

10 и 11 классы

Вариант № 1

Тест состоит из 20 заданий (1-20), в каждом задании 5 пунктов (а-е). Выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Соотнесите события, связанные с историей и культурой Великобритании и США, (а) – е) и их даты (1) – 6). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е). Внимание: один вариант – лишний.

а) Prince Albert married Victoria in ...	1) 1783
б) Britain recognized the USA in ...	2) 1900
в) <i>Pride and Prejudice</i> was written by Jane Austen in ...	3) 1918
г) Queen Victoria died in ...	4) 1901
е) The Great War lasted until ...	5) 1840
	6) 1813

2. Из предложенного списка британских реалий, обозначенных цифрами (1) – 10), выберите пять, соответствующих изображениям (а) – е). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е). Внимание: вариантов больше, чем необходимо.

1) a beach holiday 2) mince pies 3) a nativity play 4) fish and chips 5) a Christmas show 6) Christmas dinner 7) a Punch and Judy show 8) French fries 9) a New Year party 10) hot cross buns





3. Соотнесите названия праздников (а) – е) и стран, где их отмечают (1)–3). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е).

1) the UK 2) the USA 3) Australia, New Zealand 4) Ireland

a) Anzac Day b) August Bank Holiday c) Independence Day d) St. Patrick's Day
e) Veterans Day

4. Найдите соответствия между действиями (а)–е) и частями лица/тела (1) – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е). Внимание: пять вариантов – лишние.

a) bring the colour to your...	1) neck
b) arch	2) forehead
c) prick up	3) cheeks
d) stick out	4) brows

e) wrinkle	5) chin
	6) ears
	7) temples
	8) teeth
	9) mouth
	10) knees

5. Соотнесите грамматические и лексические конструкции (а) – е), употребленные в тексте, с их названиями (1) – 7). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е). Внимание: два варианта – лишние.

- 1) Passive
- 2) Phrasal verb
- 3) Degree of comparison
- 4) Third conditional
- 5) Past perfect
- 6) Preposition + gerund
- 7) Modal verb

Foreign investors **a) may** have to pay large fees **b) before buying** Australian residential real estate or businesses, the government has announced.

PM Tony Abbott said the government was proposing a range of civil penalties and fees linked to foreign investment.

He **c) ruled out** reviewing Australia's negative gearing rules, which some property analysts say also fuel property prices.

The proposals follow announcements **d) earlier** this year by the government that the rules for foreign investment in agricultural land must **e) be tightened**.

6. Помогите «редактору» правильно расставить знаки препинания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

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

a) When Irwin was ready to eat_ his cat jumped onto the table.

b) Alisa brought the injured bird home_ and fashioned a splint out of Popsicle sticks for its wing.

c) For camp the children needed clothes_ that were washable.

It is not surprising that our society is increasingly violent d)___ after all e)___ television desensitizes us to brutality at a very early age.

7. Завершите описание ситуации, выбрав подходящие по смыслу варианты. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е).

Sir George Everest, an English surveyor who a)___, probably never saw b)__. But his colleagues, who measured the peak and declared it c)___ in 1852, wanted to honour his work by naming it after him. d)___ mountain straddles e)___ of China.

a) 1) *measured India and Himalaya* 2) *surveyed the Indian and the Himalaya range* 3) *mapped India and part of the Himalaya range* 4) *sketched the Indian and Himalayan ranges*

b) 1) *a peak* 2) *a tall mountain* 3) *the hills* 4) *the big mountain*

c) 1) *world's highest* 2) *the world's tallest* 3) *the world tallest* 4) *the high peak*

d) 1) *A 8,850-metre-tall* 2) *The 8,850-metre-tall* 3) *The 8,850 metres tall* 4) *The 8,850 metres height*

e) 1) *a border between Nepal and Tibet* 2) *the boundary between Nepal* 3) *a border of the Nepal and the Tibet region* 4) *the border of Nepal and the Tibet region*

8. Опираясь на транскрипцию, выберите подходящие по смыслу слова из приведенных ниже (1) – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

a) Does this boat [seil], or has it got an engine? b) Rebecca was [peil] and sandy-haired. c) She likes shoes with high [hi:ls]. d) Go up the [stæz] and you will find the flat you are looking for. e) As a man [səuz], so shall he reap.

1) *pail* 2) *hills* 3) *sews* 4) *stairs* 5) *sale* 6) *stares* 7) *heels* 8) *pale* 9) *sail* 10) *sows*

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

Is there anything you need?	a) I need some <i>writing</i> (1) <i>paper</i> (2).
Where's his office located?	b) It's in <i>Newgate</i> (1) <i>Street</i> (2).
What are you cooking?	c) Your favourite <i>fish</i> (1) <i>pie</i> (2).
What are you waiting for?	d) The next <i>Manchester</i> (1) <i>train</i> (2).
What's her job?	e) She's a <i>history</i> (1) <i>teacher</i> (2).

10. Прочитайте слова (a) – e), обращая внимание на постановку ударения. Если ударение поставлено правильно, в талон ответов внесите цифру 1, если неправильно - цифру 2.

A	B	C	D	E
commen'tator	ad'mirable	'labyrinth	'consulate	pre'face

11. Определите, какие прилагательные должны быть употреблены в приведенных контекстах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) John won't stop playing on that new computer of his. He's becoming really 1) *passionate*/ 2) *obsessive* about it.

- b) Order now from our brand new catalogue. We also specialize in clothes for the 1) *larger* /2) *obese* women.
- c) The police are still looking for the 1) *famous*/2) *notorious* serial killer who is now thought to be living in Germany.
- d) I am enjoying my new teaching job apart from the fact that the pupils are rather 1) *friendly*/2) *familiar* with the staff.
- e) Don't be so 1) *innocent*/2) *naïve*. Can't you see she's trying to twist you round her little finger!

12. Восстановите логическую последовательность абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (a) – e). Внимание: один абзац – лишний.

- 1) *Representatives from Exotic Pets Unlimited advise that before you buy that cute-looking frog or that furry spider, it is important that you think carefully about your choice. You should consider how long it will live: unlike dogs and cats, some reptiles may outlive you, so adopting one is a very long commitment.*
- 2) *Moreover, regulations on owning exotic pets have tightened recently. This means that more animals will be released into the wild causing potential danger to domestic pets and people. To give Miami residents an alternative to simply turning their pets loose, the Miami Zoo sponsored "Exotic Pet Amnesty Day", where residents could surrender unwanted animals. Among the more bizarre pets that were handed in were a Rhino-iguana and a spotted African Serval cat.*
- 3) *According to exotic pet veterinarian, Thomas Goldman, "finding a veterinarian who has experience with exotic pets may be difficult in certain areas."*
- 4) *Many exotic animal species have been declared illegal as pets, often due to the danger they may pose to people or because of the animal's conservation status in the wild. You should find out about any pet laws, and whether or not you need a permit.*
- 5) *Most of us used to be happy with a normal pet. Not anymore. Now more and more people want something different. This is especially true for the younger generation. "Anyone can have a cat or a dog, but having a boa constrictor separates you from the rest," said teen snake owner Ray Patrick. Exotic pets are a real conversation piece and other people are generally interested in something unusual.*
- 6) *The availability of many species has led to an increase in the number of exotic pets. Tarantulas, iguanas, salamanders and snakes are becoming more popular as pets. Despite their popularity, many pet owners do not follow common-sense guidelines when dealing with these animals. Consequently, pet rescue centers are kept quite busy. Most animals that come into these centers require a lot of attention. Many suffer from burns, missing limbs, malnutrition or neglect.*

13. Завершите устойчивые словосочетания (a) – e), выбрав подходящие по смыслу варианты (1) – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) *the butcher, the baker* 2) *ready! aim!* 3) *foxes, wolves* 4) *friends, Romans* 5) *the thatcher, the hatter* 6) *flour, rice* 7) *sugar, spice* 8) *water! earth* 9) *lions, tigers* 10) *foreigners, visitors*

- a) ____ and ____ and bears
- b) ____, ____, the candlestick maker
- c) ____, ____, countrymen
- d) ____ and ____ everything nice
- e) ____! ____! fire!

14. Завершите высказывания, заполнив пропуски подходящими по смыслу фразовыми глаголами из списка (1) – 8). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: три варианта – лишние.

1) *Go/gone off* 2) *pull(ed) out of* 3) *lay/lays/laid out* 4) *let out* 5) *let on* 6) *shrug(ged) off* 7) *rule(d) out* 8) *cut off*

- a) Mary was ____ of the Classical side because her marks did not reach the required standards.
- b) So the lesson of the mayoral experiment seems to be that the best way to rejuvenate politics is to bypass politicians. Perhaps that's why the government seems to have ____ the idea.
- c) At least two foreign companies are said to have ____ development projects: the terms of offer got less attractive as the political temperature rose.
- d) As our special report this week ____, today's bust has several causes besides dodgy lending.
- e) The generals who back them are keener on power than they ____.

15. Прочитайте текст и выберите пять предложений, наиболее точно передающих основное содержание пяти абзацев, обозначенных буквами A, B, C, D, E. Укажите номера выбранных вариантов в порядке их следования в талоне ответов под соответствующей буквой (a) – e). Внимание: три варианта – лишние.

MUSIC OF THE SPHERES

The root of all knowledge

MUSIC, with its power to move and soothe, has long been recognised as a measure of civilisation. Indeed, for many previous cultures, such as the ancient Greeks, mathematics, astronomy and philosophy were all interconnected, seen as different aspects of the same knowledge. Every physical phenomenon, the Greeks believed, could be explained in terms of musical laws. Then this view of the world changed. Science and music **were hived off** into separate disciplines, the latter becoming part of the canon of "artistic" thought. Now, the process may **be about to turn full circle**. Scientists are re-discovering the fundamental importance of music to the human mind, building a bridge between disciplines.

(Para. A) The contemporary meeting place for music and science is in the area of brain mapping – and, in particular, the findings of modern neuro-psychiatrists about the physical basis of our musical perception. Though the scientific language is entirely new, many of the

questions being asked are as old as human thought itself. What is music? Why do we have it? Is music a language? If so, what does it communicate? Why does music move us? Many of the answers lie in the *inextricable* connections between the evolution and anatomy of our brains and our fundamental musical responses. Our musical language is, it seems, a product of our neurology.

Each side of the brain has its own sphere of influence

To consider music as a language, we must understand the functions of the brain hemispheres. Research has shown that the left half of the brain is dominant in right-handed people and devoted to sequential, logical thinking – verbal language. The right hemisphere views the world spatially and emotionally. Though it has virtually no verbal ability, it is highly musical. Most importantly, it *invests* our perceptions with meaning. (In left-handed individuals, the right hemisphere is dominant.)

(Para. B) Patients who have had the right hemisphere of their brain removed seem to inhabit a literal, cold, emotionless world – yet their ability to use words and think logically is unimpaired. A classic illustration is of a patient who had only the left brain. “How are you feeling this morning?” – and in the typical, *jerky* monotonous voice of such a half-brained individual, he answered, Dalek-like: “With ... my ... hands.”

(Para. C) It is broadly accepted that, for the right-handed, music is largely a right-hemisphere function. So, what remains for an individual who suffers gross left-brain damage? The case of Stephen Wale illustrates this. Until about three years ago, he was a multilingual international telephonist and amateur composer. Then he suffered a massive stroke in the left hemisphere of his brain, which left him wheelchair-bound and unable to use the right side of his body. Because the left hemisphere of the brain is so involved in speech and verbal language, Steve’s stroke left him **bereft of words**. His short-term memory is also severely impaired. Questions cannot be framed as choices – “Tea or coffee?” – because he cannot retain more than one item at a time in his mind. Stephen cannot speak, only nod or shake his head, yet he is able to use his left hand and play a keyboard fluently. Miraculously, he can pick up a pen and use it – not to write words (even his own name is impossible for him), but to write music as witty and energetic as ever.

(Para. D) For most cultures, music, science and healing were merely different aspect of the same art. Now, modern medicine is beginning to **embrace** a broader view of mind and body, and science is helping to rediscover the true potency of music. In Germany, Ralph Spintge has brought music and medicine together again. While most of us would accept that music might ease emotional pain, he is using it in a clinical setting with remarkable results. Dr Spintge heads a pain clinic and has now established a database on the effects of music with 90.000 patients. In between treatments, or when waiting, they can choose music which they think helps them; this is proving helpful and soothing to patients in an *intimidating* hospital environment. It also improves their quality and speed of recovery.

Music moves both body and mind

Musical pieces have also been specially composed to induce the optimum conditions, mentally and physically, for specific medical procedures. In painful operations, for example, 15 minutes of soothing music **lulls the patient into a sense of well-being** so that only 50 per cent of the recommended doses of sedatives and anaesthetics are needed. Indeed, some procedures are now undertaken without any anaesthetic at all, something previously unthinkable.

(Para. E) Dr Spintge believes the rhythmic components of the music are the most effective in his work. The pieces specially composed to create specific physiological change in his patients lock into the innate neurophysiological and biological rhythms that underlie the vital functions of the body. Spintge agrees that part of the value of the music is that it distracts the mind and allows the patient to “escape” into some favourite situation. However, the potency of music to change the physiological state goes beyond distraction.

- 1) *European researchers lead the field.*
- 2) *A European clinic has gone back to the holistic ideas of earlier civilisation.*
- 3) *Brain surgery can remove a patient's ability to express their emotions.*
- 4) *Today, both scientists and musicians carry out research into the workings of the brain.*
- 5) *Some medical conditions have 'inspired' their own musical accompaniment.*
- 6) *Sometimes musical ability remains, even when speech is lost.*
- 7) *There is been a marked influence of alternative medicine on how brain damage is treated today.*
- 8) *Massive strokes can leave patients impaired.*

16. Определите, являются ли следующие высказывания истинными (1), ложными (2) или в тексте нет запрашиваемой информации (3). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) *Music has a predominantly aesthetic value.*
- b) *The ultimate biological role of music and its connection to brain disorders remain poorly understood.*
- c) *There is a strong interdependence between speech and music.*
- d) *Most of the research on the biological role of music is carried out on the other side of the Atlantic.*
- e) *Any music can have a therapeutic effect on a patient.*

17. Выберите точное объяснение следующих фраз, использованных в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) It two things '**were hived off**', then they were 1) cut into pieces 2) sold 3) separated 4) distributed 5) isolated.
- b) If something is '**about to turn full circle**', then it 1) makes a U-turn 2) ends where it began 3) goes the rounds 4) slightly changes along the way.
- c) When a person is '**bereft of words**', then they 1) are speechless with anger 2) have nothing to say 3) feel very sad 4) have lost their speech.
- d) When somebody '**embraces**' something, then they 1) put their arms around 2) face 3) accept 4) understand 5) include it.
- e) If '**music lulls the patient into a sense of well-being**', then it makes them 1) sleep 2) feel exhilarated 3) go numb 4) feel safe 5) feel calm.

18. Подберите контекстуальные синонимы к следующим словам в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) **inextricable** 1) intimate 2) loose 3) inseparable 4) related 5) tense
- b) **invest** 1) reveal 2) spend a large amount of money 3) officially give power 4) make something seem to have a particular quality
- c) **jerky** 1) rough 2) dull 3) smooth 4) quick 5) nervous
- d) **potency** 1) weight 2) strength 3) affect 4) intensity 5) effect
- e) **intimidating** 1) shabby 2) oppressive 3) unsettled 4) traumatised 5) fearful

19. Подберите контекстуальные антонимы к следующим словам в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) **gross** 1) pleasant 2) massive 3) slight 4) partial 5) net
- b) **impaired** 1) damaged 2) strong 3) unbroken 4) whole
- c) **retain** 1) abolish 2) lose 3) loosen 4) replace 5) give up
- d) **true** 1) faulty 2) unreal 3) imaginary 4) false 5) wrong
- e) **soothing** 1) sedative 2) refreshing 3) invigorating 4) agitating

20. Определите происхождение следующих слов в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Варианты могут повторяться.

- 1) Arabic 2) Greek 3) Latin 4) Yiddish 5) Anglo-Saxon
- a) Hemisphere b) induce c) spatial d) sequential e) innate

10 и 11 классы

Вариант № 2

Тест состоит из 20 заданий (1-20), в каждом задании 5 пунктов (а) – е). Выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Завершите фразы, выбрав подходящие по смыслу лексико-грамматические варианты, и укажите выбранные номера в талоне ответов под соответствующей буквой (а) – е).

a)_ here wondering how b)_ this project done on time, I c)_ believe that d)_ have time to take e)_ lunch break.

a) 1) *When I am sitting* 2) *As I sit* 3) *While I sat* 4) *As long as I sit*

b) 1) *will we possibly get* 2) *possibly will we get* 3) *we will possibly get* 4) *we possibly will get*

c) 1) *cannot* 2) *am not able* 3) *can* 4) *am unable to*

d) 1) *all us* 2) *you all* 3) *all you* 4) *each of us*

e) 1) *the two-hour* 2) *a two-hours'* 3) *a two-hour*

2. Опираясь на транскрипцию, выберите подходящие по смыслу слова из приведенных ниже (1) – 11). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е). Внимание: вариантов больше, чем необходимо.

a) Do not make a [si:n] in public. b) Don't [stɛə] at me! c) I can't [bɛə] it. d) There is too much [weist] in this house. e) The [səʊl] reason for my staying here at all is you.

1) *soul* 2) *beer* 3) *scene* 4) *stair* 5) *waste* 6) *sin* 7) *stare* 8) *bare* 9) *waist* 10) *sole* 11) *bear*

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

Who's that man over there?	a) He's my <i>swimming</i> (1) <i>instructor</i> (2).
Is she a Hollywood celebrity?	b) Yes, she's won an <i>Academy</i> (1) <i>Award</i> (2).
What's the matter?	c) We've run out of <i>drinking</i> (1) <i>water</i> (2).
What would you like for dessert?	d) I'd like a <i>carrot</i> (1) <i>cake</i> (2), please.
Where's Sarah?	e) She's gone to the <i>fish</i> (1) <i>market</i> (2).

4. Прочитайте слова (а) – е), обращая внимание на постановку ударения. Если ударение поставлено правильно, в талон ответов внесите цифру 1, если неправильно - цифру 2.

A	B	C	D	E
con'stable	'Arabic	'patrol	'operate	se'date

5. Соотнесите события, связанные с историей и культурой Великобритании и США, (a) – e) и их даты (1) – 6). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: один вариант – лишний.

a) King Henry VIII was made head of the Church of England in ...	1) 1603
b) England and Scotland were officially joined by the Act of Union in ...	2) 1776
c) <i>All's Well That Ends Well</i> was written by William Shakespeare in ...	3) 1707
d) Declaration of Independence was approved in ...	4) 1784
e) James Cook visited Australia in ...	5) 1534
	6) 1770

6. Соотнесите названия праздников (a) – e) и стран, где их отмечают (1) – 4). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

1) the UK 2) the USA 3) Australia, New Zealand 4) Wales

a) St. David's Day b) Flag Day c) Groundhog Day d) Labor Day e) Guy Fawkes Day

7. Найдите соответствия между действиями (a) – e) и частями лица/тела (1) – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

a) crane	1) brows
b) squeeze	2) cheek
c) draw together	3) ear(s)
d) peck	4) neck
e) pierce	5) hand (s)
	6) leg(s)
	7) wrists
	8) toes
	9) nails
	10) stomach

8. Соотнесите грамматические и лексические конструкции (a) – e), употребленные в тексте, с их названиями (1) – 7). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: два варианта – лишние.

- 1) Passive
- 2) Phrasal verb
- 3) Ordinal number
- 4) Reflexive pronoun

- 5) Past perfect
- 6) Preposition + gerund
- 7) Modal verb

Three British girls believed to have been smuggled into Syria from Turkey **a) were met** at the border by Islamic State militants, the BBC has learned.

One of the people smugglers, who called **b) himself** Ali Kathem, said the teenagers were driven to the border where they walked the few steps into Syria.

A group of waiting IS men "immediately picked them up with cars", he said.

Shamima Begum and Amira Abase, 15, and Kadiza Sultana, 16, all from London, travelled to Istanbul on 17 February. Scotland Yard confirmed on Tuesday that the schoolgirls were now thought to be in Syria.

They flew from Gatwick to Turkey **c) after telling** their parents they were **d) going out** for the day. A **e) fourth** girl from the school is believed to have travelled to Syria in December.

9. Помогите «редактору» правильно расставить знаки препинания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

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

- a) Near a small stream at the bottom of the canyon__ the park rangers discovered an abandoned mine.
- b) Drivers__ who think they own the road__ make cycling a dangerous sport.
- c) For camp the children needed sturdy shoes__ which were expensive.
- d) A century ago a traveler needed six weeks to get from New York City to Chicago__ later the trip by railroad took only two days.
- e) Faith is like love__ it cannot be forced.

10. Определите, какие прилагательные должны быть употреблены в приведенных контекстах. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) So you're getting driving lessons for your next birthday? I wish my parents were as 1) *generous*/ 2) *overindulgent* as yours.
- b) The proposal to pay staff at the company a bonus for working longer hours was a 1) *shrewd*/2) *sly* one.
- c) The thing I like about Daniel is his 1) *trusting*/2) *gullible* nature.
- d) She has been actively campaigning for animal rights for years. She is really 1) *obsessive* /2) *passionate* about her cause.
- e) She is very stern and 1) *persistent*/2) *stubborn* and will never obey anyone.

11. Восстановите логическую последовательность абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (a) – e). Внимание: один абзац – лишний.

- 1) *This week for me has been the usual half-term whirl of dentist, hairdresser, hygienist, car service and a cracking migraine. My best friend is moving away on Monday and I have yet to touch my marking because, after four years of all-consuming work, I was*

determined to spend a decent amount of time with her. I am seeing my husband and my parents for lunch tomorrow and cannot help but feel that slight panic about when I will do my work, simply because I have spent five days doing normal things that people do on annual leave.

- 2) *Ask any partner or child of a teacher how many of us actually spend our holiday sitting on the sofa watching TV or lazing in bed doing nothing and the answer may be surprising. Take half-terms, for example, you have five days off. Two days in bed finally giving into and recovering from the various illnesses that it's been easier to battle through than take time off for during the term. Two days of not really feeling well enough to do anything but needing to mark a class set (or three) of controlled assessments. One day to squeeze in six weeks' worth of neglected friends and family.*
- 3) *Many people misunderstand school holidays. Far from a half-term of duvet days in front of the TV, I'm panicking about all the work I didn't have time to do.*
- 4) *This is probably a battle that teachers will never win, but perhaps we aren't looking to win. Perhaps it would just be nice if, as we collapse in a germ-ridden heap next to our pile of marking, we were left in peace instead.*
- 5) *A couple of weeks before the autumn half-term in my newly-qualified teacher year, I put a status on Facebook: "14 more sleeps #thankgoodness". The speed with which my teacher friends liked and commented on it made me laugh, but one comment brought me up short. A friend remarked that five weeks into the job was a bit soon to be feeling like this, and asked whether I was sure I was in the right career. This lack of understanding seems to be typical of people's feelings about teachers' holidays.*
- 6) *Don't get me wrong, I realise that lots of jobs involve 12 hour days, tough clients and lots of pressure, so I'm not claiming we do the world's hardest job. But when I say "hooray, only two weeks until half-term," it's not so much celebration as it is relief. It means I only have another two weeks to survive, living life at 200mph, before I can pause and regroup. Only another two weeks of trying not to do or say the wrong thing during lessons and meetings, before I get a chance to sleep for more than five hours and regain some sanity.*

12. Завершите устойчивые словосочетания (a) – e), выбрав подходящие по смыслу варианты (1) – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) liberty, equality 2) go, went 3) ready, steady 4) freedom, faith 5) win, lose 6) paint, watercolour 7) seen, done 8) lights! camera 9) why's, what's 10) ifs, ands

- a) ____! ____! action!
- b) no __, ____, or buts
- c) ____, ____, or draw
- d) ____! ____! gone!
- e) ____, ____, fraternity

13. Завершите высказывания, заполнив пропуски подходящими по смыслу фразовыми глаголами из списка (1) – 8). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

1) *come/came in* 2) *win/won over* 3) *make/made out* 4) *crop(ped) up* 5) *opt(ed) out of* 6) *set up* 7) *stamp(ed) out* 8) *chalk(ed) up*

- a) Their long-term intentions are hard to ____.
- b) Young hopefuls began to ____ everywhere in the state agencies as well as in the economy.
- c) The director-general of the information ministry says the government is merely trying to ____ sloppy practices.
- d) Though he has been with us for a short time, he has already ____ one small victory.
- e) The judges said that the Home Secretary was wrong to ____ Article 5 of the European Convention on Human Rights.

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

Paragraph 1

I am terrible on TV. I slouch, sneer, stammer, fidget, forget my lines and swallow the ends of my words. It rankles, because I know inside I am **scintillating**, sensitive and sincere.

Television can make any fool look like an intellectual. Newsreaders can **contrive** to look nice and even the worst presenters can seem sensible, but I come over as a shift subversive. The single television programme I have presented was so awful that even my mother couldn't find a good word for it. After a catastrophic radio show last year, when I addressed the interviewer by the wrong name throughout, I swore I'd never do the broadcasting again.

Paragraph 2

Until now, that is, I have my first novel out next month, which is called *Do It Again*, and the PR people inform me you just have to get out there and promote it. Scotland one day, the south coast of England the next. It's going to be hectic and I have to get my act together. Which is how I find myself being scrutinised for televisual potential by two svelte creatures from Public Image Ltd, while cameraman Alastair focuses on my trembling upper lip. Public Image is the outfit which groom MPs and executives from major companies in everything from corporate presentations to handling broadcast interrogation, but as far as I'm concerned, if they can make politicians look like real people, they are good enough for me.

Paragraph 3

'He blinks a lot, doesn't he?' says Diana, the speech specialist, studying my image on a video monitor. 'And the crossed legs look **defensive**. But the voice isn't bad.' Jeannie, who is introduced to me as Public Image's 'charisma consultant', takes a step backwards to study the general posture. 'Needs to get his bottom back in the sofa. And the jacket makes him look a bit deformed. Where does he get his clothes from?'

Paragraph 4

‘Honesty is the most important thing,’ says Diana. ‘We don’t want to turn people into actors. We want to bring out the personality. And of course speech is most important too. Lots of politicians don’t breathe properly, so they have to shout. They give themselves sore throats and polyps on the vocal chords. Breathe from the diaphragm and you can speak quite loudly and for quite a long time without **strain**. Then most importantly, there are the three E’s: Energy, Enthusiasm and Enjoyment. And do try to stop blinking.’

Paragraph 5

And so, as I breathe from the diaphragm, clench my eyelids apart and desperately try to project honesty as well as the three Es at once, the camera rolls. ‘Today we are visiting the home of John Smith,’ says Diana dishonestly, ‘a journalist who has recently published his first novel *Do It Again*. So, what can you tell us about the plot, John?’ ‘Umm ...’ A long pause. ‘Errr ...’ A longer pause. ‘Tee hee, hargh ...’ A silly giggle. ‘All right Alastair,’ says Diana patiently, ‘we’ll try that again.’

Paragraph 6

We try it again, many, many times, each time chipping away at another tic and mannerism and gaucherie. On the second run-through, my crossed legs keep bobbing up and down, which makes me look as if I want to run away (I do, I do). On the third run they are uncrossed, but my hands are clenched in my lap. On the fourth I have wrenched my hands from my lap, but now they are fiddling with my ears. On the fifth, I’m throwing away the ends of my sentences, which sounds as if I think my audience is *thick* (I don’t really).

Paragraph 7

Television does curious things to your face, dragging it towards the edges of the screen. If you have a long face, as I have, it makes you look like a *cadaverous* mule. It emphasises the darkness of lipstick and eyeshadow, so make-up should be minimal, and used mainly to soften facial shadows. Does Diana think it is *wicked*, I wonder, to mould politicians in this way? ‘As soon as anyone gets on telly these days, we expect them to be as good as the professionals, because that’s where we get our standards from. It’s unfair, but that’s the way of the world. As for the ethics, I leave that to others and get on with my job.’

Paragraph 8

And it’s a job she does very well, because on the final run-through, after three hours or so, I really don’t look too bad. **Steady** gaze, breathing from the diaphragm, no twitches, no blinking. Not a *consummate* professional in the business, but not bad. I’m brimming with honesty, energy, enthusiasm and enjoyment and I’m talking a lot of twaddle, but you’d hardly notice. When you watch politicians on TV, you’ll see a lot more just like me.

a) The writer believes that one reason he is terrible on TV is that *1) he doesn't make enough effort to perform well 2) he can't help being rude to interviewers 3) his personality differs from that of newsreaders and presenters 4) his personality seems unappealing to viewers.*

b) The writer has become involved with Public Image Ltd because *1) he wants to find out what such companies do 2) he is intrigued by the work they do for politicians 3) he has been told that it is in his interests to do so 4) he has been told that the company is good at promoting novels.*

c) Diana and Jeannie both say that one of the writer's problems when appearing on TV concerns *1) the way he moves 2) the clothes he wears 3) the way his eyebrows move 4) the way he sits.*

d) Diana tells the writer that politicians *1) are usually reluctant to tell the truth 2) often fail to realise that they are shouting 3) are frequently nervous when they appear on TV 4) frequently speak in a way that is harmful to them.*

e) The writer believes that his response to Diana's first question sounds *1) insincere 2) rude 3) silly 4) predictable 5) humorous.*

15. Определите, являются ли следующие высказывания истинными (1), ложными (2) или в тексте нет запрашиваемой информации (3). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

a) Diana is a style consultant.

b) Diana says that her job frequently involves frustrations.

c) The word that best sums up Diana's attitude to the writer is "patient".

d) Diana's helped lot of people to get on TV.

e) The writer is content with the result of Diana's work.

16. Выберите точное толкование подчеркнутых слов и словосочетаний в тексте.

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

a) slouch 1) speak with a stutter 2) walk with one's head held high 3) sit or walk with one's shoulders bent forward 4) sit with one's legs crossed

b) subversive 1) secretive 2) well-organised 3) treacherous 4) dissident 5) agent

c) to get one's act together 1) to perform in public 2) to go on stage 3) to let things go 4) to relax 5) to become more organised

d) scrutinised 1) interviewed 2) looked at briefly 3) researched in depth 4) examined carefully

e) svelte 1) well-educated 2) active 3) well-looked after 4) intelligent

17. Опираясь на контекст, из правой колонки выберите синонимы к *выделенным курсивом* словам в тексте, перечисленным под буквами (a)-e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).
Внимание: вариантов больше, чем необходимо.

a) <i>shifty</i>	1) active
b) <i>cadaverous</i>	2) clever
c) <i>wicked</i>	3) proud
d) <i>consummate</i>	4) dead
e) <i>thick</i>	5) wisdom
	6) proper
	7) stupid
	8) skillful
	9) morally wrong
	10) dishonest

18. Опираясь на контекст, из правой колонки выберите антонимы к **выделенным жирным шрифтом** словам в тексте, перечисленным под буквами (a)-e) в левой колонке. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).
Внимание: вариантов больше, чем необходимо.

a) scintillating	1) aggressive
b) contrive	2) shaky
c) defensive	3) senseless
d) strain	4) relaxation
e) steady	5) boring
	6) fail
	7) leisure
	8) darting
	9) offending
	10) destroy

19. Опираясь на контекст, перефразируйте приведённые ниже фрагменты текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) It rankles me (Para.1) 1) *it amuses me* 2) *it makes me feel bitter* 3) *it gets me* 4) *it makes me feel proud* 5) *it makes me feel inadequate*
- b) project honesty (Para. 5) 1) *speak honestly* 2) *look honest* 3) *hide one's true feelings* 4) *look honestly at smb*

- c) chipping away at another tic (Para. 6) 1) *making the tic smaller and smaller* 2) *gradually learning to control one's face movements* 3) *improving one's mimics* 4) *learning how to express oneself more vividly* 5) *studying nonverbal communication*
- d) to mould politicians (Para. 7) 1) *to educate future politicians* 2) *to promote young politicians* 3) *to influence a politician's views* 4) *to help politicians look and sound good in public* 5) *to help retired politicians come back*
- e) I'm brimming with (Para. 8) 1) *I have more than enough* 2) *I am badly in need of* 3) *I still lack* 4) *I am full of* 5) *I can't contain myself*

20. Из предложенного списка американских реалий, обозначенных цифрами (1) – (10), выберите пять, соответствующих изображениям (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: вариантов больше, чем необходимо.

- 1) moving home 2) a cowboy party 3) cheerleading 4) baseball 5) rodeo 6) horse racing 7) American football 8) line dancing 9) garage sale 10) aerobics



a)



b)

Межрегиональная олимпиада школьников
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задания заключительного тура



c)



d)



e)

Английский язык

10 и 11 классы

Тест

Вариант № 3

Тест состоит из 20 заданий (1-20), в каждом задании 5 пунктов (a-e). Выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. Соотнесите события, связанные с историей Великобритании и США, (a-e) и их даты (1 – 6). Укажите номера выбранных вариантов в талоне ответов. Внимание: один вариант – лишний.

- a) The Munich Agreement was signed in
- b) Apple Mac was founded in1976.
- c) Academy Awards were first presented in
- d) Neil Armstrong became famous in
- e) Alaska became the 49th state of the USA in

- 1) 1959
- 2) 1976
- 3) 1938
- 4) 1929
- 5) 1941
- 6) 1969

2. Соотнесите названия праздников (a-e) и стран, где их отмечают. Укажите номера выбранных вариантов в талоне ответов.

1) the UK 2) the USA 3) Australia, New Zealand, 4) Wales

- a) Bonfire Night b) Lincoln's Birthday c) Territory Day d) Columbus Day e) Thanksgiving

3. Найдите соответствия между действиями (a-e) и частями лица/тела, которые с ними связаны (1-6). Укажите номера выбранных вариантов в талоне ответов. Обратите внимание, что один вариант – лишний.

a) stamp	1) brows
b) wave	2) feet
c) knit	3) head
d) cross	4) nose
e) tilt	5) hand(s)
	6) legs

4. Соотнесите грамматические и лексические конструкции (а)-е), употребленные в тексте, с их названиями (1 – 7). Укажите номера выбранных вариантов в талоне ответов. Внимание: два варианта – лишние.

- 1) Passive
- 2) Phrasal verb
- 3) Degree of comparison
- 4) Second conditional
- 5) Past perfect
- 6) Gerund
- 7) Modal verb

a) **Coldest temperatures** persist over much of North America this week. But rather than just trying to survive the winter, one Canadian city is trying to turn it into an asset.

Unlike other cities in the US and Canada that have banned activities such as b) **tobogganing** because of insurance costs, Edmonton has no such laws.

Now the city is considering flooding an 11km route for residents to commute through the city on skates.

It c) **is called** the Freezeway. Organisers are planning a pilot project for as early as next winter.

Landscape architecture student Matthew Gibbs, who d) **grew up** in Edmonton, says, “I found if we e) **bridged** two old existing rail corridors together, we e) **could create** a unified 11km route that people could skate on - potentially to work, to school or to the hockey game”.

5. Помогите «редактору» правильно расставить знаки препинания. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)-е). В предложении d) нужно указать один общий вариант.

1) *comma* 2) *semicolon* 3) *colon* 4) *question mark* 5) *full stop* 6) *no punctuation mark*

a) I asked when he would be back from work__

b) The lecture seemed to last only a short time__although the clock said it had gone on for more than an hour.

c) In the corner of the closet we found an old__ maroon hatbox from Sears.

d) A good money manager controls expenses __ and invests surplus dollars to meet future needs.

e) Most singers gain fame through hard work and dedication__Evita, however, found other means.

6. Завершите описание ситуации, выбрав подходящие по смыслу артикли. Укажите номера выбранных вариантов в талоне ответов.

1) *a* 2) *an* 3) *the* 4) *no article*

For a) __ancient Greeks, b) __Zeus ruled c) __ sky with his three-forked lightning bolt, and d) __Poseidon e) __ sea with his trident.

7.

8. Опираясь на транскрипцию, выберите подходящие по смыслу слова из приведенных ниже (1)-10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

a) She was on a strict diet, always worrying about her [weist]. b) The [səulz] of their shoes were made of wood. c) There hung a huge oil painting of a little girl holding the [reinz] of a pure white pony with a long d) [main]. e) He lived in a small house in Chancery [lein].

1) *Lain* 2) *souls* 3) *main* 4) *waist* 5) *rains* 6) *waste* 7) *lane* 8) *mane* 9) *reigns* 10) *soles* 11) *reins*

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

Where shall we meet?	a) In <i>Belgrave</i> (1) <i>Gardens</i> (2).
Can I help at all?	b) Get some <i>plastic</i> (1) <i>bags</i> (2) for me, please.
What are your plans for the weekend?	c) We're going to a concert in <i>Carnegie</i> (1) <i>Hall</i> (2).
What would you like to drink?	d) Some <i>grapefruit</i> (1) <i>juice</i> (2), please.
What's his job?	e) He's a <i>Chinese</i> (1) <i>teacher</i> (2).

10. Прочитайте слова (а)-е), обращая внимание на постановку ударения. Если ударение поставлено правильно, в талон ответов внесите цифры 1, если неправильно - цифры 2.

a	B	c	d	e
ig□norance	□seminar	□canal	Arkan□sas	□surplus

11. Определите, какие прилагательные должны быть употреблены в приведенных контекстах. Укажите номера выбранных вариантов в талоне ответов.

- a) So you're getting driving lessons for your next birthday? I wish my parents were as 1) *generous*/ 2) *overindulgent* as yours.
- b) The proposal to pay staff at the company a bonus for working longer hours was a 1) *shrewd*/ 2) *shy* one.
- c) The thing I like about Daniel is his 1) *trusting*/ 2) *gullible* nature.
- d) She has been actively campaigning for animal rights for years. She is really 1) *obsessive* 2) *passionate* about her cause.
- e) She is very stern and 1) *persistent*/ 2) *stubborn* and will never obey anyone.

12. Воссоздайте отрывок из Декларации независимости США, заполнив пропуски (a) – e) словами из списка (1 – 10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой.

We hold these a) _____ to be b) _____, that all men are created c) _____, that they are d) _____ by their Creator with certain unalienable Rights, that among these are Life, e) _____ and the pursuit of Happiness.

- 1) *things* 2) *rights* 3) *truths* 4) *equal* 5) *freedoms* 6) *liberty* 7) *self-evident*
8) *clear* 9) *endowed* 10) *granted*

13. Завершите устойчивые словосочетания (a)–e), выбрав подходящие по смыслу варианты (1)–10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e).

1) ready, willing 2) wrapped up, posted 3) tinsel, balls 4) keen, interested 5) lock, stock 6) signed, sealed 7) baubles, bangles 8) frills, whistles 9) box, cask 10) faith, hope

- a) ____, ____, and delivered
b) ____, ____, and able
c) ____, ____, and beads
d) ____, ____, and charity
e) ____, ____, and barrel

14. Восстановите логическую последовательность абзацев в тексте. Укажите номера абзацев в выбранном Вами порядке в талоне ответов под соответствующей буквой (a)–e).

- 1) Today, the hunt continues but it is an expensive game. It requires costly equipment and expert divers. It is time-consuming and exhausting work which requires long hours searching under water. Although it may be quite dangerous, the results of the search may be unbelievably rewarding.
- 2) Everyone dreams of adventures involving tropical islands or old boxes filled with jewellery and coins found in the wrecks of sunken ships. For some people these dreams have come true. It is because they really know where to look for treasure.
- 3) In the second half of the twentieth century, a group of historians and navigation experts found records of shipwrecks in the Spanish archives, which indicate the location of each sunken galleon. Since then, the exploration of the sea bed has begun. First, there were scuba divers with metal detectors. Then, with the discovery of the first Spanish galleon in the early 70th, many companions became involved in the treasure hunting. They were looking for items like the ships' anchors, captains' diaries and obviously for gold, silver and coins.
- 4) An amazing thing is that the majority of the ships sank not very far from the coast. The reason for this was their sailing route. There was only one narrow channel used for navigation which ran north –south between the massive and dangerous coral reefs. During

sudden tropical storms or hurricanes which are common in late summer or early autumn, these galleons often broke into pieces.

- 5) One of the best places for treasure hunting is the Atlantic Ocean just off the eastern coast of Florida. This part of Florida coast is actually called "Treasure Coast" because of the many Spanish wrecks buried in the ocean's sand among the coral reefs. These sixteenth- and eighteenth- century ships sailing from Mexico to Seville all carried gold, silver and precious stones. The Galleons, as they were called, also transported Spanish soldiers and governors returning home from the colonies with their own personal collections of gold.

15. Завершите высказывания, заполнив пропуски подходящими по смыслу фразовыми глаголами из списка (1)-10). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)-e).

1) *come/ came up with* 2) *set up* 3) *set out* 4) *get/ got away with* 5) *bring/ brought back* 6) *bring/ brought down*
7) *sleep it off* 8) *lie in* 9) *pop(ped) up* 10) *turn(ed) in*

- a) And that ____ to the opening part of his speech last night, for suddenly his words were reaching out and grasping me.
b) The publication revealed many widely-held stereotypes, but also ____ a few surprises.
c) I was a bit worried when I couldn't wake you up, but the publican says it hits women like that, the trip up in the train and the humidity. He said just let you _____. How do you feel now?
d) He wandered around as if he couldn't believe you wouldn't ____ all of a sudden, poor chap. (
e) The country needs another debt-reduction deal. Its official creditors should ____ a plan for reducing the country's debt burden.

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

When I look at the world I find myself dividing people into two main groups according to the way they think about work.

One group – probably larger and certainly the more *discontented* – **look upon** work as a hateful necessity, whose only use is to make money for them, so that they can escape from work and do something else. They feel that only when the day's labour is over can they really begin to live and be themselves.

The other group – smaller nowadays but on the whole far happier – look on their work as an opportunity for enjoyment and self-fulfilment. They only want to make money so that they may be free to devote themselves more *single-mindedly* to their work. Their work and their life are one thing; if they were cut off from their work, they would feel that they were cut off from life.

You will realise that we have here a really fundamental difference of outlook, which is bound to influence all schemes about work, leisure and wages.

Now the first group – that of work-haters – is not made up solely of people doing very hard uninteresting and ill-paid work. It includes a great many well-off people who do practically no work at all. The rich man who lives idly on his income, the man who gambles or speculates in the hopes of getting money without working for it – all these people look on money in the same way. Except that they have had better luck, their outlook is exactly the same as that of the sweated factory hand whose daily work is one long round of soul and body destroying **toil**.

The second group is equally mixed. It includes the people really **devoured** with the passion for making and discovering things. It includes also the rapidly diminishing band of old-fashioned craftsmen, taking a real pride and pleasure in **turning out** a good job of work. It includes also – and this is very important – those skilled mechanics and engineers who are *genuinely* in love with the complicated beauty of the machines they use and look after. Then there are those professional people in whom we recognise a spiritual **vocation** – a call to what is sometimes very hard and *exacting* work – those doctors, nurses, priests, actors, teachers, whose work is sometimes more to them than just a mere means of livelihood; farmers and farm-workers who devotedly serve the land; airman, explorers; and those comparatively rare women to whom the nurture of children is not merely a natural function but also a full-time and *absorbing* intellectual and emotional interest. A very mixed bag, you will notice, and not exclusively confined to the “possessive classes”, or those who collectively, “own the means of production.”

a) In one of the groups that the author divides everyone into, people hate their work

- 1) but in the other they regard it as an unpleasant necessity.
- 2) but in the other they like it.
- 3) but in the other they are in it only to make money.

b) The author thinks that those who hate their work

- 1) make more money than those who like it.
- 2) are happier in it than the others are.
- 3) are more numerous than those who like it.

c) The author claims that the work-haters work because

- 1) they have to.
- 2) they can't bear to be cut off from life.
- 3) they don't like being idle.

d) Unlike the work-haters, those in the second group

- 1) look on their work as an escape.
- 2) work in order to satisfy the essential purpose of living.
- 3) work merely to get money.

e) In the group of work-haters the author includes

- 1) rich as well as poor.
- 2) doctors and speculators alike.
- 3) the idle rich as well as old-fashioned craftsmen.

17. Определите значение следующих слов и выражений в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)-e).

- a) **look upon** 1) watch 2) define 3) consider 4) estimate
- b) **devoured** 1) destroyed 2) taken aback 3) hit 4) consumed
- c) **turn out** 1) happen 2) result in 3) produce 4) clean thoroughly
- d) **vocation** 1) holiday 2) calling 3) hobby 4) interest
- e) **toil** 1) hardship 2) illness 3) unemployment 4) hard work

18. Найдите антонимы к следующим словам в тексте. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)-e).

- a) *discontented* 1) disgruntled 2) satisfied 3) relieved 4) stress-free
- b) *single-mindedly* 1) single-handedly 2) collectively 3) in a laid-back manner 4) half-heartedly
- c) *genuinely* 1) unreally 2) really 3) seemingly 4) slightly
- d) *exacting* 1) rewarding 2) dirty 3) modest 4) easy
- e) *absorbing* 1) engrossing 2) boring 3) difficult 4) not urgent

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

a)___any fool look like an intellectual. Newsreaders can contrive b)___ and even c)___, but I come over as a shifty subversive. d)___ was so awful that even my mother couldn't find a good word for it. After a catastrophic radio show last year, when I addressed the interviewer by the wrong name throughout, I e)___.

- a) 1) *The TV makes* 2) *A TV set can make* 3) *The television can force* 4) *Television can make*
- b) 1) *to look well* 2) *to look nice* 3) *looking good* 4) *looking professionally*
- c) 1) *the best presenters seem bad* 2) *worst newsreaders can look better* 3) *the worst presenters can seem sensible* 4) *professional TV people seem senseless*
- d) 1) *An only TV programme I ever made* 2) *The single television programme I have presented* 3) *One programme I hosted* 4) *The only programme I'd ever take part in*
- e) 1) *promised I'll never appear on TV in the future.* 2) *regretted having not chosen TV* 3) *warned I'd never go on TV* 4) *swore I'd never do the broadcasting again*

20. Из предложенного списка достопримечательностей Великобритании и США, обозначенных цифрами (1 – 8), выберите пять, соответствующих изображениям (a) – e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)-e).

- 1) *the Tower* 2) *the White House* 3) *the Capitol* 4) *Big Ben* 5) *Nelson's Column* 6) *the Rockefeller Centre* 7) *the Eros Monument* 8) *Westminster Abbey*

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a)



b)



c)



d)



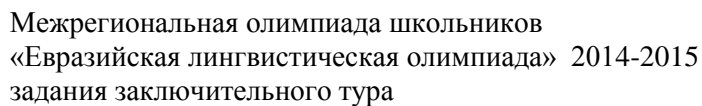
с)

**Творческое задание
10 и 11 классы
Вариант № 2**

Write a story. The last sentence of the story is given below. Write between 280 and 300 words. Remember to give your story a title.

[illegible]

With a great sense of relief she slammed the door shut and walked away.



Вариант № 2

[illegible]

105

Tapescript

***Clockwork radio* (Interview with Trevor Baylis)**

(I=Interviewer TB=Trevor Baylis)

I: Trevor, let me, er, start by asking you what gave you the idea for the clockwork radio?

TB: Well, I am sitting where I am now looking at that television over there, and I was, actually, um, watching a programme about the spread of AIDS in Africa, and they said the only way they could stop this dreadful disease cutting its way through Africa was the power of information and education. But there was a problem. Most of Africa doesn't have electricity. The only form of electricity available to them was in the form of batteries, which were horrendously expensive. And so I said to myself, hang on, hang on. Now, this is where dreams play an important part in everybody's life. You got to explain what dream is all about. Um, the beautiful thing about a dream is that you can do anything you like in your dreams, right? Now why I am saying this to you is because I could see myself somewhere in the jungle, right? And I can see myself with a pith helmet, a monocle, a gin and tonic in my left hand and one of those fly swatting things, listening to some raunchy number by Dame Nellie Melba on my wind-up gramophone, mmm? And then I am thinking to myself, blimey, if you can get all that noise by dragging a rusty nail around a piece of old Bakelite using a spring, surely there is enough power that spring to drive a small dynamo which in turn will drive my radio, and so I was stirred enough to get off my backside and go to my, my shed, my studio, which sounds so much nicer, my graveyard of a thousand domestic appliances, and actually find enough parts to actually start doing those first primitive experiments...

I: And, um, how long did it take you to design a prototype?

TB: Well, from the actual, from the concept to, er, having the first in-a-box model out there it would have taken me two to three months, I guess, so, yes, it took me about two or three months.

I: So you got, you got the prototype, um, how easy was it from that point on? How easy was it to find a backer and set up production?

TB: Well, first things first. I did know that there are these thieves about that will steal your idea. Because I had a whole range of products for the disabled that were stolen from me at an earlier time. So I did know about patents and how important they were. So I found a lady called Jackie Needle, a patent attorney, and I said to her "Jackie, I want to write up a patent, can you help me?" So we did a search and couldn't find any clockwork radios of the kind that I have done, and she filed for a patent to me, for me, and therefore then I had a starting date, as it were. Now I knew that nobody pays you for a good idea, but they could pay you for that piece of paper, so then I went round every British company I could think of with a confidentiality agreement, and they all talked down to me. "Oh yes, I think we're, I think that we're working on something like this? Aren't we Johnny?" You know all that old sausage. Um, I mean it was so humiliating...and in the end, quite frankly, after about three or four years of this, I thought, I have had enough of this. Why do I need this? I was fifty-six or something when this happened. So I was given a chance through the BBC World Service to meet up with the guys from the BBC Tomorrow's World programme, and they said, "Come on, we'll do the story."

I: So the whole thing got off the ground. How long was it then before the production of them started?

TB: Well, the important thing was funding. Um, the Tomorrow's World programme was seen by a fellow in South Africa, a chap from a company called Liberty Life. He came to my house here, and we sat out there, and he said, "Look, um, we can help you make this happen, provided we can share in its success." I said of course, and so we formed a company called Baygen, Baylis Generators, and he wrote a cheque for three-quarters of a million pounds whilst I was in this room.

I: And how many radios are produced each month?

TB: Well, I'm sure they might tell me differently, but I'm sure they must be doing 200,000 a month.

I: And in what ways has the clockwork radio changed your life?

TB: Well, not, not significantly. I mean, my lifestyle hasn't changed. The house hasn't, has remained more or less the same, but I do get involved with lots more television and radio. I like people, so I'm doing fundamentally what I like doing anyway, communicating.

I: And finally what advice would you give to someone who had a good idea?

TB: Don't go down the pub and tell everyone about it. That's the first thing, right? Get on to the Patent Office. Get their literature, and read all about it, right? Nobody pays you for a good idea, but they might pay you for a piece of paper which says you own that idea. But remember, somebody might already own that idea, so you must do a search first. There's no excuse afterwards.



Аудирование
10 и 11 классы
Вариант № 1

Раздел «Аудирование» состоит из 10 заданий (1) – (10), в каждом задании 5 пунктов (a) – e). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. По фрагментам аудиозаписи определите, о чем идет речь. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

Внимание: вариантов больше, чем необходимо.

a) <i>This disease</i>	1) Where spare parts are kept
b) <i>All that noise</i>	2) Nonsense
c) <i>My graveyard</i>	3) Money
d) <i>How important they were</i>	4) Stale food
e) <i>All that old sausage</i>	5) Where people are buried
	6) Acquired immune deficiency syndrome
	7) Patents
	8) Singing
	9) Noise from the machinery
	10) African fever

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

- a) What lay behind the invention?
1) A TV programme 2) A holiday experience 3) An adventure in the jungle 4) A dream 5) A song played on the old gramophone.
- b) What forms of electricity were available?
1) None 2) Wind power 3) Solar power 4) Batteries 5) Horse power.
- c) How long did the initial design take?
1) Four to five years 2) The entire lifetime 3) Two to three weeks 4) No more than a quarter of a year.
- d) What did Trevor get stolen from once?
1) Money 2) Creative ideas 3) Products for a particular group of people 4) Important paperwork 5) Patents.
- e) How did Trevor secure funding for his invention?

- 1) Through crowdfunding 2) Through a TV programme 3) By placing an advertisement in a local paper 4) Through an attorney 5) Quite by chance.

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

- a) Trevor hired 1) *a thief* 2) *a correspondent* 3) *an investor from South Africa* 4) *a lawyer to help him*.
- b) Almost non-existent in Africa at the time was 1) *medical provision* 2) *good education* 3) *affordable power* 4) *reliable information sources* 5) *television* 6) *funding*.
- c) The inventor was apprehensive 1) *about his future* 2) *about the future of Africa* 3) *about the lack of funding* 4) *of theft*.
- d) To put his idea into practice, it was critical 1) *to get the initial design right* 2) *to find a suitable factory in South Africa* 3) *to team up with a British company* 4) *to provide an outlay* 5) *to invest in any business in South Africa*.
- e) Trevor's invention was 1) *advertised by CNN* 2) *covered in a BBC World programme about Africa* 3) *discussed in Tomorrow's World* 4) *promoted through the national television network*.

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

- a) *The inventor liked to read specialist literature.*
- b) *Africa was struggling with a lethal disease.*
- c) *The inventor fell prey to criminals.*
- d) *One can't start production without a legal back-up.*
- e) *Trevor had to travel to sub-Saharan Africa to find investors.*

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

- a) *Neither speaker ever hesitated.*
- b) *The interviewer sounded competent and knowledgeable.*
- c) *Both speakers used informal English.*
- d) *The inventor sounded unemotional.*
- e) *Trevor came across as confident and imposing.*

6. Завершите фразы, заполнив пропуски подходящими фразовыми глаголами, использованными в аудиозаписи. Внимание: вариантов больше, чем необходимо.

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

1) *set up* 2) *wind up* 3) *get off* 4) *cut through* 5) *write up* 6) *go round* 7) *get on to*

- a) I was so excited last night that I couldn't ____ to sleep.
- b) I don't ____ deliberately hurting people's feelings.
- c) It took me quite some time to ____ email on my new PC.
- d) He's always ____ing his parents ____.
- e) We'll have to ____ our findings into a report.

7. Выберите контекстуальные синонимы к словам, употреблённым в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) file 1) *complain* 2) *keep* 3) *request* 4) *charge* 5) *register*
- b) horrendously 1) *rather* 2) *quite* 3) *excessively* 4) *extremely* 5) *pleasantly*
- c) rusty 1) *old* 2) *out of practice* 3) *damaged* 4) *out of order* 5) *shiny*
- d) stirred 1) *worried* 2) *moved* 3) *excited* 4) *bored* 5) *anxious*
- e) drive 1) *go by car* 2) *force* 3) *encourage* 4) *operate* 5) *power*

8. Выберите верное толкование слов и словосочетаний, употреблённых в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e).

- a) *A pith helmet* is 1) a strong anti-shock helmet 2) a type of headgear XTs would wear 3) a fashionable leather cap 4) a light summer hat.
- b) *A backer* is 1) a friend who will stand by you in any situation 2) someone who will offer you moral support 3) a person who will give support and financial aid 4) a rich relative 5) an investment fund.
- c) *A confidentiality agreement* 1) is a secret agreement 2) is usually made in private between certain English companies 3) protects sensitive information from disclosure 4) ensures a person's privacy.
- d) *Spread* is 1) a butter-like soft substance 2) an increase 3) a cover 4) an area.
- e) *A monocle* is 1) the old English word for "glasses" 2) a fashionable accessory 3) a magnifying glass 4) a glass lens 5) an eye patch.

9. Завершите фразы, выбрав подходящие по смыслу слова и словосочетания, использованные в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a) – e). Внимание: один вариант – лишний.

1) *excuse* 2) *hang on* 3) *get off the ground* 4) *fundamentally*
5) *cut one's way through* 6) *I've had enough*

- a) His show'll never _____ in the UK. It's too American.
- b) _____! I'm leaving.

- c) Please ____ me from the rest of the meeting - I've just received a phone call that requires my immediate attention.
- d) One could ____ the jungle with a machete.
- e) _____. Let me catch up with you.

10. Завершите фразы, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).
Внимание: варианты не должны повторяться. Вариантов больше, чем необходимо.

a) One of the speakers uses “surely ”	1) <i>to express surprise</i>
b) One of the speakers uses “actually”	2) <i>to give information that contrasts what’s been said before</i>
c) One of the speakers uses “now” at the beginning of a sentence	3) <i>to confirm what’s been said</i>
d) One of the speakers uses the phrase “I guess”	4) <i>to reluctantly agree</i>
e) One of the speakers uses the word “blimey”	5) <i>to express a positive reaction</i>
	6) <i>to draw one’s attention</i>
	7) <i>to emphasise that they think something is true</i>
	8) <i>to indicate what they’re thinking</i>
	9) <i>to refer to a present moment</i>
	10) <i>to give a new piece of information</i>
	11) <i>to introduce the next part of a story</i>
	12) <i>to refer to something that really happened</i>



Аудирование
10 и 11 классы
Вариант № 2

Раздел «Аудирование» состоит из 10 заданий (1) – (10), в каждом задании 5 пунктов (а) – е). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

1. По фрагментам аудиозаписи определите, о чем идет речь. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).
Внимание: вариантов больше, чем необходимо.

a) <i>they must be doing 200,000 a month</i>	1) Headache
b) <i>Why do I need this?</i>	2) The name of the invention
c) <i>and they said</i>	3) Trevor and his friend
d) <i>Liberty Life</i>	4) the turnout
e) <i>Baygen</i>	5) An African company
	6) The TV people
	7) Pushing through one's product
	8) the profit
	9) Trevor's company
	10) The name of the investor's company

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

- a) What could stop the proliferation of the disease?
1) International aid 2) Cheap electricity 3) Proper learning 4) Advising and educating the public 5) Nationwide promotion campaigns 6) Vaccination.
- b) What was the inventor doing in the jungle?
1) Risking his life 2) Exploring the fauna and flora 3) Hunting animals 4) Listening to music 5) Daydreaming 6) Nothing, he wasn't there at all.
- c) What did the inventor need before starting the production?
1) A license 2) A patent 3) Endorsement 4) A reliable business partner.
- d) What dangers did the inventor face?
1) Financial pyramids 2) Shady business 3) Greedy lawyers 4) Breach of agreement 5) Illegal actions by third parties.
- e) How did the invention change Trevor's life?

- 1) He bought a new house. 2) He became a TV presenter. 3) He expanded his business.
4) Not much. 5) He went into business counselling. 6) Significantly.

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

- a) Trevor got the idea for his invention 1) *from a programme about Africa* 2) *from a dream* 3) *during his adventure holiday in the jungle* 4) *while working in his studio*.
b) The invention was called 1) *the wind-up gramophone* 2) *Dame Nellie Melba* 3) *Bakelite* 4) *the dynamo* 5) *the clockwork radio*.
c) The most embarrassing thing for Trevor was 1) *to work in his shed* 2) *to beg for money* 3) *to look for a partner* 4) *to survive in the jungle* 5) *to promote his invention*.
d) Most of all Trevor likes 1) *listening to music on an old-fashioned gramophone* 2) *designing gadgets* 3) *exploring the jungle* 4) *appearing in TV ad radio programmes* 5) *communicating*.
e) The best advice to someone with an idea for a start-up is to 1) *share your ideas* 2) *research* 3) *hire a lawyer* 4) *go on television* 5) *work on your own*.

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

- a) *Trevor got a lot of encouragement from the local businessmen.*
b) *To get your business to a good start, you have to own your ideas.*
c) *Flying insects are a nuisance in Africa.*
d) *Trevor had to travel to sub-Saharan Africa to get his funding.*
e) *Trevor visited every British company in the same line of business.*

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

- a) *The interviewer asks detailed technical questions.*
b) *Both speakers use formal English.*
c) *Both speakers speak fluently and without hesitation.*
d) *The inventor is keen to share his story.*
e) *The inventor doesn't use figurative language.*

6. Завершите фразы, заполнив пропуски подходящими фразовыми глаголами, использованными в аудиозаписи. Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).

- 1) *go down* 2) *write up* 3) *talk down to* 4) *get off* 5) *get on to* 6) *meet up* 7) *set up*

- a) She talked about ____ing ____ home and getting a job.
- b) Hurricane Katrina will ____ in the record books as the costliest storm ever faced by insurers.
- c) He's ____ing ____ something in his essay but his point isn't very clear.
- d) Children sense immediately when you're ____ing ____ them.
- e) The track eventually ____s ____ with the main road.

7. Выберите контекстуальные антонимы к словам, употреблённым в аудиозаписи.

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

- a) dreadful 1) *beautiful* 2) *wonderful* 3) *harmless* 4) *innocent* 5) *simple*
- b) humiliating 1) *embarrassing* 2) *commendable* 3) *dignifying* 4) *upgrading* 5) *encouraging*
- c) rusty 1) *polished* 2) *new* 3) *in order* 4) *operating* 5) *moving*
- d) stirred 1) *relaxed* 2) *feeble* 3) *uninterested* 4) *tired* 5) *demoralised*
- e) available 1) *in stock* 2) *sold out* 3) *not to be had* 4) *out of reach* 5) *beyond somebody*

8. Выберите верное толкование слов и словосочетаний, употреблённых в аудиозаписи.

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

- a) When you *swat* you 1) catch an insect, such as a beautiful butterfly 2) hit an insect in order to kill it 3) collect exotic insects and flowers 4) explore the jungle.
- b) A *shed* 1) can be used for keeping garden tools 2) is a strong building used to shelter from storms 3) is a graveyard 4) a car garage 5) where scrap metal is melted.
- c) *Bakelite* is 1) a trademark of musical instruments 2) a type of hard plastic 3) a famous singer 4) a plastic object.
- d) A *patent* is 1) a license 2) copyright 3) title 4) property.
- e) *In-a-box* means 1) a concept of a model 2) a model design 3) preliminary 4) experimental 5) unfinished.

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

- 1) *come on* 2) *as it were* 3) *I've had enough* 4) *get off the ground*
5) *fundamentally* 6) *excuse* 7) *appliances* 8) *from that point on*

- a) In my district, we almost vote where we live, ____ – it's right across the street from my house.
- b) ____! It's not the end of the world!
- c) No volunteers came forward to enable the youth club to ____.
- d) Please ____ her from PE today, she's a bit off colour.
- e) My new book is ____ing ____ quite well.

10. Завершите фразы, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а) – е).
Внимание: вариантов больше, чем необходимо. Варианты не должны повторяться.

a) One of the speakers uses “as it were ”	1) to indicate that one is uncertain
b) One of the speakers uses “right”	2) to clarify
c) One of the speakers uses “Hang on”	3) to ask someone to wait
d) One of the speakers uses the phrase “I mean”	4) to emphasise something one is saying
e) One of the speakers uses the word “so” several times	5) to add a surprising detail
	6) to summarise
	7) used to indicate that they’ve noticed sth interesting
	8) meaning that the fact/situation can be easily understood
	9) to ask a question about what has been discussed
	10) to make something sound less definite
	11) to check if what they’ve said is correct
	12) to tell somebody that they don’t believe what they are saying

Аудирование
Вариант № 3

Раздел «Аудирование» состоит из 10 заданий (1-10), в каждом задании 5 пунктов (а-е). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

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

1) *Speaker 1* 2) *Speaker 2* 3) *Speaker 3*

- a) ___ had been looking for over 12 months for somewhere to live when he/she found his/her property.
- b) ___ eats home-grown food.
- c) ___ is envied by their friends.
- d) ___ feels their house is environmentally friendly.
- e) ___ lives in a property for free.
2. Выберите точные ответы на вопросы по содержанию прослушанного текста. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а-е).
- a) Why did one speaker decide to design his/her own house?
- 1) *He/she was unhappy about modern house designs.*
- 2) *He/she wanted a house with character.*
- 3) *He/she wanted to reduce their utility bills.*
- 4) *He/she wanted to reduce pollution.*
- b) How did one of the speakers learn about a new option?
- 1) *From his/her friends.*
- 2) *From press.*
- 3) *From a brochure.*
- 4) *From an outdoor advertisement.*
- 5) *From a real estate agent.*
- c) How did one speaker feel about his/her new lifestyle?
- 1) *Disillusioned.*
- 2) *Awkward.*
- 3) *Ashamed.*
- 4) *Satisfied.*

5) *Exasperated.*

d) Why did it take one of the speakers long to find a property?

- 1) *The prices were very high.*
- 2) *There were no houses on offer.*
- 3) *He/she was very difficult to please.*
- 4) *He/she didn't know exactly what they wanted.*

e) Which is not that any of the speakers had to put up with?

- 1) *the negative impact of modern technology*
- 2) *dust*
- 3) *strong wind*
- 4) *rainy weather*
- 5) *their friends' disapproval.*

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

- a) One of the couples was in full agreement with their friends about their lifestyle.
- b) One of the speakers stopped working out because of the household chores.
- c) One of the speakers fell out with the house owner.
- d) One of the speakers was afraid of hard work.
- e) None of the speakers suffered from weather conditions.

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

- a) None of the speakers uses technical terms.
- b) All of the speakers put down the change in their lifestyles to hard work.
- c) None of the speakers has any single regret about their new homes.
- d) All of the speakers enjoy talking about their homes.
- e) None of the speakers considers their choice unusual.

5. Соедините описание с типом жилища, о котором говорилось в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

a) Has a garden	1) The boat
b) Offers excellent views	2) The windmill
c) Has several storeys	3) The house
d) Has two double bedrooms	

e) Has modern features	
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6. Завершите фразы, заполнив пропуски подходящими фразовыми глаголами, использованными в аудиозаписи. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).
- 1) *dig* ___ 2) *be fed* ___ 3) *come* ___ 4) *get* ___ 5) *hunt* ___ 6) *crumble* ___ 7) *sweep* ___
- a) Over time most of the paint will ____ off.
b) I was ____ up with his excuses.
c) The children were ____ing for shells on the beach.
d) Back home he would ____ up his child and hug her.
e) I am sure she'll ____ across very well in the interview.
7. Выберите объяснение значений следующих слов и словосочетаний, использованных в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).
- a) If sth is *powered*, it 1) is very powerful 2) has an engine 3) is provided with the energy to work 4) is moved in a particular direction.
b) If you *insulate* smb or sth, you 1) separate them from the rest 2) protect them 3) cover them with sth thick 4) isolate them.
c) If sth is *too good to be true*, it is 1) very true 2) surprising 3) unbelievably good 4) very bad 5) non-existent.
d) If you are *sea sick*, you 1) easily get sick at the seaside 2) feel ill when travelling in a boat 3) fell giddy on a bus 4) feel sick on a plane 5) cannot stand the salty sea water.
e) If two people *get on like a house on fire* they 1) quarrel a lot 2) take time to become friends 3) make a good couple 4) become friends very quickly.
8. Выберите близкие по значению контекстуальные синонимы к словам, употреблённым в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).
- a) *quirky* 1) interesting 2) unusual 3) wonderful 4) horrid
b) *disillusioned* 1) angry 2) down-to-earth 3) disappointed 4) pessimistic
c) *there and then* 1) later 2) soon 3) immediately 4) at the indicated time and place
d) *perspective* 1) plan 2) prospect 3) vista 4) prospective
e) *install* 1) protect 2) put 3) create 4) build

9. Выберите близкие по значению контекстуальные антонимы к словам и словосочетаниям, употребленным в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

- a) *friendly* 1) unfriendly 2) unsociable 3) harmful 4) difficult to use
- b) *substantially* 1) not very 2) little 3) rather 4) scarcely
- c) *chilly* 1) quiet 2) fresh 3) hot 4) warm
- d) *downside* 1) profit 2) advantage 3) progress 4) uphill
- e) *crazy* 1) intelligent 2) sensible 3) shrewd 4) level-headed

10. Ответьте на вопросы, выбрав один из предложенных вариантов. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

a) One of the speakers uses the phrase "smb is always doing sth"	1) <i>to introduce a list of facts</i>
b) One of the speakers uses "that said"	2) <i>to indicate that you are going to say sth.</i>
c) One of the speakers uses "to start with"	3) <i>to introduce a condition.</i>
d) One of the speakers uses "even if"	4) <i>incorrectly.</i>
e) One of the speakers uses "do say" in a declarative sentence	5) <i>to show a habitual action.</i>
	6) <i>to emphasize that two things are true at the same time</i>
	7) <i>to introduce a surprising detail.</i>
	8) <i>to show a succession of actions.</i>
	9) <i>for emphasis.</i>
	10) <i>to show irritation.</i>

Аудирование

Вариант № 4

Раздел «Аудирование» состоит из 10 заданий (1-10), в каждом задании 5 пунктов (а-е). Прослушайте аудиозапись дважды и выполните задания, выбрав необходимый вариант ответа в каждом пункте. Укажите номера выбранных вариантов в талоне ответов в строчке, соответствующей номеру задания, под буквой соответствующего пункта.

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

1) *Speaker 1* 2) *Speaker 2* 3) *Speaker 3*

- a) ___ suffers when it rains.
- b) ___ is constantly cleaning because of where he/she lives.
- c) ___ had to make a lot of changes to his/her house to ensure it doesn't affect the environment.
- d) ___ doesn't spend any money on rent.
- e) ___ has friends that don't admire where he/she lives.

2. Выберите точные ответы на вопросы по содержанию прослушанного текста.

Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а-е).

- a) How did one speaker learn about the negative impact of modern conveniences?
 - 1) *From their friends.*
 - 2) *By studying the specialist literature.*
 - 3) *From TV.*
 - 4) *From books, newspapers and the internet.*
- b) What did one speaker do when he/she felt unhappy about their lifestyle?
 - 1) *Complained to the local authorities.*
 - 2) *Moved to a different area.*
 - 3) *Went natural.*
 - 4) *Created their own environment.*

- c) Why did one of the speakers look for a new home?
- 1) *He/she could no longer afford the rent.*
 - 2) *He/she could no longer put up with the prices.*
 - 3) *He/she was keen on restoration work.*
 - 4) *He/she wanted to grow their own vegetables.*
- d) Which is not how any of the speakers felt about their houses?
- 1) *Disillusioned.*
 - 2) *Satisfied.*
 - 3) *Let down.*
 - 4) *Happy.*
 - 5) *Thrilled.*
- e) Why did one of the speakers stop going to the gym?
- 1) *He/she had one at home.*
 - 2) *He/she worked hard in the garden.*
 - 3) *He/she had enough exercise working about the house.*
 - 4) *He/she was fit enough.*

3. Определите, являются ли в соответствии с содержанием текста следующие

утверждения *истинными, ложными* или в тексте *нет запрашиваемой информации*. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2, в третьем – цифру 3.

- a) One of the couples felt proud about their new lifestyle.
- b) One of the speakers took care of the house for its owner.
- c) One of the house owners had a good market garden before he/she started the restoration.
- d) One of the speakers put in double glazed windows.
- e) One of the speakers was resented by his/her friends.

4. Определите, являются ли следующие утверждения о прослушанном тексте

истинными или ложными. В первом случае в талон ответов внесите цифру 1, во втором - цифру 2.

- a) All of the speakers put down the change in their lifestyle to sheer luck.
- b) Some of the speakers sound doubtful about their choices.
- c) None of the speakers comes across as an unconventional person.
- d) Some of the speakers resent talking about their homes.
- e) All of the speakers use elliptical sentences.

5. Соедините описание с типом жилища, о котором говорилось в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

a) Is light and spacious	1) The house
b) Has a kitchenette	2) The windmill
c) Has a wind turbine	3) The boat
d) Is in need of redecoration	
e) Follows a unique design	

6. Завершите фразы, заполнив пропуски подходящими фразовыми глаголами, использованными в аудиозаписи. Внимание: вариантов больше, чем необходимо. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a-e).

1) *get on* 2) *(be) fed up* 3) *come across* 4) *crumble off* 5) *sweep up* 6) *look for* 7) *dig up*

- a) He tried to ___ something from his past to spoil his chances.
- b) She said she was _____ and left.
- c) They walked into a bar ___ing ___ trouble.
- d) It took me ages to _____ the broken bits.
- e) He ___s _____ as a very intelligent man.

7. Выберите объяснение значений следующих слов и словосочетаний, использованных в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а-е).

- a) *A carbon footprint* is 1) an imprint of a heel on the sand 2) a chemical compound 3) industrial greenhouse gas emissions 4) generated by home energy use.
- b) If *sth ticks all the right boxes*, 1) all the boxes on a sheet of paper have the V symbol 2) it is perfectly suitable 3) you can afford it 4) it fits.
- c) If you *browse* 1) you shop for a discount 2) you are free 3) you have nothing to do 4) you wander around a shop 5) you look through a book or a magazine.
- d) *Fibre* is 1) an Old English name 2) a man-made material 3) indigestible 4) a mass of threads.
- e) If a ship is *moored up*, it is 1) out in the sea 2) shipwrecked 3) anchored 4) pulled ashore.

8. Выберите близкие по значению контекстуальные синонимы к словам, употреблённым в аудиозаписи. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а-е).

- a) *friendly* 1) sociable 2) easy 3) harmless 4) helpful
- b) *substantially* 1) quite 2) well 3) considerably 4) rather
- c) *chilly* 1) spicy 2) cool 3) frigid 4) windy 5) damp
- d) *downside* 1) problem 2) deficit 3) disadvantage 4) shortcoming
- e) *arouse* 1) develop 2) rise 3) stir up 4) encourage

9. Выберите близкие по значению контекстуальные антонимы к словам и

словосочетаниям, употребленным в аудиозаписи. Укажите номера выбранных

вариантов в талоне ответов под соответствующей буквой (а-е).

- a) *quirky* 1) conventional 2) boring 3) moderate 4) out-of-the-ordinary
- b) *disillusioned* 1) delighted 2) optimistic 3) unhappy 4) deceived
- c) *restoration* 1) reconstruction 2) defeat 3) destruction 4) break-down

- d) *luxurious* 1) boring 2) poor 3) basic 4) rich
e) *extreme* 1) moderate 2) radical 3) safe 4) good

10. Ответьте на вопросы, выбрав один из предложенных вариантов.
Укажите номера выбранных вариантов в талоне ответов под
соответствующей буквой (a-e).

a) One of the speakers uses “although”	1) <i>to emphasize that one thing is true only of the other one is true.</i>
b) One of the speakers uses “that said”	2) <i>to sound less wordy.</i>
c) One of the speakers uses “once”	3) <i>to contrast two ideas.</i>
d) One of the speakers uses “even if”	4) <i>instead of as soon as.</i>
e) One of the speakers uses “if”	5) <i>to refer to a particular time in the past.</i>
	6) <i>to emphasize that two things are true at the same time</i>
	7) <i>to state a condition.</i>
	8) <i>to introduce a succession of actions.</i>

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задания заключительного тура

	<i>9) to introduce a surprising detail.</i>
	<i>10) to introduce an indirect question.</i>

Темы для проверки навыков говорения (11 класс)

Ниже предлагается перечень тем для говорения. Темы носят проблемный характер и предполагают аргументированный ответ с выражением личного отношения говорящего к обсуждаемому вопросу.

Экзаменатор объявляет тему устно и выводит ее на экран (компьютера) или записывает на доске. На подготовку ответа отводится 1 минута (участникам запрещается вести записи). По команде экзаменатора участник объявляет свой регистрационный номер и записывает ответ на компьютере в формате mp3. Время говорения – до 5 минут. Проверка осуществляется по критериям.

Темы

- 1) In your view, does the Internet undermine standards of language or expand language creativity? Argue your point.
- 2) To what extent would you agree with the statement that multiculturalism kills national identity?
- 3) In your view, should a foreign language as a school subject be given equal prominence with the mother tongue? Argue your point.
- 4) Why, do you think, proficiency in several foreign languages is critical to a successful career today? Argue your point.
- 5) In your view, how important is it to preserve minor languages? Argue your point.