as it ran over its flank. I quickened my pace, feeling a burst of energy come through me at the thought of water. When I reached the hollow at the base of the boulder, and dropped my rucksack on the wet scree, I saw that there was not enough water to satisfy my craving thirst. Carefully I built a catchment area in the gravel at the base of the rock. It filled with tantalizing slowness and, after sucking a gritty mouthful, was empty again. I crouched at the rock drinking and waiting, and drinking. There seemed no end to the amount I could drink.

### **Text 2**

They had been riding without a break since morning. The afternoon rays of the desert sun burned into them with a fierceness, but it seemed that nothing would stop the old man and his little horse. Dot followed on Alice. The mule kept her head tucked in close behind the old mare's rump. Further back rode Maggie. Clouds of thin dust kicked up, billowing over her, coating her in a muddy film of perspiration.

The land was dry, mostly sand, a place of flash floods and little more. Forbidding dunes rose like ocean waves in the distance; cactus and creosote were closer by. There were lizards and lots of colinia warblers in the brush. The terrain was sparse pickings and thirsty. In the distance, in all directions, were tall, barren-looking mountains.

The gray pony was beginning to fade badly, stumbling over small things; the heat, the fatigue and lack of water were taking their toll on her. Dot kicked Alice into a canter and moved alongside

the old man, slowing the mule to a bone-jarring halt. She looked worried.

At 118 degrees Fahrenheit, Mannito had told her, a man exposed to the desert sun could last a day without water. One day. She didn't know how long it was for horses and mules. Maybe more, maybe less. She gazed off into the distance, watching the air dance in the harsh sunlight, and guessed the temperature to be 115 degrees. She and her mother had a little water left, but the animals hadn't drunk since the previous night.

‘We need water, grandpa. And we need to let the gray rest.’

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1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.

2) Write a 220-250-word commentary in response to what you have read.

### **Text 1**

It’s no surprise that siblings in a large family often have quite different experiences from those in a small one. In a large family, the first and last children have special roles. But, if you look closely, so do the middle children. Gender and age differences, along with temperament, can make for unique roles for each child and distinct relationships among siblings. Large-family siblings must become self-reliant – while relying on each other and managing many relationships simultaneously. They learn about themselves from the others. The siblings know they are a group and pride themselves on it. When rivalry surfaces, the group either handles it or shoves it underground. At times, though, pride in the pack may be balanced by other feelings: “I get so sick of my brothers and sisters. They’re always around. I wish I could be on my own.”

### **Text 2**

#### **Is it OK for a child to grow up in a small family?**

Most newly married couples today plan to have only one or two children, compared with three or more back in the early 1960s. The reasons for this shift include a trend toward later marriage, more emphasis on careers for women, and the rising cost of rearing and educating children.

There are some very clear benefits to having a small family:

- Each child receives more parental attention and educational advantages, which generally raise her self-esteem.
- Children in small families, especially first and only children, tend to have higher school and personal achievement levels than do children of larger families.
- The financial costs of maintaining a household are lower.
- It is easier for both parents to combine careers with family life.
- The general stress level is lower because there often are fewer conflicts and less rivalry.

There are some trade-offs, especially in one-child families. When all the expectations, hopes, and fears are focused on just one child, parents easily can become overprotective and indulgent



without even realizing it. The child may have fewer opportunities to meet other children or to develop a sense of independence. She may be pushed to overachieve, and she may receive so much doting attention that she becomes self-centered and undisciplined.

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1) Read the texts below and formulate in writing what theme(s) and issue(s) they have in common.

2) Write a 220-250-word commentary in response to what you have read.

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| <p><b>Text 1</b><br/><b>Solitude</b><br/>Happy the man, whose wish and care<br/>A few paternal acres bound,<br/>Content to breath his native air<br/>In his own ground.<br/>Whose herds with milk, whose fields with bread,<br/>Whose flocks supply him with attire;<br/>Whose trees in summer yield him shade,<br/>In winter fire.<br/>Blest, who can unconcernedly find<br/>Hours, days, and years, slide soft away<br/>In health of body, peace of mind;<br/>Quiet by day.<br/>Sound sleep by night; study and ease<br/>Together mixed, sweet recreation,<br/>And innocence, which most does please<br/>With meditation.<br/>Thus let me live, unseen, unknown;<br/>Thus unlamented let me die;<br/>Steal from the world, and not a stone<br/>Tell where I lie.</p> <p style="text-align: right;">Alexander Pope (1688 - 1744)</p> | <p><b>Text 2</b><br/>1838 <i>Thursday, 28th June</i><br/>I was awoke at four o'clock by the guns in the Park, and could not get much sleep afterwards on account of the noise of the people, bands, etc., etc. Got up at 7 feeling strong and well; the Park presented a curious spectacle; crowds of people up to Constitution Hill, soldiers, bands, etc. I dressed, having taken a little breakfast before I dressed, and a little after. At ½ p. 9, I went into the next room dressed exactly in my House of Lords costume; and met Uncle Ernest, Charles and Feodore (who had come a few minutes before into my dressing-room), Lady Lansdowne, Lady Normanby, the Duchess of Sutherland, and Lady Barham, all in their robes. At 10, I got into the State Coach with the Duchess of Sutherland and Lord Albermarle, and we began our Progress. It was a fine day, and the crowds of people exceeded what I have ever seen; many as there were the day I went to the City, it was nothing. Nothing to the multitudes, the millions of my loyal subjects who were assembled in every <i>spot</i> to witness the Procession. Their good-humour and excessive loyalty was beyond everything, and I really cannot say <i>how</i> proud I feel to be the Queen of <i>such a Nation...</i> At about ½ p. 4, I re-entered my carriage, the Crown on my head and Sceptre and Orb in my hand, and we proceeded the same way as we came. The crowds if possible having increased. The enthusiasm, affection and loyalty was really touching, and I shall ever remember this day as the <i>proudest</i> of my life. I came home a little after 6- really <i>not</i> feeling tired.</p> <p>(from the diaries of Queen Victoria (1819-1901), who had been crowned in 1837)</p> |
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Межрегиональная олимпиада школьников  
«Евразийская лингвистическая олимпиада» 2014-2015  
Задания отборочного тура

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