



**Тесты по английскому языку
9 класс**

Отборочный тур

1.

Укажите, нужно ли на письме удвоить выделенную **жирным шрифтом** согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) есть удвоение 2) нет удвоения

- a) **im**_ortal
- b) **hop**_ing around
- c) **deter**_ence
- d) **swim**_ing

[[1,1,1,1]]

+++++

Укажите, нужно ли на письме удвоить выделенную **жирным шрифтом** согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) есть удвоение 2) нет удвоения

- a) **fulfil**_ (BrE)
- b) **prof**_iciency
- c) **ac**_usation
- d) **knit**_ing

[[2,2,1,1]]

+++++

Укажите, нужно ли на письме удвоить выделенную **жирным шрифтом** согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) есть удвоение 2) нет удвоения

- a) **permit**_ing
- b) **helpful**_
- c) **nod**_ing
- d) **prefer**_ence

[[1,2,1,2]]

+++++

Укажите, нужно ли на письме удвоить выделенную **жирным шрифтом** согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) *есть удвоение* 2) *нет удвоения*

- a) **Regret**_ing
- b) cupful_
- c) model_ing
- d) prefer_ence

[[1,2,1,2]]

+++++

Укажите, нужно ли на письме удвоить выделенную жирным шрифтом согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) *есть удвоение* 2) *нет удвоения*

- a) refer_ing
- b) handful_
- c) equal_ing
- d) occur_ence

[[1,2,1,1]]

+++++

Укажите, нужно ли на письме удвоить выделенную **жирным шрифтом** согласную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

1) *есть удвоение* 2) *нет удвоения*

- a) **plan**_ing
- b) forgot_en
- c) cancel_ing
- d) **ef**_icient

[[1,1,2,1]]

+++++

2.

Определите, меняется ли конечное –у на *-ie* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола: (1) *меняется* (2) *не меняется*. Укажите номера выбранных вариантов в талоне ответов ответа под соответствующей буквой (a-d).

- a) *to study*
- b) *to enjoy*
- c) *heavy*
- d) *a day*

[[1,2,1,2]]

+++++

Определите, в каких случаях конечное –у *меняется* на *-ie* (1), а в каких *не меняется* (2) при образовании множественного числа существительного или сравнительной степени прилагательного. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d):

- a) *fussy*
- b) *monkey*
- c) *economy*
- d) *loony*

[[1,2,1,1]]

+++++

Определите, в каких случаях конечное –у *меняется* на *-ie* (1), а в каких *не меняется* (2) при образовании множественного числа существительного или сравнительной степени прилагательного. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d):

- a) *nosy*
- b) *February*
- c) *a guy*
- d) *easy*

[[1,2,2,1]]

+++++

Определите, в каких случаях конечное –у *меняется* на *-ie* (1), а в каких *не меняется* (2) при образовании множественного числа существительного или формы прошедшего времени глагола. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d):

- a) *a daisy*
- b) *to worry*
- c) *to play*
- d) *a diary*

[[1,1,2,1]]

+++++

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Определите, в каких случаях окончание *-y* *меняется* на *-ie* (1), а в каких *не меняется* (2) при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d):

- a) *moody*
- b) *a ploy*
- c) *to apply*
- d) *lucky*

[[1,2,1,1]]

+++++

3.

Определите, в каких словах произносятся все согласные, а в каких – не все. В первом случае в талоне ответов под соответствующей буквой (a-d) укажите цифру 1, во втором - цифру 2.

- a) tomb b) mistletoe c) scoop d) doubt

[[2,2,1,2]]

+++++

Определите, в каких парах подчёркнутые сочетания букв читаются *одинаково*, а в каких *неодинаково*. В первом случае в талоне ответов под соответствующей буквой (a-d) укажите цифру 1, во втором - цифру 2.

- a) island – aisle b) knight – night c) hair – heir d) listen – must

[[1,1,2,2]]

+++++

Определите, в каких словах произносятся все согласные, а в каких – не все. В первом случае в талоне ответов под соответствующей буквой (a-d) укажите цифру 1, во втором - цифру 2.

- a) half b) Windsor c) receipt d) import

[[2, 2, 2,1]]

+++++

Определите, в каких словах произносятся все согласные, а в каких – не все. В первом случае в талоне ответов под соответствующей буквой (a-d) укажите цифру 1, во втором - цифру 2.

- a) palm b) cult c) fold d) folk

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

+++++

5. Завершите фразы, употребив в каждом случае *инфинитив* или *герундий* глагола, указанного в скобках. В талоне ответов *инфинитив* обозначьте цифрой 1, *герундий* - цифрой 2.

- a) It's a good thing that I remembered (*put on*) the fire alarm.
- b) Tom and I played tennis yesterday. We went on (*play*) until it got dark.
- c) We've got to stop (*get*) some petrol.
- d) I won the first two games but John went on (*win*) in the end.

[[1, 2, 1, 1]]

+++++

Завершите фразы, употребив в каждом случае *инфинитив* или *герундий* глагола, указанного в скобках. В талоне ответов *инфинитив* обозначьте цифрой 1, *герундий* - цифрой 2.

- a) He came (*rush*) down the stairs and left.
- b) After the interval, she went on (*recite*) her new poem.
- c) Some time later I came (*admire*) her talents.
- d) If you want to finish tonight, that means (*work*) without a break.

[[2, 1, 1, 2]]

+++++

Завершите фразы, употребив в каждом случае *инфинитив* или *герундий* глагола, указанного в скобках. В талоне ответов *герундий* обозначьте цифрой 1, *инфинитив* - цифрой 2.

I promised a) (*send*) your information about the excursion but in the end I forgot b) (*do*) so. However, I have pleasure in c) (*enclose*) details of the next one and I look forward to d) (*see*) you there.

[[2, 2, 1, 1]]

+++++

Завершите фразы, употребив в каждом случае *инфинитив* или *герундий* глагола, указанного в скобках. В талоне ответов *инфинитив* обозначьте цифрой 1, *герундий* - цифрой 2.

- a) When the summer ends, I really miss (*go*) to the beach in the afternoon.
- b) We are considering (*buy*) a new house.
- c) After a short break, he went on (*recite*) his latest poem.
- d) I wish you wouldn't keep (*switch*) the channels. I want to watch the news.

[[2, 2, 1, 2]]

+++++

6.

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

- a) He 1) *could have* 2) *wasn't capable of* 3) *was able to* 4) *could* perform yesterday in spite of a high temperature.
b) I'm not sure where she is at the moment. She 1) *can have* 2) *must have* 3) *might be having* 4) *must be having* lunch in the canteen downstairs.
c) She 1) *can be* 2) *must be* 3) *mustn't be* 4) *shouldn't be* 5) *can't be* 6) *might be* his girlfriend. She looks old enough to be his mother.
d) Oh, dear, where are my car keys? - Have you looked in your handbag? You 1) *should have* 2) *must* 3) *must have* 4) *could have* 5) *could* put them there.

[[3,3,5,4]]

+++++

Завершите фразы, заполнив пропуски подходящими по смыслу модальными глаголами. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) *can* 2) *can't* 3) *can't have* 4) *must* 5) *must have*
6) *mustn't* 7) *need* 8) *'ll have to* 9) *should have*

- a) These ___ be my shoes. I don't wear high heels.
b) You will ___ to be more careful about what you say in future.
c) You ___ talk to your parents like that. It's rude!
d) Judging from her dramatic accounts she ___ been through a lot in her life.

[[2,7,6,5]]

+++++

Дополните фразы, вставив в пропуски наиболее подходящие по смыслу модальные глаголы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

- 1) *Can* 2) *can't* 3) *can't have* 4) *must* 5) *mustn't* 6) *need*
7) *'ll have to* 8) *should have* 9) *have*

- a) The stain ___ have disappeared ages ago. I wonder why it didn't.
b) These ___ be my boots. They are the wrong size.
c) You will ___ to be more careful about what you say in future.
d) You ___ talk to your parents like that. It's rude!

[[8,2,9,5]]

+++++

Закончите предложения, выбрав корректный модальный глагол или его эквивалент, и укажите номера выбранных вариантов в талоне ответов.

- 1) *can* 2) *could* 3) *couldn't* 4) *to be able to* 5) *manage(d) to* 6) *succeed(ed) in*

- a) The manager of the shop was a bit reluctant but finally I ___ get a refund.
b) It was really annoying; I ___ get onto any of the websites you recommended.
c) Most of the big hotels were full, but we ___ finding a room in a guesthouse.
d) I appreciate ___ speak to you so frankly about this.

[[5,3,6,4]]

+++++

Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

- a) He 1) *will no doubt* 2) *should* be late for the meeting.
b) She 1) *shall* 2) *will* go to greater things, I have no doubt.
c) It 1) *shall* 2) *will* 3) *must* be touch and go whether she survives.
d) The outcome 1) *has* 2) *might* 3) *should* rest on the last handful of votes.

[[1,2,2,2]]

+++++

7.

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

1) *for* 2) *since* 3) *during* 4) *ago* 5) *at* 6) *before* 7) *from*

I woke up a) __ the night and heard a strange noise outside my door. I haven't felt so frightened b) __ I was a child. It sounded like a ghost.

- It probably was a ghost, actually. Someone died in that room a hundred years c) __. That noise has been going on ever d) __ we moved in, mostly at night but we're used to it by now.

[[3,2,4,2]]

+++++

Завершите фразы, употребив подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *with* 2) *to* 3) *for* 4) *of* 5) *in* 6) *at* 7) *on* 8) *out of* 9) *away from*

- a) What qualities are necessary __ someone to be a great musician?
- b) She is currently __ Channel 2 as Editor-in-Chief.
- c) The children are rehearsing __ a concert.
- d) My teacher keeps an eye __ how I'm progressing.

[[3,1,3,7]]

+++++

Завершите фразы, выбрав подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *in* 2) *along* 3) *across* 4) *over* 5) *through* 6) *aside* 7) *on*

- a) The little girl walked __ the forest to get to her grandma's house.
- b) They walked __ the footpath until they came to a small village.
- c) The disease is now spread all __ the world.
- d) The shirt is too tight __ the shoulders.

[[5,2,4,3]]

+++++

Завершите фразы, выбрав подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *on* 2) *in* 3) *of* 4) *about* 5) *for* 6) *at* 7) --- 8) *from*

- a) We succeeded __ finding a room for the night.
- b) She complained __ everything in the hotel.
- c) You can't depend __ him.
- d) Please excuse me __ disturbing you.

[[2,4,1,5]]

+++++

Завершите фразы, употребив подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *about* 2) *from* 3) *to* 4) *on* 5) *in* 6) *at* 7) *of*

- a) There was no water so the travellers suffered __ thirst.
- b) I tried not to think __ him as an adversary.
- c) The radio didn't respond __ any of the signals.
- d) They are __ danger of extinction.

[[2,7,3,5]]

+++++

Завершите фразы, употребив подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов.

1) *at* 2) *for* 3) *of* 4) *on* 5) *to* 6) *from* 7) *with*

- a) The friends congratulated me __ winning the competition.
- b) I apologize __ this silly mistake.
- c) It's hard to get used __ sitting at the desk after a holiday.
- d) I object __ working while you are lazing on the beach.

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[[4,2,5,5]]

+++++

8.

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

- 1) *for the time being* 2) *from time to time* 3) *in time* 4) *on time* 5) *time after time* 6) *in no time*
a) *He still comes to see us __ but not as often as he used to.*
b) *She had to run all the way from the station to arrive __ for work.*
c) *She is quick. She'll do it __.*
d) *I've told you __ that I will not tolerate rudeness to customers.*

[[2,3,6,5]]

+++++

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

- 1) *crowded* 2) *full* 3) *plenty* 4) *plentiful* 5) *enough* 6) *busy* 7) *much*
a) *Thank you, I am __. I can't eat another spoon.*
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.*

[[2,1,6,3]]

+++++

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

- 1) *healthy* 2) *ill* 3) *unhealthy* 4) *sick* 5) *unfit* 6) *thick* 7) *infectious*
a) *Oh, dear! I think I'm going to be __! It must be those cakes I ate.*
b) *This is a hospital for patients suffering from __ diseases.*
c) *He has a grey __ skin, as if he has never been outside.*
d) *He can't play in the match tomorrow. He's hurt his ankle, and was declared __.*

[[4,7,3,5]]

+++++

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

- 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.*

[[4,1,6,2]]

+++++

Заполните пропуски подходящими по смыслу лексическими единицами и укажите номера выбранных вариантов под соответствующей буквой (a-d) в талоне ответов. Каждое слово может быть употреблено только один раз.

- 1) *pack* 2) *piece* 3) *jar* 4) *slice* 5) *pound* 6) *tube*

- a) *All she had to eat was a __ of bread.*
b) *You'll need to take off a __ or two to fit into the skirt.*
c) *There's a new __ of toothpaste on the shelf.*
d) *Let me give you a __ of advice.*

[[4,5,6,2]]

+++++

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

- 1) *let* 2) *allow* 3) *allowed* 4) *afford* 5) *afforded*

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- a) I was ___ to do what I wanted.
- b) The dog was ___ loose.
- c) I was badly ___ down.
- d) I ___ him to do what he wants.

[[3,1,1,2]]

+++++

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

1) *such as* 2) *as* 3) *alike* 4) *like*

- a) She's acting ___ my secretary while Joan's on holiday.
- b) She's sung with ___ famous tenors ___ Placido Domingo and Luciano Pavarotti.
- He lost his temper and he's screaming for his secretary c) ___ a spoilt child d) ___ usual.

[[2,1,4,2]]

+++++

9.

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

Imagine a) a bridge that is so long that you can't even see b) end. The Crown Bridge, one of c) bridges in the world, stretches so d) that you can't even tell when the water meets the sky.

- a) 1) *to drive along* 2) *driving along* 3) *you drive through* 4) *yourself driving across*
- b) 1) *opposite* 2) *another* 3) *the other* 4) *the further*
- c) 1) *the longest* 2) *the long* 3) *the farthest* 4) *the widest*
- d) 1) *further ahead in the horizon* 2) *farther ahead into the space* 3) *far ahead into the distance* 4) *long ahead*

[[2,3,1,3]]

+++++

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

In one famous study, 84 a) said they were b) a particular pair of trainers if they c) in a room smelling of flowers. This kind of d) can be used to influence the people's spending habits.

- a) 1) *percents of people taking part* 2) *percentage of participants* 3) *percent of people taking part*
- b) 1) *lucky to buy* 2) *more likely to buy* 3) *more likely buying* 4) *luckier to buy*
- c) 1) *have been shown* 2) *are kept* 3) *were placed*
- d) 1) *news* 2) *tricks* 3) *knowledge* 4) *result*

[[3,2,3,3]]

+++++

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

Rob feels this combination a) him well because it b) the best c) worlds. Monday to Friday he leads a regular life, d) to be with his wife and children. At weekends he plays with his band in the street to entertain and to earn some cash at the same time.

- a) 1) *suits to* 2) *suits* 3) *suits for* 4) *fits to*
- b) 1) *lets him to have* 2) *permits him having* 3) *allows him to have*
- c) 1) *of the both* 2) *of both* 3) *of both of*
- d) 1) *travel to work and return home* 2) *travelling for work and returning back home* 3) *travelling to work and returning home*

[[2,3,2,3]]

+++++

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

In London, the first café opened in 1652. Men a) there, often at regular times b) day, to c) and d) business. The cafes acted as offices where agents, clerks and bankers could carry out their transactions.

- a) 1) *were used to meeting* 2) *met with each other* 3) *would gather*

- b) 1) *during the* 2) *within the* 3) *during a* 4) *while the*
- c) 1) *change news and gossips* 2) *spread news and gossips* 3) *exchange news and gossip*
- d) 1) *do* 2) *make* 3) *perform*

[[3,1,3,1]]

+++++

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

A couple of generations ago, a bilingual child – in other words a child who spoke _a)_ language – was _b)_ suspicion. People thought that such children will be slow to develop academically, feel _c)_ and even _d)_ a split personality.

- a) 1) *more than one* 2) *many* 3) *more than one* 4) *few* 5) *a few*
- b) 1) *treated as* 2) *regarded with* 3) *regarded with a* 4) *looked down upon with*
- c) 1) *anxiously* 2) *happy* 3) *anxious* 4) *good* 5) *well*
- d) 1) *grow up with* 2) *develop with* 3) *grow with* 4) *boast*

[[3,2,3,1]]

+++++

10.

Образуйте глаголы от приведенных ниже слов при помощи суффиксов 1) *-ify*, 2) *-en*, 3) *-ise/ize* и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) flat
- b) intense
- c) drama
- d) deaf

[[2,1,3,2]]

+++++

Образуйте антонимы от следующих слов, используйте префиксы *un-*, *in-*, *dis-*, *im-*, *il-*. В талоне ответов обозначьте префиксы следующими цифрами:

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

- a) legal
- b) encourage
- c) lawful
- d) justice

[[5,3,1,2]]

+++++

Образуйте прилагательные при помощи указанных словообразовательных элементов (1-6). Учитывайте контекст, в котором используются прилагательные. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

1) *-less* 2) *-ful* 3) *-tight* 4) *-proof* 5) *-worthy* 6) *-able*

- a) a *trust*__, reliable businessman
- b) She is *job*__ at the moment.
- c) He gave me a *meaning*__ glance.
- d) a *child*__ pill case

[[5,1,2,4]]

+++++

С помощью словообразовательных элементов образуйте глаголы с противоположным значением. В случае отсутствия антонима у глагола введите цифру 4 в талон ответов. В остальных случаях укажите номера выбранных вариантов под соответствующей буквой.

1) *un* 2) *dis* 3) *mis* 4) *no derivative with the opposite meaning*

- a) to inform
- b) to spell a word correctly
- c) to persuade
- d) to prove

[[3,3,2,2]]

+++++

Образуйте глаголы от приведенных ниже слов при помощи суффиксов 1) *-ify*, 2) *-en*, 3) *-ise/ize* и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) worse
- b) modern
- c) theory
- d) broad

[[2,3,3,2]]

+++++

Образуйте антонимы от приведенных ниже прилагательных при помощи префиксов 1) *un-* 2) *im-* 3) *ir-* 4) *dis-* 5) *in* 6) *mis* и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) It is absolutely __*material* whether you read it or not.
- b) What a(n) __*practical* idea!
- c) The assignment is to __*prove* the statement.

d) She gave me a(n) sincere smile.
[[2,2,4,5]]

+++++

При помощи каких аффиксов можно образовать антонимы к следующим словам? Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) *un* 2) *im* 3) *ir* 4) *in* 5) *a* 6) *mis* 7) *dis* 8) *less* 9) *no derivative with the opposite meaning*
- a) responsible
 - b) appear
 - c) descend
 - d) respectful

[[3,7,5,7]]

+++++

11.

Определите способы образования следующих слов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) префиксация 2) суффиксация 3) словосложение 4) конверсия
a) catchline b) backpacker c) result d) prospective

[[3, 2, 4, 2]]

+++++

Определите способы образования следующих слов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) префиксация 2) суффиксация 3) словосложение 4) конверсия
a) ex-womaniser b) long-term c) utterly d) rise

[[1,3,2,4]]

+++++

Определите способы образования следующих слов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) префиксация 2) суффиксация 3) словосложение 4) конверсия
a) decrease b) Google (a word) c) painstakingly d) southeaster

[[1,4,2,2]]

+++++
++

Определите способы образования следующих слов в тексте . Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- 1) префиксация 2) суффиксация 3) словосложение 4) конверсия
a) rainstorm b) recyclable c) global d) refurbish

[[3,2,2,1]]

+++++
+

12.

Завершите фразы, выбрав правильный порядок следования прилагательных. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) She got out her 1) *porcelain beautiful white salt*
2) *porcelain beautiful salt white*
3) *white porcelain beautiful salt*
4) *salt porcelain white beautiful*
5) *white beautiful porcelain salt*
6) *beautiful white porcelain salt shaker.*
- b) She is fond of 1) *this small two-year-old prickly rose*
2) *this two-year-old prickly rose small*
3) *this small prickly two-year-old rose*
4) *two-year-old prickly rose small this*
5) *this prickly two-year-old rose small*
6) *this rose two-year-old small prickly bush.*
- c) The boy spotted 1) *two red fire medium-sized*
2) *two fire medium-sized red*
3) *medium-sized two red fire*
4) *two medium-sized red fire engines.*
- d) They could hardly control 1) *their fierce small one-year-old*
2) *fierce small one-year-old their*
3) *their one-year-old fierce small*
4) *their fierce one-year-old small*
5) *their small fierce one-year-old watch dog.*

[[6,3,4,5]]

+++++

Определите правильный порядок следования прилагательных перед существительными и внесите номера выбранных вариантов под соответствующей буквой (a-d) в талоне ответов.

- a) Their ___ forces soon overcame the invasion. 1) *military powerful combined*
2) *combined powerful military*
3) *powerful combined military*
4) *combined military powerful*
5) *powerful military combined*
- b) There was a ___ rug on the floor.
1) *soft wonderful woolen*
2) *wonderful soft woolen*
3) *woolen soft wonderful*
4) *wonderful woolen soft*
- c) She gave me a ___ box.
1) *jewellery metal small square*
2) *metal jewellery square small*
3) *small square metal jewellery*
4) *small square jewellery metal*
- d) This is a(n) ___ clock.
1) *alarm useful digital*

- 2) *useful alarm digital*
- 3) *digital alarm useful*
- 4) *useful digital alarm*

[[3,2,3,4]]

+++++

Определите правильный порядок следования прилагательных перед существительными и внесите номера выбранных вариантов под соответствующей буквой (a-d) в талоне ответов.

- a) He's bought a ___ computer.
 - 1) *Japanese small second-hand*
 - 2) *second-hand Japanese small*
 - 3) *small second-hand Japanese*

- b) I've got a(n) ___ table in my kitchen.
 - 1) *round large wooden IKEA*
 - 2) *large round IKEA wooden*
 - 3) *IKEA wooden round large*
 - 4) *large round wooden IKEA*

- c) She likes to work in her ___ garden.
 - 1) *neat vegetable well-kept*
 - 2) *well-kept neat vegetable*
 - 3) *neat well-kept vegetable*
 - 4) *well-kept vegetable neat*

- d) The ___ days of the journey were very tiring.
 - 1) *two first*
 - 2) *first two*
 - 3) *first of two*

[[3,4,3,2]]

+++++

Завершите фразы, выбрав необходимый порядок следования прилагательных перед существительными, и укажите соответствующие номера в талоне ответов.

- a) In the centre stood a(n) ___ table.
 - 1) *antique English large oak*
 - 2) *large antique English oak*
 - 3) *English oak large antique*
 - 4) *oak large antique English*

- b) ___ suits are in fashion again.
 - 1) *Dark well-cut smart woolen*
 - 2) *Well-cut woolen dark smart*
 - 3) *Woolen smart well-cut dark*
 - 4) *Smart dark well-cut woolen*

- c) The fan was waving a ___ flag.
 - 1) *red, white, green*
 - 2) *red, white and green*
 - 3) *red and white and green*

- d) I could hardly sit through ___ minutes of the interview.
 - 1) *ten last*
 - 2) *last ten*

- 3) *the last ten*
- 4) *the ten last*
- 5) *the latest ten*

[[2,4,2,3]]

+++++

13.

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-d).

1) *put up* 2) *set up* 3) *go round* 4) *break out* 5) *break in* 6) *set off* 7) *set out* 8) *bring up* 9) *go off*

- a) I hope he doesn't *raise* that question at the meeting.
- b) The thieves must have *entered the house by force* and stolen the papers.
- c) If someone gets into the house and stands in front of this light it *makes* the alarm ring.
- d) If you're going on a picnic, make sure there's enough food to *provide for everyone*.

[[8,5,6,3]]

+++++

Завершите фразовые глаголы, выбрав подходящие по смыслу предлоги/наречия. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *in* 2) *up* 3) *for* 4) *up to* 5) *after* 6) *away*

- a) She gave ___ her search long ago.
- b) It's natural for children to look ___ their elder brothers and sisters.
- c) He is very weak, he needs someone to look ___ him.
- d) I gave most of my books ___ when I left college.

[[2,4,5,6]]

+++++

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-d).

1) *put up* 2) *set up* 3) *turn up* 4) *break out* 5) *break in*
6) *set off* 7) *set out* 8) *bring up* 9) *go off*

- a) I was surprised when my old colleague *appeared unexpectedly* at the office party.
- b) I hope he doesn't *raise* that question at the meeting.
- c) The thieves must have *entered the house by force* and stolen the papers.
- d) If someone gets into the house and stands in front of this light it *makes the alarm ring*.

[[3,8,5,6]]

+++++

Завершите фразы, употребив подходящие по смыслу предлоги. Укажите номера выбранных вариантов в талоне ответов.

1) *in* 2) *up* 3) *for* 4) *up to* 5) *after* 6) *away*

- a) It's natural for children to look ___ their elder brothers and sisters.
- b) He is very weak, he needs someone to look ___ him.

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

- c) I gave most of my books __ when I left college.
- d) Shall we break __ lunch now?

[[4,5,6,3]]

+++++

14.

Определите прагматическую направленность фраз, приведённых в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) Why don't you join us for a boat trip?	1) Request
b) Do you think you could spare me a few minutes?	2) Order
c) Won't it be better for us to leave at once?	3) Criticism
d) Isn't the room a bit overcrowded?	4) Inquiry
E	5) Invitation
	6) Suggestion
	7) Promise
	8) Introduction
	9) Asking for permission

[[5, 1, 6, 3]]

+++++

Определите коммуникативную функцию фраз в левой колонке и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

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

[[3, 6, 2, 4]] +++++

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

Завершите фразы в левой колонке, выбрав соответствующие данной коммуникативной ситуации реплики из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) When we finished our meal, John said __ . b) As Bob hit him again, Tommy yelled __ .
c) The old man didn't hear what I asked and said __ . d) When I wondered if I should wait for Jill she just said __ .
1) "Cut it out!" 2) "Come again". 3) Never mind. 4) "Could I have the bill please?" 5) "Could I join you?"
6) "Don't bother! Go." 7) I want a second helping. 8) "Do you follow?"

[[4,1,8,6]]

+++++

Из правой колонки выберите глагол, передающий коммуникативное намерение говорящего фразы, приведённые в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) Go on! Buy it!	1) to refuse
b) But I don't sing off-key! That's not just true!	2) to congratulate
c) If I give you a pay-rise everyone will want one. It's out of the question, I'm afraid!	3) to explain
d) Good news, everyone! We're getting married.	4) to urge
	5) to deny
	6) to announce
	7) to threaten

[[4,5,1,6]]

+++++

15.

Прочитайте текст “**Recovering Earth**” и озаглавьте абзацы A-D в соответствии с их содержанием. Внесите номера выбранных заголовков в талон ответов под соответствующей буквой (a-d). **Внимание: заголовков больше, чем необходимо.**

Recovering Earth

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

A

"Everyone knows the planet is in bad shape," thundered a magazine article last year. Species are being driven to extinction at record rates, and the rivers are so poisonous that fish are floating on the surface, dead.

B

But there's a growing belief that what everyone takes for granted is wrong: things are actually getting better. According to Bjorn Lomborg, author of *The Skeptical Environmentalist*, rivers, seas, rain and the atmosphere are all getting cleaner; the total amount of forests in the world is not declining. When the book was first published in Scandinavia, it caused a storm of protest. The book is part of a growing backlash against green groups.

C

Now the attacks are increasingly coming from left-wing environmentalists such as Lomborg, a former member of Greenpeace. The accusation is that, although the environment is improving, green groups - with revenues of hundreds of millions of pounds a year - are using scaremongering tactics to sustain donations. Lomborg's book doesn't deny global warming - probably the biggest environmental threat - but demolishes almost every other environmental claim with many official statistics.

D

Since the dawn of agriculture the world has lost about 20 per cent of its forest cover, but in recent decades depletion has come to a halt. According to UN figures, the area of forests has remained almost steady, at about 30 per cent of total land area, since the 1940s. Despite all the warnings the Amazon rainforest has only shrunk by about 15 per cent. Nor are all our species dying out. Some campaigners claim that 50 per cent of all species will have died out within 50 years. But Lomborg cites other studies that show only 0.08 per cent of species are dying out each year. Conservation efforts have been spectacularly successful. Whales are no longer threatened with extinction and the bald eagle is off the endangered list.

- 1) *Who is to blame?*
- 2) *Just about to disappear*
- 3) *The real rate of extinction*
- 4) *Grim outlook?*
- 5) *Official statistics*
- 6) *Greedy greens*

[[2,4,6,5]]

+++++

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

Radiowaves

Elaine Kelly thinks punk rock and alternative bands are great music, but when it comes to listening to them, the 15-year-old doesn't usually tune in to the radio. She prefers to blast her CD player because "I find radio bothers me with all the ads. When I listen to my CDs, I control what I'm listening to and not some station."

Elaine is among Canadians aged 12 to 17 who are falling from the ranks of radio listeners. Teens listen to the wireless less than adults because they don't have access to it during the day, whereas adults are likely to have on in their workplace. But that doesn't explain why the gap has widened over the years, with the amount of time kids spend with the radio less dropping faster than that for adults.

Maybe that has something to do with the competition. Why would teens turn it on when they can watch some music bad boy play out his personal rap stories on MTV, or use their computers to burn their favourite tunes on to a CD?

As well, not a lot of radio stations focus on attracting teen listeners. One US study, noting a dramatic drop in youth aged 12 to 24 who listen to the radio, pointed out that very few radio stations target this demographic group. Radio stations usually base what they air on a "format", designed to reach niches of the listening population based on such demographic criteria as age, ethnicity and background. That way the stations can sell advertisements to advertisers trying to reach certain segments of the public who may be particularly interested in their products.

Elaine, who says the only time she listens to the radio is when she's in a car, prefers stations that focus on alternative and contemporary rock. She has her own ideas about what would make her more loyal to this type of media. She says she'd like more background from the disc jockey about her favourite bands and the history of a particular song. "And I wouldn't mind hearing more about what's going on in the world with other people my age," Elaine adds.

- a) According to the text, which two types of media, other than CDs, are popular with teenagers?
 - 1) *TV and the wireless.*
 - 2) *Live broadcasts and computers.*
 - 3) *TV and the internet.*

- b) What does Elaine dislike about the radio?
 - 1) *It's not available during the day*
 - 2) *A lot of advertisements*
 - 3) *Lack of control over the choice of music.*

- c) What are the reasons for a drop in the numbers of teenage radio listeners?
 - 1) *They are at school during the day.*
 - 2) *They have other sources for new music.*
 - 3) *There are other sources for new music. Moreover, few radio programmes try to reach the teenage audience.*

- d) What is the major way in which the radio could become more appealing to Elaine?
1) *More background information about bands and songs should be given.*
2) *More alternative music should be broadcast.*
3) *Disk-jockeys should tell more personal stories.*

[[3,2,3,1]]

+++++

Прочитайте текст “**Why Have Physical Education in Schools?**” и выберите точные ответы на вопросы к тексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Why Have Physical Education in Schools?

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

We have learned recently that 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.

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.

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.

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.

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 sport*
 - 2) *being well-educated*
 - 3) *being passive*
 - 4) *being curious.*
- b) In paragraph 2 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 game where players try to hit as many players as they can with a ball.*
- 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 prepares them for adult life.*

[[3,2,3,2]]

+++++

Прочитайте текст «**A legend of wheels**» и определите, какие из ответов, обозначенными цифрами 1, 2 и 3, являются верными в соответствии с содержанием. Укажите номера выбранных вариантов (1, 2 или 3) в талоне ответов под соответствующей буквой (a-d).

A legend of wheels

In the 1930s the Wolfsburg car factory in Germany produced the first inexpensive “Car for the people” - the Beetle. Nobody really expected it to be such a great success. It was the idea of the well-known constructor, Ferdinand Porsche, and it immediately became even more popular than Ford’s ‘T’ model which was at that time the most modern and popular car.

The production of the ‘T’ model continued for 20 years without interruption between 1908-1927. The Beetle had a production life of 48 years between 1935-1978.

This model had not changed throughout the years, except for some modifications in the engine. It remained the same size, and was relatively cheap and simple in construction. Even today, the Volkswagen Beetle is still manufactured in Brazil on the original licence.

The War interrupted development of the Beetle and the factory was used for military production. However, as soon as the war ended, Beetle production restarted and by 1972 the total number of cars produced increased to over 15,000,000.

It was then that the Beetle in Wolfsburg was replaced by the new Golf model which actually had nothing in common with its older brother. The car designers decided to make a car completely different from their original model. In 1975, Volkswagen introduced this new Golf in the United State where it was called 'Rabbit'.

Over the years, there were many models of Volkswagen, produced by using the Beetle and Golf as a starting point and including many other concepts and standards. The mass media advertised the entire family of Volkswagen cars: Passat, Jetta, Polo, Derby. There were vans and various sizes and types of trucks. They were manufactured in Emden, Osnabruck, Wolfsburg and other German cities.

Many people today are of the opinion that Volkswagens are among the most comfortable and powerful cars in Europe. Although the Beetle is hardly ever seen in the streets any more, the owners of the few remaining Beetle models still make an effort to keep their small cars in the best possible condition. What is more, they are very proud of driving a car with a history behind it.

The Volkswagen Beetle: Facts and figures	1	2	3
a) American model that replaced Beetle in 1975	<i>'Rabbit'</i>	<i>'T' model</i>	<i>Golf</i>
b) country where Beetle is still produced today	<i>USA</i>	<i>Brazil</i>	<i>Germany</i>
c) good points of the first Beetle	<i>Low price</i>	<i>Classical shape</i>	<i>Comfort</i>
d) changes to Beetle over the years	<i>Changes in size(became bigger)</i>	<i>Changes in the engine construction</i>	<i>Changes in its looks (got a more modern look)</i>

[[1,2,1,2]]

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16.

Прочитайте текст ‘**Recovering Earth**’ и определите, являются ли следующие утверждения *истинными* или *ложными* в соответствии с текстом. В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

Recovering Earth

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

"Everyone knows the planet is in bad shape," thundered a magazine article last year. Species are being driven to extinction at record rates, and the rivers are so poisonous that fish are floating on the surface, dead.

But there's a growing belief that what everyone takes for granted is wrong: things are actually getting better. According to Bjorn Lomborg, authour of “The Skeptical Environmentalist”, rivers, seas, rain and the atmosphere are all getting cleaner, the total amount of forests in the world is not declining. When the book was first published in Scandinavia, it caused a storm of protest. The book is part of a growing backlash against green groups.

Now the attacks are increasingly coming from left-wing environmentalists such as Lomborg, a former member of Greenpeace. The accusation is that, although the environment is improving, green groups - with revenues of hundreds of millions of pounds a year - are using scaremongering tactics to sustain donations. Lomborg's book doesn't deny global warming - probably the biggest environmental threat - but demolishes almost every other environmental claim with many official statistics.

Since the dawn of agriculture the world has lost about 20 per cent of its forest cover, but in recent decades depletion has come to a halt. According to UN figures, the area of forests has remained almost steady, at about 30 per cent of total land area, since the 1940s. Despite all the warnings the Amazon rainforest has only shrunk by about 15 per cent. Nor are all our species dying out. Some campaigners claim that 50 per cent of all species will have died out within 50 years. But Lomborg cites other studies that show only 0.08 per cent of species are dying out each year. Conservation efforts have been spectacularly successful. Whales are no longer threatened with extinction and the bald eagle is off the endangered list.

- a) *In his book, The Skeptical Environmentalist, Lomborg's main thesis is that the earth is on the brink of destruction.*
- b) *Lomborg's main complaint about environmentalists is that they exaggerate the gravity of the situation.*
- c) *Environmental groups are concerned about the world's forests because their amount is declining.*
- d) *Animal species are dying out at a very slow rate.*

[[2,1,2,1]]

+++++

Прочитайте текст “**Radiowaves**” и из приведенных ниже утверждений выберите 4 ложных. Укажите номера выбранных вариантов в порядке их следования в талоне ответов под соответствующей буквой (a-d).

Radiowaves

Elaine Kelly thinks punk rock and alternative bands are great music, but when it comes to listening to them, the 15-year-old doesn't usually tune in to the radio. She prefers to blast her CD player because "I find radio bothers me with all the ads. When I listen to my CDs, I control what I'm listening to and not some station."

Elaine is among Canadians aged 12 to 17 who are falling from the ranks of radio listeners. Teens listen to the wireless less than adults because they don't have access to it during the day, whereas adults are likely to have on in their workplace. But that doesn't explain why the gap has widened over the years, with the amount of time kids spend with the radio less dropping faster than that for adults.

Maybe that has something to do with the competition. Why would teens turn it on when they can watch some music bad boy play out his personal rap stories on MTV, or use their computers to burn their favourite tunes on to a CD?

As well, not a lot of radio stations focus on attracting teen listeners. One US study, noting a dramatic drop in youth aged 12 to 24 who listen to the radio, pointed out that very few radio stations target this demographic group. Radio stations usually base what they air on a "format", designed to reach niches of the listening population based on such demographic criteria as age, ethnicity and background. That way the stations can sell advertisements to advertisers trying to reach certain segments of the public who may be particularly interested in their products.

Elaine, who says the only time she listens to the radio is when she's in a car, prefers stations that focus on alternative and contemporary rock. She has her own ideas about what would make her more loyal to this type of media. She says she'd like more background from the disc jockey about her favourite bands and the history of a particular song. "And I wouldn't mind hearing more about what's going on in the world with other people my age," Elaine adds.

- 1) *Young people listen to the radio as often as adults.*
- 2) *Radio stations design music programmes to appeal to all age groups.*
- 3) *Elaine would rather listen to CDs than to the wireless.*
- 4) *At home Elaine likes to listen to alternative groups on the radio.*
- 5) *Today many radio stations present programmes for young people.*
- 6) *During the day older people tune in to the radio more often than teens*
- 7) *The format of a radio programme is created with a particular group of people in mind.*

[[1,2,4,5]]

+++++

Прочитайте текст "**Why Have Physical Education in Schools?**" и определите, являются ли следующие утверждения *истинными* или *ложными* в соответствии с текстом. В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

Why Have Physical Education in Schools?

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

We have learned recently that 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.

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.

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.

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.

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) *Parents are surprised that their children prefer to watch TV than to exercise.*
- b) *According to the writer the main purpose of gym class is to train children to be obedient.*
- c) *The values being taught in gym class are the same as those taught in other classes.*
- d) *Dodge ball resembles life in many ways.*

[[2,1,2,1]]

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Прочитайте текст «**A legend of wheels**» и определите, какие из приведенных утверждений являются *истинными*, а какие *ложными* в соответствии с текстом. В талоне ответов *истинные* утверждения обозначьте цифрой 1, *ложные* – цифрой 2 под соответствующей буквой (a-d).

A legend of wheels

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- a) *Ferdinand Porsche was involved in designing the Beetle.*
- b) *The Wolfsburg company produced about 15, 000, 000 Beetle cars.*
- c) *Of all the Volkswagen cars, the mass media were especially interested in advertising the Beetle.*
- d) *Nowadays, it is quite common to see the Beetle car in the street.*

[[1,1,2,2]]

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Прочитайте текст «**A legend of wheels**» и выберите точные ответы на вопросы к тексту. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

A legend of wheels

In the 1930s the Wolfsburg car factory in Germany produced the first inexpensive “Car for the people” - the Beetle. Nobody really expected it to be such a great success. It was the idea of the well-known constructor, Ferdinand Porsche, and it immediately became even more popular than Ford’s ‘T’ model which was at that time the most modern and popular car.

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- a) What country produced the first affordable car 'for the people'?
1) The USA 2) Brazil 3) Germany.

- b) Why was the development of the Beetle interrupted?
1) Because the Wolfsburg factory closed down. 2) Because of the war. 3) Because new car makes were designed.

- c) Where is the Beetle still manufactured on the original licence?
1) Nowhere. Its production has stopped. 2) In Germany. 3) In Latin America. 4) In North America.

- d) When did Volkswagen introduce the new Golf in the United States?
1) It didn't introduce the new Golf in the United States. 2) In 1972. 3) In 1935. 4) In 1975.
[[3,2,3,4]]

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17.

Прочитайте текст ‘**Recovering Earth**’ и из правой колонки выберите синонимы к выделенным *курсивом* словам. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Recovering Earth

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

"Everyone knows the planet is in bad shape," thundered a magazine article last year. Species are being driven to extinction at record rates, and the rivers are so poisonous that fish are floating on the surface, dead.

But there's a growing belief that what everyone takes for granted is wrong: things are actually getting better. According to Bjorn Lomborg, authour of “The Skeptical Environmentalist”, rivers, seas, rain and the atmosphere are all getting cleaner; the total amount of forests in the world is not declining. When the book was first published in Scandinavia, it caused a storm of protest. The book is part of a growing *backlash* against green groups.

Now the attacks are increasingly coming from left-wing environmentalists such as Lomborg, a former member of Greenpeace. The *accusation* is that, although the environment is improving, green groups - with *revenues* of hundreds of millions of pounds a year - are using scaremongering tactics to sustain donations. Lomborg's book doesn't deny global warming - probably the biggest environmental threat - but demolishes almost every other environmental claim with many official statistics.

Since the dawn of agriculture the world has lost about 20 per cent of its forest cover, but in recent decades *depletion* has come to a halt. According to UN figures, the area of forests has remained almost steady, at about 30 per cent of total land area, since the 1940s. Despite all the warnings the Amazon rainforest has only shrunk by about 15 per cent. Nor are all our species dying out. Some campaigners claim that 50 per cent of all species will have died out within 50 years. But Lomborg cites other studies that show only 0.08 per cent of species are dying out each year. Conservation efforts have been spectacularly successful. Whales are no longer threatened with extinction and the bald eagle is off the endangered list.

a) <i>backlash</i>	1) reduction
b) <i>accusation</i>	2) purchases
c) <i>revenues</i>	3) destruction
d) <i>depletion</i>	4) insult
	5) gains
	6) reaction
	7) charge

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

+++++

Прочитайте текст ‘**Radiowaves**’ и из правой колонки выберите синонимы к выделенным *курсивом* словам. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Radiowaves

Elaine Kelly thinks punk rock and alternative bands are great music, but when it comes to listening to them, the 15-year-old doesn’t usually tune in to the radio. She prefers to blast her CD player because “I find radio bothers me with all the ads. When I listen to my CDs, I control what I ’m listening to and not some station.”

Elaine is among Canadians aged 12 to 17 who are falling from the ranks of radio listeners. Teens listen to the wireless less than adults because they don’t have access to it during the day, whereas adults are likely to have on in their workplace. But that doesn’t explain why the gap has *widened* over the years, with the amount of time kids spend with the radio less dropping faster than that for adults.

Maybe that has something to do with the competition. Why would teens turn it on when they can watch some music bad boy play out his personal rap stories on MTV, or use their computers to burn their favourite tunes on to a CD?

As well, not a lot of radio stations focus on attracting teen listeners. One US study, noting a dramatic drop in youth aged 12 to 24 who listen to the radio, pointed out that very few radio stations *target* this demographic group. Radio stations usually base what they air on a “format”, designed to reach niches of the listening population based on such demographic criteria as age, ethnicity and *background*. That way the stations can sell advertisements to advertisers trying to reach certain segments of the public who may be particularly interested in their products.

Elaine, who says the only time she listens to the radio is when she’s in a car, prefers stations that focus on alternative and contemporary rock. She has her own ideas about what would make her more *loyal* to this type of media. She says she’d like more background from the disc jockey about her favourite bands and the history of a particular song. “And I wouldn’t mind hearing more about what’s going on in the world with other people my age,” Elaine adds.

a) <i>widened</i>	1) interested in
b) <i>target</i>	2) appeared
c) <i>backgrounds</i>	3) focus on

d) <i>loyal</i>	4) grown
	5) hit
	6) social status
	7) devoted
	8) living standards

[[4,3,6,1]]

+++++

Прочитайте текст “**Why Have Physical Education in Schools?**” и выберите синонимы к выделенным *курсивом* словам. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Why Have Physical Education in Schools?

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

We have learned recently that 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.

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.

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.

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.

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- a) *chubby* 1) clumsy 2) fat 3) lazy 4) sportive
- b) *bane* 1) prohibition 2) requirement 3) trouble 4) punishment
- c) *ban* 1) law 2) rule 3) permission 4) prohibition
- d) *building* 1) constructing 2) removing 3) undermining 4) boosting

[[2,3,4,4]]

+++++

18.

Прочитайте текст '**Recovering Earth**' и подберите точное толкование следующих выделенных *жирным курсивом* словосочетаний. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Recovering Earth

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"Everyone knows the planet is in bad shape," thundered a magazine article last year. Species are being driven to extinction at record rates, and the rivers are so poisonous that fish are floating on the surface, dead.

But there's a growing belief that what everyone *takes for granted* is wrong: things are actually getting better. According to Bjorn Lomborg, author of "The Skeptical Environmentalist", rivers, seas, rain and the atmosphere are all getting cleaner; the total amount of forests in the world is not declining. When the book was first published in Scandinavia, it caused a storm of protest. The book is part of a growing backlash against green groups.

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- a) *take for granted* 1) to ignore 2) to expect sth to be always available 3) to believe that sth is true without questioning 3) to have reservations about sth 4) to believe that sth deserves a lot of attention
- b) *scaremongering tactics* 1) illegal means 2) effective policies 3) the practice of deliberately making people nervous 4) aggressive fund-raising campaigns
- c) *come to a halt* 1) slow down 2) stop 3) run out 4) speed up
- d) *is off the endangered list* 1) is out of danger 2) no longer exists 3) is threatened with extinction 4) is not officially recognized.

[[3,3,2,1]]

+++++

Прочитайте текст “**Radiowaves**” и выберите наиболее близкие по значению эквиваленты для выделенных **жирным шрифтом** модальных глаголов и выражений с модальным значением. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Radiowaves

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- a) **are likely to** have it on 1) *maybe* 2) *certainly* 3) *perhaps* 4) *probably*
- b) **Maybe** that has something to do with 1) *probably* 2) *perhaps* 3) *certainly* 4) *apparently*
- c) **can** sell advertisements 1) *are able to* 2) *have to* 3) *are allowed to* 4) *are expected to*
- d) **may** be particularly interested 1) *are allowed to* 2) *are supposed to* 3) *are certain to* 4) *are expected to*

[[4,2,1,3]]

+++++

Прочитайте текст “**Why Have Physical Education in Schools?**” и определите значение выделенных жирным курсивом грамматических явлений. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

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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) our children **are growing**

- 1) *the action is happening at the time of speaking*
- 2) *the action happens regularly*
- 3) *we mean changes happening around us*

b) **the** average kid

The definite article is used to denote 1) *one particular kid out of many* 2) *the kid that we've mentioned before* 3) *a type of kids*.

c) **We want**

The present simple tense is used to denote 1) a recurrent action 2) a habitual action 3) the action happening at the time of speaking expressed by a non-action verb

d) People **won't** always **take the time**. The future simple tense is used to mean 1) a decision taken at the time of speaking 2) a promise to do sth 3) a refusal to do sth.

[[3,3,3,3]]

+++++

19.

Прочитайте текст “**Recovering Earth**” и определите, являются ли следующие утверждения о целом тексте *истинными* или *ложными*. В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

Recovering Earth

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

"Everyone knows the planet is in bad shape," thundered a magazine article last year. Species are being driven to extinction at record rates, and the rivers are so poisonous that fish are floating on the surface, dead.

But there's a growing belief that what everyone takes for granted is wrong: things are actually getting better. According to Bjorn Lomborg, authour of “The Skeptical Environmentalist”, rivers, seas, rain and the atmosphere are all getting cleaner; the total amount of forests in the world is not declining. When the book was first published in Scandinavia, it caused a storm of protest. The book is part of a growing backlash against green groups.

Now the attacks are increasingly coming from left-wing environmentalists such as Lomborg, a former member of Greenpeace. The accusation is that, although the environment is improving, green groups - with revenues of hundreds of millions of pounds a year - are using scaremongering tactics to sustain donations. Lomborg's book doesn't deny global warming - probably the biggest environmental threat - but demolishes almost every other environmental claim with many official statistics.

Since the dawn of agriculture the world has lost about 20 per cent of its forest cover, but in recent decades depletion has come to a halt. According to UN figures, the area of forests has remained almost steady, at about 30 per cent of total land area, since the 1940s. Despite all the warnings the Amazon rainforest has only shrunk by about 15 per cent. Nor are all our species dying out. Some campaigners claim that 50 per cent of all species will have died out within 50 years. But Lomborg cites other studies that show only 0.08 per cent of species are dying out each year. Conservation efforts have been spectacularly successful. Whales are no longer threatened with extinction and the bald eagle is off the endangered list.

- a) *The text is an informative article.*
- b) *The authour uses neutral language.*
- c) *The authour doesn't use any evidence.*
- d) *The authour is personal and subjective.*

[[1,2,2,2]]

+++++

Прочитайте текст “**Radiowaves**” и определите, являются ли следующие утверждения о целом тексте *истинными* или *ложными*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2.

Radiowaves

Elaine Kelly thinks punk rock and alternative bands are great music, but when it comes to listening to them, the 15-year-old doesn't usually tune in to the radio. She prefers to blast her CD player because "I find radio bothers me with all the ads. When I listen to my CDs, I control what I'm listening to and not some station."

Elaine is among Canadians aged 12 to 17 who are falling from the ranks of radio listeners. Teens listen to the wireless less than adults because they don't have access to it during the day, whereas adults are likely to have on in their workplace. But that doesn't explain why the gap has widened over the years, with the amount of time kids spend with the radio less dropping faster than that for adults.

Maybe that has something to do with the competition. Why would teens turn it on when they can watch some music bad boy play out his personal rap stories on MTV, or use their computers to burn their favourite tunes on to a CD?

As well, not a lot of radio stations focus on attracting teen listeners. One US study, noting a dramatic drop in youth aged 12 to 24 who listen to the radio, pointed out that very few radio stations target this demographic group. Radio stations usually base what they air on a "format", designed to reach niches of the listening population based on such demographic criteria as age, ethnicity and background. That way the stations can sell advertisements to advertisers trying to reach certain segments of the public who may be particularly interested in their products.

Elaine, who says the only time she listens to the radio is when she's in a car, prefers stations that focus on alternative and contemporary rock. She has her own ideas about what would make her more loyal to this type of media. She says she'd like more background from the disc jockey about her favourite bands and the history of a particular song. "And I wouldn't mind hearing more about what's going on in the world with other people my age," Elaine adds.

- a) *The text is a transcript of an interview.*
- b) *The authour uses formal and neutral register.*
- c) *The author appeals to authority.*
- d) *The authour uses only simple tense forms.*

[[2,2,1,2]]

+++++

Прочитайте текст **"Why Have Physical Education in Schools?"** и определите, являются ли следующие утверждения о целом тексте *истинными* или *ложными*. В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

Why Have Physical Education in Schools?

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

We have learned recently that 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.

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.

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.

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.

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) *The text offers only the author's personal opinion.*
- b) *The author uses neutral language.*
- c) *The author speaks as a parent.*
- d) *The author disagrees with Ms Young.*

[[2,2,1,1]]

+++++

20.

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

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>
	5) <i>just my luck</i>
	6) <i>spill sugar.</i>
	7) <i>break a leg.</i>
	8) <i>cross your fingers behind you back.</i>
	9) <i>see one magpie.</i>

[[7,9,5,3]]

+++++

Определите, с какими качествами ассоциируются у англоговорящих людей некоторые животные. Закончите сравнительные обороты (a-d), употребив подходящие по смыслу существительные (1-7). Укажите номера выбранных вариантов под соответствующей буквой (a-d) в талоне ответов.

a) as quiet as a ...	1) <i>lion</i>
b) as tired as a ...	2) <i>rat</i>
c) as bold as a ...	3) <i>horse</i>
d) as proud as a ...	4) <i>mouse</i>
	5) <i>panther</i>
	6) <i>peacock</i>
	7) <i>dog</i>

[[4, 7,1,6]]

+++++

Что имеют в виду англоговорящие люди, когда употребляют выражения (a-d), представленные в левой колонке? Найдите соответствия в правой колонке (1-8) и укажите номера выбранных вариантов под соответствующей буквой (a-d) в талоне ответов.

a) Every cloud has a silver lining.	1) It means ‘Don’t waste time being sorry about something which cannot now be changed’.
b) One swallow doesn’t make a summer.	2) It is said rudely when one is glad that someone or something has gone.

c) It's no use crying over spilt milk.	3) It means 'Be grateful for something that is given to you, without asking questions about it or finding fault with it'.
d) Good riddance!	4) It is said about an unexpected good side or good result of a bad or unfortunate happening.
	5) It means 'If too many people are trying to do the same job at the same time, they will not do it successfully'.
	6) It means 'Don't think that the troubles of life are over because you have sorted out one difficulty'.
	7) It means 'Take full advantage of a situation, usually in a way that is not approved of'.

[[4,6,1,2]]

+++++

Какие из приведенных ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения (small talk) с незнакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) *Discussing politics with strangers.*
- b) *Complimenting on another person's clothes.*
- c) *Discussing sport.*
- d) *Speaking about the weather or service when you are waiting in a long queue.*

[[2,2,1,1]]

+++++

Какие из приведенных ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения (small talk) с незнакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) *Discussing religious matters*
- b) *Complaining about the quality of food at a social gathering.*
- c) *Discussing salaries*
- d) *Discussing latest developments.*

[[2,2,2,1]]

+++++

Какие из приведенных ниже тем допустимы, а какие недопустимы в ситуации непринужденного светского общения (small talk) с незнакомыми британцами? В талон ответов в первом случае внесите цифру 1, во втором - цифру 2.

- a) *Discussing health problems*
- b) *Gossiping about celebrities*
- c) *Discussing new office furniture(at work)*
- d) *Discussing latest developments.*

[[2,2,1,1]]

+++++

21.

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) UN 2) UK 3) WTO 4) WWF
- b) 1) golf 2) soccer 3) tennis 4) fox hunting
- c) 1) St David 2) St Patrick 3) St Andrew 4) St Nicholas
- d) 1) A-levels 2) O-levels 3) SAT 4) Scottish Highers

[[4,2,4,2]]

+++++

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) approval 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

[[3,4,1,3]]

+++++

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому, фонетическому, грамматическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) but 2) put 3) nut 4) hut 5) gut
- b) 1) traffic 2) road 3) jam 4) lane 5) spaghetti junction
- c) 1) horse 2) race 3) jockey 4) turf 5) racist
- d) 1) freezer 2) bathtub 3) sink 4) toaster 5) fridge

[[2,3,5,2]]

+++++

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому, фонетическому, грамматическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) cracker 2) biscuit 3) doughnut 4) crisper
- b) 1) handful 2) mindful 3) beautiful 4) careful
- c) 1) computer 2) keyboard 3) scanner 4) commuter
- d) 1) legal 2) loyal 3) approval 4) logical

[[4,1,4,3]]

+++++

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому, фонетическому, грамматическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) *freshman* 2) *postgraduate* 3) *undergraduate* 4) *sophomore*
- b) 1) *doctor* 2) *nanny* 3) *nurse* 4) *paramedic*
- c) 1) *horribly* 2) *hardly* 3) *lovely* 4) *surely* 5) *terribly*
- d) 1) *passer-by* 2) *onlooker* 3) *dish washer* 4) *housekeeper*

[[2,2,3,3]]

+++++

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) *political* 2) *ideological* 3) *economic* 4) *economical*
- b) 1) *sink* 2) *oven* 3) *basin* 4) *draining board*
- c) 1) *rural* 2) *cultural* 3) *natural* 4) *approval*
- d) 1) *baby-sitter* 2) *nanny* 3) *nurse* 4) *governess*

[[4,3,4,3]]

+++++

Из каждой группы выберите 1 слово, не относящееся к ней по тематическому, фонетическому или иному признаку, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- a) 1) *florid* 2) *sorry* 3) *lorry* 4) *horrid* 5) *worry*
- b) 1) *onlooker* 2) *passerby* 3) *follower* 4) *cooker* 5) *leader*
- c) 1) *horse* 2) *race* 3) *jockey* 4) *turf* 5) *racist*
- d) 1) *horribly* 2) *hardly* 3) *lovely* 4) *surely* 5) *terribly*

[[5,4,5,3]]

+++++

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

22.

Соедините имена писателей, представленные в левой колонке, с названиями созданных ими произведений, перечисленными в правой колонке. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) Mark Twain	1) Childe Harold's Pilgrimage
b) James Fennimore Cooper	2) Pride and Prejudice
c) Walter Scott	3) Ivanhoe
d) George Gordon Byron	4) The Last of the Mohicans
	5) Adventures of Huckleberry Finn
	6) Hamlet
	7) Gone with the Wind

[[5, 4,3,1]]

+++++

Соедините имена писателей, представленные в левой колонке, с названиями созданных ими произведений, перечисленными в правой колонке. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) Charles Dickens	1) Childe Harold's Pilgrimage"
b) Arthur Miller	2) Pride and Prejudice
c) Walter Scott	3) Ivanhoe
d) Tennessee Williams	4) Death of a Salesman
e)	5) Hamlet
	6) The Tale of Two Cities
	7) Gone with the Wind
	8) A Streetcar Named Desire

[[6, 4, 3, 8]]

+++++

Соедините имена писателей, представленные в левой колонке, с названиями созданных ими произведений, перечисленными в правой колонке. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

a) Eugene O’Neil	1) Childe Harold’s Pilgrimage
b) James Fennimore Cooper	2) Pride and Prejudice
c) Sylvia Plath	3) Bound East for Cardiff
d) Kurt Vonnegut	4) The Last of the Mohicans
	5) Gone with the Wind
	6) Christmas Carol
	7) Slaughterhouse-Five
	8) The Bell Jar

[[3,4, 8, 7]]

+++++

Восстановите названия литературных произведений, выбрав правильные существительные в притяжательном падеже, приведённые в правой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) Pilgrimage	1) Howard’s
b) Adventures in Wonderland	2) Jemima-the Duck’s
c) New Clothes	3) Harold’s
d) Choice	4) Hobson’s
	5) The Pilgrim’s
	6) Alice’s
	7) Chaucer’s
	8) The Emperor’s
	9) John Brown’s

[[9,6,8,4]]

+++++

Соедините имена писателей, приведённые в левой колонке, с названиями созданных ими произведений, перечисленных в правой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

Межрегиональная олимпиада школьников
«Евразийская лингвистическая олимпиада» 2013-2014

a) William Shakespeare	1) "Adventures of Huckleberry Finn"
b) George Bernard Shaw	2) "The Catcher in the Rye"
c) Joseph Rudyard Kipling	3) "The Picture of Dorian Gray"
d) Jerome David Salinger	4) "The Last of the Mohicans"
	5) "The Jungle Book"
	6) "The Twelfth Night"
	7) "A Farewell to Arms"
	8) "Pygmalion"

[[6, 8, 5, 2]]

+++++

23.

Завершите фразы в левой колонке, заполнив пропуски в идиоматических выражениях подходящими по смыслу существительными из правой колонки. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

a) I decided <i>to have</i> ___ at canoeing.	1) <i>nerve</i>
b) It's dangerous. There is no need <i>to take</i> ___.	2) <i>friends</i>
c) We have to do it one after another. We have to <i>take</i> ___.	3) <i>turns</i>
d) I was <i>going to try</i> parachuting but <i>lost my</i> ___.	4) <i>a shot</i>
	5) <i>risks</i>
	6) <i>experience</i>
	7) <i>hope</i>
	8) <i>a shoot</i>

[[4,5,3,1]]

+++++

Завершите *выделенные курсивом* идиоматические выражения, выбрав подходящие по смыслу прилагательные. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) *white* 2) *green* 3) *blue* 4) *red* 5) *black* 6) *brown*

- a) Yu can argue till you are ___ *in the face* - it won't change anything.
 b) He was sitting there in a ___ *study* for nearly two hours. .
 c) ___ *pudding* is a traditional Scottish dish.
 d) They were all ___ *with envy* when they say her new dress.

[[3,6,5,2]]

+++++

Восстановите устойчивые словосочетания, используя предложенные ниже варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

1) choose 2) bounds 3) ends 4) take 5) parcel 6) fro

- a) odds and ___
 b) part and ___
 c) pick and ___
 d) give and ___

[[3,5,1,4]]

+++++

Восстановите устойчивые словосочетания, используя предложенные ниже варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d). Внимание: вариантов больше, чем необходимо.

1) *as iron* 2) *as a bone* 3) *like sand* 4) *as a rake* 5) *as a post*
 6) *as a beetroot* 7) *as a cucumber* 8) *as brass* 9) *as nails*

- a) She was as hard ___and wouldn't listen to any explanations.
 b) The old man was as deaf ___. He couldn't hear the robbers break into the house.
 c) She told her boss, as bold___, that his methods were counterproductive.
 d) After a month of dieting she was as thin ____.

[[9,5,8,4]]

+++++

24.

Завершите фразы, выбрав подходящие по смыслу артикли. В предложении b) необходимо употребить парный вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d). Для парного варианта указывается одна общая цифра.

1) a 2) an 3) the 4) zero article

- a) She did it __first thing in the morning.
- b) __first come, __ first served.
- c) __upper second in Theology is not bad at all.
- d) The film is __second-to-none.

[[4,4,2,4]]

+++++

Завершите описание ситуации, выбрав подходящие по смыслу артикли. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) a 2) an 3) the 4) zero article

- a) _ mayonnaise, which is made with b) __egg yolk, c) __olive oil and a little vinegar, is d) __French invention.

[[4,4,4,1]]

+++++

Завершите описание ситуации, выбрав подходящие по смыслу артикли. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) a 2) an 3) the 4) zero article

I am a journalist with “a) __National Geographic”. I travel a lot in my job. Last month I visited b) __south-eastern Spain, I also went to France. My next destination is c) __Canaries in d) __Indian Ocean.

[[3, 4, 3, 3]]

+++++

Завершите фразы, заполнив пропуски требуемыми по смыслу артиклями. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) zero article 2) a 3) the 4) one 5) an

- a) They cost \$ 10 _ kilo.
- b) __ sandwich isn't enough. I usually have several.
- c) It took her less than three quarters of __ hour.
- d) I'm planning a trip to __ Netherlands soon.

[[2,4,5,3]]

+++++

Завершите фразы, выбрав подходящие по смыслу артикли. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

1) a 2) an 3) the 4) zero article

- a) She took __first prize at a painting competition.
- b) It was love at __first sight.
- c) Helen graduated last month. She got__second in Law.
- d) She called her mother __first thing in the morning.

[[4,4,1,4]]

+++++

25.

Установите соответствия между словами, относящимися к британскому (a – d) и американскому вариантам (1 – 4) английского языка. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- | | |
|--------------|--------------|
| a) tin | 1) mean |
| b) nasty | 2) two weeks |
| c) fortnight | 3) pitcher |
| d) pavement | 4) can |
| | 5) sidewalk |

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

+++++

Установите соответствия между словами, относящимися к британскому (a – d) и американскому вариантам (1 – 4) английского языка. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- | | |
|--------------------|------------------|
| a) rubber | 1) diaper |
| b) engaged (phone) | 2) stand in line |
| c) nappy | 3) trunk |
| d) queue | 4) eraser |
| | 5) busy |

[[4,5,1,2]]

+++++

Установите соответствия между словами, относящимися к британскому (a – d) и американскому вариантам (1 – 4) английского языка. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-d).

- | | |
|----------------|-----------------|
| a) underground | 1) french fries |
| b) holidays | 2) vacation |
| c) lift | 3) can |
| d) chips | 4) subway |
| | 5) elevator |

[[4,2,5,1]]

+++++