



9

1

20 (1 – 20), 5 (a) – e).

1. () –)
(1) – 4)

) There was an atmosphere of warmth and geniality in the room.

1) [d i'nil ti]; 2) [d e'nil ti]; 3) [d i:'næl ti]; 4) [d i:ni'æl ti]

b) If you describe someone as ingenuous, you mean that they are innocent, trusting, and honest.

1) [m' eniəs]; 2) [m'dʒɪnju s]; 3) [m' enju s]; 4) [m' ænju s]

c) He is a great and genuine personage in many ways.

1) [' enəm]; 2) [' enjum]; 3) [e'njum]; 4) ['dʒɪnjum];

d) Mr. Gladstone has an extraordinary genius for finance.

1) [' e niəs]; 2) [' i nj s]; 3) [' i niəs]; 4) [' iniəs]

e) It was ingenious of her to solve the problem so quickly.

1) [m' i nj s]; 2) [m' i niəs]; 3) [m' iniəs]; 4) [m' i nij s]

2. () –) (1)
– 4)

) **kitchenette** 1) referring to a female 2) a large amount of something 3) a small size
4) the absence of something

b) **miscalculate** 1) reversal 2) a large amount of something 3) unsuitable 4) wrongly done

c) **antifreeze** 1) improvement 2) the opposite of something 3) a small size 4) a small amount of something

d) **restful** 1) as much as can be carried 2) a large amount of something 3) a small amount of something 4) having a particular quality

e) **brainless** 1) the opposite of something 2) a large amount of something 3) the absence of something 4) a small amount of something

3. , () –)

– 1, – 2.

a) destruction to destruct destructive destructively

b) receipt to receive receptive receptively

c) admiration to admire admirable admirably

d) ground to ground groundless groundlessly

e) contempt to contempt contempting contemptingly

4. , .

(1) – 9)

(a) –e).

1) with 2) into 3) at 4) back 5) down 6) in 7) forth 8) about 9) to

Smart labels may be (a)___ to change the way that companies distribute and sell almost everything they make. (b)___ a Tesco's supermarket (c)___ Cambridge,

England, the shelves have begun to talk (d) ____ their contents, and the contents are talking (e) ____ .

5. _____ , _____ (1) – 4)
 _____ .
 _____ (a) – e).

) He looked at me with a _____ on his face when I told him what I had done.

1. frown 2. gasp 3. scowl 4. sneer

b) I appreciate the Internet as a _____ source of information.

1. reliable 2. valuable 3. precious 4. useful

c) Scientists remain unsure of how the disease is _____.

1. treated 2. prevented 3. transmitted 4. healed

d) When he told me about his misadventures, I couldn't help _____.

1. chuckling 2. muttering 3. grinning 4. sniggering

e) She went on to _____ that I wasn't working hard enough.

1. implicate 2. imply 3. intimate 4. infer

6. _____ , _____ - _____ (1) –
 5).

(a) – e).

Corporate bonds are issues by companies (a) _____. They are an alternative (b) _____ new shares on the stock market (equity finance) and are (c) _____ debt finance. A bond is basically a promise (d) _____ your original investment (e) _____, plus interest payments at regular intervals between now and then.

a) 1) to increase funds 2) to create capital 3) to raise capital 4) to put up prices 5) to donate funds

b) 1) to issue 2) to publish 3) to publishing 4) to issuing 5) issuing

c) 1) a kind of 2) a sort of 3) a form of 4) a set of 5) a unit of

d) 1) to get 2) to pay back 3) to return 4) to obtain 5) to receive

e) 1) at a maturation date 2) at a mutual date 3) at a mature date 4) at a maturation data 5) at a maturity date

7.

(a)

– e).

a) Don't let this chance slip through your _____.

b) In an effort to _____, she asked what he wanted to do on Sunday.

c) He had a _____ day on Tuesday, auctioning letters and clothes of the rich and famous.

d) As a health inspector, you'll have to think on your _____ because your decisions will affect people's safety.

e) I tried to explain the situation to the manager but he turned a deaf _____.

1)



2)

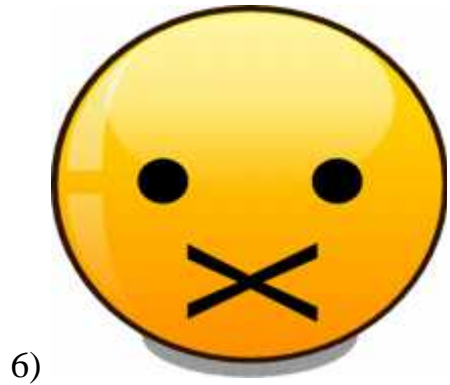


3)



4)





8.

() -).

:

'yes'

- | | |
|--|--------------------------|
| a) 'Waiter!' 'Yes, sir?' | 1) impatience/irritation |
| b) 'They have scored another goal!' 'Yes!' | 2) encouragement |
| c) 'Yes, yes – I'm coming.' | 3) acceptance |
| d) 'Yes, thanks.' | 4) polite reply |
| e) 'I'm going to Paris this weekend.' 'Yes?' | 5) agreement |
| | 6) surprise |
| | 7) excitement |

9.

(a) – e) ,

(a) – e).

1) Canada 2) New Zealand 3) Australia 4) the USA 5) the UK

a) As the home of some of most powerful politics, **RAECNBAR**'s Parliament House is the centerpiece of the entire city.

b) The panorama represents **NNTTAAAMH**'s changing skyline through the ages.

c) **EOYCVNRT** University is the first step towards your future career.

d) Hugged by picturesque hillsides and a magnificent harbor, **LINGWETNOL** is its most appealing city.

e) Devoted and enthusiastic art and museum lovers, members of the President's Circle continue the tradition of the first **TLEARNMO** Museum of Fine Arts founders, who in 1860 believed in the importance of establishing a museum of international calibre in our city.

10. _____, _____ () – () _____ 1, _____ , _____ 2.

- a) The performance had no sooner started then he rose and left the auditorium.
- b) Monitoring groups of animals in the wild is a tricky business.
- c) There are times when the best shot at success isn't the most obvious.
- d) They have supposingly already agreed about many of the basics.
- e) With European Union opening its arms to ten new members, we look at the borderland that will remain just outside its embrace.

11. _____ () – () _____ (1) – (7).

(a) – (e).

- a) The University of Texas at Austin seeks ____ 1) a PhD degree in Engineering, Earth Sciences, Energy or Mineral Economics.
- b) Students in the interdisciplinary program can take ____ 2) scholarly achievement and publications as well as previous academic experience will be important.
- c) The successful applicant will hold ____ 3) a closely allied field.
- d) This person will have demonstrated ____ 4) a dual degree Executive MBA program by renowned US universities.
- e) A track record of ____ 5) applications for the position of Director of the Graduate Program in Energy and Mineral Resources.
6) the ability to direct teams of geologists, engineers, and other

professionals in handling problems in these industries.

7) courses in the Colleges of Natural Sciences, Engineering, Liberal Arts and Law.

12. _____, _____ (1) – 5)
 () – ().
 (a) – e).

*1) Canadian English 2) New Zealand English 3) Australian English
 4) American English 5) British English*

- a) Do me a lemon.
 b) Easy so.
 c) We pulled an all-nighter in order to finish the project.
 d) We're all hyped about the concert next weekend.
 e) I'm going to book off work next week.

13. _____ () – ()
 (1) – 7).
 (a) – e). _____ :

- a) PTO 1) explanation
 b) IOU 2) signaling the end
 c) BCZ 3) surprise

- d) BIBI 4) promise
- e) RPT 5) distrust
- 6) request
- 7) agreement

14. () –), (1) – 5). (a)

– e).

a) The first person to come on New Year's Day is called **first** 1) *toe* 2) *foot* 3) *step* 4) *heel* 5) *arrival*.

b) When a person is responsible for paying the cost of something, they 1) *hit the bill* 2) *knock the bill* 3) *kick the bill* 4) *foot the bill* 5) *smash the bill*.

c) If a person is ready to deal with anything that might happen, they are 1) *held on their feet* 2) *kept on their heels* 3) *kept on their toes* 4) *held on their toes* 5) *left on their soles*.

d) When a person agrees to obey or follow somebody's orders, they 1) *come to foot* 2) *come to heel* 3) *come to toe* 4) *come to sole* 5) *come to knee*.

e) When a person runs away in order to escape from somebody, they 1) *foot it* 2) *knee it* 3) *leg it* 4) *toe it* 5) *rush it*.

15. ,
.
(a) – e).

1) *additionally* 2) *thanks to* 3) *but* 4) *or* 5) *however* 6) *although* 7) *and*

Unmanned aerial vehicles, a) __drones, have tremendous potential to deliver emergency supplies to remote or disaster-struck regions. b) __, they are expensive to mass produce and often require special pads to launch and land safely. c) __, the need

for the aircraft to maintain enough battery life to return, cuts the delivery distance to half. d)___ these issues may be history, e)___ an affordable and disposable drone that is designed for a one way journey.

16. **On Getting a Head** (a) – e),
(1 – 8).
(a) – e). :

On Getting a Head

Exactly what the size of a person’s brain means for his various abilities has been hotly debated for years. A few years ago, a study found that babies with high brain weights – (a) ___ – had better reading skills, superior reasoning and more robust memories, among other things, well into their twenties.

Christopher Martyn and his colleagues at the Environmental Epidemiological Unit in Southampton also knew that older people with big heads fared better in their golden years than those with small ones, but were hesitant to accept that most of the critical brain growth took place in utero. What might explain this connection between bigheadedness and preservation of faculties in later life?

They decided to investigate by recruiting 215 male and female volunteers born between 1922 and 1930. (b) ___ They also screened them for depression. Three and a half years later these tests were repeated.

They found that a large adult head size was beneficial in preventing cognitive decline, in particular memory. (c) ___ Those with the smallest heads had up to a fivefold greater risk of cognitive decline over this time than those with the largest. But, when the researchers analysed the data to see if the head size at birth was protective, they found it was not, as they explained in the October issue of *Brain*.

(d) There is no denying the importance of development of the womb. The last third of pregnancy is one long growth spurt for the fetal brain. But brain growth keeps up quite a pace after the child is born as well: in the first year alone, a baby’s brain doubles in weight and by the time the child is six, brain weight has tripled. (e) ___

Dr Martyn's theory is thus that brain development during infancy and early childhood is more important than fetal growth in keeping the lights bright – and that those gains last long into old age.

1) At the other end of the spectrum, though, the news was grim.

2) who invariably have bigger heads

3) Why the discrepancy?

4) who obviously have narrower foreheads

5) At that tender age, a child's brain has already attained about 93% of its size.

6) Midwives' notes had recorded their head size, height and gave volunteers standard IQ and memory tests.

7) Why the agony?

8) A teenager's brain can attain about 95% of its size.

17. **Introduction to Nanotechnology** ,

. , 1,
– 2.

Introduction to Nanotechnology

Anybody who doesn't know much about nanotechnology should begin with geckos. These are the lizards that are probably the world's best climbers. Watching them climb upside down on a horizontal pane of glass, you realize that spiderman should really have been called geckoman. These guys outclimb spiders any day.

With perfect ease they can hang from a single toe, and they do so by pure adhesion, not by sticking a toe in a hole or by curling it round something they can grip. With all the toes on the glass scientists estimate that if the rest of the body were strong enough it could take the weight of a 100kg person suspended below it.

Although each toe is equipped with a tiny hook-like claw at the end, these are of no use on the glass. What keeps them up there is the amazing structure of the skin of the toe.

Seen under the microscope each toe has around two million tiny hairs on its underside. Under the higher magnification of an electron microscope the end of each of these hairs is seen to split into hundreds of even tinier nano-hairs, which scientists have called spatulae. These hairs are so small that they are able to establish contact with the molecular structure of the surface the gecko is walking on. With that near-perfect contact the hairs are stuck to the surface by electromagnetic forces called van der Waals forces. The molecules on the feet and on the surface have areas of slight positive or negative charge that attract each other like mini magnets when they get really close.

Scientists have been working for over 15 years now to try to unlock the secrets of the stickiness of gecko toes and find a way to artificially reproduce the same structure of nano-hairs. The hypothesis at the moment is that if any material can be shaped into nano-hairs they will have the same properties as those on gecko toes, so scientists are looking for an alternative material with which to manufacture the stickiest synthetic surface ever. This is one example of research in the field now known as nanotechnology.

- a) *Spiders are better climbers than geckos.*
- b) *A gecko can take the weight of an average person.*
- c) *A gecko's toes have got tiny claws to stick in minor holes on horizontal surfaces.*
- d) *A certain chemical process ensures geckos' ability to climb upside down on horizontal surfaces.*
- e) *Scientists are sure that materials produced from nano-hairs will possess the same qualities.*

18.

(1) – 5)

(a) – e).

:

The United States Secretary of State has urged Haitians to vote in this month's presidential election and help "develop strong democratic institutions".

1) August's parliamentary election was marred by violence, low turnout and fraud allegations.

2) Mr Kerry said the 25 October vote must go ahead despite security concerns.

3) During a brief stop in Haiti, Mr Kerry said the poll should be held "without violence and without intimidation".

4) Earlier planned elections had been cancelled in 2011 and 2014, prompting months of violent street protests against President Michel Martelly.

5) Only a few candidates have been officially elected. New polls will need to be held in a number of constituencies.

19.

(a) – e).

Authorities in the Indian capital, Delhi, have launched major restrictions on private cars **to curb alarming levels of pollution**. Private cars with even and odd number plates are being allowed on alternate days from Friday in **an initial two-week trial**. Emergency vehicles like ambulances, police cars, fire engines and taxis **have been exempted from the order**. Delhi **has experienced hazardous levels** of pollution this winter. The local government announced the scheme after a court ordered authorities **to tackle pollution levels** more than 10 times the World Health Organisation's safe limits.

a) **to curb alarming levels of pollution** *1) to monitor the dangerous level of pollution; 2) to prevent harmful pollution from spreading; 3) to keep the disturbing rise of pollution levels within limits; 4) to reduce harmful gas emissions.*

b) **an initial two-week trial** *1) a primary two-week restriction 2) a primary fortnightly experiment 3) a primary two-week investigation 4) a primary fortnightly campaign;*

c) **have been exempted from the order** 1) *have not been informed about the order;* 2) *have been excluded from the trial;* 3) *have been asked not to participate in the program;* 4) *have been freed from an obligation imposed on others;*

d) **has experienced hazardous levels** 1) *has seen frightening levels;* 2) *has witnessed increasing levels;* 3) *has been affected by dangerous levels;* 4) *has been damaged by increasing levels;*

e) **to tackle pollution levels** 1) *to reduce pollution levels;* 2) *to fight increasing pollution levels;* 3) *to control pollution levels;* 4) *to monitor pollution levels.*

20. , (1) – 4)

(a) – e).

a) 1) *Francis Scott Fitzgerald* 2) *Ernst Hemingway* 3) *Charles Dickens* 4) *John Steinbeck*

b) 1) *Thomas Gainsborough* 2) *Thomas Cole* 3) *John Constable* 4) *Stanley Spencer*

c) 1) *Ophelia* 2) *Avis Crichton* 3) *Becky Sharp* 4) *Sondra Finchley*

d) 1) *Robert Frost* 2) *Robert Burns* 3) *Geffrey Chaucer* 4) *Robert Fergusson*

e) 1) *Drury Lane* 2) *Covent Garden* 3) *Broadway* 4) *The Barbican Theatre*



«

» 2016-2017



9

2

20 (1 – 20), 5 (a) – e).

1. () –) , (1) – 4)

a) I felt the effect of the drug.

1) [’efekt]; 2) [ʼfekt]; 3) [Iʼfekt]; 4) [eʼfekt]

b) Don’t affect to be surprised.

1) [’æfekt]; 2) [ʼfekt]; 3) [Iʼfekt]; 4) [æʼfekt]

c) Try to make at least some effort!

1) [eʼf t]; 2) [’ef t]; 3) [’ef t]; 4) [’ef t]

d) I cannot afford the time.

1) [ʼf t]; 2) [ʼf d]; 3) [ʼf d]; 4) [æʼf d]

e) He took his son’s desertion as a personal affront.

1) [ʼfr nt]; 2) [æʼfr nt]; 3) [ʼfr nt]; 4) [ʼfr nt];

2. () – () (1)
– 4)

a) **horsy** 1) referring to a female 2) a large amount of something 3) fond of something
4) something small

b) **youngster** 1) engaged in a particular activity 2) a large amount of something 3) the
absence of something 4) having a particular quality

c) **inequality** 1) the absence of something 2) a large amount of something 3) a small
amount of something 4) shows disapproval

d) **supermarket** 1) exceeding customary levels 2) a large amount of something 3) of an
excellent quality 4) improvement

e) **co-exist** 1) place 2) order in time 3) similarity 4) possession

3. () – ()
– 1, – 2.

a) completion to complete completing completingly

b) deceitful to deceive deceptive deceptively

c) imagination to imagine imaginative imaginatively

d) hand to hand handy handily

e) cure to cure curable curably

4. (1) – 9)

(a) – e).

1) *against* 2) *at* 3) *above* 4) *in* 5) *on* 6) *no preposition* 7) *in front of* 8) *from* 9) *out*

David Beckham emerged (a) ___ his house on Monday morning to allow the world to photograph a wound (b) ___ his left eye. Sir Alex Ferguson had lost his temper after a defeat and kicked (c) ___ a football boot, which hit the Beckham eyebrow. In sports, the management tactics are (d) ___ (e) ___ the open for all to see.

5. () – () , (1 – 4)
(a) – e).

a) During a lecture I try to _____ down the main points that are made.

1. doodle 2. jot 3. note 4. scribble

b) The president was _____ by a madman during the festival.

1. killed 2. severed 3. assassinated 4. shot

c) The police are trying _____ drug dealing in the area.

1. to curb 2. to prevent 3. to expel 4. to control

d) Fraud squad detectives will _____ the company's accounts.

1. scrutinize 2. examine 3. pursue 4. audit

e) And her _____ made me feel guilty even though I'd done nothing wrong.

1. attitude 2. expression 3. tone 4. reflection

6. , - (1) –
5).
(a) – e).

Economic development (a) _____ to the populations of both (b) _____ economically developed countries. Loans from international organizations (c) _____ governments to exploit their national resources and to invest in construction projects and (d) _____. (e) _____ Gross Domestic Product and improves standards of living.

a) 1) *has brought revenues* 2) *brought revenues* 3) *has brought benefits* 4) *brought benefits* 5) *has brought income*

b) 1) *more or less* 2) *the most or the least* 3) *the more or the less* 4) *the more and the less* 5) *most and least*

c) 1) *ensure* 2) *enable* 3) *reassure* 4) *disable* 5) *assure*

d) 1) *industry facilities* 2) *industry commodities* 3) *industrial comforts* 4) *industrial commodities* 5) *industrial facilities*

e) 1) *This rises* 2) *This arises* 3) *This arouses* 4) *This raises* 5) *This erases*

7.

(a)

– e).

a) It took a considerable amount of _____grease to renovate the old house.

b) My promotion was one in the _____for my ambitious colleague.

c) Terence pretends that he's really tough, but he is all _____and trousers.

d) I don't like offers thrown back at my _____like that.

e) Computers mean we have more information at our_____, and that means better service to clients.

1)



2)



3)



4)



5)



6)



7)



8)



9)



10)



8. **‘why’**

() –).

:

- a) **Why** don't we go together? 1) impatience/irritation
- b) **Why**, it's easy – even a child can do it! 2) encouragement
- c) **Why** bother to write? 3) asking for reasons
- d) 'Let's eat out.' **Why** not?' 4) suggestion
- e) **Why** me? 5) agreement
- 6) contradiction
- 7) no necessity

9.

(a) – e) ,

(a) – e).

1) Canada 2) New Zealand 3) Australia 4) the USA 5) the UK

- a) Must see **AAOWTT** attractions include Parliament Hill, National cultural museums, ByWard Market and the Rideau Canal.
- b) The Great Basin Desert is part of the Great Basin between the Sierra **DVNAAE** and the Wasatch Range.
- c) The **LDUAKCAN** Civic Theatre is internationally significant as the largest surviving atmospheric cinema in Australasia.
- d) **TRWHAEOH** is the third busiest airport in the world.
- e) Located at the Tower is also **RAECNBAR**'s highest post box, a fascinating little titbit that you all needed to know!

10. _____, _____ () – _____)
 _____, _____ 1,
 _____ – _____ 2.

- a) Pskov ought to be prosperous: it has an old Kremlin and churches, enjoys a central role in the Russian history, and celebrates its 1,100th anniversary this summer.
- b) The leaders of large public companies the world over are almost universally male.
- c) Efficient communication skills are a relatively new requirement, the result of the increased intrusion of the outside world: media, analysts, environmental groups.
- d) One of today's biggest business challenges is keeping your information secure at all time and in all places.
- e) With technology rapidly eroding the boundaries between public life and personal privacy, we're committed to preserving and nurturing individuals' privacy and traditions.

11. _____ () – _____)
 _____ (1) – 7).

(a) – e). _____ :

- a) After educating leaders for 800 years, we at the University of Oxford consider _____ 1) next year's focus for one of the most remarkable assemblies of professors and practitioners in the world.
- b) Nowhere is this _____ 2) their powers of judgement and re-dimension strategies for negotiation.
- c) Decision-making, persuasion and the dynamics of negotiating strategy will be _____ 3) about having luck, but making your own.
- d) Diplomats, politicians, trustees and CEOs will gather together for five days to learn how to refine _____ 4) 'luck' to be more the visionary management of opportunity.

e) Success is not____

5) cordially invited to join us.

6) the Oxford Programme on Negotiation.

7) more true than in negotiation.

12. , () – ().

(1) – 5)

(a) – e).

1) Canadian English 2) New Zealand English 3) Australian English

4) American English 5) British English

a) That is a sweet car.

b) I'm chuffed.

c) I wear runners when I exercise.

d) I flunked math last week.

e) Jim's a knocker.

13. () – ()

(1) – 7).

(a) – e).

:

.

) BTW

1) expressing one's point of view

b) DIN

2) introducing a comment or question

c) IMHO

3) surprise

d) NQR

4) promise

e) PLMK

5) disagreement

6) request

7) order

14. () –), (1) – 5). (a)
– e).

a) A person who can do a lot of tasks but perhaps not very well is called 1) *a John of all jobs* 2) *a Bill of all occupations* 3) *a Jack of all trades* 4) *a Bob of all things* 5) *a George of all professions*.

b) An excessively cheerful or optimistic person is called 1) *a Mary Poppins* 2) *a Pollyanna* 3) *a Mary Jane* 4) *an Elisha* 5) *a Jane Doe*.

c) A flat, round-toed shoe for women and girls, with a single strap across the top is called 1) *an Elisabeth* 2) *a Mary Celeste* 3) *a Mary Tudor* 4) *a Mary Jane* 5) *an Anna*.

d) If a woman's name is unknown or should be kept secret, she is referred to as 1) *a Jane Crow* 2) *a Jane Citizen* 3) *a Jane Doe* 4) *a Jane Smith* 5) *a Jane Private*.

e) A very little boy is sometimes called 1) *a Tim Toe* 2) *a John Finger* 3) *a Dick Size* 4) *a Jack Height* 5) *a Tom Thumb*.

15. , .
(a) – e).

1) a 2) the 3) an 4) no article 5) some

a) ___large otter b) ___size of a wolf, roamed c) ___ wooded marshlands of China's Yunnan Province about six million years ago. Xiaoming Wang, curator of vertebrate paleontology at d) ___ Natural History Museum of Los Angeles County in California, and her team arrived at this conclusion after an extensive study of fossils found in e) ___ 6.2 million-year-old sediment of the Shuitangba coal mine in Yunnan, China in 2010 and 2015.

16. **Introduction to Nanotechnology** (a) –
 e), (1 – 8).
 (a) – e). :

Introduction to Nanotechnology

Anybody who doesn't know much about nanotechnology should begin with geckos. **(a)** ___ Watching them climb upside down on a horizontal pane of glass, you realize that spiderman should really have been called geckoman. These guys outclimb spiders any day.

(b) ___, and they do so by pure adhesion, not by sticking a toe in a hole or by curling it round something they can grip. With all the toes on the glass scientists estimate that if the rest of the body were strong enough it could take the weight of a 100kg person suspended below it.

Although each toe is equipped with a tiny hook-like claw at the end, these are of no use on the glass. **(c)** ___

Seen under the microscope each toe has around two million tiny hairs on its underside. Under the higher magnification of an electron microscope the end of each of these hairs is seen to split into hundreds of even tinier nano-hairs, which scientists have called spatulae. These hairs are so small that they are able to establish contact with the molecular structure of the surface the gecko is walking on. **(d)** ___ The molecules on the feet and on the surface have areas of slight positive or negative charge that attract each other like mini magnets when they get really close.

Scientists have been working for over 15 years now to try to unlock the secrets of the stickiness of gecko toes and find a way to artificially reproduce the same structure of nano-hairs. The hypothesis at the moment is that if any material can be shaped into nano-hairs they will have the same properties as those on gecko toes. **(e)** ___ This is one example of research in the field now known as nanotechnology. In this field, the technology being created can be measured in a few nanometres (one nanometre is a millionth of a millimetre).

1) With that near-perfect contact the hairs are stuck to the surface by electromagnetic forces called van der Waals forces.

- 2) *What keeps them up there is the amazing structure of the skin of the toe.*
- 3) *These are the lizards that are probably the world's best climbers.*
- 4) *With perfect ease they can hang from a single toe.*
- 5) *So scientists are looking for an alternative material with which to manufacture the stickiest synthetic surface ever.*
- 6) *This is a great skill that prevents geckos from falling down.*
- 7) *These creatures are the world's tiniest climbers.*
- 8) *Further research is needed to invent an alternative way to use geckos' hairs.*

17.

On Getting a Head

,

,

1,

–

2.

On Getting a Head

Exactly what the size of a person's brain means for his various abilities has been hotly debated for years. A few years ago, a study found that babies with high brain weights – who invariably have bigger heads – had better reading skills, superior reasoning and more robust memories, among other things, well into their twenties.

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They decided to investigate by recruiting 215 male and female volunteers born between 1922 and 1930. Midwives' notes had recorded their head size, height and gave volunteers standard IQ and memory tests. They also screened them for depression. Three and a half years later these tests were repeated.

They found that a large adult head size was beneficial in preventing cognitive decline, in particular memory. At the other end of the spectrum, though, the news was grim. Those with the smallest heads had up to a fivefold greater risk of cognitive

decline over this time than those with the largest. But, when the researchers analysed the data to see if the head size at birth was protective, they found it was not, as they explained in the October issue of *Brain*.

Why the discrepancy? There is no denying the importance of development of the womb. The last third of pregnancy is one long growth spurt for the fetal brain. But brain growth keeps up quite a pace after the child is born as well: in the first year alone, a baby's brain doubles in weight and by the time the child is six, brain weight has tripled. At that tender age, a child's brain has already attained about 93% of its size.

Dr Martyn's theory is thus that brain development during infancy and early childhood is more important than fetal growth in keeping the lights bright – and that those gains last long into old age.

a) Children with high brain weights enjoy excellent learning skills till they are in their twenties.

b) Scientists are sure that the critical functions of a person's brain develop when the fetus is inside the womb.

c) Scientists selected testees prone to depression.

d) According to the research, mental disorders are rare in people with large heads.

e) A baby's brain continues growing after its birth.

18.

(1) – 5)

(a) – e).

Parliament in Haiti has been dissolved after the failure of last-ditch negotiations over a new electoral law.

1) On Sunday, President Martelly said he had reached a last-minute deal with the opposition to hold the elections.

2) President Michel Martelly had been trying to secure backing for a US-sanctioned plan to postpone elections again.

3) Haitian opposition groups say they will continue months of street protests to try to force his resignation.

4) *He now effectively rules the country by decree but his term of office runs out next year.*

5) *The political deadlock is centred on a dispute over a new electoral law, which opposition lawmakers have refused to approve.*

19.

(a) – e).

North Korea's leader, Kim Jong-un, said in his annual New Year's speech on Friday that he was willing to discuss reconciliation with South Korea, while warning that the North's military would keep working to develop "more diverse" capabilities. Mr. Kim's televised address, which **is scrutinized** each year for clues to his secretive government's intentions, **held no major surprises**. As in past New Year's speeches, the young leader called for raising the living standards of his **impoverished** people, and he directed both threats and **overtures of peace** toward **his country's adversaries**.

a) **is scrutinized** 1) *is controlled*; 2) *is watched*; 3) *is meticulously studied*; 4) *is closely inspected*;

b) **held no major surprises** 1) *wasn't shocking*; 2) *wasn't uninteresting*; 3) *contained usual rhetoric*; 4) *didn't contain important points*;

c) **impoverished** (people) 1) *driven to extreme despair*; 2) *starving*; 3) *driven to extreme misery*; 4) *driven over the edge*;

d) **overtures of peace** 1) *promises to keep the peace*; 2) *suggestions to make peace*; 3) *a desire to hold peace talks*; 4) *promises to initiate peace talks*;

e) **his country's adversaries** 1) *his country's allies*; 2) *his country's competitors*; 3) *his country's authorities*; 4) *his country's foes*

20.

(1) – 4)

(a) – e).

a) 1) *Dover* 2) *Folkestone* 3) *Gatwick* 4) *Ramsgate*

b) 1) *Straw Bear Festival* 2) *Wife-Carrying Championship* 3) *Blessing of the Throats Day* 4) *Bog Snorkeling Championship*

c) 1) *Lake Placid* 2) *Salt Lake City* 3) *Lake Erie* 4) *Squaw Valley*

d) 1) *Helen Sharman* 2) *Sally Ride* 3) *Kathrin D. Sullivan* 4) *Eileen Collins*

e) 1) *Lawrence Olivier* 2) *Rex Harrison* 3) *Gary Oldman* 4) *Collin Firth*



9

3

20 (1 – 20), 5 (a) – e).

1. () –)
(1) – 4)

a) Genghis Khan’s burial place still remains undiscovered.

1) [ˈberɪl]; 2) [ˈberɪəl]; 3) [ˈbæriəl]; 4) [ˈb :riəl]

b) The statement was supported with illustrative examples.

1) [ˈɪlɑstr ɪv]; 2) [ˈɪl str ɪv]; 3) [ˈɪl str ɪv]; 4) [ɪl stˈrætɪv]

c) Caution is great care which you take in order to avoid possible danger.

1) [ˈk ()n]; 2) [ˈk ()n]; 3) [ˈka: ()n]; 4) [ˈk n]

d) Someone who is courteous is polite and respectful to other people.

1) [ˈkɔ:tiəs]; 2) [ˈk t s]; 3) [ˈk tiəz]; 4) [ˈk tiəs]

e) Couscous is a type of food that is made from crushed steamed wheat, or a dish consisting of this food served with a spicy stew.

1) [ˈkʌskʌs]; 2) [ˈkʌsk s]; 3) [ˈku sku s]; 4) [ˈk sk s]

2. () –) (1)
– 4)

a) **booklet** 1) referring to a female 2) having a particular quality 3) of a small size 4) a large amount of something

b) **bluish** 1) typical 2) approximately 3) quite 4) a large amount of something

c) **heartless** 1) having a particular quality 2) a large amount of something 3) comparison 4) the absence of

d) **abnormal** 1) making better 2) away 3) order in time 4) higher

e) **undress** 1) intensification 2) wrongly done 3) the opposite of 4) inappropriate

3. , () –)

– 1, – 2.

a) sanitation to sanitize sanitizing sanitizingly

b) damage to damage damaging damagingly

c) perfection to perfect perfect perfectly

d) earth to earth earthly –

e) contempt – contemptuous contemptuously

4. , .

(1) – 9)

(a) – e).

1) with 2) into 3) at 4) on 5) for 6) in 7) out 8) about 9) to

Near the end of his autobiography, John Brooman goes **(a)** ... the 1987 Academy Awards **(b)** ... the night that his most personal film, 'Hope and Glory', was nominated **(c)** ... five Oscars, but lost **(d)** ... to Bernardo Bertolucci's 'The Last Emperor'. The chapter he devoted to it is the book in miniature, **(e)** ... candid observations of the rich and famous.

5. () – (), (1 – 4)
 (a) – e).

a) He was arrested for committing terrible acts of _____ during the war.

1) violence 2) terrorism 3) slaughter 4) cruelty

b) If you keep on _____ I won't be able to understand what you're saying.

1) mumbling 2) muttering 3) nagging 4) whispering

c) The candidate was _____ optimistic about the outcome of the election.

1) wildly 2) accurately 3) cautiously 4) relatively

d) The news about her guardian's decision made Amy deeply _____.

1) distressed 2) hurt 3) disturbed 4) desperate

e) People ran out for exits, _____.

1) screaming 2) roaring 3) shrieking 4) yelling

6. _____, _____ - _____ (1) –
 5).
 (a) – e).

The authorities in Dubai are trying to find out what caused **(a)** _____ a 63-storey luxury hotel in the city centre on New Year's Eve. **(b)** _____ for more than 20 hours, firefighters **(c)** _____ **(d)** _____ at the Address Downtown Hotel. An eyewitness has told the BBC only a couple of **(e)** _____ are still burning. The tower was evacuated and 16 people were hurt.

a) *1) an amazing fire engulfed 2) an extraordinary fire to surround 3) a spectacular fire to engulf 4) a picturesque fire to consume 5) a splendid fire consumed*

b) *1) while struggling 2) after battling 3) after smashing 4) during hitting 5) after destroying*

c) 1) *seem to extinguish* 2) *seem to have extinguished* 3) *turn out to extinguish* 4) *appear to have extinguished* 5) *appear to extinguish*

d) 1) *the most fire* 2) *the most blaze* 3) *most of the blaze* 4) *the most of the blaze* 5) *most blaze*

e) 1) *little sporadic flames* 2) *small sporadic fires* 3) *little far-flung flames* 4) *small isolated blazes* 5) *small isolated fires*

7. _____, _____ . _____ (a)
– e).

- a) So far the company's weathered the ____ of criticism by environmental protesters.
- b) We cannot expect to win this election if our policies are warmed-up ____ and water.
- c) Ok, he hit my brand new car, but it can be fixed – no need to make a ____ out of it.
- d) I gave my nephew one of those computer games for his birthday, and he just thinks it's ____.
- e) Sally says John isn't really serious about me – well, out of the ____!

1



2



3



4



5



6



7



8



9



10



8. **'really'**

() – ().

:

- | | |
|---|--|
| a) Really , you could have told us before. | 1) adding emphasis |
| b) It doesn't really matter. | 2) surprise |
| c) I'm really sorry. | 3) insistence |
| d) Really? Are you sure? | 4) interest |
| e) Now I really must go. | 5) disappointment |
| | 6) reducing the force of the statement |
| | 7) disrespect |

9.

(a) – (e) ,

(a) – (e).

1) Canada 2) New Zealand 3) Australia 4) the USA 5) the UK

- a) **HSNITGNOAW** Park on the west side is a 150-acre site added to the park district in 1901.
- b) Athletic Park was a sports ground used mostly for rugby matches in **LLNOTEWNIG**.
- c) **OOTTRN** Parks, Forestry and Recreation is looking for public feedback on its recreation programs for children ages 6 – 12.

d) **RASATANILU** national parks are found in a diverse number of landscapes: from alpine regions to deserts, forests and marine areas.

e) **HBTRIIS** Parking Association serves to promote the advancement of knowledge and standards in the management, planning, design, regulation and maintenance of all types of parking facilities both on-street and off-street.

10. () –)
1,2.

a) In recent years, people in the UK and US have become more concerned with food they eat and the effect it has on their health.

b) Many people have reduced the amount of salt, fat, and sugar that they eat and started counting calories in order to lose weight, lower their cholesterol, and decrease their risk of getting heart disease.

c) Instead, they eat low-fat food and more fiber.

d) To aid the slimmers who keep the calory-controlling diet, some of GB food companies produce food with a lower energy.

e) They advertise their foods as being low in fat, and these foods usually have the morpheme “lite” (=light) in their names.

11. () –)
(1) – 7).

(a) – e). :

a) One of the most important causes ... 1) the release of chemicals in the brain.

b) When we are under stress, the act of digesting food switches off ... 2) of self-medication to help ease the strains of a bad day.

c) Scientists now know that certain 3) a strong role in food urges.

foods trigger...

d) For example, carbohydrates increase levels ... 4) that part of the nervous system that makes us tense, and this acts as an effective relaxant.

e) Thus, a bedtime snack of hot chocolate and cookies may be a kind ... 5) of an equivalent portion of fat-rich food.

6) of cravings is stress.

7) of serotonin – the “calming” chemical.

12. _____, _____ (1) – 5)
 _____ () – _____).

(a) – e).

1) *Canadian English* 2) *New Zealand English* 3) *Australian English* 4) *American English* 5) *British English*

a) Give a bloke a fair go.

b) My parents are townies.

c) Can you lend me a loonie?

d) D’you like hospital food?

e) ‘Ave a word with yourself.

13. _____ () – _____)
 _____ (1) – 7).

(a) – e).

:

.

- | | |
|----------|-------------------|
|) NQR | 1) promise |
| b) TARFU | 2) surprise |
| c) PTO | 3) approval |
| d) ASAP | 4) disappointment |
| e) RSVP | 5) urge |
| | 6) disagreement |
| | 7) request |

14. (a) – e),

(1) – 5).

(a) – e).

a) To ask a question in a complicated way instead of a simple way is to go all round *1) homes 2) flats 3) apartments 4) houses 5) accommodation.*

b) Women seeking promotion to the highest positions complain of a glass *1) wall 2) floor 3) ceiling 4) roof 5) window.*

c) When prices rise dramatically, they go through the *1) ceiling 2) door 3) floor 4) wall 5) roof.*

d) Her face went pale as his words *1) hit the ceiling 2) hit the roof 3) hit the ground 4) hit home 5) hit house.*

e) To defeat somebody completely in an argument or a competition is *1) to sweep the floor with somebody 2) to wipe the floor with somebody 3) to wash the floor with somebody 4) to dust the floor with somebody 5) to brush the floor with somebody.*

15.

(a) – e).

1) a 2) the 3) an 4) no article 5) some

In January 2016, Professor Mike Brown, a)___ California Institute of Technology researcher who demoted b)___Pluto to dwarf status, reported that he and some colleagues had discovered evidence of c)___ ninth planet in our solar system. Dubbed Planet X, d)___ gaseous giant believed to be two to three times the size of e)___ Earth, purportedly has a highly elliptical orbit and takes over 20,000 earth years to revolve around the sun.

16. **My Dad Ate My Homework** (a) – e),
(1 – 8).
(a) – e). :

My Dad Ate My Homework

Cooking lessons for kids are fun – and teach the whole family how to eat well.

This is a tool that makes a direct connection between how we feel and what we eat, between mood and food. Health guidelines would have us believe that eating well is primarily about nutrition. (a) _____. Eating well is primarily about preparing the right food for how you happen to be feeling. This is a tool that inspires you to make and then act on this link.

Imagine a kitchen where chefs struggle to break eggs and gobble the ingredients when no one's looking. (b) _____, but it's a recipe for success in teaching kids about nutritious eating. Much has been made of child obesity and junk food consumption, but less has been done to teach kids (and in some cases their parents) how to step away from the potato chips in favour of homemade, healthy meals. Luckily, more youngsters in Europe are learning by playing with their food.

Since opening its doors in 2000, north London's Kid's Cookery School has brought over 10,000 children, aged 3 and up, into its brightly covered, kid-friendly kitchens. The students, (c) _____, get hands-on lessons in preparing everything from quiche to sweet and sour chicken. 'We give kids the knowledge, know-how and skills they need to eat and live well,' says the school's founder Fiona Hamilton-Fairly. 'Children deserve that information.'

Parents keen to equip their offspring with more extensive culinary skills might consider a sojourn in Italy. Since last summer, Fontana del Papa, a family-run cooking

school in Monti della Tolfa, (d) _____, has run courses for children. Husband-and-wife team Assuntina Antonacci and Claudio Pierotti teach bambini of all ages how to prepare traditional Italian fare, using the estate's organically grown herbs and vegetables. While parents relax in the 16th century country house, their sprogs concoct fresh pasta, tomato sources and jam. Claudio Pierotti, a trained sommelier, even introduces the idea of wine appreciation. But there is no wine tasting for the tykes – (e) _____.

- 1) *an hour's drive north of Rome*
- 2) *that pleasure is for their parents only*
- 3) *It might be different*
- 4) *many of whom are disabled or from disadvantaged backgrounds*
- 5) *that pleasure is not for everyone*
- 6) *It may sound like a disaster*
- 7) *Not true.*
- 8) *within walking distance*

17.

Gardening

,

,

1,

–

2.

Gardening

Britain's temperate climate, with rainfall throughout the year, makes it possible to grow a great variety of plants and shrubs, and for many people gardening is a creative and satisfying pastime. Even for those living in towns and cities it is an opportunity to create a small piece of countryside beside their homes.

Most British houses, even in towns, have a garden. Often there is a small flower garden at the front of the house and a larger garden at the rear, where flowers and vegetables are grown. Both front and back gardens often have a lawn.

Not all gardens are purely decorative: some are cultivated to provide homegrown vegetables and fruit, especially in summer. For families with young children or pets, a garden is considered almost a necessity. Many houses have a patio at the rear, a paved area between house and garden where people can sit and have meals in the summer. The edge of a garden is usually marked by a fence, hedge or wall, and neighbours often chat to each other “over the garden fence.” Flowers grown in the garden are often used to decorate the house.

Many homeowners spend a large part of their spare time gardening. Most gardens are laid out fairly formally, with flowerbeds arranged around a lawn, or vegetable beds running at right angles from a central path.

Apple, plum and other fruit trees are frequently found in back gardens and there may also be decorative trees such as firs, birches or willows. Owners of large gardens sometimes have a tennis court or swimming pool. Ornamental features may include a fish pond or bird bath. Brightly coloured models of gnomes are sometimes used as a rather eccentric way of decorating front gardens.

People often specialize in growing particular types of plants or vegetables. Many enter these in competitions at local shows where prizes are awarded for the finest flowers and the largest vegetables. Keen gardeners usually have a greenhouse for their plants. Town-dwellers who only have a small garden may grow vegetables in an allotment, one of the small plots of land let to individuals by local authorities. Most towns have a garden centre, selling both plants and gardening equipment and furniture.

- a) *Even town- and city-dwellers like cultivating a patch of land underneath their window.*
- b) *The British like decorating their houses, so gardens are largely meant for growing flowers.*
- c) *The British like their gardens to have individuality.*
- d) *Some garden decorations might look a bit quirky.*
- e) *If you haven't got a garden, you can ask local authorities for a plot of land.*

18.

(1) – 5)

(a) – e).

It is being billed as the biggest single Arctic research expedition ever planned.

- 1) Prof Markus Rex will lead the so-called MOSAiC project.
- 2) Last month the extent of Arctic sea-ice was the lowest ever recorded for a January (during the satellite era), with temperatures several degrees above the long-term average.
- 3) Researchers hope to gather valuable new insights on the region where Earth's climate is changing fastest.
- 4) Germany is going to sail its 120m-long research vessel, the Polarstern, into the sea-ice at the top of the world and just let it get stuck so it can drift across the north pole.
- 5) The 2,500km (1,550-mile) trip, to begin in 2019, is likely to take a year.

19.

(a) – e).

The film got a lot of attention at last year's Cannes Festival. The fact that large sections are in English won't harm its chances and **it's built up a head of steam** which **may well grab it the Oscar**. The simple description comedy **underplays the story's ambiguities** and some audiences will be surprised that certain scenes are far from comic. **The film's half an hour too long**. A Hollywood remake has been announced, to star Jack Nicholson and Kristen Wiig. Could that **incline Academy voters to back the original?**

a) **it's built up a head of steam** 1) *it has agitated the public* 2) *it has shocked the public* 3) *it has thrilled the public* 4) *it has perplexed the public*;

b) **may well grab it the Oscar** 1) *it may enhance the possibility of getting the Oscar, though the chances are not very high* 2) *it might help to get the Oscar, though it is highly unlikely* 3) *there are vague chances to get the Oscar* 4) *the Oscar is within reach*.

c) **underplays the story's ambiguities** 1) *makes the story's inexactness and uncertainty less attractive* 2) *makes the story's inexactness and uncertainty less evident* 3) *shows the story's inexactness and uncertainty is a restrained way* 4) *fleshes out the story's inexactness and uncertainty.*

d) **The film's half an hour too long.** 1) *the film is too long* 2) *it might have been shorter* 3) *the audience leave half an hour before the end* 4) *the last half an hour of the film is not necessary.*

e) **incline Academy voters to back the original** 1) *persuade Academy voters to choose the original* 2) *make Academy voter support the original* 3) *make Academy voters turn against the original* 4) *persuade Academy voters to ride against the original.*

20. , (1) – 4)
(a) – e).

a) 1) *Kenai Fjords* 2) *The Lake District* 3) *Acadia* 4) *Denali*

b) 1) *Kay Ryan* 2) *Tracy K. Smith* 3) *Megan Marshall* 4) *Sharon Olds*

c) 1) *Douglas Haig* 2) *Oliver Cromwell* 3) *Horatio Nelson* 4) *Douglas MacArthur*

d) 1) *Buick* 2) *Land-Rover* 3) *McLaren* 4) *Aston Martin*

e) 1) *Seahawks* 2) *Robins* 3) *Panthers* 4) *Redskins*



Аудирование

Вариант № 1

Раздел «Аудирование» состоит из 5 заданий (1 - 5), в каждом задании 5 пунктов (а – е). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Найдите соответствия между участниками беседы и тем, что они говорили. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а – е).

- 1) the interviewer 2) the first historian 3) the second historian
 - a) *gives a general description of the houses in the 17th century*
 - b) *mentions the foreign influence on the English nobility*
 - c) *suggests starting with the 17th century*
 - d) *wonders where is the best to start looking at things*
 - e) *specifies the reasons for the change in the general trend in the 18th century.*

2. Завершите фразы в соответствии с содержанием прослушанного текста, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а – е).

a) In the 17th century

- 1) *there was a group of tradesmen that went around Britain building uniform houses.*
- 2) *the design of houses was different in each region.*
- 3) *the same house design was used throughout Britain.*
- 4) *houses were designed by local architects.*

b) Changes were made in the 18th century whereby

- 1) *house designs were shared amongst regions.*
- 2) *tradesmen invented terraced houses.*
- 3) *all of the houses in Britain were influenced from abroad.*
- 4) *foreign influence was visible in the design of the houses of the gentry.*

c) In the 18th century, the most popular houses in towns and cities were

- 1) *detached, semi-detached and terraced houses.*
- 2) *town houses, terraced houses and semis.*
- 3) *terraced, semi-detached and detached houses.*
- 4) *terraces and semis.*

d) The housing divide meant that

- 1) *houses in the countryside were built in a completely different way.*
- 2) *there was no further need for town houses.*
- 3) *the type of house a person lived in gave away their social class.*
- 4) *each region preferred its own type of dwelling.*

e) Local councils started renting properties

- 1) *to prevent people from living with their families and close friends.*
- 2) *to encourage people to start renting property instead of buying it.*
- 3) *to improve living conditions for the less privileged.*
- 4) *to provide everyone with an individual house of their own.*

3. Определите, являются ли в соответствии с содержанием всего текста следующие утверждения *истинными*, *ложными* или в тексте *нет запрашиваемой информации*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2, в третьем – цифру 3.

- a) *Foreign fashions were catching on in the UK in the 18th century.*
- b) *It wasn't until the 18th century that house designs began to change in Britain.*
- c) *The historians were speaking about the social forces that brought about changes in housing patterns in Britain.*
- d) *Terraces were forced upon tradesmen by the local authorities to solve the housing problem.*
- e) *The aristocracy was more mobile than any other social group in the UK.*

4. Определите, являются ли следующие утверждения о прослушанном тексте *истинными* или *ложными*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2.

- a) *The programme is a radio phone-in.*
- b) *The historians sound quite knowledgeable about the subject.*
- c) *Both historians use complex historical terminology.*
- d) *The interviewer is not aware of the time limit.*
- e) *Both experts equally contributed to the programme.*

5. Завершите фразы, заполнив пропуски союзами и союзными словами, употребленными в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a – e).

- 1) **consequently** 2) *as* 3) *so* 4) *whereas* 5) *in contrast* 6) *although*

- a) There was no fighting and ___ no casualties.
- b) ___ I would be happy to help, this is not possible now.
- c) ___ in most parts of the world they drive on the left, in Britain they drive in the right.
- d) I saw Peter ___ I was getting off the bus.
- e) It was getting late ___ I turned around to start for home.



Аудирование Вариант № 2

Раздел «Аудирование» состоит из 5 заданий (1 - 5), в каждом задании 5 пунктов (а – е). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Найдите соответствия между участниками беседы и тем, что они говорили. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а – е).

- 1) the interviewer 2) the first historian 3) the second historian
- a) *promises to supply more information about housing in the UK*
 - b) *is interested in the rationale behind a certain development*
 - c) *gives reasons for the housing divide*
 - d) *mentions renting*
 - e) *gives reasons behind renting.*

2. Завершите фразы в соответствии с содержанием прослушанного текста, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а – е).

a) Changes started to take place in the housing industry

- 1) *before the 17th century.*
- 2) *during the 17th century.*
- 3) *after the 17th century.*
- 4) *during the 18th century.*

b) The British nobility and gentry

- 1) *used to travel overseas to find new house designs.*
- 2) *wanted their houses to be fashionable.*
- 3) *based the design of their houses on ideas from abroad.*
- 4) *maintained local traditions.*

c) In the 18th century, detached houses

- 1) *were rare in the towns but abundant in the countryside.*
- 2) *became popular in both the countryside and the towns.*
- 3) *were not to be found in the towns.*
- 4) *were abundant in the towns but rare in the countryside.*

- d) Terraced houses came into existence mainly because
- 1) *tradesmen believed they would be a popular design.*
 - 2) *many towns needed additional houses to accommodate the growing population.*
 - 3) *home owners thought it would be more convenient to join their houses together.*
 - 4) *they took up little space and were elegant.*

- e) In 1919, a change was made, whereupon
- 1) *people stopped buying houses and started to rent.*
 - 2) *people were offered properties they could either rent or buy.*
 - 3) *city dwellers were given the opportunity to rent properties.*
 - 4) *countrymen were given the opportunity to rent properties.*

3. Определите, являются ли в соответствии с содержанием текста следующие утверждения *истинными*, *ложными* или в тексте *нет запрашиваемой информации*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2, в третьем – цифру 3.

- a) *No significant change in housing took place before the 17th century.*
- b) *Types of dwelling have never had social implications in the UK.*
- c) *The historians were speaking about the way the nobility kept up local traditions.*
- d) *Detached houses were not so popular with city dwellers as town houses.*
- e) *Terraced houses offered a cheap solution of the housing problem.*

4. Определите, являются ли следующие утверждения о прослушанном тексте *истинными* или *ложными*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2.

- a) *All of the participants use colloquial English.*
- b) *Both historians seem eager to share their knowledge with the audience.*
- c) *The programme is a talk show.*
- d) *Neither historian uses complex grammar.*
- e) *The second historian sounds less confident than the first one.*

5. Завершите фразы, заполнив пропуски союзами и союзными словами, употребленными в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a – e).

- 1) *whereas* 2) *so* 3) *as* 4) *as a result* 5) *in contrast* 6) *although*

- a) You can copy down my answers, ____ I'm not sure they are right.
- b) She lost three games, ____ to last month, when she won them all.
- c) The old system was rather complicated ____ the new one is quite simple.
- d) ____ it was getting late, I turned around to start for home.
- e) He lowered his voice ____ Dorris couldn't hear.

Radio interviewer: I've been joined in the studio today by two historians: Bill Jackson and Martin Warwick, who are going to give us a brief history of how houses in the UK have changed over the past centuries. Where shall we begin?

Bill: It's probably a good idea to start with the 17th century because it was after this time that things started to change.

Martin: That is true. In 17th century Britain, houses were built with local materials, local tradesman and local traditions. As a result, people living in one region all had the same house design.

Bill: People effectively lived in houses which were characteristic of their region. Although, that said, houses of the nobility and gentry were somewhat influenced by the fashions from abroad. People returning from overseas would feed information to the nobility about potential designs and these would, in effect, be copied.

Martin: The situation in the 18th century was a little different. People were gaining greater mobility and therefore house designs which were typical in one region were now seen in different regions because tradesmen had gained access to the designs.

Bill: At this stage, we need to talk about the different types of houses which were inhabited during this century. During the 18th century, in the countryside, people predominantly lived in detached houses as they had the space around them. In contrast, in the towns and cities, families lived in a range of different houses, for example, some detached houses but mainly terraced houses, town houses and semi-detached houses. The towns simply didn't have the space for everyone to live in detached houses.

Radio presenter: I've always wondered how terraced houses were thought up. What was the thought process behind them?

Martin: Terraced houses came about at the end of the 17th century and they were seen as an ideal way to solve the lack of space which existed in many large towns. Towns were getting increasingly bigger and the space for housing was quickly diminishing. Tradesmen thought of joining houses together and then building up. Consequently, the terraced house was born.

Bill: What is interesting to see is that, in the 18th century, an apparent housing divide was beginning to form in cities which clearly separated the different classes. For example, detached houses were inhabited by the more affluent upper class whereas semi-detached houses were occupied by the middle class and terraced houses by the lower class.

Radio presenter: That is interesting, so already, in the 18th century, there was an evident divide which we can see still exists today.

Bill: Exactly. One more interesting point to make is that, up until approximately 1919, houses were generally only available to buy. This changed in 1919 when houses were offered to buy and to rent.

Radio presenter: So renting is a fairly new phenomenon?!

Martin: Yes and believe it or not, renting began because people couldn't afford house prices! What the government found was that those that were unable to buy a property were living with family members or close friends and that they were paying for the room or space that they occupied. Wanting to improve the situation, local councils built houses which these people could live in and which they rented out to them.

Radio presenter: I'm going to have to stop you there as we go for a break. We'll be back with more information about the housing market in the UK shortly.



«

» 2016-2017



3.1

« _____ » _____ 5 (1) – 5), _____ 5
 (a) – e). _____ ,
 _____ .
 _____ , _____ ,
 _____ .
 1. _____ ,
 _____ .
 (a) – e).

- a) The speaker’s first visit was 1) *the south of Europe* 2) *the USA* 3) *South America* 4) *North America*.
- b) The purpose of his stay there was 1) *research* 2) *tourism* 3) *nature walks* 4) *visiting relatives* 5) *not stated in the recording*.
- c) One day the speaker was walking 1) *along the beach to the jungle* 2) *through the jungle to the village* 3) *past the beach to the woods* 4) *to the beach along a path* 5) *from the beach along a jungle path*.
- d) The tree that grew in the jungle is officially called the 1) *Sandbox tree* 2) *Possumwood tree* 3) *Dolphin tree* 4) *Jabillo tree* 5) *Monkey-no-climb tree* 6) *Shooting tree*.
- e) The noise the speaker heard 1) *was gunfire* 2) *was made by falling trees* 3) *was caused by cracking shells* 4) *was caused by the strong wind* 5) *was made by animals*.

2. _____ ,
 _____ .
 (a) – e).

- a) What did the speaker do on hearing the noise? 1) *He fired back* 2) *He ran away* 3) *He hid behind a tree trunk* 4) *He climbed a nearby tree* 5) *He lay flat on the ground*.

- b) What were the “fruits” shaped like? 1) *Like an oval* 2) *Like any other fruit* 3) *Like a sea shell* 4) *Like a sea animal*.

c) Who did the speaker talk to back home? 1) *To a journalist* 2) *To one of the top environmentalists* 3) *To a publisher whom he knew* 4) *To a friend who was a magazine editor.*

d) What did the speaker use his findings for? 1) *For research* 2) *In school education* 3) *To make jewellery* 4) *As an illustration of his experience* 5) *To campaign for rainforest protection.*

e) What was the speaker's home country? 1) *Italy* 2) *Brazil* 3) *Germany* 4) *England* 5) *the USA* 6) *Spain.*

3.

(a) – e).

a) _____ shells were covering the ground around the speaker. 1) *Dozens of* 2) *5000* 3) *Thousands of* 4) *Millions of* 5) *Several.*

b) The speaker had to collect _____. 1) *500* 2) *1000* 3) *6000* 4) *as many as he could* 5) *500,000* 6) *50,000.*

c) The speaker had _____ to collect the required number of shells. 1) *one month* 2) *half a year* 3) *four months* 4) *a quarter of a year.*

d) After the first week the speaker had to collect _____ shells. 1) *no* 2) *1000* 3) *100* 4) *5000* 5) *6000* 6) *600.*

e) The speaker managed to perform his task because _____. 1) *he did it alone by working 24/7* 2) *he asked his friends for help* 3) *his colleagues helped him out* 4) *the jungle people showed him how to do it quickly* 5) *he asked local families for help.*

4.

1, – 2.

a) *The speaker uses his findings to make jewellery.*

b) *Local communities in Spain benefit from the “shooting” tree.*

c) *The jungle has a variety of trees and bushes.*

d) *The speaker makes expensive jewellery for sale.*

e) *The proceeds from the sales of jewellery can be used to raise money for environmental groups.*

5. _____ , _____ . _____ 1,
_____ – _____ 2.

- a) *The interviewer is uncertain about what the speaker felt when he heard the noise.*
- b) *The speaker is not affected by the incident.*
- c) *It was an educational experience for the speaker.*
- d) *The speaker sounds precise and knowledgeable.*
- e) *The speaker doesn't mention any of his hopes in relation to his findings.*



3.2

Раздел «Аудирование» состоит из 5 заданий (1) – 5), в каждом задании 5 пунктов (a) – e). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Завершите фразы, выбрав один из предложенных вариантов в соответствии с содержанием прослушанного текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) On hearing the noise the speaker thought that 1) *he was dreaming* 2) *he was followed* 3) *it was going to rain* 4) *he was going to be killed* 5) *an animal was hiding in the bush*.

b) On hearing the noise the speaker got 1) *astonished* 2) *intrigued* 3) *extremely frightened* 4) *suspicious* 5) *paralysed*.

c) Back home the speaker wanted to 1) *give an interview about the incident* 2) *write a book about his experience* 3) *make a film about the tree* 4) *alert environmentalists* 5) *have an article published about his experience* 6) *campaign for nature conservation*.

d) After the incident the speaker started to call the tree the 1) *Sandbox tree* 2) *Possumwood tree* 3) *Dolphin tree* 4) *Jabillo tree* 5) *Monkey-no-climb tree* 6) *Shooting tree*.

e) The speaker was back in 1) *Portugal on holiday* 2) *Spain on business* 3) *Venezuela on a visit* 4) *Venice on an excursion* 5) *Latin America to launch an environmental campaign*.

2. Ответьте на вопросы по содержанию прослушанного текста, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) Why were the trees impossible to climb? – Because 1) *they were very tall* 2) *the trunks were too smooth* 3) *they had very thin branches* 4) *they were thorny* 5) *they were too close to each other*.

- b) What did the speaker suddenly hear? 1) *Shooting.* 2) *Someone climbing a tree.* 3) *A sound like an explosion.* 4) *A noise like a series of explosions.* 5) *Someone shouting for help.*
- c) Where were the “shots” coming from? 1) *From the woods.* 2) *From the beach.* 3) *From behind a tree.* 4) *From the tree tops.* 5) *From the top of a nearby tree.*
- d) What astonished the speaker most of all? 1) *The fact that the trees were in fruit.* 2) *The fact that the fruits had hard woody shells.* 3) *The noise that the shells made.* 4) *The shape of the shells.*
- e) What did the speaker suddenly understand? 1) *That he was not alone* 2) *That he had heard the noise before* 3) *That he was going to be killed* 4) *That the forest was unusual in some way* 5) *That you couldn't easily escape.*

6. Заполните пропуски в фразах в соответствии с содержанием прослушанного текста, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) The area around the speaker covered in “fruits” was _____.
1) *five square metres* 2) *ten metres* 3) *twenty metres* 4) *fifty metres.*
- b) In the speaker's estimation, he had to collect _____ shells per week.
1) *500* 2) *1700* 3) *17,000* 4) *170,000*
- c) After the first week _____ shells were left to collect. 1) *quite a few* 2) *49,000* 3) *94,900* 4) *449,000* 5) *494,000* 6) *nobody knew how many*
- d) The magazine was due to come out _____. 1) *the following year* 2) *in autumn* 3) *in July* 4) *in October* 5) *in August* 6) *when it was ready*
- e) The speaker managed to meet the deadline _____ 1) *by working round the clock* 2) *because he delegated his duties to somebody else* 3) *because he had the deadline moved* 4) *because he paid someone to help him.*

4. Определите, являются ли следующие утверждения *истинными* или *ложными* в соответствии с **содержанием** прослушанного текста. В первом случае в талон ответов внесите цифру 1, во втором – цифру 2.

- a) *The speaker was sure that somebody was after him.*

- b) *The speaker never found out what had caused the shooting sound.*
- c) *The speaker interpreted the incident as a warning message from nature.*
- d) *The speaker didn't change his mind about the source of the noise.*
- e) *The speaker collected the shells all by himself.*

5. Определите, являются ли следующие утверждения **о прослушанном тексте истинными** или **ложными**. В первом случае в талон ответов внесите цифру 1, во втором – цифру 2.

- a) *The interviewer doesn't ask any tag questions.*
- b) *The interviewer doesn't sound interested at all.*
- c) *The speaker hopes that somebody else will benefit from his experience.*
- d) *The speaker sounds unconcerned.*
- e) *The speaker uses indirect speech.*



Dolphin Trees

Tapescript

I=Interviewer G=Guillermo

I: So you were back in Venezuela on a visit?

G: Yes, that's right. I was walking to the beach along a jungle path when I heard this noise like a series of explosions. I immediately suspected that someone was attempting to shoot me so I ran for cover. I ducked down behind a fallen tree trunk, but then I realised that the shots seemed to be coming straight from the tree tops.

I: You must have been terrified.

G: Of course, but then I realised that the forest there is almost entirely made up of a tree called the 'Jabillo'. The trunks of these trees are covered in sharp thorns from the base to the uppermost branches, so it seemed highly unlikely that anybody trying to kill me would have gone to such uncomfortable lengths to get to the top!

I: So what was going on?

G: I had no idea but then I noticed that all these curved wooden shells had started falling down from the trees on the ground around me. The noise wasn't gunfire. It was the explosions made by the hard woody fruits on the Jabillo trees bursting open. There were literally thousands of these shells covering an area of about 50 metres all around me. But when I picked up one of the shells I was even more astonished. They looked just like dolphins -they had the same shape. The resemblance was uncanny! It seemed as if nature itself were speaking directly to me warning me about the threats to the oceans and forests and to the creatures who live in them.

I: So what did you do?

G: I went back to Spain and talked to a friend there who was a magazine editor about what I'd seen. I thought he might like to do a feature on my experience and on the 'dolphin tree', as I started to call it, but instead he wanted to give away dolphin shells with the magazine. He said he would need the shells for an issue of the magazine that was going to come out in August. This meant somehow picking up 500,000 shells in six months.

I: But you couldn't possibly collect so many in such a short time, could you?

G: Well I hoped I would be able to but I calculated that I would need to collect about 17,000 shells a week to meet the deadline and I realised I couldn't possibly do it alone. After the first week back in Venezuela I'd only managed to collect about 6000. The inside joke was: 'Don't worry, we've only got 494,000 to go!' In the end, I decided to pay local families to gather the shells and somehow we managed to get the 500,000 packed and ready to be shipped to Spain by the due date. Everything that could have gone wrong did, but we managed somehow.

I: And you still have people collecting the shells for you, don't you?

G: Yes. I turn them into jewellery. My philosophy is that the dolphin tree has benefits on three levels. It helps local communities back in Venezuela. It can be used as a way of educating people about the damage we're doing to the environment and finally I hope that the dolphin jewellery can be sold to increase funds for environmental organizations.

I: And what are the chances of this happening do you think?

G: About the same as the chances of collecting half a million shells in six months!