

## 8 класс

### 1 задание

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]    2) [z]    3) [iz]

- a) bedroom    b) gate    c) face    d) friend    e) bridge

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

+++++

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]    2) [z]    3) [iz]

- a) collection    b) spirit    c) watch    d) story    e) truth

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

+++++

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]    2) [z]    3) [iz]

- a) evening    b) church    c) right    d) drawing    e) case

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

+++++

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]    2) [z]    3) [iz]

- a) friend    b) face    c) gate    d) bridge    e) bedroom

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

+++++

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]    2) [z]    3) [iz]

- a) story    b) watch    c) collection    d) spirit    e) truth

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

+++++

Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]            2) [z]            3) [iz]  
a) case    b) church    c) evening            d) right            e) drawing  
[[3,3,2,1,2]]

+++++  
Выберите правильный вариант произношения окончания множественного числа существительных и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) [s]            2) [z]            3) [iz]  
a) journalist    b) day    c) test    d) piece    e) newspaper  
[[1,2,1,3,2]]

+++++  
**2 задание**

Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **chaos**- **cow**  
b) **comfortable** – **come**  
c) **draught** – **craft**  
d) **height** – **weight**  
e) **hyperbole** – **heavy**

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

+++++  
Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **infamous** – **famous**  
b) **island** – **aisle**  
c) **plague** – **argue**  
d) **recipe** – **recite**  
e) **thesaurus** - **thesis**

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

+++++  
Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **answer** - **Ann**  
b) **creature** – **creation**

- c) **head – heat**
- d) **verse – worse**
- e) **busy – dizzy**

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

+++++

Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **height – weight**
- b) **chaos- cow**
- c) **hyperbole – heavy**
- d) **draught – craft**
- e) **comfortable – come**

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

+++++

Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **island – aisle**
- b) **recipe – recite**
- c) **plague – argue**
- d) **thesaurus - thesis**
- e) **infamous – famous**

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

+++++

Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **verse – worse**
- b) **creature – creation**
- c) **busy – dizzy**
- d) **head – heat**
- e) **answer - Ann**

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

+++++

Определите, будет ли различаться произнесение выделенных букв или сочетаний букв в парах слов. Если да, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если нет – цифру 2.

- a) **head – heat**
- b) **verse – worse**
- c) **answer – Ann**

- d) **thesaurus** - **thesis**
- e) **chaos**- **cow**

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

+++++

### 3 задание

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

- a) **tomb** b) **who** c) **bomb** d) **swear** e) **climber**

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

- a) **bombard** b) **raspberry** c) **whistle** d) **solemn** e) **mistletoe**

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

- a) **knight** b) **where** c) **sword** d) **government** e) **calves**

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

- a) **swear** b) **tomb** c) **climber** d) **who** e) **bomb**

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

- a) **solemn** b) **mistletoe** c) **bombard** d) **whistle** e) **raspberry**

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

a) *sw**o**rd* b) *wh**h**ere* c) *kn**igh**t* d) *cal**v**es* e) *gov**er**nm**en**t*

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

+++++

Определите, все ли выделенные **жирным шрифтом** согласные в словах произносятся. Если все, в талоне ответов под соответствующей буквой укажите цифру 1, если не все - цифру 2.

a) *mi**s**t**l**etoe* b) *sw**o**rd* c) *sw**e**ar* d) *wh**o*** e) *wh**h**istle*

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

+++++

#### 4 задание

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) удвоение                      2) нет удвоения  
a) writ\_ен                      b) sup\_osition                      c) particul\_ar                      d) cho\_sing                      e) pat\_ern

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) удвоение                      2) нет удвоения  
a) stil\_                      b) ef\_ort                      c) val\_ue                      d) prop\_ortion                      e) cor\_ect

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) удвоение                      2) нет удвоения  
a) mis\_understanding                      b) dis\_appointment                      c) af\_ection                      d) sim\_ilarity                      e) spel\_ing

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) удвоение                      2) нет удвоения  
a) pat\_ern                      b) writ\_ен                      c) cho\_sing                      d) particul\_ar                      e) sup\_osition

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) удвоение                      2) нет удвоения  
a) **cor**\_ect \_                      b) **val**\_ue                      c) **ef**\_ort                      d) **prop**\_ortion                      e) **stil**\_

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) удвоение                      2) нет удвоения  
a) **sim**\_ilarity b) **dis**\_appointment c) **af**\_ection d) **ad**\_ress e) **mis**\_understanding

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

+++++

Определите, нужно ли удваивать выделенную букву в предложенных словах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) удвоение                      2) нет удвоения  
a) **dres**\_                      b) **hon**\_our                      c) **lo**\_sen                      d) **com**\_ercial                      e) **care**\_r

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

+++++

### 5 задание

Определите, в каких случаях конечное –у *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если конечное –у *меняется* на *-ie*, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *merry* b) *hurry* c) *day* d) *play* e) *happy*

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

+++++

Определите, в каких случаях конечное –у *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если конечное –у *меняется* на *-ie*, в талоне ответов под соответствующей буквой (a) – e) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *try* b) *baby* c) *busy* d) *enjoy* e) *spy*

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

+++++

Определите, в каких случаях окончание *-у* *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если окончание *-у* *меняется* на *-ie*, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *story* b) *clay* c) *reply* d) *try* e) *heavy*

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

+++++

Определите, в каких случаях окончание *-у* *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если окончание *-у* *меняется* на *-ie*, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *happy* b) *merry* c) *day* d) *hurry* e) *play*

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

+++++

Определите, в каких случаях окончание *-у* *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если окончание *-у* *меняется* на *-ie*, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *baby* b) *try* c) *spy* d) *busy* e) *enjoy*

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

+++++

Определите, в каких случаях окончание *-у* *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если окончание *-у* *меняется* на *-ie*, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *hooray* b) *copy* c) *easy* d) *enjoy* e) *city*

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

+++++

Определите, в каких случаях окончание *-у* *меняется* на *-ie*, а в каких *не* *меняется* при образовании множественного числа существительного, сравнительной степени прилагательного или формы прошедшего времени глагола. Если окончание *-у* *меняется* на *-ie*, в талоне ответов под соответствующей буквой (а) – е) укажите цифру 1, если *не* *меняется* – цифру 2.

- a) *enjoy* b) *city* c) *easy* d) *copy* e) *hooray*

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

+++++

**6 задание**

Завершите предложения (a) – e), выбрав правильный лексический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) make                      2) do

- a) Who is supposed to \_\_\_\_ the shopping in your family?  
b) What do they \_\_\_\_ in that factory? – Shoes.  
c) Some schools allow girls to \_\_\_\_ metalwork and woodwork if they want.  
d) Mrs. Priestly likes to \_\_\_\_ tea for the family many times a day.  
e) I want to \_\_\_\_ the flat in the morning so that I can have some free time tomorrow.

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

++++  
Завершите предложения (a) – e), выбрав правильный лексический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) place                      2) seat                      3) room

- a) Make \_\_\_\_ for one more person, will you?  
b) A tidy person likes to have a \_\_\_\_ for everything.  
c) Is there \_\_\_\_ for me in the car?  
d) Will you have tea with us. Take a \_\_\_\_, please.  
e) Some people never put things back in their \_\_\_\_s after they have used them.

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

++++  
Завершите предложения (a) – e), выбрав правильный лексико-грамматический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- a) When autumn comes the weather \_\_\_\_ from day to day.  
1) changes to the worse  
2) changes to the worst  
3) changes for the worst  
4) changes for the worse

- b) Can you give me \_\_\_\_ .  
1) change to a pound note  
2) change into a pound note  
3) change for a pound note  
4) for change a pound note

- c) Let's eat out \_\_\_\_ .  
1) for the change  
2) for change  
3) for a change  
4) to a change

- d) Wallis could \_\_\_\_ about anything.



- 1) change the mind of her husband
  - 2) change her husband's mind
  - 3) change for her husband's mind
  - 4) change for the mind of her husband
- e) I'd like to buy a newspaper. Have you got any \_\_\_ ?
- 1) little change
  - 2) change
  - 3) small change
  - 4) a little change

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

++++  
Завершите предложения (a) – e), выбрав правильный лексический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) talk          2) say          3) speak          4) tell

- a) Hello, this is Julia, can I \_\_\_ to Maggie, please?
- b) What did he \_\_\_ you about the new film? Is it so good?
- c) Please \_\_\_ more slowly. I can't make out a word.
- d) My father managed to \_\_\_ me into taking up skiing.
- e) Did he \_\_\_ what had happened?

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

++++  
Завершите предложения (a) – e) , выбрав правильный лексический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) do          2) make

- a) Some schools let girls \_\_\_ metalwork and woodwork if they want.
- b) What do they \_\_\_ in that factory? – Furniture.
- c) Mrs. Priestly likes to \_\_\_ tea for the family many times a day.
- d) I want to \_\_\_ the flat in the morning so that I can have some free time tomorrow.
- e) Who is supposed to \_\_\_ the cooking in your family?

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

++++  
Завершите предложения (a) – e), выбрав правильный лексический вариант. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

- 1) seat          2) room          3) place

- a) Is there \_\_\_ for me in the bus?
- b) A tidy person likes to have a \_\_\_ for everything.
- c) Make \_\_\_ for one more person, will you?
- d) Some people never put things back in their \_\_\_s after they have used them.
- e) Will you have tea with us. Take a \_\_\_, please.





Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов (1, 2 или 3) в талоне ответов под соответствующей буквой (a) – e).

Mr Fotheringay heard the church clock (a) \_\_\_ one, and undressed in order (b) \_\_\_ into bed without further delay. As he (c) \_\_\_ to undress, he had a wonderful idea. 'Let me (d) \_\_\_ in bed,' he said, and found himself there. 'Undressed', he said and, (e) \_\_\_ the sheets cold, added quickly, and in a soft woollen nightshirt'.

- |                      |               |                 |
|----------------------|---------------|-----------------|
| a) 1) strike         | 2) struck     | 3) striking     |
| b) 1) to getting     | 2) of getting | 3) to get       |
| c) 1) struggled      | 2) fought     | 3) tried hardly |
| d) 1) to find myself | 2) to be      | 3) be           |
| e) 1) found          | 2) finding    | 3) founding     |

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

++++  
Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов (1, 2 или 3) в талоне ответов под соответствующей буквой (a) – e).

The League of Women Voters is an independent US organization of people (a) \_\_\_ in (b) \_\_\_. It encourages citizens (c) \_\_\_ active and to vote, and tries to influence the government (d) \_\_\_ important issues. It does not support any particular (e) \_\_\_ parties or candidates.

- |                   |                |                  |
|-------------------|----------------|------------------|
| a) 1) interesting | 2) interested  | 3) disinterested |
| b) 1) politics    | 2) politic     | 3) policy        |
| c) 1) to being    | 2) to be       | 3) be            |
| d) 1) in          | 2) with        | 3) on            |
| e) 1) political   | 2) politically | 3) politic       |

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

++++  
Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты. Укажите номера выбранных вариантов (1, 2 или 3) в талоне ответов под соответствующей буквой (a) – e).

The members of (a) \_\_\_ police force who have most contact with the (b) \_\_\_ are uniformed officers, who patrol in cars and are the first (c) \_\_\_ when a crime is reported. More serious crimes are investigated by detectives, who usually wear (d) \_\_\_ clothes instead of a uniform. (e) \_\_\_ police officers in the US wear guns, they are seen by many Americans as honest, helpful people who work hard at a dangerous job.

- |                     |              |              |
|---------------------|--------------|--------------|
| a) 1) the America's | 2) the USA's | 3) the USA   |
| b) 1) public        | 2) audience  | 3) citizen   |
| c) 1) to arriving   | 2) arriving  | 3) to arrive |
| d) 1) casual        | 2) plain     | 3) everyday  |

- e) 1) In spite of      2) However      3) Though

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

+++++

**8 задание**

Определите, какой глагол (1) – 9) должен быть употреблен в выражениях (a) – e).  
Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

- 1) roast 2) grate 3) grill 4) chop 5) fry 6) boil 7) toast 8) mash 9) slice

- a) \_\_\_ water to make tea  
b) \_\_\_ an onion into pieces  
c) \_\_\_ sausages over the fire  
d) \_\_\_ a banana for the baby  
e) \_\_\_ cheese for spaghetti

[[6,4,3,8,2]]

+++++

Завершите предложения (a) – e) , подобрав прилагательные (1) – 7). Укажите номера  
выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

- 1) green 2) brown 3) black 4) yellow 5) white 6) blue 7) red

- a) Paul has always been the \_\_\_ sheep in the family.  
b) His wife has always loved gardening, she has \_\_\_ fingers.  
c) Her voice was shaking, and her face was \_\_\_ with anger.  
d) When they heard the news, it was completely out of the \_\_\_\_ .  
e) She came back as \_\_\_ as a berry after her summer holidays at the seaside.

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

+++++

Завершите предложения, выбрав правильный лексический вариант. Укажите номера  
выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

- a) This is really serious and we must take act (1)/action (2) immediately.  
b) Is there anything to eat besides (1)/except (2) biscuits?  
c) They live near (1)/close (2) to the supermarket.  
d) My younger sister always gets the blame (1)/fault (2) for being naughty.  
e) Both girls felt guilty (1)/sheepish (2) about cheating.

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

+++++

Определите, какой глагол (1) – 9) должен быть употреблен в выражениях (a) – e).

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

1) boil 2) grate 3) roast 4) chop 5) fry 6) slice 7) toast 8) peel 9) grill

a) \_\_\_ sausages over the fire

b) \_\_\_ an onion into pieces

c) \_\_\_ cheese for spaghetti

d) \_\_\_ a banana

e) \_\_\_ water to make tea

[[9,4,2,8,1]]

+++++

Завершите предложения (a) – e) , подобрав прилагательные (1) – 7). Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

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

a) She came back as \_\_\_ as a berry after her summer holidays at the seaside.

b) His wife has always loved gardening, she has \_\_\_ fingers.

c) When they heard the news, it was completely out of the \_\_\_ .

d) Her voice was shaking, and her face was \_\_\_ with anger.

e) Paul has always been the \_\_\_ sheep in the family.

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

+++++

Завершите предложения, выбрав правильный лексический вариант. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

a) Brighton is a popular coast (1)/resort (2) in England.

b) We camped on the bank (1)/shore (2) of the river.

c) She decided to spend a day at the coast (1)/seaside (2).

d) They drove along the Pacific bank (1)/coast (2) to Seattle.

e) By nine o'clock the beach (1)/ shore (2) was already crowded with people.

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

+++++

Завершите предложения, выбрав правильный лексический вариант. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов.

- a) She decided to spend a day at the coast (1)/seaside (2).
- b) Brighton is a popular coast (1)/resort (2) in England.
- c) They drove along the Pacific bank (1)/coast (2) to Seattle.
- d) By nine o'clock the beach (1)/ shore (2) was already crowded with people.
- e) We camped on the bank (1)/shore (2) of the river.

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

+++++

**9 задание**

Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номер выбранного варианта в талоне ответов под соответствующей буквой (a – e).

- a) I decided to spend (1)/spending (2)/spend (3) our holidays in France.
- b) We might manage to visit (1)/visiting (2)/ visit (3) a lot of interesting places there.
- c) I suggested to go (1)/going (2)/go (3) by bus or by train.
- d) We can't afford to spend (1)/spending (2)/spend (3) too much.
- e) There was nothing we could do but to wait (1)/waiting (2)/wait (3).

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

+++++

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

- a) Is there anything in that new magazine worth to read (1)/reading (2)/read (3)?
- b) Although I was in a hurry, I stopped to talk (1)/talking (2)/talk (3) to him.
- c) Would you mind to close (1)/closing (2)/close (3) the door.
- d) Are you all right? I can't make you to listen (1)/listening (2)/listen (3) to me.
- e) There is something wrong with our car. It keeps to make (1)/making (2)/make (3) some strange noise.

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

+++++

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

- a) Why have you stopped? Go on to read (1)/reading (2)/read (3).
- b) All parts of the city seem to belong (1)/belonging (2)/belong (3) to different towns and epochs.
- c) You should remember to phone (1)/phoning (2)/phone (3) him. He'll be at home.
- d) Who lets you to take (1)/taking (2)/take (3) those things?
- e) I can't help to think (1)/thinking (2)/think (3) about the awful accident.

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

+++++

Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите номер выбранного варианта в талоне ответов под соответствующей буквой (a) – e).

- a) I suggested to go (1)/going (2)/go (3) by plane or by train.
- b) We can't afford to spend (1)/spending (2)/spend (3) so much now.
- c) We might manage to visit (1)/visiting (2)/ visit (3) a lot of interesting places there.
- d) I decided to spend (1)/spending (2)/spend (3) our holidays in the south.
- e) There was nothing we could do but to wait (1)/waiting (2)/wait (3).

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

+++++

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

- a) Are you all right? I can't make you to listen (1)/listening (2)/listen (3) to me.
- b) Would you mind to close (1)/closing (2)/close (3) the door.
- c) There is something wrong with our car. It keeps to make (1)/making (2)/make (3) some strange noise.
- d) Is there anything in that new magazine worth to read (1)/reading (2)/read (3)?
- e) Although I was in a hurry, I stopped to talk (1)/talking (2)/talk (3) to him.

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

+++++

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

- a) Who lets you to take (1)/taking (2)/take (3) those things?
- b) I can't help to think (1)/thinking (2)/think (3) about the awful accident.
- c) All parts of the city seem to belong (1)/belonging (2)/belong (3) to different towns and epochs.
- d) Why have you stopped? Go on to read (1)/reading (2)/read (3).
- e) You should remember to phone (1)/phoning (2)/phone (3) him. He'll be at home.

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

+++++

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



- a) The magician stuck his walking stick into the ground and commanded the dry wood to grow (1)/growing (2)/grow (3) flowers.
- b) Suddenly he seemed to hear (1)/hearing (2)/hear (3) footsteps.
- c) Learning foreign languages means to work (1)/working (2)/work (3) a lot.
- d) Why have you stopped? Go on to write (1)/ writing (2)/write (3).
- e) I will never forget to go (1)/going (2)/go (3) to school for the first time.

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

+++++

**10 задание**

Завершите фразы, выбрав правильные предлоги, и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e):

*1) at 2) for 3) of 4) in 5) above 6) by 7) with 8) about*

The stories in this collection were written a) \_\_\_ the nineteenth and early twentieth centuries b) \_\_\_ well-known writers from Britain, Ireland and the United States, and the collection presents the short story c) \_\_\_ its very best. A number of the writers represented here are known d) \_\_\_ all for their short stories; others are more famous e) \_\_\_ their plays and novels.

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

+++++

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

*1) to 2) out 3) from 4) in 5) above 6) of 7) in 8) about*

The stories are extremely varied a) \_\_\_ their subject matter. Some are b) \_\_\_ very ordinary people c) \_\_\_ whom something surprising happens. Some contain unusual characters d) \_\_\_ the upper levels e) \_\_\_ society.

[[4,8,1,3,6]]

+++++

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

*1) at 2) about 3) off 4) above 5) of 6) out 7) for 8) in*

The English writer Herbert George Wells is best remembered a) \_\_\_ his science fiction stories, but he also wrote b) \_\_\_ science, history and politics. His writings mirror the interest that was felt c) \_\_\_ science d) \_\_\_ the turn e) \_\_\_ the century.

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

+++++

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

*1) at 2) with 3) off 4) above 5) of 6) out 7) to 8) in*

Until he was thirty years old, Fotheringay did not believe a) \_\_\_ miracles. In fact, he discovered his own unusual powers b) \_\_\_ the moment when he was claiming that miracles were quite impossible. He was having a drink c) \_\_\_ his local inn, and his friend was driving him d) \_\_\_ the limits of his patience by disagreeing e) \_\_\_ everything he said.

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

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

*1) at 2) with 3) off 4) for 5) by 6) out 7) to 8) in*

He awoke a) \_\_\_ his usual hour and wondered if his experiences had been a dream. He decided to test his magic skills again. He had three eggs b) \_\_\_ breakfast - two were supplied c) \_\_\_ his housekeeper; one was a much better egg served by his own unusual will. He hurried d) \_\_\_ to work very excited. He did all the work also by a miracle e) \_\_\_ the last ten minutes before six.

[[1,4,5,3,8]]

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

*1) at 2) of 3) off 4) for 5) by 6) out 7) to 8) in*

Hughie was a) \_\_\_ love. The girl he loved was Laura Merton, the daughter b) \_\_\_ a former army officer. They were the best-looking pair in London, but had no money c) \_\_\_ all. Her father would not hear of any marriage plans. 'Come d) \_\_\_ me, my boy, when you have got ten thousand pounds e) \_\_\_ your own, and we will see about it,' he used to say.

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

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

*1) at 2) of 3) off 4) for 5) by 6) from 7) to 8) in*

Britain has a long history a) \_\_\_ accommodating people b) \_\_\_ abroad who have left their homes c) \_\_\_ different reasons. In the past years there have been many new waves of immigration d) \_\_\_ Britain from Commonwealth countries e) \_\_\_ Asia, Africa and the Caribbean.

[[2,6,4,7,8]]

### ***II задание***

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) –ment 2) –ion 3) –ness 4) –ery 5) –ous 6) –y 7) –ive

- a) fame
- b) improve
- c) fog
- d) like
- e) revise

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

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –ment 2) –ion 3) –ness 4) –ous 5) –y, 6) –ive, 7) –er  
a) danger  
b) cook  
c) final  
d) dictate  
e) white

[[4,7,5,2,3]]

+++++

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –ment 2) –ion 3) –ness, 4) –ous 5) –y 6) –ive 7) –er  
a) communicate  
b) fond  
c) difficult  
d) research  
e) develop

[[2,3,5,7,1]]

+++++

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –ion 2) –ant 3) –ence 4) –y 5) –ous 6) –ist, 7) –ment  
a) assist  
b) demonstrate  
c) difficult  
d) agree  
e) guitar

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

+++++

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –ion 2) –ee 3) –y 4) –ment 5) –ant 6) –ous 7) –ent  
a) govern  
b) differ  
c) decide  
d) apply

e) employ

[[4,7,1,5,2]]

+++++

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –ence 2) –er 3) –ness 4) –tion 5) –ist 6) –y 7) –ant
- a) journal
- b) independent
- c) ill
- d) assist
- e) inform

[[5,1,3,7,4]]

+++++

Определите, при помощи каких суффиксов (1) – 7) образуются производные от слов (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) –al 2) –ful 3) –less 4) –ion 5) –ness 6) –ous 7) –ive
- a) centre
- b) busy
- c) continue
- d) expense
- e) beauty

[[1,5,6,7,2]]

+++++

**12 задание**

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) street 2) mountain 3) landscape 4) magazine 5) island 6) shop 7) beach 8) cuisine
- a) Exotic, tropical, uninhabited
- b) Rocky, high, snow-capped
- c) Clean, dirty, secluded
- d) Delicious, exotic, local
- e) Trendy, expensive, second-hand

[[5,2,7,8,6]]

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).  
Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) beach 2) country 3) street 4) picture 5) weather 6) corridor 7) landscape 8) concert  
a) Busy, winding, narrow  
b) Foreign, large, far-away  
c) Rural, industrial, urban  
d) Fair, extreme, nasty  
e) Live, open-air, free

[[3,2,7,5,8]]

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).  
Занесите ответы под соответствующей буквой в талон ответов.

- 1) concert 2) statue 3) fashion 4) artist 5) music 6) plot 7) museum 8) art  
a) Talented, young, eccentric  
b) Ethnic, commercial, abstract  
c) Huge, marble, bronze  
d) Complicated, clever, gripping  
e) New, modern, old

[[4,8,2,6,3]]

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).  
Занесите ответы под соответствующей буквой в талон ответов.

- 1) mountain 2) island 3) beach 4) magazine 5) cuisine 6) shop 7) street 8) landscape  
a) Delicious, exotic, local  
b) Clean, dirty, secluded  
c) Exotic, tropical, uninhabited  
d) Trendy, expensive, second-hand  
e) Rocky, high, snow-capped

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

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).  
Занесите ответы под соответствующей буквой в талон ответов.

- 1 ) country 2) beach 3) concert 4) weather 5) picture 6) corridor 7) landscape 8) street  
a) Busy, winding, narrow  
b) Live, open-air, free  
c) Rural, industrial, urban  
d) Foreign, large, far-away  
e) Fair, extreme, nasty

[[8,3,7,1,4]]

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).

Занесите ответы под соответствующей буквой в талон ответов.

1) artist 2) statue 3) plot 4) concert 5) art 6) fashion 7) museum 8) music

- a) Huge, marble, bronze
- b) Complicated, clever, gripping
- c) Talented, young, eccentric
- d) New, modern, old
- e) Ethnic, commercial, abstract

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

+++++

Определите, к какому существительному (1) – 8) относятся прилагательные (a) – e).

Занесите ответы под соответствующей буквой в талон ответов.

1) Eyebrows 2) nose 3) legs 4) face 5) hair 6) eyes 7) height 8) cheeks

- a) Wavy, straight, curly
- b) Rosy, round, high
- c) Arched, thick, bushy
- d) Big, grey, almond-shaped
- e) Pointed, straight, hooked

[[5,8,1,6,2]]

+++++

### **13 задание**

Соотнесите звуки (1) – 6) и названия предметов и укажите номер ответа под соответствующей буквой (a) – e).

- |             |            |
|-------------|------------|
| a) keys     | 1) drizzle |
| b) stairs   | 2) sizzle  |
| c) sausages | 3) whir    |
| d) water    | 4) click   |
| e) rain     | 5) splash  |
|             | 6) creak   |

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

+++++

Соотнесите звуки (1) – 6) и названия предметов/явлений/животных и укажите номер ответа под соответствующей буквой (a) – e).

- |          |          |
|----------|----------|
| a) water | 1) clang |
| b) rain  | 2) spray |
| c) bells | 3) pour  |
| d) dogs  | 4) whip  |

- e) babies                    5) growl  
                                      6) weep

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

+++++

Соотнесите звуки (1) – 6) и названия предметов/явлений/животных и укажите номер ответа под соответствующей буквой (a) – e).

- |                     |            |
|---------------------|------------|
| a) pigs             | 1) neigh   |
| b) horses           | 2) whip    |
| c) trains           | 3) whistle |
| d) ducks            | 4) grunt   |
| e) tablets in water | 5) quack   |
|                     | 6) fizz    |

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

+++++

Соотнесите звуки (1) – 6) и названия предметов/явлений и укажите номер ответа под соответствующей буквой (a) – e).

- |             |            |
|-------------|------------|
| a) water    | 1) whir    |
| b) stairs   | 2) sizzle  |
| c) rain     | 3) creak   |
| d) keys     | 4) click   |
| e) sausages | 5) splash  |
|             | 6) drizzle |

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

+++++

Соотнесите звуки (1) – 6) и названия предметов/явлений/живых существ и укажите номер ответа под соответствующей буквой (a) – e).

- |           |          |
|-----------|----------|
| a) water  | 1) spray |
| b) rain   | 2) growl |
| c) bells  | 3) pour  |
| d) dogs   | 4) weep  |
| e) babies | 5) clang |
|           | 6) whip  |

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

+++++

Соотнесите звуки (1) – 6) и названия предметов/явлений/животных и укажите номер ответа под соответствующей буквой (a) – e).

- |                     |            |
|---------------------|------------|
| a) tablets in water | 1) neigh   |
| b) horses           | 2) whip    |
| c) trains           | 3) whistle |
| d) pigs             | 4) grunt   |
| e) ducks            | 5) quack   |

б) fizz

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

+++++

Соотнесите звуки (1) – б)и названия предметов/явлений/живых существ и укажите номер ответа под соответствующей буквой (а) – е).

- |           |            |
|-----------|------------|
| a) babies | 1) creak   |
| b) stairs | 2) ring    |
| c) rain   | 3) drizzle |
| d) dogs   | 4) weep    |
| e) phone  | 5) growl   |
|           | 6) fizz    |

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

+++++

**14 задание**

Прочитайте текст и определите, являются ли верными высказывания (а) – е), приведенные ниже. Если высказывание верно, укажите в талоне ответов под соответствующей буквой (а) – е) цифру 1, если неверно – цифру 2.

Just at this moment, a step by the side of the bridge caught Ichabod's sensitive ear. In the dark shadow of the grove, beside the brook, he beheld something huge, misshapen, black, and towering. It stirred not, but seemed gathered up into the gloom, like some gigantic monster ready to spring upon the traveler. The hair of the terrified teacher stood on end. What was to be done? It was now too late to turn and fly; what chance was there of escaping ghost or goblin, if such it was, which could ride, upon the wings of the wind? Summoning up, therefore, a show of courage, Ichabod demanded in stammering accents, "Who are you?" He received no reply. He repeated his demand in a still more terrified voice. Still there was no answer. Once more, he beat the sides of unmovable Gunpowder and, shutting his eyes, began to sing a hymn.

Just then the shadowy thing began to move and with a scramble and a bound stood at once in the middle of the road. Though the night was dark and dismal, Ichabod could now partly make out the form of the thing. It appeared to be a horseman of large dimensions, mounted on a black horse of powerful frame. It made no attempt either to harm Ichabod or to be friendly, but kept to one side of the road, jogging along on the blind side of old Gunpowder, who had now gotten over his fright.

Ichabod now quickened his speed in hopes of leaving him behind. The stranger, however, quickened his horse to an equal pace. Ichabod pulled up and fell into a walk, thinking to lag behind; the other did the same. The teacher's heart sank. He tried to resume his hymn tune, but his dry tongue stuck to the roof of his mouth, and he could not utter a line. There was something in the moody and dogged silence of his companion that was both mysterious and appalling; and Ichabod soon discovered why.

- The figure Ichabod noticed on the side of the road was much taller than he was.
- Ichabod was quite certain that the figure was a ghost and there was no escaping it.
- Gunpowder was the name of another traveller on the road who was equally frightened by the mysterious figure.



- d) Gradually Ichabod's horse calmed down.
- e) Ichabod couldn't go on singing a hymn because he was thirsty.

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

+++++

Прочитайте текст и определите, являются ли верными высказывания, приведенные ниже. Если высказывание верно, укажите в талоне ответов под соответствующей буквой (a) – e) цифру 1, если неверно – цифру 2.

Imagine a day set aside for families to come together from near and far to feast and feel thankful for all that they have, and you've got Thanksgiving Day in the United States. Some families take part in religious ceremonies in the morning, but for most families the highlight of the day is Thanksgiving dinner. Traditionally this feast features roast turkey with stuffing, mashed potatoes and gravy, sweet potatoes, squash, cranberry sauce and pumpkin pie with whipped cream. Major college and professional football games are televised that day, and this unites many men around the television while women are busy in the kitchen.

This custom began with the Pilgrims in 1621. The Pilgrims were an English religious minority which did not worship the Church of England and therefore suffered persecution. They decided to leave the country in search of religious freedom. King James I gave them a charter to settle in Virginia, where a British colony had been founded in 1607. On September 16, 1620, a small ship called the Mayflower, carrying 102 passengers, left Plymouth harbor in England and sailed west. On November 11, 1620, the Mayflower reached North America. But storms had blown the ship off course and the Pilgrims were far north of Virginia. It took them another month to find a suitable place to settle and, finally, on December 26, 1620, the Pilgrims found a harbor which became the site of the town they named Plymouth, in the present State of Massachusetts. The colonists endured a very hard winter of sickness and starvation by the end of which half were dead. But with the help of the native Indians, who taught them how to fish, hunt, and plant corn, their chances for surviving the winter of 1621 looked much brighter. After a successful harvest, Governor William Bradley decided to hold a special Thanksgiving feast, and invited the Indian chief Massasoit and ninety Indians to attend. The Indians brought deer meat to be roasted along with the wild turkeys and other wild game for the feast. They even brought popcorn to share! The original Thanksgiving lasted three whole days and can you believe that all that food was prepared by three women!

The colonists continued to celebrate the autumn harvest with a feast of thanks. George Washington suggested that November 26th be set aside each year for the observance. In 1864, at the end of the tragic Civil War, Abraham Lincoln established the last Thursday in November as a day for all Americans to give thanks.

Stores, schools, and homes are decorated with various Thanksgiving symbols, including pictures of pilgrims, Indians, turkeys, and harvest still lifes. The horn of plenty or cornucopia, wreaths of dried flowers, and dried, multi-colored "Indian corn" are often used as door and table decorations. The day after Thanksgiving is considered the beginning of the month-long Christmas shopping season, as demonstrated by Santa Claus's traditional arrival at the end of the annual Thanksgiving Day Parade held in New York City and sponsored by Macy's department store.

- a) Going to church, having dinner with the family and watching sports on TV are equally important on Thanksgiving Day.

- b) The Pilgrims were not very numerous and they left England for fear of cruel and unfair treatment.
- c) The reason for the death of many Pilgrims was lack of food and diseases.
- d) The whole community took part in preparing the first feast on Thanksgiving Day.
- e) There are a lot of symbols of Thanksgiving, but they are all somehow connected with autumn.

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

+++++

Прочитайте текст и определите, являются ли верными высказывания, приведенные ниже. Если высказывание верно, укажите в талоне ответов под соответствующей буквой (a) – e) цифру 1, если неверно – цифру 2.

American author and satirist Mark Twain summed up the nature of the holiday thus: "The first of April is the day we remember what we are the other 364 days of the year." It is a day for harmless tricks and good laughs. The origin of April Fool's Day or All Fools' Day goes back to the dilemma faced by many Europeans in 1562 when Pope Gregory introduced a new calendar, one which shifted the start of the new year from its traditionally warm nesting place of April 1 to the cold and dreary date of January 1. This change was so dramatic, and, considering the supreme power of the church, so universal in its sweep, that very soon those who hadn't heard of or didn't believe in the calendar change, and continued to celebrate the new year on April 1st, were christened "April Fools," and became the targets of ridicule and the brunt of some pretty serious jokes.

Today in the United States both children and adults play small tricks on each other. Among some common tricks are trying to convince someone that their pants or skirt has a rip down the center back seam, pointing down to a friend's shoe and saying "Your shoelace is untied." (By the way, this practical joke is fast fading into oblivion along with widespread use of velcro in footwear.) Putting salt in the sugar bowl is another common prank, so beware. If the trickster is still around he or she may take credit for his deed by shouting "April Fool!" but probably not before you've spoiled your cup of morning coffee or tea. If you are the innocent victim of such mischief, your first reaction may be to "wring the scoundrel's neck." However, in the interests of allowing a cultural tradition to survive at least one more year, please consider the date and "take it with a grain of salt."

- a) Mark Twain's attitude to the holiday was quite critical.
- b) Lots of people didn't approve of the new calendar and, particularly, the new date of the beginning of the year.
- c) Nowadays the holiday is equally popular with adults and children.
- d) There are some traditions which are gradually disappearing because of changes in everyday life.

- e) Not all April Fool's traditions should be accepted with understanding and a sense of humour.

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

++++  
Прочитайте текст и заполните пропуски (a) – e) предложениями (1-5). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Britain joined the European Community in 1973 under a Conservative government. Britain was the sixth country to join (a number of other countries have done so since) and membership was to be 'of unlimited duration'. a) \_\_\_\_ In 1975 Parliament's decision that Britain should become a member was confirmed by a referendum of the whole electorate (the first in British history): over eight million wanted to get out, but over seventeen million wanted to stay in. b) \_\_\_\_ Britain's membership has not always been easy. c) \_\_\_\_ Even now for many people the way the European Union operates remains a mystery. On the other hand, Britain's poorer regions have benefited, receiving 24 per cent of the Union's regional and social funds in 1985, for example. Overall, however, Britain is a major net contributor to the Union's funds. d) \_\_\_\_ . Over the past 200 years the idea of a tunnel under the sea between Britain and France has been put forward a number of times. e) \_\_\_\_ . In 1987 a new Anglo-French group called Eurotunnel was chosen to construct a system which would link the road and rail networks of Britain and France and improve communications and commercial links inside the European Union.

- 1) Nearly half of Britain's trade is with the rest of the European Union.
- 2) On several occasions, construction has actually been started.
- 3) Therefore Britain continued to be a member, although not all the members of the Labour government which called the referendum were sure that this was the right decision.
- 4) There have been arguments over financial and agricultural policies.
- 5) This was in accord with the terms of the original Treaty of Rome, which started the Community in 1958.

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

++++  
Прочитайте текст и заполните пропуски (a) – e) предложениями (1-5). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Education is compulsory from the age of five to sixteen, and there is usually a move from primary to secondary school at about the age of eleven, but schools are organised in a number of different ways. a) \_\_\_\_ . Head teachers have considerable powers in planning and administration. The National Curriculum introduced in 1988 sets levels of attainment for all pupils at the end of Key Stages 1 - 3 at ages 7, 11 and 14. Until the 1960s most children took an examination at the end of primary school (the Eleven Plus). b) \_\_\_\_ . A few areas still select at the age of eleven. c) \_\_\_\_ . They admit children of all abilities from their local area. Most parents choose to send their children to free state schools financed from public funds but an increasing number of secondary pupils attend fee-paying

independent schools outside the state system. d) \_\_\_\_ .Many independent boarding schools are confusingly called public schools in England and Wales. Schools in Britain have three terms a year, each with a short half-term break in the middle. e) \_\_\_\_ .

- 1) Many of these are boarding schools, which provide accommodation for pupils during term time.
- 2) Those who passed went to grammar schools while those who did not went to secondary modern schools.
- 3) Longer holidays are at Christmas and Easter and in the summer.
- 4) However, about 90 per cent of secondary schools in Britain are now comprehensive.
- 5) The Department for Education and Skills maintains overall control although local education authorities.

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

+++++

Прочитайте текст и заполните пропуски (a) – e) предложениями (1-5). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

London has been an important centre for finance for many years. a) \_\_\_\_ .It is the site of the original walled city, and still has its own Lord Mayor and local government. Until very recently it was the home of the 'City gents' with black bowlers and tightly rolled umbrellas. b) \_\_\_\_ .

In contrast to the entertainment district in the West End of London, the City is almost deserted at night. c) \_\_\_\_ .Although the City is central to international finance, to many observers it seems increasingly independent of the British domestic economy. When London was an imperial capital, the City was its financial heart, but in the age of telecommunications, the City could be situated anywhere.

d) \_\_\_\_ . Britain's central reserve bank is also in the City. It controls other British banks, issues banknotes (although the Scottish banks still issue their own notes), and acts as the government's banker.

London has had a Stock Exchange for dealing in stocks and shares for over 200 years. e) \_\_\_\_ .In October 1986 it became possible for stockbrokers to deal in shares through telephones and computers instead of face-to-face on the floor of the Exchange. These dramatic changes in City practices became known as 'Big Bang':

- 1) Since 1973 it has been the single International Stock Exchange for the United Kingdom and the Republic of Ireland.
- 2) The bowler is rarely seen today.
- 3) The financial district, known simply as 'the City', occupies one square mile of central London.
- 4) Although hundreds of thousands of people work in its offices by day, only about eight thousand actually live within the square mile.
- 5) The City has the greatest concentration of banks in the world and is responsible for about a quarter of international bank lending.

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

++++  
Прочитайте текст и заполните пропуски (a) – e) предложениями (1-5). Укажите номера  
выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Tourism is already Britain's fifth most important industry and is also the fifth largest tourist industry in the world. a) \_\_\_\_ . Spending by tourists in Britain in 1985 amounted to £12,000 million, almost half of it by 14.5 million visitors from overseas, and has been increasing since. b) \_\_\_\_ . Colourful royal ceremonies attract millions of visitors each year as do Britain's 450 stately and ancestral homes. London has an international reputation for its historic sites, museums and famous institutions. c) \_\_\_\_ . Historic cities such as Oxford, Cambridge and Bath are also visited by large numbers of tourists. d) \_\_\_\_ . International cultural events such as the Edinburgh Festival attract many visitors. Some of the most popular attractions to have opened in the 1980s are outside London and include the Jorvik Viking Centre in York, the Tudor ship, the *Mary Rose* Exhibition in Portsmouth and the National Museum of Photography in Bradford, as well as the Burrell Collection in Glasgow and the Albert Dock development in Liverpool. e) \_\_\_\_ .

- 1) People who travel to Scotland, the Lake District and other areas of upland Britain find beautiful scenery which can vary dramatically over short distances.
- 2) It is growing rapidly: the number of people employed in the industry increased by more than 50,000 a year during the late 1980s.
- 3) Of these Madame Tussaud's is the most popular, attracting more than two million visitors each year.
- 4) These are in addition to older popular tourist destinations such as Shakespeare's birthplace and the theatre in Stratford-upon-Avon.
- 5) Britain has a rich and varied cultural heritage.

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

++++

### 15 задание

Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз. Для Вашего удобства указаны абзацы, в которых употреблены приведенные слова.

So where in the UK are you from?

The UK has so many regional accents and dialects that it is often very difficult for visitors to *identify* them. Even British people themselves have problems! They usually know from a person's accent if he or she is from the south, the midlands, the north or London. But you need to know an area quite well to be more *accurate*. In fact, language-experts can sometimes guess the area a person was born and brought up in to within five kilometres! The English language is very rich in its variations, and most people are naturally proud of their local identity.

Many people who live outside the UK think that there are basically two accents in English: *posh* and working class! However, it is much more complicated than that. Even if you

watch a night's TV in the UK, you can hear many of our regional accents in the popular soap operas!

Changes in language happen because people communicate with each other. If a community doesn't have much contact with another community, then those changes don't *occur*. This is how different dialects and accents develop. For example, the accents and dialects of north and south Wales are different because of the mountains that divide them.

We must also not forget that, as well as English, there are other completely different languages that still exist in the UK. People are fighting to keep these alive. The Welsh language is still very strong. It is spoken throughout Wales and is taught in schools. There are TV programmes completely in Welsh and the road signs are in both languages. Gaelic is still alive and well in Scotland, and there is even a *campaign* to protect Comish, a language that people in the West of England spoke until about 150 years ago.

a) <i>identify</i> (para. 1)	1) take part
b) <i>accurate</i> (para. 1)	2) upper-class
c) <i>posh</i> (para. 2)	3) bring about
d) <i>occur</i> (para. 3)	4) happen
e) <i>campaign</i> (para. 4)	5) course of action
	6) distinguish
	7) exact

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

+++++

Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз.

#### Across Antarctica

For many people, an 'adventure' is something quite simple, like going to another country for an annual holiday and experiencing a different culture and unfamiliar *scenery* and climate. However, for others, an 'adventure' has an altogether different meaning. For three young men in 2009, it meant a journey of 430 miles across some of the most *hostile* country on our planet, Antarctica, in a race to the South Pole. They were competing with a team from Norway to do the journey in the fastest time. However, unlike the Norwegians, who were professional skiers and familiar with the conditions, the British team were *amateurs*. For them it was a real adventure, and one that they only just survived!

Every day they had to cover over 25 miles in freezing conditions. They only allowed themselves four hours sleep a night and before they could rest they had to spend four hours melting ice to *provide* enough water for them all to drink. They finished the race completely exhausted, with no food left and with their hands and feet suffering from the icy temperatures. All three had lost a

lot of weight and were in severe pain. Even worse, they did not beat the Norwegians! So, what is the attraction of adventures like these? Is it the fascination of going to places that very few other people have been to? Is it maybe the desire to push your body and spirit to its limits? It is certainly very exciting to read about *exploits* like these, but perhaps a little bit too exciting to motivate the majority of us to take part ourselves!

a) <i>scenery</i>	1) nonprofessional
b) <i>hostile</i>	2) use
c) <i>amateur</i>	3) feat
d) <i>provide</i>	4) obtain
e) <i>exploit</i>	5) landscape
	6) unfriendly
	7) decorations

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

+++++

Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз. Для Вашего удобства указаны абзацы, в которых употреблены приведенные слова.

### The future of city centres

For many of us, *getting around* a city has become a great deal easier over the last few years. There had been a need for many years to try to ease the traffic jams that have contributed to both drivers' frustration and air pollution. Changing travelling habits for thousands of people is not an easy thing to do, but in many places it has been successful and today, in many big cities, too much traffic in the centre has almost become a thing of the past. There are several reasons for this.

One is the increased use of *charges* for drivers using the roads in city centres. This is certainly not always a popular idea among motorists who need to travel into the centres by car every day, but it has reduced the traffic going through the centres *significantly* and this can only be a good thing for pedestrians and air quality in those areas. Taxi and bus drivers are also very happy with the *move*, as it gives them much more freedom to travel through previously busy streets.

Another way of decreasing traffic in the centre of cities has been the introduction of pedestrianised zones where traffic, *apart from* essential vehicles, is completely banned. We are used to seeing some pedestrianised streets, but now whole areas are becoming no-car zones and this has allowed the culture of street cafés and outdoor sellers to flourish.

a) <i>get around</i> (para. 1)	1) except
b) <i>charge</i> (para. 2)	2) take part

c) <i>significantly</i> (para. 2)	3) Payment
d) <i>move</i> (para. 2)	4) Decision
e) <i>apart from</i> (para. 3)	5) travel
	6) importantly
	7) considerably

[[5,3,7,4,1]]

+++++

Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз.

Liza Brooks, 24, is still studying for her engineering doctorate in advanced snowboard design, but she is already technical director of the UK's biggest snowboarding company. I'm a keen snowboarder so it seemed like a good idea to specialize in building great snowboards.

I *set up* 'True Snowboards' in 2006 with two other colleagues, so now I'm an engineer and an entrepreneur. We now sell snowboards throughout Europe and, next season, we'll be launching in North America.

'True Snowboards' now *sponsors* some of the best UK snowboarders, including 17-year-old Samantha Rogers, who took the silver medal at this year's British Big Air Championships, a key snowboarding *event*. Riders at the event who used our boards achieved a 74 per cent medal rate, which says something about how good they are and, by the way, we are too.

Our speciality is designing boards that can cope with dry slopes. These surfaces are very abrasive, so they can cause a lot of friction and literally melt conventional boards. I used my engineering skills to *come up with* a *workable* solution to dissipate the heat so that the boards don't melt and so that they last longer.

a) <i>set up</i>	1) support
b) <i>sponsor</i>	2) offer
c) <i>event</i>	3) effective
d) <i>come up with</i>	4) establish
e) <i>workable</i>	5) appear
	6) competition
	7) suggest

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

+++++



Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз.

Maggie Aderin, 39, is a scientist for Astrium Ltd, the UK's largest space systems and services company. With a *background* in mechanical engineering, she oversees projects for the European Space Agency as well as NASA.

My job is great fun. I head a team that makes optical instruments for space satellites. We are *currently* working on an amazing instrument for the Aeolus Satellite which is going to measure wind speed through the Earth's atmosphere. It has to be tough and very *accurate*, so we need to design and build it with great care. It will need to *withstand* temperatures that range from between minus 50 and plus 50 degrees centigrade, and will help us to understand more about global warming.

I knew I wanted to work in space technology when I made my first telescope at the age of 15. When I left school I studied physics at Imperial College London and then did a PhD in mechanical engineering. I have been engineering instruments ever since. Now I use my engineering skills to solve problems and I am aware of how my job can help *preserve* the planet in the future.

a) <i>background</i>	1) continuously
b) <i>currently</i>	2) resist
c) <i>accurate</i>	3) correct
d) <i>withstand</i>	4) now
e) <i>preserve</i>	5) tidy
	6) education and previous work
	7) save

[[6,4,3,2,7]]

++++  
 Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз.

Andrew Tyler chooses children to appear in stage musicals.

‘I’m not only looking for children who can sing, dance and act, they also have to have *lively* personalities and a lot of confidence - it's *essential* that they *grab* the audience's attention and if they can't do that, I don't choose them. When I'm working on a show, I start by *contacting* agents and telling them what I need, and then I hold auditions for as many children as I can.

When the children have been chosen, I *draw up* the contracts for them and the schedule for performances - there are usually three teams of children for each show and they perform according to a rota system. No child is in a show for more than six months. Being in a show is tiring for the children because they have to combine it with going to school, but they have a great time and they learn an enormous amount about discipline, teamwork and concentration, as well as special skills such as choreography and singing'.

a) <i>lively</i>	1) get
b) <i>essential</i>	2) phone
c) <i>grab</i>	3) vital
d) <i>contact</i>	4) get in touch
e) <i>draw up</i>	5) energetic
	6) living
	7) prepare

[[5,3,1,4,7]]

+++++

Прочитайте текст и, опираясь на контекст, выберите наиболее точные синонимы к выделенным курсивом словам из текста. Укажите номера выбранных вариантов под соответствующей буквой (a) – e) в талоне ответов. Варианты могут быть употреблены один раз.

Anita Ben field's son Tom is currently appearing in a popular musical in London. Tom started going to a local drama school when he was five. Last year, the head of the school suggested that he was good enough to audition for this musical. I took him to a series of four auditions and he got the part. We'd had no experience of the audition process and although he got the part, I thought it was horrible. The vast majority of the children get *rejected*. At the end of each audition, dozens of children burst into tears when they were told that they hadn't been successful - they were absolutely *devastated*.  
 When Tom got chosen, we were given the schedule for the ten weeks of rehearsals - I hadn't realized how much time would be taken up. It's all rather *exhausting* - for the parents as much as the children. When the performances start, you get a timetable of the performances the child will be *appearing* in. But he also has to be available *at a moment's notice* to replace a child who is ill, and this makes it hard to plan anything. Because of that, we can't book a holiday and recently we weren't able to attend a family wedding.

a) <i>reject</i>	1) very sad
b) <i>devastated</i>	2) take part
c) <i>exhausting</i>	3) without noticing
d) <i>appear</i>	4) turn down
e) <i>at a moment's notice</i>	5) ruined
	6) without warning

	7) extremely tiring
--	---------------------

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

+++++

**16 задание**

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

Halloween is a *yearly* celebration observed in a number of countries on 31 October, the eve of the Western *Christian* feast of All Hallows' Day. It initiates the time in the liturgical year dedicated to *remembering* the dead, including saints, martyrs, and all the faithful departed believers.

According to many scholars, All Hallows' Eve is a Christianized feast *initially* influenced by Celtic *harvest* festivals, with possible pagan roots.

a) <i>yearly</i>	1) <i>a verb</i>
b) <i>Christian</i>	2) <i>a noun</i>
c) <i>remembering</i>	3) <i>an adjective</i>
d) <i>initially</i>	4) <i>an adverb</i>
e) <i>harvest</i>	5) <i>a pronoun</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a gerund</i>

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

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е). Для Вашего удобства указаны абзацы, в которых употреблены приведенные слова.

On his way home *after* a night's *partying*, Jack encounters the Devil and tricks him into climbing a tree. A quick-thinking Jack etches the sign of the cross into the bark, thus *trapping* the Devil. Jack strikes a bargain that Satan can never claim his soul.

After a life of sin, Jack is refused entry to heaven when he dies. Keeping *his* promise, the Devil refuses to let Jack into hell and throws a live coal straight from the fires of hell at him. It was a cold night, so Jack places the coal in a hollowed out turnip to stop it from going out, *since* which time Jack and his lantern have been roaming looking for a place to rest.

a) <i>after</i> (para. 1)	1) <i>a gerund</i>
b) <i>partying</i> (para.1)	2) <i>a noun</i>
c) <i>trapping</i> (para. 1)	3) <i>an adjective</i>
d) <i>his</i> (para. 2)	4) <i>an adverb</i>
e) <i>since</i> (para. 2)	5) <i>a pronoun</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

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

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

*Trick-or-treating* is a customary celebration for children on Halloween. Children go in costume from house to house, asking for *treats* such as candy or sometimes money, with the question, "Trick or treat?" The word "trick" refers to "threat" to perform mischief on the homeowners or their property if no treat is given.

In England, from the medieval period, *up* until the 1930s, people practised the Christian custom of souling on Halloween, which involved groups of soulers, both Protestant and Catholic, *going* from parish to parish, begging the rich for cakes, in exchange for praying for the souls of the givers and their friends.

In Scotland and Ireland, children disguised in costume go from door to door for food or coins, it is a traditional Halloween custom, and is recorded in Scotland at Halloween in 1895 where masqueraders in disguise carrying lanterns made out of turnips, *visit* homes to be rewarded with cakes, fruit and money.

a) <i>trick-or-treating</i>	1) <i>a gerund</i>
b) <i>treats</i>	2) <i>a noun</i>
c) <i>up</i>	3) <i>an adjective</i>
d) <i>going</i>	4) <i>an adverb</i>
e) <i>visit</i>	5) <i>a verb</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

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

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Guy Fawkes Night, also *known* as Bonfire Night and Firework Night, is an annual commemoration observed on 5 November, *primarily* in Great Britain. Its history begins with the

events of 5 November 1605, when Guy Fawkes, a member of the Gunpowder Plot, was arrested while guarding explosives the plotters had placed *beneath* the House of Lords.

Celebrating the fact that King James I had survived the attempt on his life, people *lit* bonfires around London, and months later the introduction of the Observance of 5th November Act enforced an annual public day of *thanksgiving* for the plot's failure.

a) <i>known</i>	1) <i>a noun</i>
b) <i>primarily</i>	2) <i>a gerund</i>
c) <i>beneath</i>	3) <i>an adjective</i>
d) <i>lit</i>	4) <i>an adverb</i>
e) <i>thanksgiving</i>	5) <i>a verb</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

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

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е). Для Вашего удобства указаны номера строк, в которых употреблены приведенные слова.

In the *early* 19th century, writers imagined Tudor Christmas as a time of heartfelt celebration. In 1843, Charles Dickens wrote the novel A Christmas Carol that helped *revive* the "spirit" of Christmas and seasonal merriment. Its instant popularity played a major role in *portraying* Christmas as a holiday *emphasizing* family, goodwill, and compassion. Dickens wanted to construct Christmas as a family festival of *generosity* and love.

a) <i>early</i> (line 1)	1) <i>a noun</i>
b) <i>revive</i> (line 2)	2) <i>a gerund</i>
c) <i>portraying</i> (line 3)	3) <i>an adjective</i>
d) <i>emphasizing</i> (line 4)	4) <i>an adverb</i>
e) <i>generosity</i> (line 5)	5) <i>a verb</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

[[3,5,2,8,1]]

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей

буквой (а) – е). Для Вашего удобства указаны номера строк, в которых употреблены приведенные слова.

*Although* the tradition of decorating the home with *evergreens* was long established, the custom of *decorating* an entire small tree was unknown in Britain until some two centuries ago. At the time of the personal union with Hanover, George III's German-born wife introduced a Christmas tree *at* a party she gave for children in 1800. The custom did not at first *spread* much beyond the royal family.

<i>a) although</i> (line 1)	1) <i>a noun</i>
<i>b) evergreen</i> (line 1)	2) <i>a gerund</i>
<i>c) decorating</i> (line 2)	3) <i>an adjective</i>
<i>d) at</i> (line 4)	4) <i>an adverb</i>
<i>e) spread</i> (line 4)	5) <i>a verb</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

[[6,1,2,7,5]]

+++++

Прочитайте текст и укажите, какой частью речи являются *выделенные курсивом* слова в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е). Для Вашего удобства указаны номера строк, в которых употреблены приведенные слова.

The Tower of London is a historic castle *located* on the north bank *of* the River Thames in *central* London. It was founded as part of the Norman Conquest of England. The White Tower, which gives the entire castle *its* name, was built by William the Conqueror in 1078, and was a resented symbol of oppression. The castle was used as a prison, *although* that was not its primary purpose.

<i>a) located</i> (line 1)	1) <i>a pronoun</i>
<i>b) of</i> (line 1)	2) <i>a gerund</i>
<i>c) central</i> (line 2)	3) <i>an adjective</i>
<i>d) its</i> (line 3)	4) <i>an adverb</i>
<i>e) although</i> (line 4)	5) <i>a verb</i>
	6) <i>a conjunction</i>
	7) <i>a preposition</i>
	8) <i>a participle</i>

[[8,7,3,1,6]]

+++++

**17 задание**

Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (a) – e).

**Icons of Fashion**

1

She had popularized, some people would say invented, the mini skirt, which was arguably the most iconic fashion statement of the sixties, and she had done more than anyone to make clothes youthful, sexy, and natural.

2

Mary Quant left Goldsmith College, London, in the early fifties with very clear ideas of what she wanted to achieve in the world of fashion. She was fed up with the idea that high fashion should be for the rich and the middle-aged, and thought that it should be fun and liberating. She started making clothes designed around simple shapes and patterns, and bright colours.

3

There are times in the history of any great city when it feels that it's at the centre of all that's fashionable. Though it was depressing and old-fashioned in the fifties, London led the world of fashion during the 'swinging' years of the sixties and during the punk revolution at the end of the seventies. Showing the way were its fashion designers, notably Mary Quant.

4

It was an immediate success, thanks to her innovative designs, comparatively low prices, and eccentric window displays, which made the clothes look even more stylish.

By the mid-sixties, Mary Quant was a household name, and a fashion leader of sorts.

5

Mary had been lucky enough to meet and marry a wealthy businessman called Alexander Plunket Green while she was still at college, and it was his investment that allowed her to open a shop soon after finishing her studies. Mary opened a boutique in the King's Road, Chelsea, in the centre of London. The year was 1955.

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

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Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (a) – e).

**Icons of Fashion**

1

In more recent years, Vivienne has introduced many other elements into her fashion design, such as ways of cutting material borrowed from eighteenth-century clothes makers, and patterns first used by indigenous South American peoples. She is always looking for the innovative and shocking, and her ready-to-wear clothes, while no longer strictly punk, are still different and edgy.

2

After years of selling to a small, alternative set of customers, Vivienne's designs were suddenly in demand overnight after the punk rock band The Sex Pistols wore her clothes at their first gig.

3

In 1971, Vivienne Westwood's partner, and the father of her son Joseph, opened a shop in the King's Road called Let it Rock. His name was Malcolm McLaren. Vivienne, who had briefly studied at the Harrow School of Art in London, then started to sell her designs in the shop. They weren't ordinary clothes, nor were they inexpensive. She combined traditional British materials such as tartan with more outrageous items like black leather, metal chains, large safety pins, razor blades, and dog collars.

4

Perhaps they loved the style, but it is more likely that their manager, Malcolm McLaren, influenced their choice of shop. Although probably motivated by McLaren's business interests, the clothes and band worked well together. The band's anarchic energy combined with Vivienne's sense of punk style to take the world by storm in the late seventies, rocking the foundations of the fashion world. The influence of those designs is still felt today.

5

There are times in the history of any great city when it feels that it's at the centre of all that's fashionable. Though it was depressing and old-fashioned in the fifties, London led the world of fashion during the 'swinging' years of the sixties and during the punk revolution at the end of the seventies. Showing the way were its fashion designers, notably Vivienne Westwood.

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

+++++

Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (а) – е).

1

That, however, is exactly what happened to an Italian policeman called Marco Contadino, a regular competitor, when he took part in the race in 1996. A sandstorm developed as he was running, which covered the marks of the course he was following with sand. Marco should have stopped and waited for the storm to calm down, but he kept on, desperate to stay in the seventh place in the race, only to find that when the wind dropped he could no longer see the course. He reached for his water bottle and found there were only a few drops left in the bottom of it.



2

Thrilling yet terrifying, the Marathon des Sables is arguably the world's toughest foot race. Competitors attempt a six-day 150-mile run across the Sahara desert in temperatures of over 100 degrees. Just imagine getting lost.

3

Five more days passed until, miraculously, a group of nomads found him and took him to a village. Marco discovered he was in Algeria, 130 miles away from the race course.

4

For three whole days Marco tried to find his way back to the course, with barely any water and no idea what direction he was heading in. He started to visualize the agonising death he would soon have to face. A friend had once told him that dying of thirst was the worst of all possible deaths. Fearing such a long and painful death, he decided to cut his wrists with a knife. But, short of water, his blood was thick and would not flow. In desperation, he headed out into the desert one more time, expecting to die.

5

We've all heard amazing stories in which people struggle heroically to survive in dangerous circumstances. We wonder what we would have done in similar impossible situations and find it hard to imagine how these people found the strength to stay alive. The truth, though, is that not all survivors are quite so heroic. As the following story shows, the will to survive isn't always so strong.

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

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Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (a) – e).

### **Natural navigation**

*Max Davidson explains how to find your way using only stars, sun, trees and wind.*

1

'Natural navigation' forces us to look at the world in new and unexpected ways. Just when we think we are getting the hang of it, Max sets us a particularly difficult task. A photograph of a house comes up on the screen. An orange sun is peeping over the horizon behind the house. There is a tree in the foreground. 'Just study the picture for a few minutes,' Max says, 'and tell me in which direction the photographer is pointing the camera.'

2

'Natural navigation' is exactly what the phrase suggests: route-finding that depends on interpreting natural signs - the sun, the stars, the direction of the wind, the trees - rather than using maps and compasses. There is a lot to be said for understanding the science of navigation and direction-finding. If people become too dependent on technology, they can lose connection with nature, which is a pity.'

3

You might not be in the desert, but walking along a forest track in Britain. One side of the track is darker in colour than the other. 'Ah-ha!' thinks the natural navigator. 'It is darker because it is damper, which means it is getting less sun, because it is shaded by the trees, which means that south is that way.' You can now stride confidently southwards - or in whichever direction you wish to head - without fiddling with a map.

4

Very tricky. Is the sun rising or setting? Is the tree growing straight up or leaning to the right? Is that a star twinkling over the chimney? Are we in the northern or southern hemisphere? 'South-east,' I say firmly, having analysed the data in minute detail. 'Not quite.' 'Am I close?' 'Not really. The answer is north-west.' Ah well. Only 180 degrees out.

5

The natural navigator's best friend, inevitably, is the sun. We all know that it rises in the east, sets in the west and, at its zenith, is due south. But if it is, say, three in the afternoon and you are lost in the desert, how do you get your bearings? The answer is to find a stick. By noting the different places where its shadow falls over a short period of time, you will quickly locate the east-west axis. 'The sun influences things even if you can't see it,' Max says.

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

+++++

Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (а) – е).

1

But children expert Suzie Hayman is reassuring. 'I think food figures high in everybody's memories,' she says. 'I just have to think of hot chocolate and I'm transported back to Paris. Adults tend to be less direct or simply try hard to come up to other people's expectations.

My nine-year-old daughter has a memory theory: the more uncomfortable the bed, the better the holiday. So sleeping on bathroom floors makes for a fantastic time and fluffy pillows and soft mattresses (more expensive) equal boring. Can you imagine it?

2

After I'd helped out on a school trip to Tate Modern art gallery, the teacher told me that three of her five-year-old pupils said that the escalators were their most memorable bit of the day. 'On a zoo trip, Luca liked the caterpillar best,' says my friend Barbara. 'Forget lions, giraffes and gorillas. What made the most impression (and what he still talks about five years later) is the time he found a caterpillar at the zoo.'

3

Food is very important in other children's memories. 'Did you like going on the plane?' a friend asked her three-year-old daughter after her first flight. 'I liked the crisps,' came the reply. Four years on, another friend's daughter still remembers Menorca for the tomato-flavoured crisps and Pembrokeshire for the dragon ice cream (ice cream in a dragon-shaped pot). Last summer, Janey and her husband took their three children on a three-week train trip around Europe. 'We wanted to open their minds to the joys of travel and experiencing different cultures,' she says. 'But the high point for them was the Mickey Mouse-shaped ice cream. That was in Rome. I wonder whether the Coliseum made any sort of impression.'

4

Take my friend Sarah. Back on the train after a day at both the Natural History and the Science museums with three children under 10, she asked; 'So what did you all learn?' 'That if I bang my head on something hard, it's going to hurt,' came the reply from her six-year-old daughter. Roaring dinosaurs and an expensive lunch had little impact, but the bump on a banister was to become a family legend.

5

Whether it's holidays, great days out or lazy days at home, you hope your children will keep happy memories of their childhoods. But often their treasured recollections are not the same as their parents' expectations.

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

+++++

Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (a) – e).

1

I began my research by excluding any tours that included hills, heavy luggage and - most important of all - terrifying traffic. I came across a specialist travel company which suggested the River Danube Cycle Way in northern Austria as the best route for beginners. It sounded perfect for cycle-tour newcomers.

2

It wasn't meant to be like this. The idea had been to introduce my loved ones gently to the joys of exploring a country on two wheels, but after just 11 hours it was doubtful they would ever get back on a bike again. Before this, my son, Ben, hadn't cycled much further than to his local school; my wife had given up pedal power after a nasty encounter with a van when she was a student. To win them over, I had to make sure our first family trip would be as stress-free, safe and pleasure-packed as possible.

3

The first day's ride was not only terrifying, but also too long for beginners: 26 mile, and not 19, as advised. As a result, we missed the last bike ferry across to our hotel for the night and were then redirected by our route map on to a busy road where we faced lots of dangers.

4

As for the problems of the rest of the trip, I mostly blame myself. I hadn't taken on board that a week's cycling does involve a lot of cycling. I remember reading the map and thinking that 165 miles in seven days did seem a bit ambitious, but not impossible. So for my poor wife, tired legs, sore hands and the discomfort of being on a saddle for so long turned a potentially relaxing holiday into more of a challenge.

5

Picture the scene: it is almost night, and my wife, my eight-year-old son and I are pushing our bicycles up a busy country road in Austria, when three huge motorbikes whip by like bats out of hell and leave us frozen with fear. The roaring horn of another giant lorry behind us sends us into the ditch. My wife and son burst into tears and I feel very angry. Welcome to the first day of the Morris family cycling holiday!

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

++++  
Прочитайте текст и расположите абзацы в правильном порядке в соответствии с содержанием текста. Внесите номера выбранных вариантов в талон ответов в выбранном Вами порядке под соответствующей буквой (a) – e).

1

The good points? Well, there are so many. People are gentle, on the whole. I mean the people I mix with - I deal with. No I don't find much to criticise. I mean, if I criticise, it's in a very nice way.

2

I first came here in 1947 to stay with friends in Yorkshire and I stayed there for six months, and as I always wanted to become a nurse, I applied to St Thomas's Hospital in London, where I was accepted. I did my nursing training, which I finished in 1952. You see?

3

Except, perhaps, certain aspects of food. You know, after living in Brussels for fourteen years, when one had such a choice of everything, it's sometimes difficult. But it's such a small thing, you know, mind over matter, and it really, it doesn't matter, it really doesn't matter. You know, it's lovely living here.

4

Well, the Brits are a strange race, but oh, no. There's something marvellous about Britain. Really, yes. Even now things are changing all the time. But I don't say that just because I'm a foreigner.

People are very kind on the whole. I mean this is Wales and this is different. North Wales is different from South Wales. But there is a quality of life. Definitely. I love Britain. Really, I love everything about it.

5

So. But people are very kind on the whole. Of course you see I am -I mean, we are retired. My husband took an early retirement and perhaps if we were younger ... I forgot, I forget what it was like perhaps. But people have always been very kind and tolerant, much more tolerant than the French, I think. That's why I get so irritated. For instance the other day I saw on television some, I think they were Pakistani people, parents, in the Midlands somewhere. They wanted, if I heard right, they wanted a teacher to teach their children in their own language. Well, this is Britain, surely. You must do, you know, and live ... In Rome, do as the Romans do, surely. You can't just have your own way all the time, can you?

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

+++++

### **18 задание**

Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) How about a cup of tea? That always makes you feel better.
- 2) All right. Shall I fetch your cup?
- 3) How are you feeling this morning?
- 4) Otherwise we'll have to call a doctor.
- 5) Not fantastic. You know, I hardly ever feel great at this time of day.
- 6) That would be nice.

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

+++++

Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) Oh, it's lovely. How fast does it go?
- 2) Yes! I've parked it outside. Come and have a look...
- 3) Yes. I'm really looking forward to the hot weather so I can try it on.
- 4) I don't know. I haven't driven it on the motorway yet.
- 5) I bet it's really fast. Pete's got one of these and he says he's done over 125 mph in it!
- 6) Have you bought a new car?

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

++++  
Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) That's excellent news!
- 2) No. My dad called - he insisted on telling me all about his holiday. Why?
- 3) Sorry I'm late. Have you seen the news yet?
- 4) The complaints about that really violent series, yes.
- 5) Well. The managing director called the whole company to a meeting after work and announced that he was going to resign this evening!
- 6) You now there's been a bit of trouble with the TV company I work for?

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

++++  
Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) Oh, is it so obvious?
- 2) Good that you told me. Next time I will be more polite and at least pretend I am interested.
- 3) The teacher won't like it.
- 4) Everybody knows that.
- 5) Thank god it's over! I can't stand Geography!
- 6) Of course it is! You never do anything, just mess around in the lessons.

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

++++  
Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) Why should I?
- 2) It's OK if you don't want to pay any attention, but no one else can concentrate if you're talking all the time.
- 3) Oh dear, I actually never thought about it. I feel really bad now.
- 4) What do you mean?
- 5) Why are you always so loud during the lessons?
- 6) You should probably apologize to the teacher, too.

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

++++

Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) That's a good idea! I will certainly come.
- 2) How long is the trip back?
- 3) Shall we meet up and have a coffee before the train leaves?
- 4) I'm so excited about our trip. I've just received Lina's email with the details.
- 5) I think we can get coffee on the train, but why don't you come to my place? We can go to the station together.
- 6) I haven't got anything from her, but I hope we're sitting together on the train.

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

++++  
Расположите реплики разговора в правильном порядке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: одна реплика – лишняя.

- 1) No, thanks. I've just had one.
- 2) We're not going anywhere this year.
- 3) Oh well, this time next week I'll be lying on the beach. Can you imagine?
- 4) I can't believe this weather. It's simply awful!
- 5) Hi! Nice to see you. Shall I get you a coffee?
- 6) Yes, and by the look of those clouds it's going to get even worse.

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

++++

### **19 задание**

Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press
- a) the Times
- b) the Sun
- c) the Sunday Express
- d) the Independent
- e) the Mirror

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

++++  
Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press  
a) The Guardian  
b) The Daily Star  
c) The Sunday Times  
d) The Sunday Telegraph  
e) The Sunday Express

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

+++++

Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press  
a) The Daily Star  
b) The Daily Telegraph  
c) The Daily Mail  
d) The Observer  
e) The Independent

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

+++++

Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press  
a) the Sunday Express  
b) the Sun  
c) the Mirror  
d) the Independent  
e) the Times

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

+++++

Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press  
a) The Sunday Express  
b) The Sunday Times  
c) The Daily Star  
d) The Guardian  
e) The Sunday Telegraph

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

+++++



Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) quality press                      2) popular press  
a) The Daily Mail  
b) The Daily Telegraph  
c) The Independent  
d) The Observer  
e) The Daily Star

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

+++++

Определите, к какой группе относятся следующие британские периодические издания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- 1) popular press                      2) quality press  
a) The Daily Telegraph  
b) The Guardian  
c) The Daily Star  
d) The Independent  
e) The Times

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

+++++

**20 задание**

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) He looked at me real strange    b) Do you have a problem?    c) windscreen    d) rubbish    e) elevator

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) He just went home    b) motorway    c) Monday through Friday    d) sweets    e) live on X street

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) French fries b) lorry c) I've never really gotten to know her d) flat e) underground

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) Flat b) lorry c) underground d) French fries e) I've never really gotten to know her.

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) Sweets b) motorway c) live on X street d) Monday through Friday e) He just went home.

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) rubbish b) windscreen c) Do you have a problem? d) He looked at me real strange e) lift

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

+++++

Определите принадлежность фраз и слов к британскому (1) или американскому (2) варианту английского языка.

- a) At the weekend b) Wednesday through Friday c) different than d) highway e) lift

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

+++++