

Задание № 1

Выберите правильный вариант (1–3) произношения окончания множественного числа существительных (а)–е) и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)–е):

1) [s] 2) [z] 3) [iz]

a) term b) doubt c) boy d) thing e) dress

+++++

Задание № 1

Выберите правильный вариант (1–3) произношения окончания множественного числа существительных (а)–е) и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)–е):

1) [s] 2) [z] 3) [iz]

a) practice b) block c) club d) actor e) part

+++++

Задание № 1

Выберите правильный вариант (1–3) произношения окончания множественного числа существительных (а)–е) и укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (а)–е):

1) [s] 2) [z] 3) [iz]

a) copy b) week c) dream d) sandwich e) play

+++++

Задание № 2

Определите, будет ли различаться произнесение ударных гласных в британском варианте английского языке в парах слов (а)–е). Если да, в талоне ответов под соответствующей буквой (а)–е) укажите цифру 1, если нет – цифру 2.

a) vast – automobile

- b) almost – motivate
- c) dead – shed
- d) company – come
- e) nation – fashion

+++++

Задание № 2

Определите, будет ли различаться произнесение ударных гласных в британском варианте английского языке в парах слов (a)–e). Если да, в талоне ответов под соответствующей буквой (a)–e) укажите цифру 1, если нет – цифру 2.

- a) nervous – turkey
- b) modesty – forthcoming
- c) smart – clerk
- d) pleasant – agency
- e) feature – believe

+++++

Задание № 2

Определите, будет ли различаться произнесение ударных гласных в британском варианте английского языке в парах слов (a)–e). Если да, в талоне ответов под соответствующей буквой (a)–e) укажите цифру 1, если нет – цифру 2.

- a) swollen – comb
- b) simile – written
- c) sponge – doctor
- d) straight – imply
- e) support – autumn

+++++

Задание № 3

Завершите фразы (a)–e), выбрав подходящие по смыслу глаголы (1–4). Укажите номера выбранных вариантов в талоне ответов под

соответствующей буквой (a)–e). Внимание: глаголы даны в их начальной форме. Варианты могут повторяться.

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

- a) I must ___ you straight that I will not stand such kind of behaviour.
- b) I'd like to ___ a few words before we make a decision.
- c) Will you listen? Stop ___!
- d) They never admit non-English-___ students.
- e) His friends never ___ of his illness not to remind him of what he had been through.

+++++

Задание № 3

Завершите фразы (a)–e), выбрав подходящие по смыслу глаголы (1–4). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e). Внимание: глаголы даны в их начальной форме. Варианты могут повторяться.

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

- a) She didn't ___ what she intended to do.
- b) What you've just done ___ volumes about you!
- c) Why haven't you ___ him the news yet?
- d) Oh, what are you ___ about?
- e) I had something to ___ but they wouldn't listen.

+++++

Задание № 3

Завершите фразы (a)–e), выбрав подходящие по смыслу глаголы (1–4). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e). Внимание: глаголы даны в их начальной форме. Варианты могут повторяться.

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

- a) You should have listened to me! What did I ___ you?

- b) I often wonder if anybody can ___ some sense into my sister.
- c) His colleagues always ___ highly of him.
- d) I have to ___ that it came as a shock!
- e) Could you ___ me the way to the nearest bus stop?

+++++

Задание № 4

Определите, какое ОДНО из предложенных слов (1–6) может быть употреблено в ПАРАХ предложений (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) save 2) hand 3) hold 4) keep 5) support 6) help

- a) Please ___ yourself to some chocolate. I couldn't ___ feeling she was trying to conceal something terrible from me.
- b) Do you think our computer will ___ the new version of the program? He had a wife and two small children to ___.
- c) Can you give me a ___ to carry all this? He runs the company with a firm ___.
- d) I don't think I will sell my car after all, I'll ___ it and have it repaired. This job will probably ___ me in an office all day long.
- e) The girl released her ___ on the horse and it galloped away. Who do you think will ___ the position?

+++++

Задание № 4

Определите, какое ОДНО из предложенных слов (1–6) может быть употреблено в ПАРАХ предложений (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) company 2) group 3) number 4) relative 5) background 6) family

- a) A stable ___ is vital for any child. I don't know the ___ to the case, so I can't make any conclusions.
- b) The house can't be big enough for a ___ of six. Which ___ of languages is English in?
- c) They own a ___ of luxury hotels on the coast. The local drama ___ gave a brilliant performance last night.

- d) There are more facts ___ to the matter. My best friend turned out to be our distant ___.
- e) The ___ was set up shortly after the war. He is such good ___!

+++++

Задание № 4

Определите, какое ОДНО из предложенных слов (1–6) может быть употреблено в ПАРАХ предложений (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

1) glance 2) sight 3) idea 4) vision 5) looks 6) look

- a) The miner lost his ___ in a terrible accident. Unfortunately the solution isn't in ___ yet.
- b) Can I have a ___ at what you are reading? The bored ___ in their eyes proved that they weren't really listening to me.
- c) He seems to have everything – money, good ___ and a perfect family. It's going to be a perfect day by the ___ of it.
- d) I could see at a ___ that he didn't believe me. At first ___ the place seemed magnificent.
- e) What's your ___ of the company's future? She has perfect ___ though she is ninety.

+++++

Задание № 5

Определите, при помощи каких префиксов (1–6) образуются антонимы слов (a–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e).

1) il 2) un 3) ir 4) in 5) ab 6) dis

- a) fortunately
b) honorable
c) sane
d) literate
e) regular

+++++

Задание № 5

Определите, при помощи каких префиксов (1–6) образуются антонимы слов (a–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e).

1) dis 2) im 3) ir 4) in 5) ab 6) un

- a) regular
- b) possible
- c) agreeable
- d) accurate
- e) tidy

+++++

Задание № 5

Определите, при помощи каких префиксов (1–6) образуются антонимы слов (a–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e).

1) im 2) il 3) ir 4) un 5) dis 6) in

- a) reliable
- b) complete
- c) logical
- d) relevant
- e) honest

+++++

Задание № 6

Определите, какие предлоги (1–7) должны быть употреблены в предложенных контекстах (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

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

Writing first appeared (a) ___ Mesopotamia (b) ___ the beginning (c) ___ what is now known as the Bronze Age. Cuneiform symbols had evolved (d) ___ numerals into representations of sounds, which offered a means of writing (e) ___ the Sumerian and Akkadian languages.

+++++

Задание № 6

Определите, какие предлоги (1–7) должны быть употреблены в предложенных контекстах (a)–(e). Укажите номера выбранных вариантов в талоне ответов под

1) in 2) on 3) by 4) of 5) among 6) with 7) from

(a) ___ the fragments of texts discovered (b) ___ 1853 (c) ___ the Assyrian archaeologist Hormuzd Rassan are tablets inscribed (d) ___ tales of the legendary King Gilgamesh of Uruk, which are some of the earliest examples (e) ___ written literature.

+++++

Задание № 6

Определите, какие предлоги (1–7) должны быть употреблены в предложенных контекстах (a)–(e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–(e). Варианты не могут повторяться.

1) in 2) among 3) around 4) with 5) into 6) – 7) of

Epics were (a) ___ the earliest forms (b) ___ literature in many cultures (c) ___ the world. These popular stories usually contained (d) ___ many characters and were long and complex (e) ___ structure.

+++++

Задание № 7

Прочитайте высказывания (a)–(e), по смыслу угадайте, какие слова зашифрованы в виде перепутанных букв, и определите, к какой тематической группе они относятся. Укажите номера выбранных вариантов (1–8) в талоне ответов под соответствующей буквой (a)–(e).

1) body 2) language 3) education 4) weather

5) time 6) house 7) arts 8) food and drinks

- a) French ECESSHE are famous all over the world.
- b) West Point is a military YDAAECM.
- c) Did you forget? It's their wedding ESNVYRAIANR.
- d) All we could hear was TUHNDER over the hills.
- e) He tried hard to put his thought into SPEECH.

+++++

Задание № 7

Прочитайте высказывания (a)–e), по смыслу угадайте, какие слова зашифрованы в виде перепутанных букв, и определите, к какой тематической группе они относятся. Укажите номера выбранных вариантов (1–8) в талоне ответов под соответствующей буквой (a)–e).

1) arts 2) water 3) medicine 4) weather 5) food and drinks 6) time
7) education 8) language

- a) This item is a great LYECICDA here.
- b) Our new history SOEFRORSP is very strict.
- c) Look! It has started to RDEZILZ.
- d) What exactly was the PSNOEIERXS he used?
- e) The ANTTINS I heard his voice I knew he was lying.

+++++

Задание № 7

Прочитайте высказывания (a)–e), по смыслу угадайте, какие слова зашифрованы в виде перепутанных букв, и определите, к какой тематической группе они относятся. Укажите номера выбранных вариантов (1–8) в талоне ответов под соответствующей буквой (a)–e).

1) travel 2) arts 3) weather 4) body 5) language 6) house 7) time
8) food and drinks

- a) Soon OSRIDANRP began to fall heavily.
- b) At that NOTIP he got up and left the room.
- c) We're having a AOTRS tonight.
- d) As the GYIANS goes, there's no smoke without fire.
- e) I wished them a safe URYJONE.

+++++

Задание № 8

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).

In 1999 Shakespeare (a) ___ “Man of the Millenium” in the UK, and speeches from the Tempest were used (b) ___ for the 2012 Olympic Games. He is one of (c) ___, and each every around 800,000 (d) ___ the trip to Stratford-on-Avon to visit the houses where his life (e) ___.

- a) (1) has been voted (2) was voting as (3) was voted
- b) (1) in the opening ceremony (2) at the opening (3) during an opening event
- c) (1) English cultural ambassadors (2) the UK’s greatest cultural exports (3) the UK greatest cultural experts
- d) (1) visitors make (2) visitors have made (3) spectators make
- e) (1) history started (2) story had begun (3) story began

+++++

Задание № 8

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).

Why should Shakespeare, a man who (a) ___ in 1616, continue to be (b) ___ for readers and theatre-goers today? (c) ___ appeal (d) ___ in his ability to capture in words (e) ___ to be human.

- a) (1) had died (2) died (3) was dead
- b) (1) so insignificant (2) such important (3) so relevant
- c) (1) Much of his (2) Most of their (3) Many of the
- d) (1) laid (2) lies (3) is lying
- e) (1) what it feels like (2) how it is (3) what it felt

+++++

Задание № 8

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).

When William Shakespeare (a) ____, his friend and (b) ____ Ben Jonson wrote that his works (c) ____ “not of an age, but for all time”. The prediction proved true: Shakespeare’s name is known (d) ____, and he continues (e) ____ one of the most iconic writers of all time.

- a) (1) has died (2) was dead (3) died
- b) (1) rival playwright (2) rivaling player (3) competing writer
- c) (1) will turn out (2) would prove (3) would turn
- d) (1) across the globe (2) in each corner (3) everywhere on planet
- e) (1) being seen like (2) to be considering (3) to be regarded as

+++++

Задание № 9

Соотнесите высказывания (a)–e) со значениями видо-временных форм употребленных в них глаголов (1–9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- | | |
|---|--|
| a) We are having a house built. | 1) Permanent facts |
| b) The match starts at 9. | 2) An action in a period of time up to the present |
| c) It was early morning. The sun was shining. | 3) A past action having a result in the present |
| d) He’s been teaching for 15 years now. | 4) A temporary situation |
| e) Physical activities burn calories. | 5) Timetable |
| | 6) One action interrupts another |
| | 7) Background of actions in a story |
| | 8) A series of completed actions in the past |

9) A planned action

+++++

Задание № 9

Соотнесите высказывания (a)–e) со значениями видо-временных форм употребленных в них глаголов (1–9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- | | |
|---|--|
| a) Watch out! You're going to fall! | 1) A temporary situation |
| b) When I was small I could play for hours. | 2) Things changing over a long period of time |
| c) He phoned me when I was walking home. | 3) Background of actions in a story |
| d) My sister's learning to drive. | 4) Prediction based on the present situation |
| e) Look! Those boys have broken our window! | 5) A past action having a result in the present |
| | 6) An action in a period which is finished |
| | 7) One action interrupts another |
| | 8) An action in a period of time up to the present |
| | 9) Timetable |

+++++

Задание № 9

Соотнесите высказывания (a)–e) со значениями видо-временных форм употребленных в них глаголов (1–9). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- | | |
|--|--|
| a) I've written a poem. Could you read it now? | 1) Action(s) before a past situation/time |
| b) At college I played for our local football team. | 2) An action in a period of time up to the present |
| c) When does the plane leave? | 3) A temporary situation |
| d) By the time I was 10 I had changed three schools. | 4) An action in a period which is finished |
| e) They've been shouting at each other for an hour! | 5) A past action having a result in the present |
| | 6) Things changing over a long period of time |
| | 7) Prediction based on the present situation |
| | 8) One action interrupts another |
| | 9) Timetable |

+++++

Задание № 10

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

1) a/an 2) the 3) –

- (a) ___ Epics are (b) ___ narrative poems that recount (c) ___ story of (d) ___ hero who represents (e) ___ particular culture.

+++++

Задание № 10

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

1) a/an 2) the 3) –

In (a) ___ ancient Greece many epic tales were told about (b) ___ Trojan War – (c) ___ conflict between the Achaeans and (d) ___ city of (e) ___ Troy.

+++++

Задание № 10

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

1) a/an 2) the 3) –

(a) ___ first and most famous of (b) ___ epic tales in (c) ___ ancient Greece were the Iliad and Odyssey, both attributed to (d) ___ single author, known as (e) ___ Homer.

+++++

Задание № 11

Определите, какой глагол (1–7) в правильной форме должен быть употреблен в каждом из высказываний (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e). Каждый глагол может быть употреблен ОДИН раз.

1) come 2) take 3) find 4) go 5) back 6) put 7) tell

- a) The bomb _____ off killing seven people.
- b) I came home late yesterday and my granny _____ me off.
- c) It's such an important decision. We can't _____ it off.
- d) _____ off it! You're kidding!
- e) The plane _____ off and headed north.

+++++

Задание № 11

Определите, какой глагол (1–7) в правильной форме должен быть употреблен в каждом из высказываний (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e). Каждый глагол может быть употреблен ОДИН раз.

1) stop 2) make 3) do 4) put 5) show 6) leave 7) come

- a) She finally ___ up. We had been waiting for twenty minutes.
- b) You'd better ___ up your coat, it's windy.
- c) They kissed and ___ up.
- d) I'm sorry I can't join you. Something important has ___ up.
- e) Can you ___ up a tent?

+++++

Задание № 11

Определите, какой глагол (1–7) в правильной форме должен быть употреблен в каждом из высказываний (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e). Каждый глагол может быть употреблен ОДИН раз.

1) turn 2) back 3) let 4) go 5) carry 6) look 7) bring

- a) The ferry ___ down in a few seconds but all the passengers survived.
- b) I was going to bed, so she ___ the radio down.
- c) I know you don't trust me, I've ___ you down many times.
- d) You can't ___ down on people like that!
- e) This powerful empire was ___ down by invaders.

+++++

Задание № 12

Определите, какой предлог (1–7) должен быть употреблен во фразовых глаголах в высказываниях (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

1) into 2) about 3) after 4) up 5) down 6) over 7) through

- a) I would like to take up painting, but I don't know how to go ___ it.

- b) You just have to go ___ with it, there's no way out.
- c) Unfortunately unemployment is now going ___.
- d) Let's go ___ our roles again.
- e) Why do I have to go ___ the matter? I have nothing to do with it.

+++++

Задание № 12

Определите, какой предлог (1–7) должен быть употреблен во фразовых глаголах в высказываниях (a)–(e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–(e):

1) after 2) off 3) in 4) down 5) out 6) back 7) over

- a) This dress doesn't fit you, take it ___ to the shop.
- b) Their firm was very small, that's why it was taken ___ by a giant company.
- c) John takes ___ his mum, she's so proud of him.
- d) His explanation was so long and complicated that I couldn't take ___ what he was telling me.
- e) My parents are taking me ___ for a meal tonight!

+++++

Задание № 12

Определите, какой предлог (1–7) должен быть употреблен во фразовых глаголах в высказываниях (a)–(e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–(e):

1) in 2) forward 3) off 4) out 5) around 6) back 7) after

- a) My uncle is unemployed, he is looking ___ for a job.
- b) You may go, I'll look ___ the cats.
- c) We all looked ___ to the end of the school year, but in June didn't want to say goodbye to each other.
- d) Looking ___ on it, I realize I made a lot of mistakes.
- e) How are you feeling? I'll look ___ on you in the evening.

+++++

Задание № 13

По определениям (a)–e) догадайтесь, о каких идиоматических выражениях идет речь, и укажите, какие части тела (1–7) в них упоминаются. Укажите номера выбранных вариантов (1–7) в талоне ответов под соответствующей буквой (a)–e).

a) you realize that someone that you admire is not so ideal	1) finger(s)
b) to deceive smb, tell them something which is not true	2) head(s)
c) you hope that something will happen the way you want	3) hand
d) something is ready when you need it	4) leg(s)
e) to be unable to behave reasonably in a complicated situation	5) feet
	6) face
	7) neck

+++++

Задание № 13

По определениям (a)–e) догадайтесь, о каких идиоматических выражениях идет речь, и укажите, какие части тела (1–7) в них упоминаются. Укажите номера выбранных вариантов (1–7) в талоне ответов под соответствующей буквой (a)–e).

a) done or delivered personally	1) finger(s)
b) go for a walk	2) neck
c) remain reasonable in a difficult situation	3) hand
d) be unfriendly to somebody	4) leg
e) to follow all the recent changes in a situation	5) feet
	6) shoulder(s)
	7) head

+++++

Задание № 13

По определениям (a)–e) догадайтесь, о каких идиоматических выражениях идет речь, и укажите, какие части тела (1–7) в них упоминаются. Укажите номера выбранных вариантов (1–7) в талоне ответов под соответствующей буквой (a)–e).

a) be able to talk somebody into anything you want	1) hand
b) to feel that you are not brave enough to do something	2) neck
c) try to engage in some new activity	3) feet

d) be very busy doing something	4) finger(s)
e) to try not to get involved in something, be not noticed	5) leg(s)
	6) shoulder
	7) head(s)

+++++

Задание № 14

Прочитайте текст и заполните пропуски (a)–(e) фразами (1–7). ВНИМАНИЕ: есть две лишние фразы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–(e).

A Tale of Gods and Men

The Iliad is a sophisticated piece of storytelling. It relates the tale of the war in Ilium (Troy) from the perspective of one character in particular – Achilles. Parts of the story of the war are told in flashback, (a) _____. Woven into this storyline are subplots and insights into the lives of the protagonists.

How much of this complexity can be credited to Homer, and how much is a result of refinement and embroidering over previous generations, is impossible to tell. The result is a work that combines history, legend, and mythology, while offering the essential ingredients of good storytelling – (b) _____ – that make it a compelling read.

The Iliad is massive, (c) _____, consisting of over 15,000 lines of verse, divided into 24 books; (d) _____, Homer grabs the reader’s attention by using a device common to many epics. This is to drop the reader straight into the thick of the action. Homer’s account starts in the final year of the conflict, (e) _____. Homer digresses to explain some of the background to the events he is describing, but he assumes much prior knowledge about the causes of the conflict, which contemporary readers would have known well.

- 1) it remains a vital source for the study of ancient Greece
- 2) or in prophecies of the future
- 3) rather than simply telling the tale chronologically
- 4) which has already been raging for nine years
- 5) both in its length and its massive scope
- 6) horror and stories
- 7) adventure and human drama

+++++

Задание № 14

Прочитайте текст и заполните пропуски (a)–e) фразами (1–7). ВНИМАНИЕ: есть две лишние фразы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e).

Western Cornerstone

It is almost impossible to overstate the impact of the Iliad and the Odyssey on the literature of ancient Greece and Rome, (a) _____. They were not simply the first literary works in Europe, but monumental examples that firmly laid the foundations of the epic genre.

Homer's expert use of complex and highly visual similies gave his poetry unprecedented depth, and his mastery provided an inspirational musicality to his verse.

But (b) _____, Homer turned an oral tradition of stories about folk heroes into a literary form – the epic. He also set out the characteristics of that form; for example, that the main narrative should follow the hero's quest or journey, and that his should be set against a historical backdrop, (c) _____. Homer also set the standard for the subtext of the epic, where personal and social values often stand in opposition.

The Iliad and the Odyssey inspired a number of Greek poets to write epics on similar themes, but they also influenced the new form of drama that developed in the classical period. And (d) _____, the Iliad and Odyssey were standard texts in ancient Rome, (e) _____. This reached its height in Virgil's Aeneid, which as well as being a homage to Homer took as its starting point the fall of Troy.

- 1) with multiple interweaving or episodic plots
- 2) it should be exaggerated
- 3) while Homer was popular reading in ancient Greece
- 4) though he was not really well-known in his lifetime
- 5) and therefore the whole of Western literature.
- 6) inspiring poets to develop a distinctive Latin epic poetry
- 7) perhaps most significantly of all

+++++

Задание № 14

Прочитайте текст и заполните пропуски (a)–(e) фразами (1–7). ВНИМАНИЕ: есть две лишние фразы. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–(e).

The Epic and the Everyday

In Renaissance literature, (a) _____, writers chose to work in vernacular languages, as opposed to Latin or Greek, and to create their own stories rather than retell those of the past. Among the first to write in this way was the Florentine poet Dante Alighieri, whose *The Divine Comedy* (b) _____ served as an allegory for the contemporary world.

At the same time, other writers chose to turn away from the realm of epics and legends altogether, (c) _____. In *The Decameron*, (d) _____, Giovanni Boccaccio presented a collection of 100 ‘novellas’ in prose in the Florentine vernacular. Shortly afterwards Geoffrey Chaucer wrote a similar collection of stories, *The Canterbury Tales*. Both works contained a variety of tales of everyday life – (e) _____. With their discussion of human vices, and practical jokes, they soon became popular reading.

In the 15th century, the invention of Gutenberg’s printing press hastened the spread of ideas, and this technology also made it easier to cater to audiences in vernacular languages.

- 1) and focus on the lives and ingenuity of ordinary people
- 2) was not only an epic poetic journey through the afterlife but also
- 3) published in 1353
- 4) in particular
- 5) although inspiration came from classical style and forms
- 6) was itself a great educational highflier
- 7) from love stories to moral parables

+++++

Задание № 15

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

A Tale of Gods and Men

The *Iliad* is a sophisticated piece of storytelling. It relates the tale of the war in

Ilium (Troy) from the perspective of one character in particular – Achilles. Parts of the story of the war are told in flashback. Woven into this storyline are subplots and insights into the lives of the protagonists.

How much of this complexity can be credited to Homer, and how much is a result of refinement and embroidering over previous generations, is impossible to tell. The result is a work that combines history, legend, and mythology, while offering the essential ingredients of good storytelling that make it a compelling read.

The Iliad is massive consisting of over 15,000 lines of verse, divided into 24 books; Homer grabs the reader's attention by using a device common to many epics. This is to drop the reader straight into the thick of the action. Homer's account starts in the final year of the conflict. Homer digresses to explain some of the background to the events he is describing, but he assumes much prior knowledge about the causes of the conflict, which contemporary readers would have known well.

- a) There is only one protagonist in the Iliad – Achilles.
- b) It cannot be stated that Homer meant the story to be complicated.
- c) The fact that the Iliad is written in several genres makes it attractive to readers.
- d) Homer is known for his poetic talent, but parts of the Iliad are written in prose.
- e) Modern readers know the details of the Trojan war very well.

+++++

Задание № 15

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

Western Cornerstone

It is almost impossible to overstate the impact of the Iliad and the Odyssey on the literature of ancient Greece and Rome. They were not simply the first literary works in Europe, but monumental examples that firmly laid the foundations of the epic genre.

Homer's expert use of complex and highly visual similies gave his poetry unprecedented depth, and his mastery provided an inspirational musicality to his verse.

But Homer turned an oral tradition of stories about folk heroes into a literary form – the epic. He also set out the characteristics of that form; for example, that

the main narrative should follow the hero's quest or journey, and that his should be set against a historical backdrop. Homer also set the standard for the subtext of the epic, where personal and social values often stand in opposition.

The Iliad and the Odyssey inspired a number of Greek poets to write epics on similar themes, but they also influenced the new form of drama that developed in the classical period. And the Iliad and Odyssey were standard texts in ancient Rome. This reached its height in Virgil's Aeneid, which as well as being a homage to Homer took as its starting point the fall of Troy.

- a) Epic literature owes a lot to Homer's Iliad.
- b) The importance of some epic works is exaggerated.
- c) The excellence of Homer's style is achieved, among other things, by the use of bright comparisons.
- d) Homer introduced the idea that a character's private life is above social matters.
- e) Aeneid may be considered an expression of Virgil's respect for Homer.

+++++

Задание № 15

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

The Epic and the Everyday

In Renaissance literature, writers chose to work in vernacular languages, as opposed to Latin or Greek, and to create their own stories rather than retell those of the past. Among the first to write in this way was the Florentine poet Dante Alighieri, whose *The Divine Comedy* served as an allegory for the contemporary world.

At the same time, other writers chose to turn away from the realm of epics and legends altogether. In *The Decameron*, Giovanni Boccaccio presented a collection of 100 'novellas' in prose in the Florentine vernacular. Shortly afterwards Geoffrey Chaucer wrote a similar collection of stories, *The Canterbury Tales*. Both works contained a variety of tales of everyday life. With their discussion of human vices, and practical jokes, they soon became popular reading.

In the 15th century, the invention of Gutenberg's printing press hastened the spread of ideas, and this technology also made it easier to cater to audiences in vernacular languages. Popular demand for books had been stimulated in particular by the prose storytelling of Boccaccio and Chaucer.

- a) In ancient Greece and Rome there was a tradition of writing in the language which would be understood by people all over the country.
- b) In The Divine Comedy the author compared Florence and other contemporary towns.
- c) The Decameron was the first work written in prose.
- d) The Canterbury Tales written by Geoffrey Chaucer is a set of fairy tales.
- e) The invention of the printing press contributed to the promotion of literature in the vernacular.

+++++

Задание № 16

Прочитайте текст и, опираясь на контекст, выберите наиболее точные толкования или синонимы к словам и выражениям (a)–e) из текста. Укажите номера выбранных вариантов (1–3) под соответствующей буквой (a)–e) в талоне ответов.

A Tale of Gods and Men

The Iliad is a sophisticated piece of storytelling. It relates the tale of the war in Ilium (Troy) from the perspective of one character in particular – Achilles. Parts of the story of the war are told in flashback. Woven into this storyline are subplots and insights into the lives of the protagonists.

How much of this complexity can be credited to Homer, and how much is a result of refinement and embroidering over previous generations, is impossible to tell. The result is a work that combines history, legend, and mythology, while offering the essential ingredients of good storytelling that make it a compelling read.

The Iliad is massive consisting of over 15,000 lines of verse, divided into 24 books; Homer grabs the reader's attention by using a device common to many epics. This is to drop the reader straight into the thick of the action. Homer's account starts in the final year of the conflict. Homer digresses to explain some of the background to the events he is describing, but he assumes much prior knowledge about the causes of the conflict, which contemporary readers would have known well.

in flashback 1) going back to previous events 2) describing various events in detail 3) finding connections between the past and the present

Woven into – being an integral part of – continuing – functioning as sequels

refinement 1) purification 2) improvement 3) enlargement

a compelling read 1) something you are made to read 2) something that requires a lot of attention 3) something you can't help reading

account

+++++

Задание № 16

Прочитайте текст и, опираясь на контекст, выберите наиболее точные толкования или синонимы к словам и выражениям (а)–е) из текста. Укажите номера выбранных вариантов (1–3) под соответствующей буквой (а)–е) в талоне ответов.

Western Cornerstone

It is almost impossible to overstate the impact of the Iliad and the Odyssey on the literature of ancient Greece and Rome. They were not simply the first literary works in Europe, but monumental examples that firmly laid the foundations of the epic genre.

Homer's expert use of complex and highly visual similies gave his poetry unprecedented depth, and his mastery provided an inspirational musicality to his verse.

But Homer turned an oral tradition of stories about folk heroes into a literary form – the epic. He also set out the characteristics of that form; for example, that the main narrative should follow the hero's quest or journey, and that his should be set against a historical backdrop. Homer also set the standard for the subtext of the epic, where personal and social values often stand in opposition.

The Iliad and the Odyssey inspired a number of Greek poets to write epics on similar themes, but they also influenced the new form of drama that developed in the classical period. And the Iliad and Odyssey were standard texts in ancient Rome. This reached its height in Virgil's Aeneid, which as well as being a homage to Homer took as its starting point the fall of Troy.

- a) *expand* 1) make smth longer 2) make smth stronger and more influential 3) become more confident
- b) *do away with* 1) eliminate 2) do up 3) kill
- c) *initial* 1) intuitive 2) ungrounded 3) taking place at the beginning
- d) *granted* 1) promised 2) leased out 3) allowed to possess
- e) *primacy* 1) supremacy 2) best quality 3) respect

+++++

Задание № 16

Прочитайте текст и, опираясь на контекст, выберите наиболее точные толкования или синонимы к словам и выражениям (а)–е) из текста. Укажите

номера выбранных вариантов (1–3) под соответствующей буквой (a)–e) в талоне ответов.

The Epic and the Everyday

In Renaissance literature, writers chose to work in vernacular languages, as opposed to Latin or Greek, and to create their own stories rather than retell those of the past. Among the first to write in this way was the Florentine poet Dante Alighieri, whose *The Divine Comedy* served as an allegory for the contemporary world.

At the same time, other writers chose to turn away from the realm of epics and legends altogether. In *The Decameron*, Giovanni Boccaccio presented a collection of 100 ‘novellas’ in prose in the Florentine vernacular. Shortly afterwards Geoffrey Chaucer wrote a similar collection of stories, *The Canterbury Tales*. Both works contained a variety of tales of everyday life. With their discussion of human vices, and practical jokes, they soon became popular reading.

In the 15th century, the invention of Gutenberg’s printing press hastened the spread of ideas, and this technology also made it easier to cater to audiences in vernacular languages. Popular demand for books had been stimulated in particular by the prose storytelling of Boccaccio and Chaucer.

- a) *blessed* 1) a holy person 2) having a special ability 3) having acquired a rare skill
- b) *negotiated* 1) insisted 2) opposed and achieved 3) discussed and reached an agreement
- c) *visionary* 1) having clear ideas about how things will stand in the future 2) having visions 3) having clear ideas about one’s life
- d) *learning* 1) the process of studying 2) system of education 3) the process of teaching
- e) *ravages* 1) raids 2) attacks 3) damage

+++++

Задание № 17

Прочитайте текст и, опираясь на контекст, определите частеречную принадлежность слов (a)–e). Укажите номера выбранных вариантов (1–9) под соответствующей буквой (a)–e) в талоне ответов.

The *Iliad* is a sophisticated piece of storytelling. It relates the tale of the war in Ilium (Troy) from the perspective of one character in particular – Achilles. Parts of the story of the war are told in flashback. Woven into this storyline are subplots

and insights into the lives of the protagonists.

a) a	1) adjective
b) relates	2) article
c) in	3) verb
d) perspective	4) participle
e) told	5) gerund
	6) noun
	7) conjunction
	8) pronoun
	9) preposition

+++++

Задание № 17

Прочитайте текст и, опираясь на контекст, определите частеречную принадлежность слов (a)–e). Укажите номера выбранных вариантов (1–9) под соответствующей буквой (a)–e) в талоне ответов.

It is almost impossible to overstate the impact of the Iliad and the Odyssey on the literature of ancient Greece and Rome. They were not simply the first literary works in Europe, but monumental examples that firmly laid the foundations of the epic genre.

a) the	1) noun
b) on	2) gerund
c) and	3) pronoun
d) simply	4) conjunction
e) works	5) article
	6) preposition
	7) verb
	8) adverb
	9) participle

+++++

Задание № 17

Прочитайте текст и, опираясь на контекст, определите частеречную принадлежность слов (a)–e). Укажите номера выбранных вариантов (1–9) под соответствующей буквой (a)–e) в талоне ответов.

In Renaissance literature, writers chose to work in vernacular languages, as opposed to Latin or Greek, and to create their own stories rather than retell those of the past. Among the first to write in this way was the Florentine poet Dante Alighieri, whose *The Divine Comedy* served as an allegory for the contemporary world.

a) in	1) adjective
b) opposed	2) conjunction
c) or	3) adverb
d) own	4) preposition
e) an	5) pronoun
	6) noun
	7) verb
	8) article
	9) participle

+++++

Задание № 18

Определите, началом какого жанра/типа текстов (1–9) являются следующие фразы (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) Questionnaire
- 2) Fairy tale
- 3) Article
- 4) Nursery rhyme
- 5) Application form
- 6) Information File
- 7) Advertisement
- 8) Personal letter
- 9) Formal letter

- a) This month, Boom Supersonic rolled out its XB-1 supersonic test plane. It's the first civilian supersonic aircraft since the Soviet Union's Tupolev TU-144 in 1968.
- b) Name of the Post: ... Name of Person: ...
- c) Dear Mary,
Thanks for your letter...
- d) #SayItWithPepsi
- e) What is your favourite product? Why did you purchase it?

+++++

Задание № 18

Определите, началом какого жанра/типа текстов (1–9) являются следующие фразы (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) Advertisement
- 2) Personal letter
- 3) Information File
- 4) Application form
- 5) Fairy tale
- 6) Nursery rhyme
- 7) Article
- 8) Formal letter
- 9) Questionnaire

- a) One, two, three, four, five,
Once a caught a fish alive...
- b) A small clay pot in Diego Velázquez's Las Meninas could hold the key to unlocking the mysterious 17th-Century painting, argues Kelly Grovier.
- c) Photo: ... Name: ... Date of Admission: ...
- d) Would you recommend our products to your acquaintances?
- e) Dear Jeremy, It's a long time since I saw you...

+++++

Задание № 18

Определите, началом какого жанра/типа текстов (1–9) являются следующие фразы (a)–e). Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) Information File
- 2) Tongue twister
- 3) Nursery rhyme
- 4) Formal letter
- 5) Advertisement
- 6) Article
- 7) Fairy tale
- 8) Questionnaire
- 9) Personal letter

- a) Recent polls suggest Joe Biden has a significant and steady lead over Republican Donald Trump in this year's presidential race in both national preference and key swing-state surveys.
- b) Dear Canrad, I'm writing to say thank you...

- c) If you could change one thing in our project, what would it be?
- d) Humpty-Dumpty sat on a wall...
- e) Have a break, have a KitKat!

+++++

Задание № 19

Представьте, что Вы – корректор. Определите, есть ли пунктуационные ошибки в высказываниях (a)–e). Укажите номера выбранных вариантов (1–2) в талоне ответов под соответствующей буквой (a)–e):

1) ошибок нет 2) ошибки есть

- a) Some, further, recommendations are needed.
- b) Here you can find a list of towns, each with a map reference.
- c) In the report the term child refers to any person under 16.
- d) I can't even tell you how angry I was!
- e) I was surprised he said this – he is always so calm.

+++++

Задание № 19

Представьте, что Вы – корректор. Определите, есть ли пунктуационные ошибки в высказываниях (a)–e). Укажите номера выбранных вариантов (1–2) в талоне ответов под соответствующей буквой (a)–e):

1) ошибок нет 2) ошибки есть

- a) The washing machine isn't working – it's not connected.
- b) He insulted us, by ignoring all the requests.
- c) I've been trying to call her for an hour!
- d) "You don't have to buy the painting if you don't like it, she said.
- e) You mother is very kind isn't she?

+++++

Задание № 19

Представьте, что Вы – корректор. Определите, есть ли пунктуационные ошибки в высказываниях (a)–e). Укажите номера выбранных вариантов (1–2) в талоне ответов под соответствующей буквой (a)–e):

1) ошибок нет 2) ошибки есть

- a) Many people think, that vaccination is not that important after all.
- b) Oh, my bike has been stolen!
- c) The dictionary is on the shelf, it's next to the encyclopaedia.
- d) Lovely day, isn't it.
- e) You don't need to shout so loudly, Mrs Jones.

+++++

Задание № 20

Актеры перепутали свои реплики (1–8) в пьесе. Вы – режиссер, который должен перед репетицией восстановить их последовательность. В набор фраз случайно попали три лишние. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) Do you have something in particular in mind?
- 2) Yeah... Listen, are you doing anything tonight?
- 3) I hate it that you keep asking all the time!
- 4) I just thought we might go somewhere... I mean if you'd like to.
- 5) Yeah... Not really.
- 6) I don't know. Why?
- 7) Is it? Why?
- 8) Hi, Matilda, are you all right?

+++++

Задание № 20

Актеры перепутали свои реплики (1–8) в пьесе. Вы – режиссер, который должен перед репетицией восстановить их последовательность. В набор фраз случайно попали три лишние. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) No, I haven't. I think you had it last night. It was in your room.
- 2) What's so unusual about it? You're always losing something!
- 3) Not really.
- 4) You'd better help me instead of commenting.
- 5) You haven't seen my laptop, have you?
- 6) Oh, was it? Can't find it now.
- 7) You try first.
- 8) Why don't you try?

+++++

Задание № 20

Актеры перепутали свои реплики (1–8) в пьесе. Вы – режиссер, который должен перед репетицией восстановить их последовательность. В набор фраз случайно попали три лишние. Укажите номера выбранных вариантов в талоне ответов под соответствующей буквой (a)–e):

- 1) I like him a lot. He's a nice guy.
- 2) Why didn't you ask me?
- 3) I wouldn't say so.
- 4) What do you think of your sister's boyfriend?
- 5) They say he's sometimes very stubborn.
- 6) Oh, well, it's so nice that you get on well with him.
- 7) What do you mean?

+++++