

1. Задача 1

Выберите одно слово, в котором звук, передаваемый ВЫДЕЛЕННЫМИ буквами, будет ОТЛИЧЕН от звуков, обозначенных теми же буквами, в других словах.

1	siGNificant
2	aeromaGNetic
3	aliGNment
4	proGNosis

2. Задача 2

Выберите одно слово, в котором звук, передаваемый ВЫДЕЛЕННЫМИ буквами, будет ОТЛИЧЕН от звуков, обозначенных теми же буквами, в других словах.

1	penGUIn
2	sanGUIne
3	extinGUish
4	disGUise

3. Задача 3

Выберите одно слово, в котором звук, передаваемый ВЫДЕЛЕННЫМИ буквами, будет ОТЛИЧЕН от звуков, обозначенных теми же буквами, в других словах.

1	CHaracter
2	CHoir
3	synecdoCHe
4	CHef

4. Задача 4

Выберите одно слово, в котором звук, передаваемый ВЫДЕЛЕННЫМИ буквами, будет ОТЛИЧЕН от звуков, обозначенных теми же буквами, в других словах.

1	drAUghts
2	nAUghtily
3	AUthorize
4	nAUght

5. Задача 5*

Для предложений (1-8) выберите одно слово, которое грамматически и лексически соответствует содержанию каждого предложения. Слова из списка могут использоваться несколько раз или не использоваться совсем.

1. Decisions taken at the meeting will —(1)— the wheels in motion towards providing some very real and practical help in the short and longer term.

2. Surely this difficulty should have been foreseen and the Minister should have negotiated the further funding long before the supply of cash had —(2)— out.

3. I'm not jumping to conclusions, but this looks suspicious if you —(3)— me.

4. It was really getting a lot darker now, so I cut back to tick over and began to —(4)— height to come in to land.

5. The notion that one can —(5)— off on a journey and arrive at the promised time is regarded as a joke.

6. A long time ago he began to —(6)— his mind and he started imagining things that are not real.

7. From that time, he has managed and —(7)— his business from Hong Kong where his principal activity is in shipping.

8. Up to this point in my life, I had never come close to anything I had —(8)— my heart on.

; ; ; ;
 —(1)— ; —(2)— ; —(3)— ; —(4)— ; —(5)—
 ; ; ; ;
 ; —(6)— ; —(7)— ; —(8)— ;

Возможные ответы

1	run
2	set
3	lose
4	ask

Система оценивания

6. Задача 6

Прочитайте текст, в котором ЗАГЛАВНЫМИ буквами выделена идиома. Из списка выберите наиболее подходящее объяснение идиомы.

Missing that plane turned out to be A BLESSING IN DISGUISE because I got to spend more time with my family.

1	It was such a misfortune to miss the plane at first, but it ended up having a
2	Missing the plane was a bad sign meaning I would never see my family again
3	My family organized the plane delay for me to stay longer with them.

7. Задача 7

Прочитайте текст, в котором ЗАГЛАВНЫМИ буквами выделена идиома. Из списка выберите наиболее подходящее объяснение идиомы.

A: "I have to tell you about what happened on our trip to Spain..." B: "I'm ALL EARS!"

1	I am not so keen on listening about Spain.
2	I am eagerly waiting to hear about the trip.
3	I would like you telling me that a bit later.

8. Задача 8

Прочитайте текст, в котором ЗАГЛАВНЫМИ буквами выделена идиома. Из списка выберите наиболее подходящее объяснение идиомы.

I was AT A CROSSROADS when I was offered a job in the US, but my boyfriend wanted to stay in London.

1	My boyfriend and I met at a crossroad on our way home.
2	I was walking when they called me and offered a job far from my boyfriend.
3	I was at a point in my life when I needed to make an important decision.

9. Задача 9

Прочитайте текст, в котором ЗАГЛАВНЫМИ буквами выделена идиома. Из списка выберите наиболее подходящее объяснение идиомы.

A: "If I go to the wedding mum will be upset, but if I don't go then I'll be letting down the rest of the family!" B: "Sounds like you're caught BETWEEN A ROCK AND A HARD PLACE."

1	To be in the situation where there is only one way out.
2	To be in a difficult situation where both options are bad.

3	To be in the situation in which nobody knows the answer.
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10. Задача 10

Выберите один вариант, который грамматически и лексически соответствует содержанию предложения.

If it hadn't been for teachers in a country, the new generations ___ ignoramuses.

1	would have been
2	will have been
3	would be
4	should have been

11. Задача 11

Выберите один вариант, который грамматически и лексически соответствует содержанию предложения.

The student apologised for ___ into his teacher's Twitter account.

1	being hacked
2	having hacked
3	hack
4	having been hacked

12. Задача 12

Выберите один вариант, который грамматически и лексически соответствует содержанию предложения.

___ they study regularly, can they succeed in lessons that require memorization.

1	Only when
2	Until
3	If only
4	Did

13. Задача 13

Выберите один вариант, который грамматически и лексически соответствует содержанию предложения.

You ___ me before taking my pen. I had an exam in the morning and I couldn't find it because you took it.

1	could ask me
2	should have asked
3	may ask
4	must have asked

14. Задача 14

Прочитайте предложение, каждая часть которого представлена в столбце таблицы. Если в предложении есть лексическая или грамматическая ошибка, укажите номер соответствующего столбца. Если ошибок нет, выберите столбец с цифрой 0.

1	2	3	4	5	6	0
On my living-room wall	I have a painting of a wildcat	by John Holmes which	I am extremely fond.	It depicts a snarling, spitting animal,	teeth bared and back arched.	—(1)—
It is a typical image most folk	have of the beast, but it is very much a false one,	for the wildcat is little more	then a bigger version of the domestic cat,	and probably shows his anger as often.	However, the physical differences are tangible.	—(2)—
The wildcat is a much larger animal,	weighing in some cases up to seven kilos,	the same as a typical male fox.	The coat pattern is superficially similar to	a domestic tabby cat's	but it is all stripes and no spots.	—(3)—
The tail is thicker and blunter, with three to five black rings.	The animal has an altogether heavier look.	The Scottish wildcat was originally distinguished	as a separate subspecies in 1912,	but it is now generally recognised that there is few difference	between the Scottish and other European populations.	—(4)—
According to a report on the wildcat, the animals	originally occurred in a variety of habitats in Europe.	They probably used to deciduous woodland	for shelter, particularly in winter, and hunted over more	open areas such as forest edge, open woodland,	thickets and scrub, grassy areas and marsh.	—(5)—

; ; ; ; ;
 —(1)— ; —(2)— ; —(3)— ; —(4)— ; —(5)—
 ;

Возможные ответы

1	0
2	1
3	2
4	3
5	4
6	5
7	6

Система оценивания



15. Задача 15*

Прочитайте слова/словосочетания и расставьте их в правильной последовательности, чтобы получилось грамматически верно оформленное предложение. В ответе запишите последовательность из 9 цифр, например, 987654321.

1. The wrong
2. Some
3. Us
4. Definitely
5. Heading
6. Of
7. Were
8. For
9. Islands

16. Задача 16

Прочитайте слова/словосочетания и расставьте их в правильной последовательности, чтобы получилось грамматически верно оформленное предложение. В ответе запишите последовательность из 8 цифр, например, 87654321.

1. Persian
2. Found
3. A
4. 200-year-old
5. Rug
6. We
7. Blue
8. Beautiful

17. Задача 17

Прочитайте слова/словосочетания и расставьте их в правильной последовательности, чтобы получилось грамматически верно оформленное предложение. В ответе запишите последовательность из 9 цифр, например, 987654321.

1. Me
2. What
3. One
4. Bothers
5. Is
6. That
7. Really
8. No
9. Listens

18. Задача 18

Прочитайте текст “Berrak: A pianist”. Ответьте на вопросы после текста.

I started playing the piano when I was four years old. My mother thought it would be a good outlet for positive childish energy and I was really into it; it was exciting. It was something different and I had much more time to practise then. The first time I performed in front of an audience was when I was five years old and I loved it. I went on a summer camp run by my piano teachers at the time and at the end of the week we all got up and played a piece. At that age I was unaware of any of the pressure associated with performing live so it just felt nice to have people concentrating on my playing and I liked the applause and attention. Now I perform regularly, often in front of large audiences, and I still really enjoy it.

I always knew I wanted to be a pianist and never thought I would do anything else. In that respect I felt different from my friends when I went to school; they all thought they wanted to become teachers or doctors and things like that and I just knew I would be a pianist but it didn't feel strange. Finding time to play and practise wasn't a problem at school until my last few years when the pressure of exams and things was hard, but generally I would choose to practise instead of doing homework. It always felt like schoolwork got in the way of playing the piano rather than the other way around. Unfortunately I was never given any special allowances or extended deadlines though. After I finished school I went on to study a degree in music and now I'm studying a Masters degree in accompaniment.

A typical day now involves a couple of hours practice in the morning before going into college and attending classes. I spend a lot of time in the library listening to music, trying to learn and become familiar with new pieces of music. One downside to choosing to study and pursue a career in music is that you end up spending hours and hours by yourself. However, I also try to spend time at college meeting other people and networking. The more musicians I know the more likely I am to be asked to play for others. The more I play the better known I become and in the music business it's all about recognition and getting your name out there. It's important to get involved in as many performances as possible and take part in competitions so that as many people as possible see you perform and know who you are. It's a very competitive industry. Ultimately, if I am asked to play and get given a job it means that someone else loses work and sometimes it feels like a constant battle. You can't help being drawn into an artificial world where you are constantly comparing yourself to others and are always worried about what others think of your performances. In the real world outside of college your audience is much wider.

I chose to get involved in accompaniment because as much as I love playing the piano I also enjoy working with others. And working as an accompanist is a good way of doing that. There are also more job opportunities as although there is still a lot of competition other performers will always need good accompanists, so there is more demand. I really enjoy performing with other people because there's an even greater sense of achievement when you are both on form and a piece comes out amazingly.

To follow a career in music you have to have a real passion for it as unfortunately it's not a very secure path and it's not usually very well paid. Having said that, the real positive side is that I am doing something I love; it's not just a subject to study. I love everything associated with music and performing and it's what I do every day.

Выберите один верный ответ из предложенных:

1. How did Berrak feel about playing the piano when she was very young?
 - 1) She really enjoyed it
 - 2) She only did it because her mother wanted her to
 - 3) She didn't like the fact she had to practice a lot
 - 4) She felt strange and different from her friends

()—; ()—; ()—; ()—;

()—; — 6

Возможные ответы

1	1
2	2
3	3
4	4

Система оценивания

19. Задача 19*

Прочитайте текст и выберите из списка слово/словосочетание, которое соответствует содержанию каждого абзаца. ОДНО слово/словосочетание из списка являются лишними.

When former airline pilot Tony Royle came to see me last year to seek —(1)— that it was OK to participate in an Ironman event, having stopped all his medications 18 months after suffering a heart attack, I was initially a little alarmed.

But after talking to him, I realised he had made an informed decision to stop the medication after suffering side effects, and instead had opted for a diet and lifestyle approach to manage his heart disease.

His case is a great example of how evidence-based medicine should be practised. This is the —(2)— of clinical expertise, the best available evidence and – most importantly – taking patients’ preferences and values into consideration.

But our healthcare system has failed to keep to this gold standard of clinical practice for the most important goal of improving patient health outcomes.

The —(3)— have been devastating. Modern medicine, through over prescription, represents a major threat to public health. Peter Gøtzsche, co-founder of the reputed Cochrane Collaboration, estimates that prescribed medication is the third most common cause of death globally after heart disease and cancer.

In the UK, use of prescription drugs is at an all-time high, with almost half of adults on at least one drug and a quarter on at least three – an increase of 47% in the past decade. It’s instructive to note that —(4)— in the UK has stalled since 2010, the slowdown being one of the most significant in the world’s leading economies.

Contrary to popular belief, the cost of an ageing population in itself is not a threat to the welfare system – an unhealthy ageing population is. A Lancet analysis revealed that if rising life expectancy means years in good health, then health expenditure is expected to increase by only 0.7% of GDP by 2060.

The greatest stress on the NHS comes from managing almost entirely preventable —(5)— such as heart disease, high blood pressure and type 2 diabetes. Type 2 diabetes alone takes up approximately 10% of the NHS budget. A disturbing report from the British Heart Foundation suggests that heart attacks and strokes are set to “surge” in England over the next 20 years as the prevalence of diabetes continues to increase.

Yet rather than address the root cause of these conditions through lifestyle changes, we prioritise drugs that give – at best – only a marginal chance of long-term benefit for individuals, most of whom will derive no health outcome improvement.

—(1)— ; —(2)— ; —(3)—
 ; —(4)— ; —(5)— ;

Возможные ответы

1	chronic conditions
2	health expenditure

3	consequences
4	life expectancy
5	reassurance
6	integration

Система оценивания

20. Задача 20*

Прочитайте отрывки (1-3) и определите, о ком из известных личностей идёт речь в каждом из них. Из списка выберите имя выдающегося человека, наиболее подходящего под описание.

1 —(1)— was an English novelist and poet who is best known for her only novel, *Wuthering Heights*, now considered a classic of English literature. She was the third-eldest of the four surviving siblings. She published under the pen name Ellis Bell.

2 —(2)—. Born in Edinburgh, Scotland, he was British Prime Minister from 1997 – 2007. He was elected on a platform of great optimism after 18 years of Conservative rule. His leadership became controversial after supporting the US-led invasion of Iraq.

3 —(3)— was a British political activist and organizer of the British suffragette movement who helped women win the right to vote. In 1999 *Time* named this woman as one of the 100 Most Important People of the 20th Century, stating "she shaped an idea of women for our time; she shook society into a new pattern from which there could be no going back".

;
 —(1)— ; —(2)— ; —(3)—
 ;

Возможные ответы

1	Anne Boleyn
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2	Tony Blair
3	Walt Disney
4	Emmeline Pankhurst
5	Emily Bronte
6	Sean Connery
7	Frances Buss
8	Tom Hanks

Система оценивания

21. Задача 21*

Прочитайте названия социокультурных реалий, относящихся к англоязычным странам. Заполните таблицу. 3 варианта ответа – лишние.

Country	The USA
Capital	Washington DC
Mountain/river	—(1)—
Symbol	“The stars and stripes for ever”
Outstanding people	Jimi Hendrix
Place of interest	—(2)—
<hr/>	
Country	New Zealand
Capital	—(3)—
Mountain/river	Mount Ruapehu
Symbol	Silver Fern
Outstanding people	—(4)—
Place of interest	Franz Josef Glacier
<hr/>	
Country	The Bahamas
Capital	(5)
Mountain/river	—(6)—
Symbol	—(7)—
Outstanding people	Lenny Kravitz
Place of interest	—(8)—

; —(1)— ; —(2)—
 ; —(3)—
 ; —(4)—
 ; —(5)—
 ; —(6)—
 ; —(7)—
 ; —(8)—
 ;

Возможные ответы

1	Pacific Cordillera
2	Sir Edmund Hillary
3	St. Patrick
4	Harry Truman
5	Wellington
6	Times Square
7	Blue Marlin
8	Nassau
9	Elizabeth II
10	The Roman Baths and Georgian City of Bath
11	Andros Island
12	Sandy Creek
13	Haka
14	Margaret Thatcher

Система оценивания
